

Topics To Review

Home Safety: Identifying Fall Risks in the Home (Active Learning Template - Basic Concept)

Nursing Process: Priority Action Following a Missed Provider Prescription (Active Learning Template - Nursing Skill)

Safe Use of Equipment (1 item)

Mobility and Immobility: Using a Wheelchair for Client Transfer (Active Learning Template - Basic Concept)

Use of Restraints/Safety Devices (1 item)

Client Safety: Action to Take Prior to the Use of Restraints (Active Learning Template - Basic Concept)

Home Safety (1 item)

Client Safety: Teaching About Home Safety (Active Learning Template - Basic Concept)

Health Promotion and Maintenance (4 items)

Developmental Stages and Transitions (1 item)

Coping: Evaluating Ego-Defense Mechanisms of a Client (Active Learning Template - Basic Concept)

Health Promotion/Disease Prevention (1 item)

Health Promotion and Disease Prevention: Preventing Colorectal Cancer (Active Learning Template - System Disorder)

High-Risk Behaviors (1 item)

Older Adults (65 years and Older): Reducing the Risk for Osteoporosis (Active Learning Template - Growth and Development)

Techniques of Physical Assessment (1 item)

Head and Neck: Expected Eye Assessment Findings (Active Learning Template - Nursing Skill)

Psychosocial Integrity (2 items)

End-of-Life Care (1 item)

Grief, Loss, and Palliative Care: Identifying a Family Who Is Experiencing a Maturational Loss (Active Learning Template - Basic Concept)

Grief and Loss (1 item)

Grief, Loss, and Palliative Care: Identifying the Stages of Grief (Active Learning Template - Basic Concept)

Basic Care and Comfort (7 items)

Assistive Devices (1 item)

Mobility and Immobility: Identifying Appropriate Crutch Gait for a Client (Active Learning Template - Basic Concept)

Elimination (1 item)

Urinary Elimination: Interventions to Promote Voiding in a Client Who Is Postoperative (Active Learning Template - Therapeutic Procedure)

Nutrition and Oral Hydration (2 items)

Fluid Imbalances: Assessment Findings of Extracellular Fluid Volume Deficit (Active Learning Template - System Disorder)

Nutrition and Oral Hydration: Assisting a Client Who Has Dysphagia (Active Learning Template - System Disorder)

Nonpharmacological Comfort Interventions (2 items)

Pain Management: Identifying Findings Related to Chronic Pain (Active Learning Template - Basic Concept)

Pain Management: Nonpharmacological Methods for Pain Relief (Active Learning Template - Basic Concept)

Mobility/Immobility (1 item)

Mobility and Immobility: Priority Finding for a Client Who Is Immobile (Active Learning Template - Basic Concept)

Pharmacological and Parenteral Therapies (2 items)

Medication Administration (1 item)

Safe Medication Administration and Error Reduction: Comparing the Medication Administration Record to the Medication Container (Active Learning Template - Nursing Skill)

Dosage Calculations (1 item)

Dosage Calculation: Calculating a Dose of Cefoxitin by Weight (Active Learning Template - Basic Concept)

Reduction of Risk Potential (3 items)

Topics To Review

Potential for Complications of Diagnostic Tests/Treatments/Procedures (1 item)

Fluid Imbalances: Monitoring Labs Postoperatively (Active Learning Template - Basic Concept)

Potential for Alterations in Body Systems (1 item)

Complementary and Alternative Therapies: Evaluating Appropriate Use of Herbal Supplements (Active Learning Template - Basic Concept)

Laboratory Values (1 item)

Airway Management: Collecting a Sputum Specimen (Active Learning Template - Nursing Skill)

Physiological Adaptation (2 items)

Fluid and Electrolyte Imbalances (1 item)

Fluid and Electrolyte Imbalances: Expected Findings for a Client Who Has Hypocalcemia (Active Learning Template - System Disorder)

Pathophysiology (1 item)

Adverse Effects, Interactions, and Contraindications: Assessing for an Allergic Reaction to Antibiotics (Active Learning Template - Basic Concept)

Clinical Judgment (4 items)

Analyze Cues (1 item)

Nutrition and Oral Hydration: Identifying Complications for a Client Who Is in a Rehabilitation Facility (Active Learning Template - Basic Concept)

Prioritize Hypotheses (2 items)

Fluid Imbalances: Caring for a Client Who Is Receiving IV Fluids (Active Learning Template - System Disorder)

Mobility and Immobility: Priority Risk for a Client Who Has Impaired Mobility (Active Learning Template - System Disorder)

Take Actions (1 item)

Urinary Elimination: Reviewing the Medical Record of a Client Who Has a Urinary Tract Infection (Active Learning Template - Basic Concept)

Outcomes

| Nursing Process | No of Points | Individual Score | Description |
|--|---------------------|-------------------------|---|
| RN Assessment | 11 | 27.3% | 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 | 24 | 70.8% | 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 | 30 | 60.0% | 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 | 40.0% | 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 |
|-------------------------|---------------------|-------------------------|--|
| | 6 | 50.0% | 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. |

| Thinking Skills | No of Points | Individual Score | Description |
|------------------------|---------------------|-------------------------|--|
| Foundational Thinking | 13 | 53.8% | The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding. |
| Clinical Application | 48 | 47.9% | The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying. |
| Clinical Judgment | 22 | 68.2% | 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 | 13 | 61.5% | 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 | 50.0% | 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 | 6 | 33.3% | The nurse directs nursing care to promote prevention and detection of illness and support optimal health. |
| RN Psychosocial Integrity | 4 | 50.0% | 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 | 8 | 12.5% | 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 | 8 | 62.5% | The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures. |
| RN Physiological Adaptation | 5 | 40.0% | 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 | 23 | 56.5% | 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 | 17 | 58.8% | 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 | 34 | 52.9% | The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care. |
| Informatics | 3 | 33.3% | 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 | 4 | 75.0% | 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 | 13 | 61.5% | 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 | 50 | 56.0% | Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care. |
| Professional Identity | 15 | 53.3% | 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 | 5 | 20.0% | 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 | 15 | 66.7% | 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 | 9 | 55.6% | 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 | 29 | 55.2% | 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 | 3 | 33.3% | The need for nurses to be able to use computer-based information management systems and patient care technology in the provision of client care. |
| Interprofessional Communication and Collaboration | 4 | 75.0% | 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 | 14 | 35.7% | 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 | 1 | 0.0% | 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 | 8 | 62.5% | 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 |
|-----------------------|--------------|------------------|--|
| Analyze Cues | 15 | 86.7% | <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.</p> <p>Analyze expected and unexpected findings in health data.</p> <p>Anticipate illness/injury and wellness progression.</p> <p>Identify client problems and related health alterations.</p> <p>Analyze client needs.</p> <p>Identify potential complications.</p> <p>Identify how pathophysiology relates to clinical presentation.</p> <p>Identify data that is of immediate concern.</p> |
| Prioritize Hypotheses | 4 | 50.0% | <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> |
| Take Actions | 3 | 0.0% | <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> |

| AACN Essentials | No of Points | Individual Score | Description |
|--|---------------------|-------------------------|--|
| Knowledge for Nursing Practice | 21 | 57.1% | 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 | 17 | 47.1% | 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 | 3 | 33.3% | 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 | 20 | 55.0% | The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care. |
| Quality and Safety | 14 | 50.0% | 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 | 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. |
| Professionalism | 6 | 66.7% | 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

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 49.9% |
| 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. | 50.0% to 64.9% |
| 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. | 65.0% to 81.6% |
| 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% |

*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 60 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.

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