# Individual Performance Profile
# RN Nursing Care of Children Online Practice 2019 A

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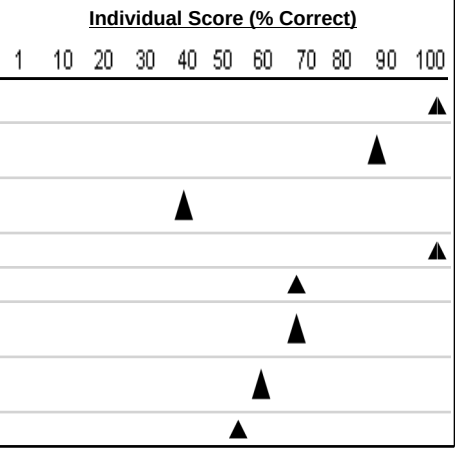
|---|---|---|---|
| Individual Name: | **MICAYLA H CLAPP** | **Individual Score:** | **65.0%** |
| Student Number: | | Practice Time: | **43 min** |
| Institution: | **Lakeview CON** | Focused Review Quiz Result | |
| Program Type: | **BSN** | | |
| Test Date: | **3/21/2020** | | |
| # of Questions: | **60** | | |

## Individual Performance in the Major Content Areas

| Sub-Scale | # Items | Individual Score |
|---|---|---|
| **Management of Care** | 4 | 100.0% |
| **Safety and Infection Control** | 7 | 85.7% |
| **Health Promotion and Maintenance** | 5 | 40.0% |
| **Psychosocial Integrity** | 3 | 100.0% |
| **Basic Care and Comfort** | 6 | 66.7% |
| **Pharmacological and Parenteral Therapies** | 6 | 66.7% |
| **Reduction of Risk Potential** | 12 | 58.3% |
| **Physiological Adaptation** | 17 | 52.9% |




## Topics To Review

### Safety and Infection Control (1 item)

**Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (1 item)**

Bone and Soft Tissue Cancers: Interventions for a Child Who Is Immunocompromised (Active Learning Template - System Disorder)

### Health Promotion and Maintenance (3 items)

**Developmental Stages and Transitions (2 items)**

Health Promotion of Preschoolers (3 to 6 Years): Developmental Milestones of a 4-Year-Old Child (Active Learning Template - Growth and Development)

Hospitalization, Illness, and Play: Play Activities for a Preschooler (Active Learning Template - Growth and Development)

**Health Screening (1 item)**

Musculoskeletal Congenital Disorders: Scoliosis Assessment (Active Learning Template - Diagnostic Procedure)

### Basic Care and Comfort (2 items)

**Mobility/Immobility (1 item)**

Fractures: Caring for a Child Who Is in Buck's Traction (Active Learning Template - Therapeutic Procedure)

**Nutrition and Oral Hydration (1 item)**

Gastrointestinal Disorders: Dietary Teaching for Celiac Disease (Active Learning Template - System Disorder)

### Pharmacological and Parenteral Therapies (2 items)

Please see page 6 for an explanation of the Scores and Topics to Review sections

# Topics To Review

**Expected Actions/Outcomes (1 item)**

Adverse Effects, Interactions, and Contraindications: Priority Treatment of Anaphylaxis (Active Learning Template - System Disorder)

**Medication Administration (1 item)**

Immunizations: Identifying Contraindications to Administering Immunizations (Active Learning Template - Basic Concept)

## Reduction of Risk Potential (5 items)

**Diagnostic Tests (1 item)**

Acute Neurological Disorders: Preparing an Adolescent Client for a Lumbar Puncture (Active Learning Template - Diagnostic Procedure)

**Laboratory Values (2 items)**

Hematologic Disorders: Interpreting Laboratory Values (Active Learning Template - Diagnostic Procedure)

Hematologic Disorders: Reportable Laboratory Values (Active Learning Template - Diagnostic Procedure)

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

Renal Disorders: Caring for an Adolescent Following a Kidney Transplant (Active Learning Template - System Disorder)

**System Specific Assessments (1 item)**

Antibiotics Affecting Protein Synthesis: Identifying Risk Factors for Hearing Loss (Active Learning Template - Basic Concept)

## Physiological Adaptation (8 items)

**Alterations in Body Systems (1 item)**

Communicable Diseases: Identifying Manifestations of Pertussis (Active Learning Template - System Disorder)

**Fluid and Electrolyte Imbalances (2 items)**

Acute Infectious Gastrointestinal Disorders: Evaluating Laboratory Values Following Treatment for Dehydration (Active Learning Template - System Disorder)

Pituitary Disorders: Indications of Syndrome of Inappropriate Antidiuretic Hormone Secretion (SIADH) (Active Learning Template - System Disorder)

**Hemodynamics (1 item)**

Cardiovascular Disorders: Planning Care for a Child Who Has Heart Failure (Active Learning Template - System Disorder)

**Illness Management (2 items)**

Asthma: Evaluating Understanding of Asthma Attack Prevention (Active Learning Template - System Disorder)

Diabetes Mellitus: Client Teaching (Active Learning Template - Basic Concept)

**Medical Emergencies (1 item)**

Burns: Caring for a Toddler Who Has a Partial-Thickness Burn (Active Learning Template - System Disorder)

**Pathophysiology (1 item)**

Chronic Neuromusculoskeletal Disorders: Expected Findings of Spastic Cerebral Palsy (Active Learning Template - System Disorder)

# Outcomes

Please see page 6 for an explanation of the Scores and Topics to Review sections

| Nursing Process | No of Items | Individual Score | Description |
|---|---|---|---|
| RN Assessment | 11 | 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 | 9 | 44.4% | 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 | 10 | 80.0% | 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 measureable 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 | 24 | 70.8% | 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 | 6 | 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 Items | Individual Score | Description |
|---|---|---|---|
| | 7 | 85.7% | 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 Items | Individual Score | Description |
|---|---|---|---|
| Foundational Thinking in Nursing | 4 | 50.0% | Ability to recall and comprehend information and concepts foundational to quality nursing practice. |
| Clinical Judgment/Critical Thinking in Nursing | 56 | 66.1% | Ability to use critical thinking skills (interpretation, analysis, evaluation, inference, and explanation) to make a clinical judgment regarding a posed clinical problem. Includes cognitive abilities of application and analysis. |

Please see page 6 for an explanation of the Scores and Topics to Review sections

| NCLEX® | No of Items | Individual Score | Description |
|---|---|---|---|
| RN Management of Care | 4 | 100.0% | 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 | 7 | 85.7% | 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 | 5 | 40.0% | The nurse directs nursing care to promote prevention and detection of illness and support optimal health. |
| RN Psychosocial Integrity | 3 | 100.0% | 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 | 6 | 66.7% | The nurse provides nursing care to promote comfort and assist client to perform activities of daily living. |
| RN Pharmacological and Parenteral Therapies | 6 | 66.7% | The nurse administers, monitors and evaluates pharmacological and parenteral therapy. |
| RN Reduction of Risk Potential | 12 | 58.3% | 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. |

| QSEN | No of Items | Individual Score | Description |
|---|---|---|---|
| Safety | 15 | 73.3% | 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 | 11 | 63.6% | 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 | 33 | 60.6% | 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 Items | Individual Score | Description |
|---|---|---|---|
| Human Flourishing | 11 | 63.6% | Human flourishing is reflected in patient care that demonstrates respect for diversity, approaches patients in a holistic and patient-centered manner, and uses advocacy to enhance their health and well-being. |
| Nursing Judgment | 46 | 63.0% | Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care. |
| Professional Identity | 2 | 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 | 1 | 100.0% | A spirit of inquiry is exhibited by nurses who provide evidence based clinical nursing practice and use evidence to promote change and excellence. |

Please see page 6 for an explanation of the Scores and Topics to Review sections

| BSN Essentials | No of Items | Individual Score | Description |
|---|---|---|---|
| Liberal Education for Baccalaureate Generalist Nursing Practice | 5 | 80.0% | 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 | 7 | 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 | 32 | 62.5% | 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 | 4 | 75.0% | 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 | 1 | 100.0% | 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 | 10 | 50.0% | 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. |

Please see page 6 for an explanation of the Scores and Topics to Review sections

# Score Explanation and Interpretation
## Individual Performance Profile

### INDIVIDUAL SCORE

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

### TOPICS TO REVIEW

Based on the questions missed on this assessment, a listing of content areas and topics to review is provided. A variety of learning resources 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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