

Group Performance Profile

RN Nursing Care of Children 2010 Form B



Assessment #:	3914332	Adjusted Group Score:	53.8%
Institution:	Chattahoochee Valley State CC Phenix City ADN	% of Group Meeting	
Program Type:	ADN	Institution Benchmark:	N/A
Group Size:	11		
Test Date:	4/19/2012		
# of Questions:	60		

Group Performance Summary Table

ATI Proficiency Level	Individual Score Required for Proficiency Level	% and # of Group at Proficiency Level
Level 3	73.3% - 100.0%	9.1% (1)
Level 2	63.3% - 71.7%	9.1% (1)
Level 1	50.0% - 61.7%	54.5% (6)
Below Level 1	<50.0%	27.3% (3)

Note: ATI Proficiency Levels pertain to individual scores only. Group scores are not classified by proficiency level.

Individual Mean-National	Individual Mean-Program
59.5%	59.9%
% of Group Above Individual Mean-National	% of Group Above Individual Mean-Program
27.3%	27.3%

Group Performance in the Major Content Areas

Sub-Scale	# Items	Group Score
Safety and Infection Control	3	42.4%
Health Promotion and Maintenance	7	57.1%
Psychosocial Integrity	2	31.8%
Basic Care and Comfort	5	47.3%
Pharmacological and Parenteral Therapies	9	65.7%
Reduction of Risk Potential	15	58.8%
Physiological Adaptation	19	44.5%

NOTE: Means and percentile ranks are not presented for sub-scales with fewer than five items.

Group Scores

Sub-Scale	# Items	Group Score	Group Score (% correct)													
			1	10	20	30	40	50	60	70	80	90	100			
Safety and Infection Control	3	42.4%					▲									
Accident/Injury Prevention	1	18.2%			▲											
Standard Precautions/Transmission-Based Precautions/Surgical Asepsis	2	54.5%								▲						
Health Promotion and Maintenance	7	57.1%									▲					
Aging Process	2	31.8%				▲										
Developing Stages and Transitions	4	61.4%										▲				
Health and Wellness	1	90.9%														▲
Psychosocial Integrity	2	31.8%				▲										
Abuse/Neglect	1	9.1%	▲													
Family Dynamics	1	54.5%								▲						
Basic Care and Comfort	5	47.3%							▲							
Elimination	1	9.1%	▲													
Mobility/Immobility	1	63.6%										▲				
Nonpharmacological Comfort Interventions	1	45.5%						▲								
Nutrition and Oral Hydration	2	59.1%									▲					
Pharmacological and Parenteral Therapies	9	65.7%											▲			
Adverse Effects/Contraindications/Side Effects/Interactions	3	78.8%														▲
Dosage Calculation	2	72.7%														▲
Expected Actions/Outcomes	1	54.5%								▲						
Medication Administration	3	43.2%						▲								
Reduction of Risk Potential	15	58.8%											▲			
Laboratory Values	3	54.5%									▲					
Potential for Alterations in Body Systems	1	63.6%											▲			
Potential for Complications of Diagnostic Tests/Treatments/Procedures	3	69.7%														▲
System Specific Assessment	5	45.5%							▲							
Therapeutic Procedures	3	72.7%														▲
Physiological Adaptation	19	44.5%							▲							
Alterations in Body Systems	8	31.3%				▲										
Hemodynamics	1	63.6%											▲			
Illness Management	4	49.1%								▲						
Medical Emergencies	2	50.0%								▲						
Pathophysiology	3	27.3%			▲											
Unexpected Response to Therapies	1	72.7%														▲

Topics To Review

% of students
answering the
Item Correctly

Safety and Infection Control (3 items)	
Accident/Injury Prevention (1 item)	
Seizures: Precautions	18.2%
Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (2 items)	
Meningitis and Reye Syndrome: Isolation Precautions	18.2%
Acute Infectious Gastrointestinal Disorders: Isolation Precautions	90.9%
Health Promotion and Maintenance (7 items)	
Aging Process (2 items)	
Health Promotion of the Infant (Birth to 1 Year): Parent Education	18.2%
Health Promotion of the Infant: Sun Protection	45.5%
Developing Stages and Transitions (4 items)	
Health Promotion of the Infant: Assessment of Motor Development	18.2%
Health Promotion of the Adolescent: Nutrition Guidelines	54.5%
Health Promotion of the Toddler: Normal Development	72.7%
Health Promotion of the Infant (Birth to 1 Year): Recognizing Developmental Delays	100.0%
Health and Wellness (1 item)	
Immunizations: Side Effects of Influenza	90.9%
Psychosocial Integrity (2 items)	
Abuse/Neglect (1 item)	
Psychosocial Issues of Infants, Children, and Adolescents: Abuse	9.1%
Family Dynamics (1 item)	
Health Promotion of the Preschooler: Appropriate Discipline	54.5%
Basic Care and Comfort (5 items)	
Elimination (1 item)	
Structural Disorders of the Genitourinary Tract and Reproductive System: Plan of Care	9.1%
Mobility/Immobility (1 item)	
Musculoskeletal Congenital Disorders: Hip Dysplasia	63.6%
Nonpharmacological Comfort Interventions (1 item)	
Pain Management: Non Pharmacologic Strategies	45.5%
Nutrition and Oral Hydration (2 items)	
Gastrointestinal Structural and Inflammatory Disorders: Phenylketonuria	36.4%
Health Promotion of the Infant: Caloric Intake	81.8%
Pharmacological and Parenteral Therapies (9 items)	
Adverse Effects/Contraindications/Side Effects/Interactions (3 items)	
Structural Disorders of the Genitourinary Tract and Reproductive System: Corticosteroid Use	63.6%
Safe Administration of Medication: Diuretics	72.7%
Diabetes Mellitus: Prevention of Complications	100.0%
Dosage Calculation (2 items)	
Safe Administration of Medication: Dosage Calculation	54.5%
Safe Administration of Medication: Dosage Calculation	72.7%
Expected Actions/Outcomes (1 item)	
Hematologic Disorders: Medication Regimen	54.5%
Medication Administration (3 items)	
Asthma: Aerosol Therapy	36.4%
Cardiovascular Disorders: Safe Administration of Medication	63.6%

Topics To Review

	% of students answering the Item Correctly
Safe Administration of Medication: Intramuscular Injection Sites	72.7%
Reduction of Risk Potential (15 items)	
Laboratory Values (3 items)	
Meningitis and Reye Syndrome: Expected Lab Values	18.2%
Pediatric Emergencies: Identifying Abnormal Laboratory Values	54.5%
Diabetes Mellitus: Nonadherence	90.9%
Potential for Alterations in Body Systems (1 item)	
Cystic Fibrosis: Providing Teaching to Prevent Complications	63.6%
Potential for Complications of Diagnostic Tests/Treatments/Procedures (3 items)	
Pediatric Emergencies: SIDS teaching	45.5%
Head Injury: Appropriate Nursing Interventions	72.7%
Acute and Infectious Respiratory Illnesses: Recognizing Complications Following Tonsillectomy	90.9%
System Specific Assessment (5 items)	
Pediatric Emergencies: Assessing for Lead Poisoning	27.3%
Pain Management: Appropriate Assessment Technique	36.4%
Hematologic Disorders: Assessment Findings in Iron Deficiency Anemia	45.5%
Hematologic Disorders: Controlling Bleeding with Hemophilia	54.5%
Asthma: Effective Treatment	63.6%
Therapeutic Procedures (3 items)	
Acute Infectious Gastrointestinal Disorders: Pinworms	54.5%
Cardiovascular Disorders: Congenital Heart Disease, Planning Care	63.6%
Musculoskeletal Congenital Disorders: Postoperative Care	100.0%
Physiological Adaptation (19 items)	
Alterations in Body Systems (8 items)	
Acute and Infectious Respiratory Illnesses: Expected Findings of Infectious Mononucleosis	0.0%
Gastrointestinal Structural and Inflammatory Disorders: Postoperative Care	9.1%
Gastrointestinal Structural and Inflammatory Disorders: Postoperative Care of Pyloric Stenosis	18.2%
Musculoskeletal Congenital Disorders: Clubfeet Education	18.2%
Psychosocial Issues of Infants, Children, and Adolescents: Interventions for Failure to Thrive	18.2%
Hematologic Disorders: Vaso-occlusive Crisis	27.3%
Gastrointestinal Structural and Inflammatory Disorders: Postoperative Appendectomy	90.9%
HIV/AIDS: Candidiasis	100.0%
Hemodynamics (1 item)	
Cardiovascular Disorders: Parent Teaching	63.6%
Illness Management (4 items)	
Asthma: Evaluating Client Understanding of Peak Expiratory Flow Meter	36.4%
Acute Otitis Media: Reinforcing findings	63.6%
Chronic Neuromusculoskeletal Disorders: Providing Family Teaching	63.6%
Acute Infectious Gastrointestinal Disorders: Dehydration	81.8%
Medical Emergencies (2 items)	
Cardiovascular Disorders: Tetralogy of Fallot	45.5%
Head Injury: Priority Actions	54.5%
Pathophysiology (3 items)	
Cardiovascular Disorders: Assessment Findings	18.2%
Acute and Infectious Respiratory Illnesses: Respiratory Syncytial Virus	27.3%

Topics To Review

% of students
answering the
Item Correctly

Fractures: Types

36.4%

Unexpected Response to Therapies (1 item)

Physical Assessment Findings: Oral Candidiasis

72.7%

Outcomes

Thinking Skills	No of Items	Group Score	Description
Foundational Thinking in Nursing (RN 2010)	16	51.1%	Ability to recall and comprehend information and concepts foundational to quality nursing practice.
Clinical Judgment/Critical Thinking in Nursing (RN 2010)	44	52.9%	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	Group Score	Description
	8	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.

Nursing Process	No of Items	Group Score	Description
Assessment (RN 2010)	11	42.1%	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 2010)	10	64.5%	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 2010)	3	33.3%	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 2010)	26	54.2%	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 2010)	10	52.7%	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.

Individual Scores

Individual Mean-National = 59.5%

Individual Mean-Program = 59.9%

Name	Student Number	Proficiency Level ATI	Institution Benchmark Met	Percentile Rank		Adjusted Individual Score	Adjusted Individual Score (% correct)													
				National	Program		1	10	20	30	40	50	60	70	80	90	100			
BALLESTEROS, JANE P	2450720	Below Level 1	N/A	2	1	38.3%								▲						
CAVER, KACIMMA		Level 1	N/A	44	43	56.7%														▲
DOBBINS, ANGELA M	2440312	Level 2	N/A	69	68	63.3%														▲
GILES, VICKIE M	929164152	Level 1	N/A	31	28	53.3%														▲
JOHN, LINDA B	900625499	Level 1	N/A	50	48	58.3%														▲
JONES, MARILYN J	2432943	Level 1	N/A	57	54	60.0%														▲
ODOGWU, EDNA		Below Level 1	N/A	4	2	41.7%														▲
OKIYIE, AUGUSTINE E	900351956	Below Level 1	N/A	1	1	33.3%														▲
PERKINS, MICHELLE L		Level 1	N/A	50	48	58.3%														▲
RAYBURN, KIMBERLEY D	2427658	Level 1	N/A	37	34	55.0%														▲
RODRIGUEZ, VICTORIA P		Level 3	N/A	93	94	73.3%														▲



Score Explanation and Interpretation Group Performance Profile

Group Score: This score is determined by adding all of the individual scores from the group and dividing the sum by the number of individuals in the group. This group score describes how, on average, the students within the group performed on the assessment (or within a designated sub scale).

$$\frac{\text{Sum of Individual Scores Within the Group}}{\text{Number of Individuals in the Group}} = \text{Group Score}$$

For example:

$$\frac{40.7\% + 53.2\% + 69.4\% + 70.8\% + 82.1\%}{5 \text{ Individuals in the Group}} = 63.2\%$$

Group 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 (e.g., % of students achieving a particular score or proficiency level). Norm-referenced measures can be useful for comparing performance to other students or groups.

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

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. The classifications apply only to individual scores, and not to groups. The level 1, 2, and 3 standards do not pertain to group scores.

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 education groups, 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 group mean - national is the average of all group scores (within a specified sample from the ATI data pool) for this assessment. The group mean - national includes all RN program types. The individual mean - national is based on RN student scores from all RN program types.

Mean - Program:

The group mean - program is the average of all group scores of your RN program type (within a specified sample from the ATI data pool) for this assessment. The individual mean - program is based on RN student scores from your program type.

Percentile Rank - National:

The national percentile rank refers to the proportion of groups 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 group score.

Percentile Rank - Program:

A program percentile rank refers to the proportion of groups 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 group score.

NA: Data not available

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 select components of ATI's Content Mastery Series® Review Modules, and online practice assessments.

Institution Benchmark:

Institutions have the option to set their own benchmarks. If your institution has not set a benchmark for the assessment, this score report field will be reported as “N/A”.