

Individual Performance Profile

RN ATI Capstone Adult Medical Surgical 2



Individual Name: **LINDSEY E BURNETT**
 Student Number: **6825424**
 Institution: **Lakeview CON**
 Program Type: **BSN**
 Test Date: **2/2/2025**

Individual Score: **59.8%**
 Practice Time: **35 min**
 Focused Review Quiz Result

Individual Performance in the Major Content Areas

Sub-Scale	# Items	# Points	Individual Score	Individual Score (% Correct)										
				1	10	20	30	40	50	60	70	80	90	100
Management of Care	3	3	33.3%				▲							
Safety and Infection Control	4	4	100.0%											▲
Health Promotion and Maintenance	1	3	66.7%								▲			
Psychosocial Integrity	2	4	75.0%									▲		
Basic Care and Comfort	4	4	75.0%									▲		
Pharmacological and Parenteral Therapies	7	7	71.4%								▲			
Reduction of Risk Potential	8	8	37.5%				▲							
Physiological Adaptation	11	13	61.5%								▲			
Clinical Judgment	10	41	56.1%								▲			

Topics To Review

Management of Care (2 items)

Case Management (2 items)

- Developing a Plan of Care (Active Learning Template - System Disorder)
- Discharge Teaching Following a Heart Transplant (Active Learning Template - System Disorder)

Health Promotion and Maintenance (1 item)

Health Promotion/Disease Prevention (1 item)

- Teaching Strategies to Prevent Carpal Tunnel Syndrome (Active Learning Template - Basic Concept)

Psychosocial Integrity (1 item)

Support Systems (1 item)

- Teaching About Home Care (Active Learning Template - System Disorder)

Basic Care and Comfort (1 item)

Elimination (1 item)

- Priority Intervention for a Client Who Has Renal Calculi (Active Learning Template - System Disorder)

Pharmacological and Parenteral Therapies (2 items)

Total Parenteral Nutrition (1 item)

- Possible Complications of Total Parenteral Nutrition (Active Learning Template - Therapeutic Procedure)

Topics To Review

Adverse Effects/Contraindications/Side Effects/Interactions (1 item)

Identifying Adverse Effects of Prednisone (Active Learning Template - Medication)

Reduction of Risk Potential (5 items)

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

Positioning for Tube Feeding (Active Learning Template - Therapeutic Procedure)

Potential for Complications from Surgical Procedures and Health Alterations (1 item)

Caring for a Client Following a Hypophysectomy (Active Learning Template - System Disorder)

Laboratory Values (2 items)

Expected ABG Findings in a Client Who Has Renal Failure (Active Learning Template - System Disorder)

Expected Laboratory Values (Active Learning Template - System Disorder)

Therapeutic Procedures (1 item)

Teaching About Electroencephalography (Active Learning Template - Diagnostic Procedure)

Physiological Adaptation (5 items)

Medical Emergencies (1 item)

Manifestations of Pulmonary Trauma (Active Learning Template - System Disorder)

Illness Management (2 items)

Manifestations of Addisonian Crisis (Active Learning Template - System Disorder)

Preventing Autonomic Dysreflexia (Active Learning Template - System Disorder)

Fluid and Electrolyte Imbalances (1 item)

Manifestations of Hyponatremia (Active Learning Template - System Disorder)

Unexpected Response to Therapies (1 item)

Indications of Transplant Rejection (Active Learning Template - System Disorder)

Clinical Judgment (7 items)

Recognize Cues (1 item)

Recognizing Cues That Indicate ESKD (Active Learning Template - System Disorder)

Analyze Cues (2 items)

Analyzing Cues to Identify Potential Client Complications (Active Learning Template - System Disorder)

Identifying Manifestations of Tuberculosis, Pulmonary Embolism, and Pneumonia (Active Learning Template - System Disorder)

Prioritize Hypotheses (1 item)

Prioritizing Interventions for a Client Who Has ESKD (Active Learning Template - System Disorder)

Evaluate Outcomes (1 item)

Evaluating Client Understanding of Teaching (Active Learning Template - Therapeutic Procedure)

Take Actions (1 item)

Interventions for a Client Who Has an AV Fistula (Active Learning Template - System Disorder)

Generate Solutions (1 item)

Planning Care for a Client Undergoing Hemodialysis (Active Learning Template - System Disorder)

Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	14	50.0%	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	25	56.0%	The analysis step of the nursing process involves the nurse's ability to analyze assessment data to identify health problems/risks and a client's needs for health intervention. The nurse identifies patterns or trends, compares the data with expected standards or reference ranges and draws conclusions to direct nursing care. The nurse then frames nursing diagnoses in order to direct client care.
RN Planning	13	46.2%	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	27	77.8%	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	8	50.0%	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
	3	66.7%	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	5	60.0%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	41	63.4%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.
Clinical Judgment	41	56.1%	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	3	33.3%	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	4	100.0%	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	3	66.7%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	4	75.0%	The nurse directs nursing care to promote and support the emotional, mental and social well-being of clients and significant others.
RN Basic Care and Comfort	4	75.0%	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	37.5%	The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures.
RN Physiological Adaptation	13	61.5%	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	12	75.0%	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	22	68.2%	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	52	51.9%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Teamwork and Collaboration	1	100.0%	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	7	71.4%	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	75	58.7%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	1	100.0%	Professional identity reflects the professional development of the nurse as a member and leader of the health care team who promotes relationship-centered care, and whose practice reflects integrity and caring while following ethical and legal guidelines.
Spirit of Inquiry	4	50.0%	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	4	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	4	75.0%	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	30	53.3%	The need for nurses to be able to understand the research process and base practice and clinical judgments upon fact-based evidence to enhance patient outcomes.
Interprofessional Communication and Collaboration	1	100.0%	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	11	54.5%	The need for nurses to be able to identify health related risk factors and facilitate behaviors that support health promotion, and disease and injury prevention, while providing population-focused care that is based on principles of epidemiology and promotes social justice.
Baccalaureate Generalist Nursing Practice	37	62.2%	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	6	66.7%	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	18	55.6%	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	2	0.0%	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.). Organize client assessment information according to changes, patterns and trends. Use standards of care and empirical frameworks for priority setting. Establish and prioritize client problems/needs based on the analysis of information and factors.

Generate Solutions	7	57.1%	Identify expected outcomes and related nursing interventions to ensure clients' needs are met. Collaborate with members of the interprofessional healthcare team to establish client outcomes and the plan of care. Collaborate with client and care partners to establish client outcomes and the plan of care. Identify optimal client outcomes based on information and factors. Identify evidence-based nursing actions to effectively address the clinical situation of the client's health problem. Prioritize plan of care to achieve optimal client outcomes. Prioritize nursing care when caring for multiple clients. Re-prioritize nursing actions as the client's condition changes. Modify a plan of care to assure achievement of optimal client outcomes when indicated. Determine the potential impact of selected interventions.
Take Actions	5	60.0%	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.
Evaluate Outcomes	3	66.7%	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.

AACN Essentials	No of Points	Individual Score	Description
Knowledge for Nursing Practice	13	69.2%	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	50	56.0%	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.
Scholarship for the Nursing Discipline	21	57.1%	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
Quality and Safety	2	100.0%	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	1	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.



Score Explanation and Interpretation

Individual Performance Profile

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.

INDIVIDUAL SCORE

The individual score is the number of points received divided by the number of points 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 may be provided. A variety of learning resources may 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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