

Individual Performance Profile

RN Comprehensive Online Practice 2019 B



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|-------------------------------------|-----------------------------------|
| Individual Name: RAGIN BAKER | Individual Score: 60.7% |
| Student Number: 7565963 | Practice Time: 1 hr 30 min |
| Institution: Lakeview CON | Focused Review Quiz Result |
| Program Type: BSN | |
| Test Date: 10/22/2024 | |

| Individual Performance in the Major Content Areas | | | | Individual Score (% Correct) | | | | | | | | | | |
|---|---------|----------|------------------|------------------------------|----|----|----|----|----|----|----|----|----|-----|
| Sub-Scale | # Items | # Points | Individual Score | 1 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| Management of Care | 30 | 30 | 76.7% | | | | | | | | | | | ▲ |
| Safety and Infection Control | 18 | 18 | 72.2% | | | | | | | | | | ▲ | |
| Health Promotion and Maintenance | 14 | 14 | 57.1% | | | | | | | ▲ | | | | |
| Psychosocial Integrity | 13 | 13 | 53.8% | | | | | | ▲ | | | | | |
| Basic Care and Comfort | 13 | 13 | 61.5% | | | | | | | | ▲ | | | |
| Pharmacological and Parenteral Therapies | 23 | 23 | 47.8% | | | | | | ▲ | | | | | |
| Reduction of Risk Potential | 18 | 18 | 61.1% | | | | | | | | ▲ | | | |
| Physiological Adaptation | 21 | 21 | 47.6% | | | | | | ▲ | | | | | |

Topics To Review

- Management of Care (7 items)**
- Assignment, Delegation and Supervision (1 item)
Managing Client Care: Priority Step in the Time Management Process(Active Learning Template: Basic Concept)
- Client Rights (1 item)
Professional Responsibilities: Priority Action for Client Refusal of Treatment(Active Learning Template: Basic Concept)
- Collaboration with Interdisciplinary Team (1 item)
Coordinating Client Care: Addressing Family Concerns(Active Learning Template: Basic Concept)
- Case Management (1 item)
Managing Client Care: Educating Staff About Providing Cost-Effective Care(Active Learning Template: Basic Concept)
- Information Technology (1 item)
Care of Specific Populations: Identifying Resources to Improve Health Care for Migrant Farmworkers(Active Learning Template: Basic Concept)
- Establishing Priorities (1 item)
Gastrointestinal Structural and Inflammatory Disorders: Priority Assessment(Active Learning Template: System Disorder)
- Advocacy (1 item)
Professional Responsibilities: Teaching About Advocacy(Active Learning Template: Basic Concept)
- Safety and Infection Control (5 items)**
- Safe Use of Equipment (1 item)

Topics To Review

Arthroplasty: Continuous Passive Motion Machine(Active Learning Template: Therapeutic Procedure)

Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (4 items)

Communicable Diseases: Priority Action(Active Learning Template: System Disorder)

Infection Control: Isolation Precautions for a Client Who Has Pneumonia(Active Learning Template: System Disorder)

Medical and Surgical Asepsis: Preparing for a Sterile Dressing Change(Active Learning Template: Nursing Skill)

Tuberculosis: Transmission Prevention(Active Learning Template: System Disorder)

Health Promotion and Maintenance (6 items)

Ante/Intra/Postpartum and Newborn Care (3 items)

Nursing Care and Discharge Teaching: Newborn Care(Active Learning Template: Basic Concept)

Nursing Care During Stages of Labor: Priority Assessment for a Client Who Is in the Fourth Stage of Labor(Active Learning Template: Medication)

Prenatal Care: Evaluating Client Understanding of Common Prenatal Discomfort(Active Learning Template: Basic Concept)

Lifestyle Choices (1 item)

Contraception: Basal Body Temperature Method(Active Learning Template: Basic Concept)

Health Promotion/Disease Prevention (1 item)

Osteoporosis: Teaching About Risk Factors(Active Learning Template: System Disorder)

Self-Care (1 item)

Continuity of Care: Recognizing the Need for Referral to the Program of All-Inclusive Care for the Elderly (PACE)(Active Learning Template: Basic Concept)

Psychosocial Integrity (6 items)

Behavioral Interventions (1 item)

Group and Family Therapy: Identifying Informal Roles of Group Members(Active Learning Template: Basic Concept)

Coping Mechanisms (1 item)

Stress and Defense Mechanisms: Identifying Client Use of Dissociation(Active Learning Template: Basic Concept)

Mental Health Concepts (1 item)

Mental Health Issues of Children and Adolescents: Manifestations of Autism Spectrum Disorder(Active Learning Template: System Disorder)

Therapeutic Communication (3 items)

Effective Communication: Communicating With a Client Who Has Attempted Suicide(Active Learning Template: Basic Concept)

Effective Communication: Responding to a Client Who Has Experienced a Loss(Active Learning Template: Basic Concept)

Effective Communication: Responding to a Client(Active Learning Template: Basic Concept)

Basic Care and Comfort (5 items)

Assistive Devices (1 item)

Mobility and Immobility: Use of Crutches(Active Learning Template: Nursing Skill)

Nutrition and Oral Hydration (3 items)

Inflammatory Bowel Disease: Dietary Modifications for a Client Who Has Crohn's Disease(Active Learning Template: System Disorder)

Medications for Depressive Disorders: Food and Medication Interactions(Active Learning Template: Medication)

Nutrition Assessment/Data Collection: Laboratory Values Indicating Malnutrition(Active Learning Template: System Disorder)

Elimination (1 item)

Benign Prostatic Hypertrophy: Caring for a Client Following Transurethral Resection of the Prostate (Active Learning Template: System Disorder)

Pharmacological and Parenteral Therapies (12 items)

Adverse Effects/Contraindications/Side Effects/Interactions (6 items)

Topics To Review

Chronic Neurologic Disorders: Identifying Adverse Effects of Valproic Acid (Active Learning Template: Medication)

Depressive Disorders: Providing Teaching About a Tyramine Diet(Active Learning Template: Medication)

Medications Affecting Blood Pressure: Adverse Effects of Captopril(Active Learning Template: Medication)

Medications Affecting Blood Pressure: Adverse Effects of Propranolol(Active Learning Template: Medication)

Medications Affecting Blood Pressure: Client Education About Clonidine (Active Learning Template: Medication)

Medications for Bipolar Disorders: Client Teaching About Adverse Effects of Lithium(Active Learning Template: Medication)

Medication Administration (4 items)

Airflow Disorders: Teaching a School-Age Child How to Use an Albuterol Metered-Dose Inhaler (Active Learning Template: Medication)

Antibiotics Affecting the Bacterial Cell Wall: Discharge Teaching About Amoxicillin/Clavulanate(Active Learning Template: Medication)

Pharmacokinetics and Routes of Administration: Administering Insulin via an Insulin Pen Device(Active Learning Template: Nursing Skill)

Pharmacokinetics and Routes of Administration: IM Injection(Active Learning Template: Nursing Skill)

Parenteral/Intravenous Therapies (2 items)

Dosage Calculation: Calculating Intermittent IV Bolus Rate(Active Learning Template: Basic Concept)

Intravenous Therapy: Identifying an IV Site for an Older Adult Client(Active Learning Template: Nursing Skill)

Reduction of Risk Potential (7 items)

Diagnostic Tests (1 item)

Pediatric Emergencies: Actions for Blood Lead Levels(Active Learning Template: Basic Concept)

Laboratory Values (1 item)

Acid-Base Imbalances: Identifying Types of Acid-Base Imbalances(Active Learning Template: Diagnostic Procedure)

System Specific Assessments (1 item)

Diabetes Mellitus: Manifestations of Hypoglycemia(Active Learning Template: System Disorder)

Potential for Complications of Diagnostic Tests/Treatments/Procedures (3 items)

Gastrointestinal Diagnostic Procedures: Indications of Bleeding Following a Colonoscopy(Active Learning Template: Diagnostic Procedure)

Hemodialysis and Peritoneal Dialysis: Laboratory Values to Report to the Provider(Active Learning Template: System Disorder)

Nasogastric Intubation and Enteral Feedings: Priority Action for a Clogged Percutaneous Gastrostomy Feeding Tube (Active Learning Template: Basic Concept)

Therapeutic Procedures (1 item)

Chest Tube Insertion and Monitoring: Expected Findings(Active Learning Template: Therapeutic Procedure)

Physiological Adaptation (11 items)

Alterations in Body Systems (5 items)

Chronic Obstructive Pulmonary Disease: Expected Findings(Active Learning Template: System Disorder)

Cystic Fibrosis: Creating a Plan of Care for a Child Who Has an Infection(Active Learning Template: System Disorder)

Nursing Care of Newborns: Maintaining Thermoregulation(Active Learning Template: Basic Concept)

Peripheral Vascular Diseases: Caring for a Client Who Has Deep-Vein Thrombosis(Active Learning Template: System Disorder)

Postpartum Disorders: Medication for Postpartum Hemorrhage(Active Learning Template: Basic Concept)

Pathophysiology (1 item)

Acute Respiratory Disorders: Manifestations of Pneumonia in an Older Adult Client (Active Learning Template: System Disorder)

Illness Management (2 items)

Asthma: Providing Client Education(Active Learning Template: System Disorder)

Disorders of the Eye: Identifying Visual Changes Due to Cataracts(Active Learning Template: System Disorder)

Topics To Review

Unexpected Response to Therapies (1 item)

Complications of Infants: Reportable Findings Following Placement of a Ventriculoperitoneal Shunt(Active Learning Template: Therapeutic Procedure)

Medical Emergencies (1 item)

Burns: Resuscitation Phase of Burn Injury(Active Learning Template: System Disorder)

Fluid and Electrolyte Imbalances (1 item)

Acute Infectious Gastrointestinal Disorders: Evaluating Treatment for Hypotonic Dehydration(Active Learning Template: System Disorder)

Outcomes

| Nursing Process | No of Points | Individual Score | Description |
|--|---------------------|-------------------------|---|
| RN Assessment | 30 | 66.7% | 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 | 22 | 59.1% | 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 | 30 | 56.7% | 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 | 54 | 57.4% | 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 | 14 | 71.4% | 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 in Nursing | No of Points | Individual Score | Description |
| | 17 | 64.7% | 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 | 22 | 54.5% | The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding. |
| Clinical Application | 128 | 61.7% | 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 | 30 | 76.7% | 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 | 18 | 72.2% | 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 | 57.1% | The nurse directs nursing care to promote prevention and detection of illness and support optimal health. |
| RN Psychosocial Integrity | 13 | 53.8% | 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 | 13 | 61.5% | The nurse provides nursing care to promote comfort and assist client to perform activities of daily living. |
| RN Pharmacological and Parenteral Therapies | 23 | 47.8% | The nurse administers, monitors and evaluates pharmacological and parenteral therapy. |
| RN Reduction of Risk Potential | 18 | 61.1% | The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures. |
| RN Physiological Adaptation | 21 | 47.6% | The nurse manages and provides nursing care for clients with an acute, chronic or life threatening illness. |

| Clinical Areas | No of Points | Individual Score | Description |
|------------------------|--------------|------------------|--|
| Fundamentals | 15 | 66.7% | Ability to apply fundamental nursing principles and skills to basic needs of clients. Topics include foundational client care concepts (ie: medical and surgical asepsis, infection control, physical assessment, therapeutic communication, medication administration, pain management integral to the delivery of safe, ethical, and legal nursing practice. |
| Adult Medical-Surgical | 39 | 66.7% | Ability to apply medical-surgical nursing knowledge to clinical problems experienced by adults. Topics include care of clients with cardiovascular, hematologic, gastrointestinal, neurosensory, endocrine, fluid and electrolyte, integumentary, lymph/immune/infectious, renal and urinary, musculoskeletal, reproductive, and respiratory disorders as well as topics relevant to perioperative nursing care and emergency care/triage. |
| Maternal Newborn | 15 | 60.0% | Ability to apply nursing knowledge to perinatal nursing care. Topics include antepartum, intrapartum, and postpartum nursing care as well as care of the newborn. |
| Mental Health | 20 | 55.0% | Ability to apply nursing knowledge to the care of clients with mental health disorders. Topics include foundational mental health concepts (e.g., therapeutic communication, therapeutic milieu, legal/ethical issues), care of clients experiencing psychobiologic disorders or psychiatric emergencies, and care of clients receiving traditional nonpharmacological and psychopharmacological therapies. |
| Pediatric Nursing | 15 | 40.0% | Ability to apply nursing knowledge to clinical problems experienced by children. Topics include basic concepts (e.g., medication administration, physical assessment, nutritional needs), care of children with various system disorders, care of children experiencing pediatric emergencies (e.g., accidental poisoning, respiratory arrest), and care of children with psychosocial disorders. |
| Leadership | 22 | 77.3% | Ability to manage the care of a caseload of clients and nursing care team while using principles of management and supervision. Topics include leadership skills (ie: interdisciplinary collaboration, advocacy, prioritization, delegation), performance improvement, continuity of client care, and principles of case management while ensuring safe client care and efficient utilization of human and material resources. |
| Community Health | 6 | 50.0% | Ability to apply concepts related to public and community health. Topics include primary, secondary, and tertiary interventions, health screening, health related education, home health and injury prevention, disaster planning, and cultural diversity. |
| Pharmacology | 12 | 50.0% | Ability to apply concepts related to the pharmacodynamics and pharmacotherapeutics of commonly prescribed medications for clients with physical and mental health disorders. Topics include principles of medication administration and dosage calculation, side/adverse effects, drug/food interactions, contraindications, and nursing implications integral to the safe administration of medications to clients across the lifespan. |
| Nutrition | 6 | 50.0% | Ability to apply nursing knowledge to normal nutrition and diet therapy. Topics include the collection of data regarding nutritional status; implementation of actions to promote normal nutrition or dietary modification in response to illness; and evaluation of the client's response to diet therapy. |

| QSEN | No of Points | Individual Score | Description |
|----------------------------|---------------------|-------------------------|---|
| Safety | 45 | 66.7% | 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 | 26 | 46.2% | 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 | 61 | 59.0% | The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care. |
| Quality Improvement | 5 | 40.0% | 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 | 13 | 84.6% | 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 | 28 | 53.6% | 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 | 93 | 61.3% | Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care. |
| Professional Identity | 17 | 82.4% | 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 | 12 | 41.7% | 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 | 8 | 75.0% | 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 | 15 | 80.0% | 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 | 56 | 58.9% | 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. |
| 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 | 12 | 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 | 29 | 41.4% | 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 | 50.0% | 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 | 27 | 59.3% | 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

INDIVIDUAL SCORE

The individual score is the number of questions answered correctly divided by the number of questions on the assessment. It is on a scale of 0% to 100%.

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.