

# Individual Performance Profile

## RN Community Health 2023



Individual Name: <b>ROXANNE BALAG</b>	<b>Adjusted Individual Total Score: 76.1%</b>
Student Number: <b>7414865</b>	<b>ATI Proficiency Level: Level 2</b>
Institution: <b>Lakeview CON</b>	National Mean: <b>73.4%</b>
Program Type: <b>BSN</b>	Program Mean: <b>74.5%</b>
Test Date: <b>4/15/2024</b>	National Percentile Rank: <b>60</b>
	Program Percentile Rank: <b>55</b>

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	14	92.9%	74.3%	75.2%	97	96													▲
Safety and Infection Control	10	60.0%	73.0%	73.6%	28	27												▲	
Health Promotion and Maintenance	14	71.4%	73.9%	75.2%	37	33												▲	
Psychosocial Integrity	12	75.0%	71.9%	73.3%	59	55												▲	
Basic Care and Comfort	2	100.0%	N/A	N/A	N/A	N/A													▲
Clinical Judgment	15	73.3%	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 (1 item)

#### Case Management (1 item)

Leading and Managing Client Care: Using Web-Based Information (Active Learning Template - Basic Concept)

### Safety and Infection Control (4 items)

#### Accident/Error/Injury Prevention (1 item)

Social Determinants of Health: Federal Agencies and Asbestos (Active Learning Template - Basic Concept)

#### Home Safety (1 item)

Infection Control: Teaching About Disposal of Insulin Syringes (Active Learning Template - Basic Concept)

#### Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (2 items)

Communicable Diseases, Disasters, and Bioterrorism: Protocol for Anthrax Exposure (Active Learning Template - System Disorder)

Epidemiology and Communicable Diseases: Actions to Prevent the Spread of Tuberculosis (Active Learning Template - Basic Concept)

### Health Promotion and Maintenance (3 items)

#### Aging Process (1 item)

Epidemiology and Communicable Diseases: School Nurse Response to Koplik Spots (Active Learning Template - System Disorder)

#### Health Promotion/Disease Prevention (1 item)

Overview of Community Health Nursing: Secondary Prevention Activities for Workers in a Manufacturing Plant (Active Learning Template - Basic Concept)

#### Health Screening (1 item)

Epidemiology and Communicable Diseases: Calculating Prevalence Proportion (Active Learning Template - Basic Concept)

### Psychosocial Integrity (3 items)

#### Abuse or Neglect (1 item)

Care of Vulnerable Populations: Identifying Risk Factors for Child Abuse (Active Learning Template - Basic Concept)

#### Coping Mechanisms (1 item)

Suicide: Identifying Risk (Active Learning Template - Basic Concept)

#### Stress Management (1 item)

Practice Settings and Nursing Roles in the Community: Identifying Hazards in Occupational Environments (Active Learning Template - Basic Concept)

### Clinical Judgment (3 items)

#### Recognize Cues (1 item)

Epidemiology and Communicable Diseases: Identifying Notifiable Conditions (Active Learning Template - Basic Concept)

#### Analyze Cues (1 item)

Acute Infectious Gastrointestinal Disorders: Identifying Complications of Communicable Illnesses (Active Learning Template - System Disorder)

#### Take Actions (1 item)

Epidemiology and Communicable Diseases: Administering Immunizations to a Group of Clients (Active Learning Template - Basic Concept)

## Outcomes

<b>Nursing Process</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
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	18	72.2%	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	16	75.0%	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	13	69.2%	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	12	91.7%	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.

<b>Priority Setting</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
	9	100.0%	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.

<b>Thinking Skills</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Foundational Thinking	4	75.0%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	48	77.1%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.
Clinical Judgment	15	73.3%	The ability to analyze and interpret elements of a clinical situation to make a decision and respond appropriately. Incorporates Blooms Taxonomy categories of Analyzing and Evaluating.

<b>NCLEX®</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
RN Management of Care	14	92.9%	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	10	60.0%	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	14	71.4%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	12	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	2	100.0%	The nurse provides nursing care to promote comfort and assist client to perform activities of daily living.

<b>QSEN</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Safety	18	55.6%	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	19	100.0%	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	19	73.7%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Informatics	3	66.7%	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	5	80.0%	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	3	66.7%	The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.

<b>NLN Competency</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Human Flourishing	19	100.0%	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	35	62.9%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	6	83.3%	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	7	71.4%	A spirit of inquiry is exhibited by nurses who provide evidence based clinical nursing practice and use evidence to promote change and excellence.

<b>BSN Essentials</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Liberal Education for Baccalaureate Generalist Nursing Practice	17	94.1%	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	5	60.0%	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	9	66.7%	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.
Information Management and Application of Patient Care Technology	2	50.0%	The need for nurses to be able to use computer-based information management systems and patient care technology in the provision of client care.
Healthcare Policy, Finance, and Regulatory Environments	1	100.0%	The need for nurses to be able to understand the role of regulatory agencies in relation to the development of health care policies and their effect on patient care services, access to care, financial reimbursement, and scope of nursing practice.
Interprofessional Communication and Collaboration	3	66.7%	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	24	75.0%	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.
Professionalism and Professional Values	2	100.0%	The need for nurses to be able to practice nursing in a professional manner while providing patient-centered care that is caring, respects diversity, and is governed by legal and ethical tenets.
Baccalaureate Generalist Nursing Practice	4	50.0%	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.

Clinical Judgment	No of Points	Individual Score	Description
Recognize Cues	3	66.7%	<p>Filter information from different sources (i.e., signs, symptoms, health history, environment).  Identify relevant information related to the client's condition.  Use knowledge, experience and evidence to assess clients.  Use verbal, nonverbal, written, and electronic modes of communication.  Recognize relevant subjective/objective client data.  Identify subtle and apparent changes in client condition and related factors.</p>
Analyze Cues	6	83.3%	<p>Link recognized cues to a client's clinical presentation and establishing probable client needs, concerns, or problems.  Compare client findings to evidence-based resources and standards of care.  Analyze expected and unexpected findings in health data.  Anticipate illness/injury and wellness progression.  Identify client problems and related health alterations.  Analyze client needs.  Identify potential complications.  Identify how pathophysiology relates to clinical presentation.  Identify data that is of immediate concern.</p>
Take Actions	4	50.0%	<p>Implement appropriate interventions based on nursing knowledge, priorities of care, and planned outcomes to promote, maintain, or restore a client's health.  Promptly and accurately perform nursing actions based on prioritized client problems.  Implement a plan of care in collaboration with members of the interprofessional health care team.  Implement a plan of care in collaboration with the client and care partners.  Accurately document client care data and information.  Incorporate client preferences and needs when performing nursing actions.  Provide education to the client and/or care partner(s) regarding their health condition and care management.  Participate in coordination of care with the client and healthcare team.  Monitor the client's response to interventions.</p>
Evaluate Outcomes	2	100.0%	<p>Evaluate a client's response to nursing interventions and reach a nursing judgment regarding the extent to which outcomes have been met.  Reassess client condition to determine achievement of expected outcomes.  Evaluate efficacy of nursing actions determine if client outcomes were met.  Modify client outcomes and/or nursing actions based on the client's response and clinical findings when indicated.  Update and revise the plan of care.</p>

<b>AACN Essentials</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Knowledge for Nursing Practice	10	60.0%	Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
Person-Centered Care	14	100.0%	Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
Population Health	30	73.3%	Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
Scholarship for the Nursing Discipline	8	62.5%	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
Interprofessional Partnerships	2	100.0%	Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
Informatics and Healthcare Technologies	3	66.7%	Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.



# Score Explanation and Interpretation

## Individual Performance Profile

### 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 57.9%
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.	58.0% to 73.9%
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.	74.0% to 83.9%
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.	84.0% to 100.0%

\*There are no scoring gaps between the ranges of each level to include all possible scores of the NGN assessment.

### 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 an adjusted raw score through a standard process known as equating. The adjusted individual total score is a function of the adjusted raw score divided by the total number of points possible on the assessment.

$$\frac{\text{Adjusted raw score}}{\text{Total number of points possible}} \times 100$$

The adjusted individual total score is on a scale of 0% to 100% and is incremented in units of 0.1%. For example, if a student received 76 points (raw score) and an adjusted raw score of 75.5810 on a test that has 99 total points possible, then the adjusted individual total score is equal to 76.3%:

$$\frac{75.5810}{99} \times 100 = 76.3\%$$

### 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.

### TOTAL NUMBER OF POINTS POSSIBLE

The total number of points possible is the sum of the number of points possible of all scored items and is greater than the total number of scored items on the assessment. The total number of points possible may vary across assessment versions.

### PRETEST ITEMS

There are 10 unscored and 50 scored questions throughout the assessment. The unscored questions are used for research purposes.

### 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.

### 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.

Copyright 2023 Assessment Technologies Institute, L.L.C. All rights reserved. This resource is copyright protected material of ATI and is provided for use solely under license by ATI. Copying, distributing, or posting this material on the internet or social media is strictly prohibited. Posting on institution LMS requires ATI's prior written permission.