N433 Care Plan Grading Rubric

Student Name:

| Demographics | 3 points | 1.5 points | 0 points | Points |
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| **Demographics**<br>• Date of admission<br>• Child's initials<br>• Age in years & months<br>• Gender<br>• Code Status<br>• Weight in kg<br>• BMI<br>• Allergies/Sensitivities<br>  o Include reactions | Includes complete information regarding the child.<br><br>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 | |
| **Medical History** | **5 points** | **2.5 points** | **0 points** | **Points** |
| **Past Medical History**<br>• All previous medical diagnosis should be listed<br>• Illnesses<br>• Hospitalizations<br>**Past Surgical History**<br>• All previous surgeries should be listed<br>**Immunizations**<br>**Birth History**<br>• Complications (if any)<br>**Assistive devices**<br>• Walker, wheelchair, cane<br>**Living situation**<br>• i.e. home with parents, foster care, etc. | Includes each section completed correctly with a detailed list of pertinent medical history, surgical history, immunizations, birth history, assistive devices, and living situation.<br><br>If child 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 | |

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| Chief Complaint | 2 points | 1 point | 0 points | Points |
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| **Chief complaint**<br>• Identifiable with a couple words of what the child came in complaining of<br>• Provide other co-existing conditions (if any) | Chief complaint is correctly identified. | Chief complaint not completely understood. | No chief complaint listed. | |
| **Pertinent Events** | **1 point** | **0.5 points** | **0 points** | **Points** |
| **Pertinent Events**<br>• List all pertinent events during this admission/hospitalization | Pertinent events are provided and correctly identified. | Pertinent events incomplete or not completely understood. | Pertinent events not listed. | |
| **Admission History** | **10 points** | **5 points** | **0 points** | **Points** |
| **History of present illness**<br>• Information is identified using OLD CARTS<br>• Written in a paragraph form with no less than 5 sentences<br>• Information was not copied directly from the chart and no evidence of plagiarism<br>• Information specifically stated by the child using their own words or in quotations from the child's caregiver<br>• Plagiarism will receive a 0 | Every key component of the HPI is filled in correctly with information such as those identified with (OLD CARTS).<br><br>It is written in a paragraph form, in the student's own words.<br><br>There is no evidence of plagiarism identified.<br><br>This is developed in a paragraph format with no less than 5 | 1-2 of the key components are missing in the HPI.<br><br>The HPI is lacking important information to help determine what has happened to the child. | 3 or more components are missing in the HPI.<br><br>Paragraph is not well developed, and it is difficult to understand what the child is seeking care for.<br><br>There is evidence of plagiarism noted in the HPI. | |

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| | sentences. | | | |
| **Primary Diagnosis** | **2 points** | **1 points** | **0 points** | **Points** |
| **Primary Diagnosis**<br>• The main reason the child was admitted<br>**Secondary Diagnosis**<br>• If the child has more than one reason they are being admitted | All key components are filled in correctly.<br><br>The student was able to identify the correct primary diagnosis and listed the appropriate secondary diagnosis if applicable. | One of the key components is missing or not understood correctly. | Student did not complete this section and there is concern for lack of understanding the diagnosis. | |

| Pathophysiology | 20 points | 10 points | 5 points | 0 points | Points |
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| **Pathophysiology**<br>• Professionally written essay in correct APA format outlined all aspects of the disease process listed as the primary diagnosis<br>• information is well written and no less than 1 page<br>o Disease process pathophysiology is thoroughly explained from cellular level to how it affects each system and the body overall<br>o Signs/symptoms of the disease<br>o Expected findings related to the disease such as vital signs and laboratory findings<br>o Diagnostic testing used to identify the disease<br>o Particular tests or labs performed on the child to help support the diagnosis of the findings<br>o Treatment of the disease and the treatment being used with this particular child<br>o List 2 potential complications associated with the disease<br>  o Include the signs/symptoms and preventative nursing actions associated with each potential complication<br>o Listed clinical data that correlates to this particular child<br>o Plagiarism results in a zero in this section<br>o 2 APA references must be utilized<br>  o Sources should be 5 or less years old<br>  o Sources greater than 5 years | All key components were addressed, and student had a good understanding of the expectations listed.<br><br>Disease process was thorough with a direct correlation of how this related to the child and their diagnostic testing that was performed. | 1-2 key components were missing such as signs and symptoms, expected findings, correlation and treatment.<br><br>Student was able to describe the pathophysiology of the disease process. | 3-4 key components were missing throughout the paper.<br><br>Unable to determine if the student had a good understanding of the disease process and the direct correlation to the child. | Section is incomplete with 5 or more key components missing.<br><br>Student did not have a good understanding of the disease process and how it correlated to the child.<br><br>Section was not in APA format with minimum of 2 references (0 points will be given).<br><br>Source(s) utilized were greater than 5 years old. | |

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| old will not be accepted | | | | | |
| **Active Orders** | **2 points** | **1 point** | | **0 points** | **Points** |
| **Active Orders**<br>• List all active orders for the child including:<br>o Activity<br>o Diet/Nutrition<br>o Frequent Assessments<br>o Labs/Diagnostic Tests<br>o Treatments<br>o Other<br>**New Orders for Clinical Day**<br>• List all new orders for clinical day<br>**Comments/Results/Completion**<br>• Provide for all active orders and new orders | Active orders and new orders are provided and correctly identified.<br><br>Comments/results/ completion provided for all active and new orders. | 1-2 key components are missing.<br><br>Active orders and new orders incomplete or not completely understood.<br><br>Comments/results/completion incomplete or not completely understood. | | 3 or more key components are missing.<br><br>Active orders not listed.<br><br>New orders not listed.<br><br>Comments/results/ completion not listed. | |

| Laboratory Data | 15 points | 7.5 points | 0 points | Points |
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| **Normal Values**<br>• Should be obtained from the chart when possible as labs vary some. If not possible use laboratory guide.<br>• Normal values should be listed for all laboratory data.<br>**Laboratory Data**<br>• Admission or Prior Values<br>• Most recent Values (the day you saw the child)<br>• Any labs not listed can be added under the "other labs" section<br>**Rationale for abnormal values**<br>• Written in complete sentences with APA citations<br>• Explanation of the laboratory abnormality in this child<br>• For example, elevated WBC in patient with pneumonia is on antibiotics.<br>• Minimum of 1 APA reference, no reference will result in zero points for this section<br>  o Sources should be 5 or less years old<br>  o Sources greater than 5 years old will not be accepted | All key components have been addressed and the student shows an understanding of the laboratory norms and abnormalities.<br><br>Student had 1 reference listed and is able to correlate abnormal laboratory findings to the child's particular disease process. | 1-2 of the child's labs were not reported completely with normal values or the child's results.<br><br>Lab correlation did not completely demonstrate student's understanding of correlation. | Student did not have an understanding of laboratory values and the abnormalities.<br><br>3 or more labs were excluded.<br><br>Student did not discuss the abnormal findings in APA format with a minimum of 1 reference.<br><br>Source(s) utilized were greater than 5 years old. | |

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| **Diagnostic Imaging** | **10 points** | **5 points** | **0 points** | **Points** |
| **Diagnostic Tests**<br>• Any other tests performed not previously addressed such as EKG, CT scans, X-rays, MRI, EEG, etc. This may include a test essential to the child's diagnosis (i.e. CT of the Abdomen diagnosing the patient with an appendicitis)<br>• Explain the purpose of each test performed in correlation with the child's diagnosis, complaints and/or diagnosis<br>• Correlation of diagnostic tests to the child's diagnosis and condition.<br>• Minimum of 1 APA reference, no reference will result in zero points for this section<br>  o Sources should be 5 or less years old<br>  o Sources greater than 5 years old will not be accepted | All key components have been addressed and the student shows an understanding of the norms and abnormalities.<br><br>Student had 1 reference listed and is able to correlate abnormal findings to the child's particular disease process. | 1-2 of the key components is missing, yet the student is able to demonstrate an understanding of the diagnostic testing and is able to correlate the abnormal findings to the disease process. | 3 or more of the key components are missing.<br><br>Student did not have an understanding of diagnostic test and the abnormalities.<br><br>Student did not include a test essential to the diagnosis of the child.<br><br>Student did not have an APA reference listed.<br><br>Source(s) utilized were greater than 5 years old. | |

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| Current Medications | 8 points | 1-7 points | 0 points | Points |
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| **Current Medications**<br>• Complete ***ALL*** of the child's medications<br>• Each medication must have brand/generic name<br>• Dosage, frequency, route given, class of drug and the action of the drug<br>• Reason client taking<br>• Concentration available<br>• Safe dose range calculation<br>• Maximum 24-hour dose<br>• 2 contraindications must be listed<br>  o Must be pertinent to the child<br>• 2 side effects or adverse effects<br>• 2 nursing considerations<br>• 2 client teaching needs<br>• Minimum of 1 APA citation, no citation will result in loss of all points in the section<br>  o Sources should be 5 or less years old<br>  o Sources greater than 5 years old will not be accepted | All key components were listed for each of the 10 medications, along with the most common side effects, contraindications and client teachings.<br><br>Student had 1 APA citation listed. | 1 point will be lost for each medication with incomplete information. | There was noted lack of effort on the student's part to complete this section.<br><br>No APA citation listed.<br><br>Source(s) utilized were greater than 5 years old. | |
| **Physical Exam** | **18 points** | **9 points** | **0 points** | **Points** |
| • Completion of a head to toe assessment done on the students own and not copied from the child's chart<br>• Fall risk assessment<br>• Braden skin assessment<br>• **No fall risk or Braden scale will result in a zero for the section** | All key components are met including a complete head to toe assessment, fall risk and Braden score. | 1-3 of the key components is missing from a given section.<br><br>Each body system is worth 2 points. | 4 or more of the key components are missing.<br><br>Therefore, it is presumed that the student does not have a good understanding of the head-to-toe assessment process. | |

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| Vital Signs | 5 points | 2.5 points | 0 points | Points |
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| **Vital Signs**<br>• 2 sets of vital signs are recorded with the appropriate labels attached<br>• Student highlighted the abnormal vital signs<br>• Student provided a summary of vital sign trends<br>**Normal Vital Sign Ranges**<br>• Provide the normal vital sign ranges specific to the age of the child<br>• Minimum of 1 APA reference, no reference will result in a zero for the section<br>  o Sources should be 5 or less years old<br>  o Sources greater than 5 years old will not be accepted | All the key components were met for this section (with 1 sets of vital signs) and student has a good understanding of abnormal vital signs. | Vital signs not completed.<br><br>1 of the key components were missing. | Student did not complete this section and/or 2 or more of the key components were missing.<br><br>No reference provided.<br><br>listed.<br><br>Source(s) utilized were greater than 5 years old. | |
| **Pain Assessment** | **2 points** | **1 point** | **0 points** | **Points** |
| **Pain assessment**<br>• 1 Pain assessment was addressed and recorded throughout the care of this child<br>• It was recorded appropriately and stated what pain scale was used<br>• 1 pain re-assessment was recorded to evaluate pain after intervention<br>• Provide precipitating factors and physiological/behavioral signs related to the child's pain | All the key components were met (1 pain assessment) for this section, 1 pain re-assessment, and student has a good understanding of the pain assessment. | Pain assessment not completed.<br><br>1 of the key components were missing. | Student did not complete this section and/or 2 or more of the key components were missing. | |

| Intake and Output | 1 point | 0.5 points | 0 points | Points |
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| **Intake**<br>• Measured and recorded appropriately—what the child takes IN<br>• Includes: oral intake, IV fluid intake, etc.<br>**Output**<br>• Measured and recorded appropriately—what the child puts OUT<br>• Includes: urine, stool, drains/tubes, emesis, etc. | All of the key components of the intake and output were addressed. Student demonstrates an understanding of intake and output. | 1 of the key components of the intake and output is missing.<br><br>Difficult to determine if the student has a thorough understanding of the intake and output. | 2 or more of the key components of the intake and output is missing or student did not complete the section. | |
| **Developmental Assessment** | **6 points** | **3 points** | **0 points** | **Points** |
| **Growth & Development Milestones**<br>o Provide 3 age appropriate growth and developmental milestones for the child<br>**Diversional Activities**<br>o Provide 3 age appropriate diversional activities<br>**Psychosocial Development**<br>o Provide which one of Erikson's stages the child fits in<br>o What behaviors would you expect for a child in this stage?<br>o What did you observe the child doing during your clinical time?<br>**Cognitive Development**<br>o Provide which stage of cognitive development this child fits into, using Piaget as a reference | All the key components were addressed. Student demonstrated an understanding of the developmental assessment. | 1-2 of the key components was missing, therefore it was difficult to determine if the student had a thorough understanding of the developmental assessment. | 3 or more of the key components were missing and/or student did not complete the section.<br><br>No reference provided.<br><br>Source(s) utilized were greater than 5 years old. | |

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| o What behaviors would you expect for a child in this stage?<br>o What did you observe the child doing during your clinical time?<br>**Vocalization/Vocabulary**<br>o Vocabulary development appropriate for child's age?<br>o Any concerns regarding vocabulary/vocalization development?<br>**Concerns**<br>o Any concerns regarding growth and development for this child?<br>**APA**<br>o Minimum of 1 APA reference, no reference will result in a zero for the section<br>  o Sources should be 5 or less years old<br>  o Sources greater than 5 years old will not be accepted. | | | | |

| Nursing Diagnosis | 15 points | 7.5 points | 0 points | Points |
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| **Nursing Diagnosis**<br>• List 4 nursing diagnosis<br>  o Include full nursing diagnosis with "related to" and "as evidenced by" components<br>• Appropriate nursing diagnosis<br>• Appropriate rationale for each diagnosis<br>  o Explain why the nursing diagnosis was chosen<br>• Minimum of 2 interventions for each diagnosis<br>• Correct priority of the nursing diagnosis<br>• Appropriate evaluation | All key components were addressed.<br><br>The student demonstrated an appropriate understanding of nursing diagnoses, rationales, interventions and listed diagnosis in correct priority. | 1-2 of the nursing diagnosis/rationale /intervention sections was incomplete or not appropriate to the child.<br><br>Each section is worth 3 points.<br><br>Prioritization was not appropriate. | 3 or more of the nursing diagnosis sections were incomplete or inappropriate.<br><br>Prioritization is dangerously inappropriate. | |
| **Overall APA format** | **5 Points** | **2.5 Points** | **0 Points** | **Points** |
| **APA Format**<br>• The student used appropriate APA in text citations and listed all appropriate references in APA format.<br>• Source(s) utilized should be 5 or less years old.<br>  o Source(s) greater than 5 years old will not be accepted.<br>• Professional writing style and grammar was used in all narrative sections. | APA format was completed and appropriate.<br><br>Grammar was professional and without errors | APA format was used but not correct with 1-2 errors noted.<br><br>1-2 grammar errors or overall poor writing style was used.<br><br>Content was difficult to understand. | No APA format or 3 or more errors noted.<br><br>Source(s) utilized were greater than 5 years old.<br><br>Grammar or writing style did not demonstrate collegiate level writing with 3 or more errors noted. | |

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| Concept Map | 20 points | Points |
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| **Concept Map**<br>- Patient information (3 points)<br>- Objective data (3 points)<br>- Subjective data (3 points)<br>- Interventions (3 points)<br>- Nursing Diagnosis (3 points)<br>- Outcomes (3 points) | Each aspect is worth 3 points, overall appearance and understanding is worth 2 points. | |
| **Description of Expectations** | The concept map information is an overview of your patient.<br><br>• At the center you have the patient's basic information:<br>• "21-year-old female with a history of asthma is admitted for shortness of breath and Asthma exacerbation" List any other pertinent patient information or medical/surgical history. Is the patient non-compliant, for example?<br><br>• Subjective data are the patient's symptoms, this information will come from you HPI and what the patient tells you.<br><br>• Objective Data are the test results, assessment findings, abnormal vital signs, labs, etc. that support the diagnosis.<br><br>• Interventions: This could be one box or several. You might break this up into more than one box such as "medication interventions" versus "nursing care interventions" or choose to put it in one. 2 nursing interventions should be provided for each nursing diagnosis. This would include things like medications, procedures, diet modifications, oxygen, help with ADL's, physical therapy, etc.<br><br>• Nursing diagnosis/ Outcome. 4 nursing diagnosis should be provided. 1 outcome should be provided for each nursing diagnosis. Remember the outcomes should be a **GOAL** that can be easily measured. For example, a nursing diagnosis of "ineffective breathing pattern" may have an outcome to "maintain oxygen saturation of 98% prior to discharge").<br><br>• Draw arrows to indicate what relates, for example in the patient with shortness of breath, her oxygen saturation (objective data) may be what is causing her symptoms (subjective data). Your nursing diagnosis likely comes from things identified in the objective data as well. The interventions come from the outcomes you hope to achieve.<br><br>• It is ok to list things within each box you create, complete sentences are not necessary except if required to get your point across or to accurately list a nursing diagnosis.<br><br>• The number of things in each box will vary, be complete. No pertinent information to the diagnosis should be excluded. There must be interventions listed that support the success of the outcomes. | |

| Instructor Comments: | **Total point awarded** |
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| | **/150** |

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