

N432 Newborn Care Plan Grading Rubric

Student Name: Sarah Brown

Demographics	10 points	5 points	0 points	Points
Demographics <ul style="list-style-type: none"> • Date/time of clinical assessment • Date & time of birth • Patient initials • Age in hours at clinical assessment • Gender • Race/Ethnicity • Weight at birth and at time of assessment • Length at birth • Head circumference at birth • Chest circumference at birth 	Includes complete information regarding the patient. Each section is filled out appropriately with correct labeling.	1-2 of the key components are not filled in correctly.	3 or more of the key components are not filled in correctly and therefore no points were awarded for this section	10
Mother/Family Medical History	15 points	7.5 points	0 points	Points
Prenatal History of the mother <ul style="list-style-type: none"> • When prenatal care started • Abnormal prenatal labs/diagnostics • Prenatal complications • Smoking/drugs during pregnancy Labor History of Mother <ul style="list-style-type: none"> • Gestation at onset of labor • Length of labor • ROM • Medications in labor • Complications of labor & delivery Past Surgical History <ul style="list-style-type: none"> • All previous surgeries should be listed Family History <ul style="list-style-type: none"> • Pertinent to infant Social History <ul style="list-style-type: none"> • Pertinent to infant • Father of baby involvement Living situation Education level	Includes each section completed correctly with a detailed list of pertinent medical history, surgical history, family history and social history. If patient is unable to give a detailed history, look in the EMR and chart.	1-2 of the key components is missing detailed information.	3 or more of the key components are not filled in correctly	15

<ul style="list-style-type: none"> If applicable to parents' learning barriers or care of infant 				
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Birth History	10 points	5 point	0 points	Points
Birth History <ul style="list-style-type: none"> Length of second stage of labor Type of delivery Complications of birth APGAR scores <ul style="list-style-type: none"> o 1 minute o 5 minutes Resuscitation methods beyond the <i>normal need</i> 	Every key component of the birth history is filled in correctly with information.	1-2 of the key components are missing in the birth history. The birth history is lacking important information to help determine what has happened to the patient.	No birth history included and/or 3 or more of the key components are missing.	10
Feeding Techniques	10 points	5 points	0 points	Points
Feeding Technique Type <ul style="list-style-type: none"> Specify breast or bottle feeding If Breastfeeding: <ul style="list-style-type: none"> LATCH score If Bottle Feeding: <ul style="list-style-type: none"> Positioning of bottle Suck strength Amount Percentage of Weight Loss <ul style="list-style-type: none"> To be done at the time of assessment Include calculations (show your work) Include normal weight loss for an infant of this age Include whether or not this newborn's weight loss is within normal limits 	All key components are filled in correctly. The student was able to identify the effectiveness of the feeding technique. Calculation of weight loss is accurate.	1-2 of the key components is missing or not understood correctly.	Student did not complete this section and/or 3 or more of the key components is missing.	10
Intake and Output	8 points	4 points	0 points	Points

<p>Intake</p> <ul style="list-style-type: none"> • Breastfeeding <ul style="list-style-type: none"> ○ Feeding frequency ○ Length of feeding session ○ One or both breasts • Bottle Feeding <ul style="list-style-type: none"> ○ Frequency ○ Volume of formula per session • NG or OG Feeding <ul style="list-style-type: none"> ○ Frequency ○ Volume • IV Feeding <ul style="list-style-type: none"> ○ Rate of flow ○ Volume in 24 hours <p>Output</p> <ul style="list-style-type: none"> • Age (in hours) of first void • Voiding patterns <ul style="list-style-type: none"> ○ Number of times in 24 hours • Age (in hours) of first stool • Stool patterns <ul style="list-style-type: none"> ○ Type ○ Color ○ Consistency ○ Number of times in 24 hours 	<p>All of the key components of the intake and output were addressed.</p> <p>Student demonstrates an understanding of intake and output.</p>	<p>1-2 of the key components of the intake and output is missing. Difficult to determine if the student has a thorough understanding of the intake and output.</p>	<p>Student did not complete this section and/or 3 or more of the key components is missing.</p>	<p>8</p>
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Laboratory/Diagnostic Data	15 points	7.5 points	0 points	Points
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<p>Normal Values</p> <ul style="list-style-type: none"> • Should be obtained from the chart when possible as labs vary some. If not possible, use laboratory guide. • Normal values should be listed for all laboratory data. • Utilize bilitool.org for bilirubin levels <p>Laboratory Data</p> <ul style="list-style-type: none"> • Explanation of why the test was ordered for THIS client • Expected results • Client's results • Interpretation of results • Newborn screen results MAY NOT be available for every client as the results may not come back until after discharge <p>Rational for abnormal values</p> <ul style="list-style-type: none"> • Written in complete sentences with APA citations • Explanation of the laboratory abnormality in this patient • For example, elevated WBC in patient with pneumonia is on antibiotics. • Minimum of 1 APA reference, no reference will result in zero points for this section 	<p>All key components have been addressed and the student shows an understanding of the laboratory norms and abnormalities. Student had 1 reference listed and is able to correlate abnormal laboratory findings to the patient's particular disease process.</p>	<p>1-2 of the patient's labs were not reported completely with normal values or patient results. Lab correlation did not completely demonstrate student's understanding of correlation.</p>	<p>Student did not have an understanding of laboratory values and the abnormalities. 3 or more labs were excluded. Student did not discuss the abnormal findings in APA format with a minimum of 1 reference.</p>	<p>7.5</p>
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<p>Current Medications</p>	<p>7 points</p>	<p>6-1 points</p>	<p>0 points</p>	<p>Points</p>
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<p>Current Medications</p> <ul style="list-style-type: none"> • Requirements of all inpatient hospital medications given to the newborn • Each medication must have brand/generic name • Dosage, frequency, route given, class of drug and the action of the drug • Reason client taking • 2 contraindications must be listed <ul style="list-style-type: none"> ○ Must be pertinent to your patient • 2 side effects or adverse effects • 2 nursing considerations • Key nursing assessment(s)/lab(s) prior to administration <ul style="list-style-type: none"> ○ Example: Assessing client's HR prior to administering a beta-blocker ○ Example: Reviewing client's PLT count prior to administering a low-molecular weight heparin • 2 client teaching needs • Minimum of 1 APA citation, no citation will result in loss of all points in the section 	<p>All key components were listed for each of the 10 medications, along with the most common side effects, contraindications and client teachings. Student had 1 APA citation listed.</p>	<p>1 point will be lost for each medication with incomplete information.</p>	<p>There was noted lack of effort on the student's part to complete this section or there was no APA citation listed.</p>	<p style="color: red; text-align: center;">7</p>
Physical Exam	20 points	10 points	0 points	Points

<ul style="list-style-type: none"> Gestational age assessment using Ballard scale Completion of a head to toe assessment done on the students own and not copied from the client's chart Safety risk assessment No safety risk assessment will result in a zero for the section 	All key components are met including a complete head to toe assessment and safety risk assessment.	1-3 of the key components is missing from a given section. Each body system is worth points as listed on care plan.	4 or more of the key components are missing. Therefore, it is presumed that the student does not have a good understanding of the head to toe assessment process.	10	
Vital Signs	6 points	3 points	0 points	Points	
Vital Signs <ul style="list-style-type: none"> 3 sets of vital signs are recorded with the appropriate labels attached Includes a set at birth, 4 hours after birth, and at the time of your assessment Student highlighted the abnormal vital signs Student wrote a summary of the vital sign trends 	All the key components were met for this section (with 3 sets of vital signs) and student has a good understanding of abnormal vital signs.	Only 1 set of vital signs were completely recorded and/or 1 of the key components were missing.	Student did not complete this section and/or 2 or more of the key components are missing.	6	
Pain Assessment	2 points	1 point	0 points	Points	
Pain assessment <ul style="list-style-type: none"> Pain assessment was addressed and recorded twice throughout the care of this patient It was recorded appropriately and stated what pain scale was used 	All the key components were met (2 pain assessments) for this section and student has a good understanding of the pain assessment.	Only 1 pain assessment was completely recorded and/or 1 of the key components is missing.	Student did not complete this section and/or 2 or more of the key components are missing.	1	

Summary of Assessment	4 points	2 points	0 points	Points
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<ul style="list-style-type: none"> • Discussion of the clinical significance of the assessment findings • Written in a paragraph form with no less than 5 sentences 	Ass of the key components of the summary are addressed. It is written in a paragraph format with no less than 5 sentences, in the student's own words.	1-2 of the key components is missing. Difficult to determine if the student has a thorough understanding.	3 or more of the key components is missing and/or student did not complete the section.	4
Nursing Care Interventions	6 points	3 points	0 points	Points
Nursing Interventions <ul style="list-style-type: none"> • List the nursing interventions and medical treatments utilized with your client • Includes a rationale as to why the intervention is carried out or should be carried out for the client • Differentiates between nursing interventions (N) and medical interventions (M) • Include the frequency that the intervention is being performed 	All of the key components are addressed. Student demonstrates an understanding of the nursing care and interventions needed/ provided.	1-2 of the key components is missing. Difficult to determine if the student has a thorough understanding.	3 or more of the key components is missing and/or student did not complete the section.	6
Discharge Planning	2 points	1 point	0 point	Points
Discharge Planning <ul style="list-style-type: none"> • Discharge location • Equipment needs (if applicable) • Follow up plan <ul style="list-style-type: none"> ○ Include plan for newborn ONLY • Education needs 	All the key components of the discharge summary were addressed. Student demonstrated an understanding of the nursing care.	1-2 of the key components of the nursing care was missing, therefore it was difficult to determine if the student had a thorough understanding of the nursing care.	Student did not complete this section and/or 3 or more of the key components are missing.	2
Nursing Diagnosis	30 points	29-10 points	9-0 points	Points

<p>Nursing Diagnosis</p> <ul style="list-style-type: none"> List 4 nursing diagnosis <ul style="list-style-type: none"> Include full nursing diagnosis with “related to” and “as evidenced by” components Appropriate nursing diagnosis Appropriate rationale for each diagnosis <ul style="list-style-type: none"> Explain why the nursing diagnosis was chosen Minimum of 2 interventions for each diagnosis Rationale for each intervention is required Outcome/goal for each intervention is required <ul style="list-style-type: none"> These should be specific and individualized for THIS client These should be easily measurable Correct priority of the nursing diagnosis Appropriate evaluation <p>Teaching Topics</p> <ul style="list-style-type: none"> List 2 priority teaching items Includes 1 expected outcome for each teaching topic Includes how the information would be taught Includes an expected outcome 	<p>All key components were addressed. The student demonstrated an appropriate understanding of nursing diagnoses, rationales, interventions and listed diagnosis in correct priority.</p>	<p>1-2 of the nursing diagnosis/rational/intervention sections was incomplete or not appropriate to the patient Each section is worth 3 points. Prioritization was not appropriate.</p>	<p>3 or more of the nursing diagnosis sections were incomplete or inappropriate. Prioritization is dangerously inappropriate.</p>	<p>28</p>
<p>Overall APA format</p>	<p>5 Points</p>	<p>2.5 Points</p>	<p>0 Points</p>	<p>Points</p>

<p>APA Format</p> <ul style="list-style-type: none"> • The student used appropriate APA in text citations and listed all appropriate references in APA format. • Professional writing style and grammar was used in all narrative sections. 	<p>APA format was completed and appropriate.</p> <p>Grammar was professional and without errors</p>	<p>APA format was used but not correct with 1-2 errors noted. 1-2 grammar errors or overall poor writing style was used. Content was difficult to understand.</p>	<p>No APA format or 3 or more errors noted. Grammar or writing style did not demonstrate collegiate level writing with 3 or more errors noted.</p>	<p>5</p>
<p>Instructor Comments: Great Job!!! Keep up the good work. Let me know if you have questions. I hope my comments make sense to you.</p>				
<p>Total Points Awarded</p>	<p>129.5/150</p>			