

N432 Labor & Delivery Care Plan Grading Rubric

Student Name:

Demographics	3 points	1.5 points	0 points	Points
<p>Demographics</p> <ul style="list-style-type: none"> • Date of admission • Patient initials • Age • Gender • Race/Ethnicity • Occupation • Marital Status • Allergies • Code Status • Height • Weight • Father of Baby Involvement 	<p>Includes complete information regarding the patient.</p> <p>Each section is filled out appropriately with correct labeling.</p>	<p>1-2 of the key components are not filled in correctly.</p>	<p>3 or more of the key components are not filled in correctly and therefore no points were awarded for this section</p>	
Medical History	5 points	2.5 points	0 points	Points
<p>Prenatal History</p> <ul style="list-style-type: none"> • GTPAL • Complications in previous/current pregnancies • Outcomes of previous pregnancies <p>Past Medical History</p> <ul style="list-style-type: none"> • All previous medical diagnosis should be listed <p>Past Surgical History</p> <ul style="list-style-type: none"> • All previous surgeries should be listed <p>Family History</p> <ul style="list-style-type: none"> • Considering paternal and maternal <p>Social History</p> <ul style="list-style-type: none"> • Smoking (packs per day, for how many years) • Alcohol (how much alcohol consumed and for how many years) • Drugs (how often and drug of choice) <p>Living situation</p> <p>Education level</p> <ul style="list-style-type: none"> • If applicable to learning barriers 	<p>Includes each section completed correctly with a detailed list of pertinent medical history, surgical history, family history and social history.</p> <p>If patient is unable to give a detailed history, look in the EMR and chart.</p>	<p>1-2 of the key components is missing detailed information.</p>	<p>3 or more of the key components are not filled in correctly</p>	

Chief Complaint	2 points	1 point	0 points	Points	
Chief Complaint <ul style="list-style-type: none"> Identifiable with a couple words of what the patient came in complaining of 	Chief complaint is correctly identified.	Chief complaint not completely understood.	No chief complaint listed.		
Admission History	10 points	5 points	0 points	Points	
Presentation to Labor & Delivery <ul style="list-style-type: none"> Information is identified in regards to why the patient came to the hospital Utilization of OLD CARTS as appropriate Written in a paragraph form with no less than 5 sentences Information was not copied directly from the chart and no evidence of plagiarism Information specifically stated by the patient using their own words is in quotations Plagiarism will receive a 0 	<p>Every key component of the HPI is filled in correctly with information such as those identified with (OLD CARTS).</p> <p>It is written in a paragraph form, in the student's own words.</p> <p>There is no evidence of plagiarism identified.</p> <p>This is developed in a paragraph format with no less than 5 sentences.</p>	<p>1-2 of the key components are missing in the HPI.</p> <p>The HPI is lacking important information to help determine what has happened to the patient.</p>	<p>3 or more components are missing in the HPI.</p> <p>Paragraph is not well developed, and it is difficult to understand what the patient is seeking care for.</p> <p>There is evidence of plagiarism noted in the HPI.</p>		
Primary Diagnosis	2 points	1 points	0 points	Points	
Primary Diagnosis <ul style="list-style-type: none"> The main reason the patient was admitted Secondary Diagnosis <ul style="list-style-type: none"> If the patient has more than one reason they are being admitted 	<p>All key components are filled in correctly.</p> <p>The student was able to identify the correct primary diagnosis and listed the appropriate secondary diagnosis if applicable.</p>	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.		
Stage of Labor	20 points	10 points	5 points	0 points	Poin

					ts
<p>Stage of Labor</p> <ul style="list-style-type: none"> • Professionally written essay in correct APA format outlined all aspects of the stage of labor the client is in during the student's care • information is well written and no less than 1 page • Signs/symptoms of the stage • Expected findings related to the stage such as vital signs and laboratory findings • How the stage of labor is identified • Typical nursing interventions and treatments for the stage of labor • Assessment findings that would suggest the client is progressing to another stage • Listed clinical data that correlates to this particular client • Plagiarism results in a zero in this section • 2 APA references must be utilized <ul style="list-style-type: none"> o Sources should be 5 or less years old o Sources greater than 5 years old will not be accepted 	<p>All key components were addressed, and student had a good understanding of the expectations listed.</p> <p>Disease process was thorough with a direct correlation of how this related to the patient and their diagnostic testing that was performed.</p>	<p>1-2 key components were missing such as signs and symptoms, expected findings, correlation and treatment.</p> <p>Student was able to describe the pathophysiology of the disease process.</p>	<p>3-4 components were missing throughout the paper.</p> <p>Unable to determine if the student had a good understanding of the disease process and the direct correlation to the patient.</p>	<p>Section is incomplete with 5 or more key components missing.</p> <p>Student did not have a good understanding of the disease process and how it correlated to the patient.</p> <p>Section was not in APA format with minimum of 2 references (0 points will be given).</p> <p>Source(s) utilized were greater than 5 years old.</p>	

Laboratory Data	15 points	7.5 points	0 points	Points
<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. <p>Laboratory Data</p> <ul style="list-style-type: none"> Prenatal Values Admission Values Most recent Values (the day you saw the patient) <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 <ul style="list-style-type: none"> Sources should be 5 or less years old Sources greater than 5 years old will not be accepted 	<p>All key components have been addressed and the student shows an understanding of the laboratory norms and abnormalities. Student had 1 reference listed with in text citations 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 had 1 reference listed with in text citations</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 or no with in text citations.</p> <p>Source(s) utilized were greater than 5 years old.</p>	

Electronic Fetal Heart Monitoring	16 points	8 points	0 points	Points
<p>Components of EFHM:</p> <ul style="list-style-type: none"> • Baseline <ul style="list-style-type: none"> ○ What is the baseline EFH in BPM? • Accelerations <ul style="list-style-type: none"> ○ Are they present? If so, describe them and explain what they mean. • Variability <ul style="list-style-type: none"> ○ What is the variability? • Decelerations <ul style="list-style-type: none"> ○ Are they present? If so, describe them and explain what they mean. ○ Were any interventions performed with these? If so, did the patient or fetus benefit? • Contractions <ul style="list-style-type: none"> ○ Describe the frequency, length, strength, and patient's response • Correlation of EFHM to the client's diagnosis and condition. • Interventions performed <ul style="list-style-type: none"> ○ Describe any interventions performed in response to decelerations • Normal values/expected values are listed • Minimum of 1 APA reference, no reference will result in zero points for this section. <ul style="list-style-type: none"> ○ Sources should be 5 or less years old ○ Sources greater than 5 years old will not be accepted 	<p>All key components have been addressed and the student shows an understanding of the norms and abnormalities.</p> <p>Student had 1 reference listed and is able to correlate abnormal findings to the patient's particular disease process.</p>	<p>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.</p>	<p>3 or more of the key components are missing.</p> <p>Student did not have an understanding of diagnostic test and the abnormalities.</p> <p>Student did not include a test essential to the diagnosis of the patient.</p> <p>Student did not have an APA reference listed.</p> <p>Source(s) utilized were greater than 5 years old.</p>	

Current Medications	7 points	1-6 points	0 points	Points
<p>Current Medications</p> <ul style="list-style-type: none"> • Requirements of 5 inpatient hospital medications and 2 home medications—these must be 7 DIFFERENT medications • 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 <ul style="list-style-type: none"> ○ Sources should be 5 or less years old ○ Sources greater than 5 years old will not be accepted 	<p>All key components were listed for each of the 10 medications, along with the most common side effects, contraindications and client teachings.</p> <p>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>Source(s) utilized were greater than 5 years old.</p>	

Physical Exam	18 points	9 points	0 points	Points
<ul style="list-style-type: none"> • Completion of a head to toe assessment done on the students own and not copied from the patient's chart • Fall risk assessment • Braden skin assessment • 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.	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.	
Vital Signs	5 points	2.5 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 prenatal set, labor/delivery set, and postpartum set • <i>If client has not delivered for a postpartum set, student is to list TWO vitals from labor and delivery</i> • 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 2 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.	
Pain Assessment	2 points	1 point	0 points	Points

<p>Pain assessment</p> <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 	<p>All the key components were met (2 pain assessments) for this section and student has a good understanding of the pain assessment.</p>	<p>Only 1 pain assessment was completely recorded and/or 1 of the key components is missing.</p>	<p>Student did not complete this section and/or 2 or more of the key components are missing.</p>	
---	---	--	--	--

IV Assessment	2 points	1 point	0 points	Points
<p>IV assessment</p> <ul style="list-style-type: none"> • IV assessment performed and it is charted including what size of IV and location of the IV • Noted when the IV was placed • Noting any signs of erythema or drainage • Patency is verified and recorded • Fluid type and rate is recorded or Saline lock is noted. • IV dressing assessment is recorded (clean, dry and intact) 	<p>All of the key components were addressed. Student demonstrates an understanding of an IV assessment.</p>	<p>1 of the key components is missing.</p>	<p>2 or more key components of the IV assessment is missing or student did not complete this section.</p>	
Intake and Output	2 points	1 point	0 points	Points
<p>Intake</p> <ul style="list-style-type: none"> • Measured and recorded appropriately—what the patient takes IN • Includes: oral intake, IV fluid intake, etc. <p>Output</p>	<p>All of the key components of the intake and output were addressed. Student demonstrates an understanding of intake and output.</p>	<p>1 of the key components of the intake and output is missing. Difficult to determine if</p>	<p>2 or more of the key components of the intake and output is missing or student did not</p>	

<ul style="list-style-type: none"> Measured and recorded appropriately—what the patient puts OUT Includes: urine, stool, drains/tubes, emesis, etc. 		the student has a thorough understanding of the intake and output.	complete the section.	
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 the key components of the nursing care were addressed. Student demonstrated an understanding of the nursing care.	1 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.	2 or more of the key components of the nursing care was missing or student did not complete the section.	
Nursing Diagnosis	30 points	29-10 points	9-0 points	Points
Nursing Diagnosis <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 These should be specific to the patient Appropriate nursing diagnosis Appropriate rationale for each diagnosis <ul style="list-style-type: none"> Explain why the nursing 	All key components were addressed. The student demonstrated an appropriate understanding of nursing diagnoses, rationales, interventions and listed diagnosis in	1-2 of the nursing diagnosis/rational/intervention/evaluation sections were incomplete or not appropriate to the patient Prioritization was not appropriate.	3 or more of the nursing diagnosis sections were incomplete or inappropriate. Prioritization is dangerously inappropriate.	

<p>diagnosis was chosen</p> <ul style="list-style-type: none"> • Minimum of 2 interventions for each diagnosis <ul style="list-style-type: none"> o Include a rationale for each intervention • Correct priority of the nursing diagnosis • Appropriate evaluation 	correct priority.			
Overall APA format	5 Points	2.5 Points	0 Points	Points
<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. • Source(s) utilized should be 5 or less years old. <ul style="list-style-type: none"> o Source(s) greater than 5 years old will not be accepted. • 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.</p> <p>1-2 grammar errors or overall poor writing style was used.</p> <p>Content was difficult to understand.</p>	<p>No APA format or 3 or more errors noted.</p> <p>Source(s) utilized were greater than 5 years old.</p> <p>Grammar or writing style did not demonstrate collegiate level writing with 3 or more errors noted.</p>	
Instructor Comments:				

Total Points Awarded	/150