

Topics To Review

Pharmacological and Parenteral Therapies (60 items)

Adverse Effects/Contraindications and Side Effects (18 items)

- Adrenergic Agonists: Treating Anaphylaxis (RM Pharm 4.2 Unit 6 Sec 1)
- Anticoagulants/Parenteral: Medication Administration (RM Pharm 4.2 Unit 7 Sec 1)
- Antipsychotics: Recognizing Side Effects to Report (RM Pharm 4.2 Unit 5 Sec 9)
- Antipsychotics-Atypical: Recognizing Side Effects (RM Pharm 4.2 Unit 5 Sec 10)
- Bacteriostatic Inhibitors: Client Instruction Regarding Self-Administration (RM Pharm 4.2 Unit 2 Sec 6)
- Cardiac Glycosides: Recognizing Side Effects (RM Pharm 4.2 Unit 6 Sec 10)
- Cephalosporins: Recognizing Allergic Reactions (RM Pharm 4.2 Unit 2 Sec 2)
- Chemotherapy Agents: Formulating a Nursing Diagnosis (RM Pharm 4.2 Unit 3 Sec 7)
- Mood Stabilizers: Analyzing Data (RM Pharm 4.2 Unit 5 Sec 15)
- Opioid Agonist: Adverse Effects of Codeine (RM Pharm 4.2 Unit 8 Sec 7)
- Selective Estrogen Receptor Modulators/SERMS: Client Teaching for Adverse Effects (RM Pharm 4.2 Unit 9 Sec 11)

Expected Effects/Outcomes (7 items)

- Antimycobacterial (Antituberculosis): Monitoring Long-Term Usage of Medication (RM Pharm 4.2 Unit 2 Sec 10)
- Cholinesterase Inhibitors: Cholinergic Crisis (RM Pharm 4.2 Unit 5 Sec 1)
- Error Reduction: Use of Resources (RM Pharm 4.2 Chp 4)
- Hematopoietic Growth Factors: Evaluating Client Response (RM Pharm 4.2 Unit 7 Sec 11)
- Medication Administration and Error Reduction: Use of Resources (RM Pharm 4.2 Chp 4)
- Opioid Agonists: Morphine Administration (RM Pharm 4.2 Unit 4 Sec 3)

Medication Administration (15 items)

- Adrenergic Agonists: Titrating Dose (RM Pharm 4.2 Unit 6 Sec 1)
- Agonists-Antagonists Opioids: Evaluating Medication Order (RM Pharm 4.2 Unit 4 Sec 4)
- Biphosphonates: Medication Administration (RM Pharm 4.2 Unit 9 Sec 12)
- Cardiac Glycosides: Contraindications to Administration (RM Pharm 4.2 Unit 6 Sec 10)
- Oral Hypoglycemics: Medication Interactions (RM Pharm 4.2 Unit 11 Sec 2)
- Organic Nitrates: Client Teaching (RM Pharm 4.2 Unit 6 Sec 9)
- Organic Nitrates: Self Administration (RM Pharm 4.2 Unit 6 Sec 9)
- Sedative Hypnotic Medications-Non-Benzodiazepines: Evaluating Teaching (RM Pharm 4.2 Unit 5 Sec 17)
- Thrombolytic Medications: Minimizing Adverse Effects (RM Pharm 4.2 Unit 7 Sec 6)

Pharmacological Agents/Actions (8 items)

- Immunosuppressants: Contraindications (RM Pharm 4.2 Unit 3 Sec 5)
- Leukotriene Modifiers: Purpose for Administration (RM Pharm 4.2 Unit 8 Sec 6)
- Opioid Agonists: Risk for Respiratory Depression (RM Pharm 4.2 Unit 4 Sec 3)
- Selective Serotonin Reuptake Inhibitors: Identifying Interactions (RM Pharm 4.2 Unit 5 Sec 12)
- Tocolytic Medications: Monitoring Adverse Reactions (RM Pharm 4.2 Unit 12 Sec 2)

Pharmacological Interactions (4 items)

- Antilipemics: Client Teaching (RM Pharm 4.2 Unit 6 Sec 12)
- Cardiac Glycosides: Digoxin-hydrochlorothiazide (HCTZ) Interactions (RM Pharm 4.2 Unit 6 Sec 9)
- Organic Nitrates: Medication Interactions (RM Pharm 4.2 Unit 6 Sec 9)
- Tetracyclines: Medication Interactions (RM Pharm 4.2 Unit 2 Sec 5)

Pharmacological Pain Management (8 items)

- Opioid Agonist: Recognizing Side Effects (RM Pharm 4.2 Unit 4 Sec 3)

Outcomes

Thinking Skills	No of Items	Individual Score	Description
Foundational Thinking in Nursing (RN 2007)	16	37.5%	Ability to recall and comprehend information and concepts foundational to quality nursing practice.
Clinical Judgment/Critical Thinking in Nursing (RN 2007)	44	40.9%	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.

Priority Setting	No of Items	Individual Score	Description
	6	33.3%	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.

Nursing Process	No of Items	Individual Score	Description
Assessment (RN 2007)	5	0.0%	Ability to apply nursing knowledge to the systematic collection of data about the client's present health status in order to identify the client's needs and to identify appropriate assessments to be performed based on client findings. Also includes the ability to accurately collect client data throughout the assessment process (client history, client interview, vital sign and hemodynamic measurements, physical assessments) and to appropriately recognize the need for assessment prior to intervention.
Analysis/Diagnosis (RN 2007)	22	27.3%	Ability to analyze collected data and to reach an appropriate nursing judgment about the client's health status and coping mechanisms, specifically recognizing data indicating a health problem/risk and identifying the client's needs for health intervention. Also includes the ability to formulate appropriate nursing diagnoses/collaborative problems based on identified client needs.
Planning (RN 2007)	5	60.0%	Ability to apply nursing knowledge to the development of an appropriate plan of care for clients with specific health alterations or needs for health promotion/maintenance. Includes the ability to establish priorities of care, effectively delegate client care, and set appropriate client goals/outcomes in order to ensure clients' needs are met.
Implementation/Therapeutic Nursing Intervention (RN 2007)	16	56.3%	Ability to select/implement appropriate interventions (e.g., technical skill, client education, communication response) based on nursing knowledge, priorities of care, and planned goals/outcomes in order to promote, maintain, or restore a client's health. Also includes the ability to appropriately respond to an unplanned event (e.g., observation of unsafe practice, change in client status) or life-threatening situation and to routinely take measures to minimize a client's risk.
Evaluation (RN 2007)	12	50.0%	Ability to evaluate a client's response to nursing interventions and to reach a nursing judgment regarding the extent to which goals and outcomes have been met. Also includes the ability to assess client/staff understanding of instruction, the effectiveness of intervention, and the recognition of a need for further intervention.



Score Explanation and Interpretation

Individual Performance Profile

Adjusted Individual Total Score:

The adjusted individual total score is a function of the number of questions answered correctly divided by the number of scored questions on the assessment. This percentage-correct score is then adjusted to account for differences in the difficulty of the form taken, producing the adjusted individual total score. For example:

$$\frac{\text{Number of questions answered correctly}}{\text{Total number of scored questions on the assessment}} =$$

$$\frac{50}{60} = 83.3\% \left(\begin{array}{l} \text{Adjustment} \\ \text{for form} \\ \text{difficulty} \end{array} \right) = \frac{\text{Adjusted Individual}}{\text{Total Score}}$$

Individual scores can be interpreted through “criterion-referenced” or “norm-referenced” measures. Criterion-referenced measures are best used to determine if an established standard has been met. Norm-referenced measures can be useful for comparing performance to other students.

Criterion-Referenced ATI Proficiency Levels:

These classifications were developed as the result of a national standard setting study conducted by ATI, involving nurse educator content experts from across the U.S.

Level 3 - Scores meeting the Proficiency Level 3 standard may 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.

Level 2 - Scores meeting the Proficiency Level 2 standard may 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.

Level 1 - Scores meeting the Proficiency Level 1 standard may 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.

Below Level 1 – Scores below the Proficiency Level 1 standard can be considered below minimum expectations and may 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.

Norm-Referenced Measures:

Means and percentile ranks can be useful for comparing performance to other nursing students, both nationally and within the same RN program type. These means and percentile ranks are initially set on a volunteer norming sample. They are reviewed annually, and may be periodically reset as more students take the assessments.

Mean - National:

The national mean is the average of the individual scores of all test takers (within a specified sample from the ATI data pool) for this assessment. The national mean includes all RN program types.

Mean - Program:

The program mean is the average of the individual scores of all test takers of your RN program type (within a specified sample from the ATI data pool) for this assessment.

Percentile Rank - National:

The national percentile rank refers to the proportion of test takers from all types of RN nursing programs (within a specified sample from the ATI data pool) whose scores are the same as or lower than your individual score.

Percentile Rank - Program:

A program percentile rank refers to the proportion of test takers from your specific type of RN nursing program (within a specified sample from the ATI data pool) whose scores were the same as or lower than your individual score.

NA: Data not available

Pretest Items: There are 5 unscored pretest questions throughout the assessment, and 60 scored questions. The pretest questions are used for research purposes.

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 select components of ATI’s Content Mastery Series® review modules, online practice assessments, and the ATI-PLAN® nursing review DVD series.