

Individual Performance Profile

RN Comprehensive Online Practice 2023 A



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|---|-----------------------------------|
| Individual Name: RYLEIGH A WARDALL | Individual Score: 61.9% |
| Student Number: WA2659516 | Practice Time: 1 hr 14 min |
| Institution: Lakeview CON | Focused Review Quiz Result |
| Program Type: BSN | |
| Test Date: 4/20/2025 | |

| 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 | 21 | 21 | 66.7% | | | | | | | | ▲ | | | |
| Safety and Infection Control | 16 | 16 | 62.5% | | | | | | | ▲ | | | | |
| Health Promotion and Maintenance | 11 | 11 | 63.6% | | | | | | | ▲ | | | | |
| Psychosocial Integrity | 11 | 11 | 63.6% | | | | | | | ▲ | | | | |
| Basic Care and Comfort | 11 | 13 | 76.9% | | | | | | | | | | ▲ | |
| Pharmacological and Parenteral Therapies | 19 | 19 | 73.7% | | | | | | | | | ▲ | | |
| Reduction of Risk Potential | 14 | 14 | 57.1% | | | | | | | ▲ | | | | |
| Physiological Adaptation | 17 | 17 | 29.4% | | | | ▲ | | | | | | | |
| Clinical Judgment | 30 | 101 | 62.4% | | | | | | | | ▲ | | | |

Topics To Review

- Management of Care (7 items)**
- Advance Directives/Self-Determination/Life Planning (1 item)
 - Identifying Resources to Improve Health Care for Migrant Farmworkers (Active Learning Template - Basic Concept)
- Case Management (1 item)**
 - Priority Action for a Client Who Has a New Diagnosis of Type 1 Diabetes Mellitus (Active Learning Template - System Disorder)
- Assignment, Delegation and Supervision (1 item)**
 - Priority Step in the Time Management Process (Active Learning Template - Basic Concept)
- Collaboration with Multidisciplinary Team (1 item)**
 - Educating Staff Nurses About Organ Donation (Active Learning Template - Basic Concept)
- Concepts of Management (3 items)**
 - Evaluating Understanding of Hospice Care (Active Learning Template - Basic Concept)
 - Priority Action to Implement Staffing Changes (Active Learning Template - Basic Concept)
 - Priority Action When Addressing Concerns from a Client's Partner (Active Learning Template - Basic Concept)
- Safety and Infection Control (6 items)**
- Accident/Error/Injury Prevention (1 item)

Topics To Review

Assessing the Care Environment for a Client Who Is Experiencing Suicidal Ideations (Active Learning Template - Basic Concept)

Ergonomic Principles (1 item)

Placing a Client in Side-Lying Position (Active Learning Template - Nursing Skill)

Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (3 items)

Caring for a Client Who Has Immunosuppression (Active Learning Template - System Disorder)

Preparing for a Sterile Dressing Change (Active Learning Template - Nursing Skill)

Teaching About Infection Prevention (Active Learning Template - Basic Concept)

Use of Restraints/Safety Devices (1 item)

Guidelines for the Use of Mechanical Restraints (Active Learning Template - Basic Concept)

Health Promotion and Maintenance (4 items)

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

Priority Assessment for a Client Who Is in the Fourth Stage of Labor (Active Learning Template - Medication)

Health Promotion/Disease Prevention (1 item)

Evaluating Guardians' Understanding of Child Safety Measures (Active Learning Template - Basic Concept)

Lifestyle Choices (1 item)

Client Teaching About Basal Body Temperature Method of Contraception (Active Learning Template - Basic Concept)

Techniques of Physical Assessment (1 item)

Sequence of Performing an Abdominal Assessment (Active Learning Template - Nursing Skill)

Psychosocial Integrity (4 items)

Abuse or Neglect (1 item)

Potential Indicators of Child Sexual Abuse (Active Learning Template - Basic Concept)

Crisis Intervention (1 item)

Caring for a Client Who Has Bipolar Disorder (Active Learning Template - System Disorder)

Grief and Loss (1 item)

Responding to the Family Member of a Client Who Has Alzheimer's Disease (Active Learning Template - Basic Concept)

Mental Health Concepts (1 item)

Parent Teaching About Autism Spectrum Disorder (Active Learning Template - System Disorder)

Basic Care and Comfort (3 items)

Assistive Devices (1 item)

Expected Findings of Macular Degeneration (Active Learning Template - System Disorder)

Mobility/Immobility (1 item)

Preventing Complications of Left-Sided Weakness Following a Stroke (Active Learning Template - System Disorder)

Nutrition and Oral Hydration (1 item)

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

Pharmacological and Parenteral Therapies (5 items)

Adverse Effects/Contraindications/Side Effects/Interactions (3 items)

Adverse Effects of Propranolol (Active Learning Template - Medication)

Identifying Contraindications for Clozapine (Active Learning Template - Medication)

Teaching About Estradiol (Active Learning Template - Medication)

Medication Administration (2 items)

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

Teaching About Manifestations of Digoxin Toxicity (Active Learning Template - Medication)

Reduction of Risk Potential (6 items)

Topics To Review

Laboratory Values (1 item)

Diagnostic Tests for Valproic Acid (Active Learning Template - Medication)

Changes/Abnormalities in Vital Signs (1 item)

Reportable Findings for a Newborn (Active Learning Template - Basic Concept)

Diagnostic Tests (1 item)

Caring For a Client Who Has Early Decelerations During Labor (Active Learning Template - Basic Concept)

Potential for Complications of Diagnostic Tests/Treatments/Procedures (2 items)

Adverse Effects of Electroconvulsive Therapy (Active Learning Template - Therapeutic Procedure)

Indications of Bleeding Following a Colonoscopy (Active Learning Template - Diagnostic Procedure)

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

Manifestations of Vaso-Occlusive Crisis (Active Learning Template - System Disorder)

Physiological Adaptation (12 items)

Alterations in Body Systems (5 items)

Creating a Plan of Care for a Child (Active Learning Template - System Disorder)

Home Wound Care Teaching (Active Learning Template - Basic Concept)

Interventions for Infectious Gastroenteritis (Active Learning Template - System Disorder)

Priority Action for Boggy Uterus (Active Learning Template - System Disorder)

Priority Action to Promote Ambulation (Active Learning Template - Basic Concept)

Fluid and Electrolyte Imbalances (1 item)

Manifestations of Hypokalemia (Active Learning Template - System Disorder)

Illness Management (3 items)

Assessing Oxygen Toxicity (Active Learning Template - System Disorder)

Identifying Visual Changes Due to Cataracts (Active Learning Template - System Disorder)

Performing Gastric Lavage (Active Learning Template - Nursing Skill)

Pathophysiology (1 item)

Expected Findings of the Acute Phase of Kawasaki Disease (Active Learning Template - System Disorder)

Unexpected Response to Therapies (2 items)

Adverse Effects of Positive End-Expiratory Pressure (Active Learning Template - Therapeutic Procedure)

Reportable Findings Following Placement of a Ventriculoperitoneal Shunt (Active Learning Template - Therapeutic Procedure)

Clinical Judgment (17 items)

Recognize Cues (1 item)

Identifying Risks for a Child Who Has a Gastrostomy Tube (Active Learning Template - Basic Concept)

Analyze Cues (6 items)

Caring for a Client Who Has Schizophrenia (Active Learning Template - Medication)

Identifying Findings of Attention Deficit Hyperactivity Disorder and Intellectual Disability (Active Learning Template - System Disorder)

Identifying Manifestations and Potential Complications (Active Learning Template - System Disorder)

Identifying Manifestations of Inflammatory Bowel Diseases (Active Learning Template - System Disorder)

Postoperative Care of a Client (Active Learning Template - System Disorder)

Reporting Preoperative Assessment Findings to the Provider (Active Learning Template - Basic Concept)

Prioritize Hypotheses (1 item)

Priority Findings for a Client Who Has Received Chemotherapy (Active Learning Template - System Disorder)

Generate Solutions (3 items)

Anticipating Provider Prescriptions for Postoperative Complications (Active Learning Template - Therapeutic Procedure)

Topics To Review

Identifying Anticipated and Contraindicated Prescriptions (Active Learning Template - Medication)

Planning Care for a Client Who Is Experiencing Alcohol Withdrawal (Active Learning Template - System Disorder)

Take Actions (3 items)

Actions For a Client Who is Experiencing Excessive Postpartum Bleeding (Active Learning Template - System Disorder)

Actions to Take for a Preschooler Experiencing an Anaphylactic Reaction (Active Learning Template - System Disorder)

Actions to Take to Maintain Client Safety (Active Learning Template - System Disorder)

Evaluate Outcomes (3 items)

Assessment and Management of Postoperative Complications (Active Learning Template - System Disorder)

Caring for a Client Who Has a Psychobiological Disorder (Active Learning Template - System Disorder)

Evaluating Outcomes for an Adolescent Who Is Postoperative (Active Learning Template - Therapeutic Procedure)

Outcomes

| Nursing Process | No of Points | Individual Score | Description |
|--|--------------|------------------|---|
| RN Assessment | 29 | 55.2% | 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 | 55 | 52.7% | 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 | 45 | 64.4% | 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 | 78 | 69.2% | The implementation step of the nursing process involves the nurse's ability to apply nursing knowledge to implement interventions to assist a client to promote, maintain, or restore his health. The nurse uses problem-solving skills, clinical judgment, and critical thinking when using interpersonal and technical skills to provide client care. During this step the nurse will also delegate and supervise care and document the care and the client's response. |
| RN Evaluation | 16 | 62.5% | 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 |
|------------------------------------|---------------------|-------------------------|--|
| | 24 | 62.5% | 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 | 21 | 57.1% | The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding. |
| Clinical Application | 172 | 59.9% | The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying. |
| Clinical Judgment | 30 | 76.7% | 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 | 66.7% | 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 | 16 | 62.5% | 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 | 11 | 63.6% | 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 | 76.9% | The nurse provides nursing care to promote comfort and assist client to perform activities of daily living. |
| RN Pharmacological and Parenteral Therapies | 19 | 73.7% | The nurse administers, monitors and evaluates pharmacological and parenteral therapy. |
| RN Reduction of Risk Potential | 14 | 57.1% | The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures. |
| RN Physiological Adaptation | 17 | 29.4% | 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 | 80.0% | 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 | 64 | 54.7% | 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 | 22 | 72.7% | 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 | 49 | 59.2% | 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 | 41 | 58.5% | 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 | 78.6% | 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 | 5 | 40.0% | 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 | 9 | 66.7% | 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 | 4 | 75.0% | 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 | 41 | 58.5% | 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 | 31 | 71.0% | The provision of caring and compassionate, culturally sensitive care that is based on a patient's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values. |
| Evidence Based Practice | 137 | 59.9% | The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care. |
| Quality Improvement | 3 | 66.7% | 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 | 11 | 72.7% | The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes. |

| NLN Competency | No of Points | Individual Score | Description |
|-----------------------|---------------------|-------------------------|---|
| Human Flourishing | 25 | 64.0% | Human flourishing is reflected in patient care that demonstrates respect for diversity, approaches patients in a holistic and patient-centered manner, and uses advocacy to enhance their health and well-being. |
| Nursing Judgment | 168 | 60.7% | Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care. |
| Professional Identity | 17 | 70.6% | 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 | 13 | 61.5% | 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 | 7 | 71.4% | 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 | 12 | 83.3% | 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 | 132 | 59.1% | 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 | 4 | 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 | 26 | 50.0% | The need for nurses to be able to identify health related risk factors and facilitate behaviors that support health promotion, and disease and injury prevention, while providing population-focused care that is based on principles of epidemiology and promotes social justice. |
| Professionalism and Professional Values | 4 | 75.0% | 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 | 38 | 71.1% | 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 | 8 | 87.5% | 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 | 37 | 43.2% | 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 | 6 | 83.3% | 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 | 15 | 73.3% | <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 | 15 | 73.3% | <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 | 20 | 65.0% | <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 | 47 | 59.6% | 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 | 70.6% | 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 | 12 | 66.7% | 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 | 110 | 57.3% | The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care. |
| Quality and Safety | 25 | 76.0% | 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 | 5 | 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. |
| Systems-Based Practice | 2 | 0.0% | Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations. |
| Informatics and Healthcare Technologies | 1 | 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 | 2 | 50.0% | Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values. |
| Personal, Professional, and Leadership Development | 2 | 50.0% | Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership. |



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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