

Individual Performance Profile

RN Fundamentals 2019



Individual Name: KADMIEL M GWASIRA	Adjusted Individual Total Score: 65.0%
Student Number: 7565976	ATI Proficiency Level: Level 2
Institution: Lakeview CON	National Mean: 64.6%
Program Type: BSN	Program Mean: 64.2%
Test Date: 12/5/2023	National Percentile Rank: 52
	Program Percentile Rank: 53

Individual Performance in the Major Content Areas																				
Sub-Scale	# Points	Individual Score	Mean		Percentile Rank		Individual Score (% Correct)													
			National	Program Type	National	Program Type	1	10	20	30	40	50	60	70	80	90	100			
Management of Care	13	76.9%	66.1%	64.9%	83	84														▲
Safety and Infection Control	11	54.5%	60.8%	59.8%	44	47														▲
Health Promotion and Maintenance	6	50.0%	67.6%	69.2%	30	27														▲
Psychosocial Integrity	4	75.0%	N/A	N/A	N/A	N/A														▲
Basic Care and Comfort	9	66.7%	60.3%	59.8%	74	75														▲
Pharmacological and Parenteral Therapies	7	71.4%	66.6%	66.3%	70	71														▲
Reduction of Risk Potential	7	57.1%	66.4%	65.9%	42	43														▲
Physiological Adaptation	3	66.7%	N/A	N/A	N/A	N/A														▲

NOTE: N/A indicates where means and percentile ranks are not presented for sub-scales with fewer than five items.

Topics To Review

Management of Care (3 items)

Client Rights (1 item)

Grief, Loss, and Palliative Care: Responding to a Client Who Has a Terminal Illness and Wants to Discontinue Care (RM Fund 10.0 Chp 36 Grief, Loss, and Palliative Care, Active Learning Template: Basic Concept)

Informed Consent (1 item)

Therapeutic Communication: Providing Written Materials in a Client's Primary Language (RM Fund 10.0 Chp 32 Therapeutic Communication, Active Learning Template: Basic Concept)

Information Technology (1 item)

Information Technology: Action to Take When Receiving a Telephone Prescription (RM Fund 10.0 Chp 5 Information Technology, Active Learning Template: Basic Concept)

Safety and Infection Control (5 items)

Accident/Error/Injury Prevention (2 items)

Client Safety: Priority Action When Responding to a Fire (RM Fund 10.0 Chp 12 Client Safety, Active Learning Template: Basic Concept)

Safe Medication Administration and Error Reduction: Client Identifiers (RM Fund 10.0 Chp 47 Safe Medication Administration and Error Reduction, Active Learning Template: Basic Concept)

Topics To Review

Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (3 items)

Infection Control: Identifying the Source of an Infection (RM Fund 10.0 Chp 11 Infection Control,Active Learning Template: Basic Concept)

Medical and Surgical Asepsis: Performing Hand Hygiene (RM Fund 10.0 Chp 10 Medical and Surgical Asepsis,Active Learning Template: Basic Concept)

Medical and Surgical Asepsis: Preparing a Sterile Field (RM Fund 10.0 Chp 10 Medical and Surgical Asepsis,Active Learning Template: Basic Concept)

Health Promotion and Maintenance (3 items)

Health Promotion/Disease Prevention (2 items)

Client Education: Caring for a Client Who Smokes Tobacco (RM Fund 10.0 Chp 17 Client Education,Active Learning Template: Basic Concept)

Hygiene: Bathing a Client Who Has Dementia (RM Fund 10.0 Chp 37 Hygiene,Active Learning Template: Nursing Skill)

Techniques of Physical Assessment (1 item)

Vital Signs: Assessing a Client's Blood Pressure (RM Fund 10.0 Chp 27 Vital Signs,Active Learning Template: Nursing Skill)

Psychosocial Integrity (1 item)

Therapeutic Communication (1 item)

Grief, Loss, and Palliative Care: Therapeutic Communication With the Partner of a Client Who Has a Do-Not-Resuscitate Order (RM Fund 10.0 Chp 36 Grief, Loss, and Palliative Care,Active Learning Template: Basic Concept)

Basic Care and Comfort (3 items)

Elimination (1 item)

Urinary Elimination: Application of a Condom Catheter (RM Fund 10.0 Chp 44 Urinary Elimination,Active Learning Template: Nursing Skill)

Mobility/Immobility (1 item)

Pressure Injury, Wounds, and Wound Management: Actions to Prevent Skin Breakdown (RM Fund 10.0 Chp 40 Mobility and Immobility,Active Learning Template: Basic Concept)

Rest and Sleep (1 item)

Rest and Sleep: Identifying Findings That Indicate Sleep Deprivation (RM Fund 10.0 Chp 38 Rest and Sleep,Active Learning Template: System Disorder)

Pharmacological and Parenteral Therapies (2 items)

Medication Administration (1 item)

Safe Medication Administration and Error Reduction: Confirming a Client's Identity (RM Fund 10.0 Chp 47 Safe Medication Administration and Error Reduction,Active Learning Template: Basic Concept)

Pharmacological Pain Management (1 item)

Safe Medication Administration and Error Reduction: Administering a Controlled Substance (RM Fund 10.0 Chp 47 Safe Medication Administration and Error Reduction,Active Learning Template: Nursing Skill)

Reduction of Risk Potential (3 items)

Changes/Abnormalities in Vital Signs (1 item)

Vital Signs: Palpating Systolic Blood Pressure (RM Fund 10.0 Chp 27 Vital Signs,Active Learning Template: Nursing Skill)

Potential for Complications of Diagnostic Tests/Treatments/Procedures (2 items)

Intravenous Therapy: Actions to Take for Fluid Overload (RM Fund 10.0 Chp 49 Intravenous Therapy,Active Learning Template: Therapeutic Procedure)

Urinary Elimination: Selecting a Coudé Catheter (RM Fund 10.0 Chp 44 Urinary Elimination,Active Learning Template: Nursing Skill)

Physiological Adaptation (1 item)

Alterations in Body Systems (1 item)

Pressure Injury, Wounds, and Wound Management: Performing a Dressing Change (RM Fund 10.0 Chp 55 Pressure Injury, Wounds, and Wound Management,Active Learning Template: Nursing Skill)

Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	8	75.0%	The assessment step of the nursing process involves application of nursing knowledge to the collection, organization, validation and documentation of data about a client's health status. The nurse focuses on the client's response to a specific health problem including the client's health beliefs and practices. The nurse thinks critically to perform a comprehensive assessment of subjective and objective information. Nurses must have excellent communication and assessment skills in order to plan client care.
RN Analysis/Diagnosis	6	100.0%	The analysis step of the nursing process involves the nurse's ability to analyze assessment data to identify health problems/risks and a client's needs for health intervention. The nurse identifies patterns or trends, compares the data with expected standards or reference ranges and draws conclusions to direct nursing care. The nurse then frames nursing diagnoses in order to direct client care.
RN Planning	13	38.5%	The planning step of the nursing process involves the nurse's ability to make decisions and problem solve. The nurse uses a client's assessment data and nursing diagnoses to develop measurable client goals/outcomes and identify nursing interventions. The nurse uses evidenced based practice to set client goals, establish priorities of care, and identify nursing interventions to assist the client to achieve his goals.
RN Implementation/Therapeutic Nursing Intervention	28	60.7%	The implementation step of the nursing process involves the nurse's ability to apply nursing knowledge to implement interventions to assist a client to promote, maintain, or restore his health. The nurse uses problem-solving skills, clinical judgment, and critical thinking when using interpersonal and technical skills to provide client care. During this step the nurse will also delegate and supervise care and document the care and the client's response.
RN Evaluation	5	100.0%	The evaluation step of the nursing process involves the nurse's ability to evaluate a client's response to nursing interventions and to reach a nursing judgment regarding the extent to which the client has met the goals and outcomes. During this step the nurse will also assess client/staff understanding of instruction, the effectiveness of interventions, and identify the need for further intervention or the need to alter the plan.

Priority Setting	No of Points	Individual Score	Description
	7	42.9%	Ability to demonstrate nursing judgment in making decisions about priority responses to a client problem. Also includes establishing priorities regarding the sequence of care to be provided to multiple clients.

Thinking Skills	No of Points	Individual Score	Description
Foundational Thinking	12	66.7%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	48	64.6%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.

NCLEX®	No of Points	Individual Score	Description
RN Management of Care	13	76.9%	The nurse coordinates, supervises and/or collaborates with members of the health care to provide an environment that is cost-effective and safe for clients.
RN Safety and Infection Control	11	54.5%	The nurse uses preventive safety measures to promote the health and well-being of clients, significant others, and members of the health care team.
RN Health Promotion and Maintenance	6	50.0%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	4	75.0%	The nurse directs nursing care to promote and support the emotional, mental and social well-being of clients and significant others.
RN Basic Care and Comfort	9	66.7%	The nurse provides nursing care to promote comfort and assist client to perform activities of daily living.
RN Pharmacological and Parenteral Therapies	7	71.4%	The nurse administers, monitors and evaluates pharmacological and parenteral therapy.
RN Reduction of Risk Potential	7	57.1%	The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures.
RN Physiological Adaptation	3	66.7%	The nurse manages and provides nursing care for clients with an acute, chronic or life threatening illness.

QSEN	No of Points	Individual Score	Description
Safety	18	61.1%	The minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others.
Patient-Centered Care	21	71.4%	The provision of caring and compassionate, culturally sensitive care that is based on a patient's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values.
Evidence Based Practice	13	61.5%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Informatics	1	100.0%	The use of information technology as a communication and information gathering tool that supports clinical decision making and safe, scientifically based nursing practice.
Quality Improvement	2	0.0%	Care-related and organizational processes that involve the development and implementation of a plan to improve health care services and better meet the needs of clients.
Teamwork and Collaboration	5	80.0%	The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.

NLN Competency	No of Points	Individual Score	Description
Human Flourishing	16	68.8%	Human flourishing is reflected in patient care that demonstrates respect for diversity, approaches patients in a holistic and patient-centered manner, and uses advocacy to enhance their health and well-being.
Nursing Judgment	21	66.7%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	12	75.0%	Professional identity reflects the professional development of the nurse as a member and leader of the health care team who promotes relationship-centered care, and whose practice reflects integrity and caring while following ethical and legal guidelines.
Spirit of Inquiry	11	45.5%	A spirit of inquiry is exhibited by nurses who provide evidence based clinical nursing practice and use evidence to promote change and excellence.

BSN Essentials	No of Points	Individual Score	Description
Liberal Education for Baccalaureate Generalist Nursing Practice	17	64.7%	The need for an education that exposes nurses to multiple fields of study providing the foundation for a global perspective of society as well as high level thinking and acquisition of skills that can be applied to complex patient and system-based problems.
Basic Organization and Systems Leadership for Quality Care and Patient Safety	8	37.5%	The need for nurses to be able to understand power relationships and use decision-making and leadership skills to promote safe practice and quality improvement within health care systems.
Scholarship for Evidence-Based Practice	10	60.0%	The need for nurses to be able to understand the research process and base practice and clinical judgments upon fact-based evidence to enhance patient outcomes.
Interprofessional Communication and Collaboration	6	83.3%	The need for nurses to be able to function as a member of the healthcare team while promoting an environment that supports interprofessional communication and collaboration with the goal of providing patient-centered care.
Clinical Prevention and Population Health	14	78.6%	The need for nurses to be able to identify health related risk factors and facilitate behaviors that support health promotion, and disease and injury prevention, while providing population-focused care that is based on principles of epidemiology and promotes social justice.
Baccalaureate Generalist Nursing Practice	5	60.0%	The need for nurses to be able to practice as a generalist using clinical reasoning to provide care to patients across the lifespan and healthcare continuum and to individuals, families, groups, communities, and populations.



Score Explanation and Interpretation

Individual Performance Profile

ADJUSTED INDIVIDUAL TOTAL SCORE

To adjust for possible differences in difficulty among the forms of this assessment, the raw score (the total number of points received) is converted to the adjusted individual total score through a process known as equating. The adjusted individual total score is on a scale of 0% to 100%.

ATI PROFICIENCY LEVELS

Proficiency Level	Proficiency Level Definition	Score Range
Below Level 1	Scores below the Proficiency Level 1 standard can be considered below minimum expectations and can be indicative of significant risk in this content area. ATI strongly advises these students to develop and complete an intensive plan for focused review and remediation, including the use of ATI materials, textbooks, class notes, reference materials, and assistance from nurse educators.	0.0% to 48.3%
Level 1	Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-RN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.	50.0% to 63.3%
Level 2	Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content.	65.0% to 80.0%
Level 3	Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.	81.7% to 100.0%

NATIONAL MEAN

This is the average score of all examinees.

PROGRAM MEAN

This is the average score of all examinees within your specified program type.

NATIONAL PERCENTILE RANK

This is the percentage of examinees who scored at or below your score.

PROGRAM PERCENTILE RANK

This is the percentage of examinees within your program type who scored at or below your score.

ITEM SCORING

ATI follows NCSBN guidance for item scoring. Accordingly, each item is worth one or more points. Depending on the item-specific scoring method, a student's response may earn full, partial, or no points.

TOPICS TO REVIEW

Based on the questions missed on this assessment, a listing of content areas and topics to review is provided. A variety of learning resources can be used in the review process, including content, images, animations and videos in ATI's Content Mastery Series® Review Modules, online practice assessments, and a focused review that is individualized to the questions missed.

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