

Individual Performance Profile

RN Comprehensive Predictor 2023



Individual Name: WHITNEY SIMLIN	Adjusted Individual Total Score: 66.3%
Student Number: 4924975	Predicted Probability of Passing
Institution: Lakeview CON	NCLEX-RN® on the First Attempt: 75%
Program Type: BSN	National Mean: 71.8%
Test Date: 11/22/2024	Program Mean: 71.6%
	National Percentile Rank: 24
	Program Percentile Rank: 26

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	21	71.4%	76.3%	76.3%	29	29														▲
Safety and Infection Control	16	43.8%	74.5%	73.6%	1	1														▲
Health Promotion and Maintenance	11	63.6%	66.6%	66.5%	33	33														▲
Psychosocial Integrity	13	76.9%	70.7%	71.2%	73	72														▲
Basic Care and Comfort	11	45.5%	69.0%	69.2%	4	4														▲
Pharmacological and Parenteral Therapies	19	63.2%	68.9%	68.4%	31	33														▲
Reduction of Risk Potential	14	50.0%	74.4%	74.0%	5	6														▲
Physiological Adaptation	17	52.9%	69.8%	69.4%	13	14														▲
Clinical Judgment	123	70.7%	N/A	N/A	N/A	N/A														▲

Topics To Review

- Management of Care (6 items)**
- Advance Directives/Self-Determination/Life Planning (1 item)**
Legal Responsibilities: Teaching a Client About Advance Directives (Active Learning Template - Basic Concept)
- Advocacy (1 item)**
Professional Responsibilities: Communicating Using an Interpreter (Active Learning Template - Basic Concept)
- Client Rights (1 item)**
Professional Responsibilities: Advocating for a Safe Use of Alternative Therapies (Active Learning Template - Basic Concept)
- Collaboration with Multidisciplinary Team (1 item)**
Coordinating Client Care: Caring for a Client Following a Stroke (Active Learning Template - Basic Concept)
- Establishing Priorities (1 item)**
Managing Client Care: Prioritizing Care for Multiple Clients (Active Learning Template - Basic Concept)

Please see page 12 for an explanation of the Scores and Topics to Review sections

Topics To Review

Legal Rights and Responsibilities (1 item)

Legal and Ethical Issues: Right to Refuse Treatment (Active Learning Template - Basic Concept)

Safety and Infection Control (9 items)

Accident/Error/Injury Prevention (2 items)

Anger Management: Caring For a Client Who is Aggravated (Active Learning Template - Basic Concept)

Mobility and Immobility: Preventing Contractures (Active Learning Template - Basic Concept)

Emergency Response Plan (1 item)

Culture of Safety in Delivering Care: Nursing Role During Mass Casualty Incident (Active Learning Template - Basic Concept)

Ergonomic Principles (1 item)

Musculoskeletal Trauma: Discharge Teaching Following Surgery for Carpal Tunnel Syndrome (Active Learning Template - Therapeutic Procedure)

Handling Hazardous and Infectious Materials (1 item)

Pharmacokinetics and Routes of Administration: Preparing Medication From an Ampule (Active Learning Template - Nursing Skill)

Home Safety (1 item)

Airway Management: Planning Teaching About Home Oxygen Therapy (Active Learning Template - Basic Concept)

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

Communicable Diseases, Disasters, and Bioterrorism: Nursing Intervention for a Client Who Has Lyme Disease (Active Learning Template - System Disorder)

Communicable Diseases: Care of Child With Varicella (Active Learning Template - System Disorder)

Security Plan (1 item)

Facility Protocols: Client Evacuation in Response to a Fire (Active Learning Template - Basic Concept)

Health Promotion and Maintenance (4 items)

Ante-/Intra-/Postpartum and Newborn Care (1 item)

Therapeutic Procedures to Assist with Labor and Delivery: Client Positioning for Cesarean Birth (Active Learning Template - Basic Concept)

Developmental Stages and Transitions (1 item)

Health Promotion of Toddlers (1 to 3 Years): Expected Physical Assessment Findings (Active Learning Template - Growth and Development)

Lifestyle Choices (1 item)

Contraception: Contraindications of Combination Oral Contraceptives (Active Learning Template - Medication)

Techniques of Physical Assessment (1 item)

Vital Signs: Obtaining a Manual Blood Pressure (Active Learning Template - Nursing Skill)

Psychosocial Integrity (3 items)

Behavioral Interventions (1 item)

Group and Family Therapy: Leadership Style for a Group Session (Active Learning Template - Basic Concept)

Chemical and Other Dependencies/Substance Use Disorder (1 item)

Assessment and Management of Newborn Complications: Indications of Withdrawal From Opioid Medications (Active Learning Template - System Disorder)

Crisis Intervention (1 item)

Mental Health Issues of Children and Adolescents: Priority Assessment for a Client Who Has Conduct Disorder (Active Learning Template - System Disorder)

Basic Care and Comfort (6 items)

Assistive Devices (1 item)

Mobility and Immobility: Teaching About Use of Crutches (Active Learning Template - Basic Concept)

Mobility/Immobility (1 item)

Mobility and Immobility: Preparing to Reposition a Client Who Had a Stroke (Active Learning Template - Basic Concept)

Topics To Review

Nonpharmacological Comfort Interventions (3 items)

- Complementary and Alternative Therapies: Contraindication for Acupuncture (Active Learning Template - Therapeutic Procedure)
- Nasogastric Intubation and Enteral Feedings: Planning Care for a Client Who Is to Receive Continuous Enteral Feedings (Active Learning Template - Nursing Skill)
- Pain Management: Teaching About Methods to Avoid Constipation When Taking Opioid Medication (Active Learning Template - Basic Concept)

Nutrition and Oral Hydration (1 item)

- Fluid Imbalances: Interventions for a Client Who Has a Diminished Urine Output (Active Learning Template - Basic Concept)

Pharmacological and Parenteral Therapies (7 items)

Adverse Effects/Contraindications/Side Effects/Interactions (2 items)

- Antibiotics Affecting the Bacterial Cell Wall: Nursing Actions When Administering Penicillin G (Active Learning Template - Medication)
- Medications Affecting Coagulation: Contraindications for Thrombolytic Therapy (Active Learning Template - Medication)

Central Venous Access Devices (1 item)

- Cardiovascular Diagnostic and Therapeutic Procedures: Caring for a Client Who Has an Implanted Venous Port (Active Learning Template - Nursing Skill)

Blood and Blood Products (1 item)

- Anemias: Expected Laboratory Findings Following a Blood Transfusion (Active Learning Template - Basic Concept)

Medication Administration (2 items)

- Medications for Depressive Disorders: Client Teaching About Amitriptyline (Active Learning Template - Medication)
- Postpartum Physiological Adaptations: Interventions for Constipation (Active Learning Template - Basic Concept)

Pharmacological Pain Management (1 item)

- Gastrointestinal Structural and Inflammatory Disorders: Planning Care for a Child Following Appendicitis (Active Learning Template - Basic Concept)

Reduction of Risk Potential (7 items)

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

- Gastrointestinal Therapeutic Procedures: Evaluating the Effectiveness of Paracentesis (Active Learning Template - Therapeutic Procedure)
- Head Injury: Priority Intervention for a Client Who Has a Closed Head Injury (Active Learning Template - System Disorder)
- Infections of the Renal and Urinary System: Sterile Specimen Collection From an Indwelling Urinary Catheter (Active Learning Template - Nursing Skill)

Therapeutic Procedures (3 items)

- Airway Management: Tracheostomy Care (Active Learning Template - Nursing Skill)
- Asthma: Teaching About a Peak Expiratory Flow Meter (Active Learning Template - Basic Concept)
- Disorders of the Eye: Client Teaching Following Repair of Retinal Detachment (Active Learning Template - Therapeutic Procedure)

System-Specific Assessments (1 item)

- Emergency Nursing Principles and Management: Assessing Neurologic Status (Active Learning Template - Diagnostic Procedure)

Physiological Adaptation (8 items)

Alterations in Body Systems (4 items)

- Acute Respiratory Disorders: Assessing for Crackles (Active Learning Template - Nursing Skill)
- Cancer Treatment Options: Treating Xerostomia Following Radiation (Active Learning Template - Basic Concept)
- Nursing Process: Assess the Needs of a Client Who Has an NG Tube (Active Learning Template - Nursing Skill)
- Rheumatoid Arthritis: Client Teaching About Illness Management (Active Learning Template - System Disorder)

Fluid and Electrolyte Imbalances (1 item)

- Fluid Imbalances: Expected Manifestations of Hypovolemia (Active Learning Template - System Disorder)

Topics To Review

Illness Management (3 items)

- Acute Infectious Gastrointestinal Disorders: Findings to Report (Active Learning Template - System Disorder)
- Cardiovascular Disorders: Planning Care for an Infant Who Has Heart Failure (Active Learning Template - System Disorder)
- Cystic Fibrosis: Illness Management at Home (Active Learning Template - System Disorder)

Clinical Judgment (20 items)

Recognize Cues (2 items)

- Early Onset of Labor: Caring for a Client at 33 Weeks Gestation (Active Learning Template - System Disorder)
- Peptic Ulcer Disease: Identifying Findings That Require Follow-Up (Active Learning Template - System Disorder)

Analyze Cues (5 items)

- Anesthesia and Moderate Sedation: Monitoring Complications Following General Anesthesia (Active Learning Template - System Disorder)
- Assessment and Management of Newborn Complications: Identifying Risks for the Newborn (Active Learning Template - System Disorder)
- Cancer Treatment Options: Caring For a Client Who Has Neutropenia (Active Learning Template - System Disorder)
- Inflammatory Bowel Disease: Identifying Manifestation (Active Learning Template - System Disorder)
- Medications for Anxiety and Trauma-and Stressor-Related Disorders: Caring for a Client Who is Taking Paroxetine (Active Learning Template - System Disorder)

Prioritize Hypotheses (2 items)

- Early Onset Labor: Prioritizing Hypotheses for a Client Experiencing Contractions (Active Learning Template - System Disorder)
- Peptic Ulcer Disease: Priority Action for a Client Who Has a Bleeding Peptic Ulcer (Active Learning Template - System Disorder)

Generate Solutions (4 items)

- Blood and Blood Product Transfusions: Actions to Take When Initiating a Blood Transfusion (Active Learning Template - Therapeutic Procedure)
- Early Onset of Labor: Anticipating Provider Prescriptions (Active Learning Template - System Disorder)
- Hepatitis and Cirrhosis: Nursing Actions for a Client Who Has Cirrhosis (Active Learning Template - System Disorder)
- Spinal Cord Injury: Managing Complications (Active Learning Template - System Disorder)

Take Actions (4 items)

- Blood and Blood Product Transfusions: Actions to Take Before, During, and After a Blood Transfusion (Active Learning Template - Therapeutic Procedure)
- Early Onset of Labor: Caring for a Client in Preterm Labor (Active Learning Template - System Disorder)
- Postoperative Nursing Care: Preventing Complications From Prostatectomy (Active Learning Template - Therapeutic Procedure)
- Urinary Elimination: Nursing Actions to Prevent Catheter-Associated Urinary Tract Infection (Active Learning Template - Nursing Skill)

Evaluate Outcomes (3 items)

- Early Onset of Labor: Evaluating Client Outcomes (Active Learning Template - System Disorder)
- Eating Disorders: Caring for a Client Who Has an Eating Disorder (Active Learning Template - System Disorder)
- Psychotic Disorders: Identifying Manifestations (Active Learning Template - System Disorder)

Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	22	63.6%	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	62	53.2%	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	44	65.9%	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	83	67.5%	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	34	79.4%	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
	21	61.9%	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	18	61.1%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	104	58.7%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.
Clinical Judgment	123	70.7%	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.

NCLEX®	No of Points	Individual Score	Description
RN Management of Care	21	71.4%	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	16	43.8%	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	11	63.6%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	13	76.9%	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	11	45.5%	The nurse provides nursing care to promote comfort and assist client to perform activities of daily living.
RN Pharmacological and Parenteral Therapies	19	63.2%	The nurse administers, monitors and evaluates pharmacological and parenteral therapy.
RN Reduction of Risk Potential	14	50.0%	The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures.
RN Physiological Adaptation	17	52.9%	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	29	51.7%	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	94	64.9%	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	38	63.2%	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	33	72.7%	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	53.3%	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	14	57.1%	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	83.3%	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	11	81.8%	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	5	100.0%	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	46	65.2%	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	48	68.8%	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	138	63.8%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Informatics	2	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	100.0%	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	9	44.4%	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	22	59.1%	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	169	66.9%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	13	69.2%	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	41	58.5%	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	19	63.2%	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	14	71.4%	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	133	61.7%	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	4	100.0%	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	2	50.0%	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	8	50.0%	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	23	78.3%	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	40	67.5%	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	14	71.4%	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.
Analyze Cues	32	53.1%	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.

Prioritize Hypotheses	7	71.4%	<p>Establish priorities of care based on the client's health problems (i.e. environmental factors, risk assessment, urgency, signs/ symptoms, diagnostic test, lab values, etc.).</p> <p>Organize client assessment information according to changes, patterns and trends.</p> <p>Use standards of care and empirical frameworks for priority setting.</p> <p>Establish and prioritize client problems/needs based on the analysis of information and factors.</p>
Generate Solutions	20	65.0%	<p>Identify expected outcomes and related nursing interventions to ensure clients' needs are met.</p> <p>Collaborate with members of the interprofessional healthcare team to establish client outcomes and the plan of care.</p> <p>Collaborate with client and care partners to establish client outcomes and the plan of care.</p> <p>Identify optimal client outcomes based on information and factors.</p> <p>Identify evidence-based nursing actions to effectively address the clinical situation of the client's health problem.</p> <p>Prioritize plan of care to achieve optimal client outcomes.</p> <p>Prioritize nursing care when caring for multiple clients.</p> <p>Re-prioritize nursing actions as the client's condition changes.</p> <p>Modify a plan of care to assure achievement of optimal client outcomes when indicated.</p> <p>Determine the potential impact of selected interventions.</p>
Take Actions	17	76.5%	<p>Implement appropriate interventions based on nursing knowledge, priorities of care, and planned outcomes to promote, maintain, or restore a client's health.</p> <p>Promptly and accurately perform nursing actions based on prioritized client problems.</p> <p>Implement a plan of care in collaboration with members of the interprofessional health care team.</p> <p>Implement a plan of care in collaboration with the client and care partners.</p> <p>Accurately document client care data and information.</p> <p>Incorporate client preferences and needs when performing nursing actions.</p> <p>Provide education to the client and/or care partner(s) regarding their health condition and care management.</p> <p>Participate in coordination of care with the client and healthcare team.</p> <p>Monitor the client's response to interventions.</p>
Evaluate Outcomes	33	87.9%	<p>Evaluate a client's response to nursing interventions and reach a nursing judgment regarding the extent to which outcomes have been met.</p> <p>Reassess client condition to determine achievement of expected outcomes.</p> <p>Evaluate efficacy of nursing actions determine if client outcomes were met.</p> <p>Modify client outcomes and/or nursing actions based on the client's response and clinical findings when indicated.</p> <p>Update and revise the plan of care.</p>

AACN Essentials	No of Points	Individual Score	Description
Knowledge for Nursing Practice	28	50.0%	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	53	83.0%	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	11	72.7%	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	113	61.1%	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
Quality and Safety	23	52.2%	Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Interprofessional Partnerships	12	66.7%	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	4	100.0%	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.
Professionalism	1	0.0%	Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.



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%.

PROBABILITY OF PASSING NCLEX-RN® ON THE FIRST ATTEMPT

The purpose of the “Predicted Probability of Passing NCLEX-RN on the First Attempt” is to provide a numeric indication of the likelihood of passing the NCLEX-RN at the student’s current level of readiness. For example, a student who has a score of 71.3% correct would be expected to have a 90% chance of passing the NCLEX-RN on the first attempt. Although this is a high probability of success, it is not a guarantee. The table below summarizes student performance on this assessment as it relates to NCLEX success.

RN COMPREHENSIVE PREDICTOR® EXPECTANCY TABLE

RN Comprehensive Predictor Individual Score	Predicted Probability of Passing the NCLEX-RN
80.7% to 100%	99%
78.7% to 80.6%	98%
74.7% to 78.6%	95% to 97%
71.3% to 74.6%	90% to 94%
69.3% to 71.2%	85% to 89%
67.3% to 69.2%	80% to 84%
64.7% to 67.2%	70% to 79%
62.7% to 64.6%	60% to 69%
60.7% to 62.6%	50% to 59%
59.3% to 60.6%	40% to 49%
56.7% to 59.2%	30% to 39%
0% to 56.6%	1% to 29%

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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