

### AN311 CARE PLAN 3 GRADING RUBRIC

Student Name: A.E

DEMOGRAPHICS	5 POINTS	2.5 POINTS	0 POINTS	POINTS
<p><b>DEMOGRAPHICS</b></p> <ul style="list-style-type: none"> <li>• Date of admission</li> <li>• Client initials</li> <li>• Age</li> <li>• Biological Gender</li> <li>• Race/Ethnicity</li> <li>• Occupation</li> <li>• Marital Status</li> <li>• Allergies</li> <li>• Code Status</li> <li>• Height</li> <li>• Weight</li> </ul> <p><b>(A component equals one bullet point)</b></p>	<p>Includes complete information regarding the client.</p> <p>Each section is filled out appropriately with correct labeling.</p>	<p>1-3 of the key components are not filled in correctly.</p>	<p>4 or more of the key components are not filled in correctly and therefore no points were awarded for this section.</p>	5

MEDICAL HISTORY	10 POINTS	5 POINTS	0 POINTS	POINTS
<p><b>PAST MEDICAL HISTORY</b></p> <ul style="list-style-type: none"> <li>• All previous medical diagnosis should be listed</li> </ul> <p><b>PAST SURGICAL HISTORY</b></p> <ul style="list-style-type: none"> <li>• All previous surgeries should be listed</li> </ul> <p><b>FAMILY HISTORY</b></p> <ul style="list-style-type: none"> <li>• Considering paternal and maternal</li> </ul> <p><b>SOCIAL HISTORY</b></p> <ul style="list-style-type: none"> <li>• Smoking (packs per day, for how many years)</li> <li>• Alcohol (how much alcohol consumed and for how many years)</li> <li>• Drugs (how often and drug of choice)</li> </ul> <p><b>EDUCATION LEVEL</b></p> <p><b>LIVING SITUATION</b></p>	<p>Includes complete and accurate information regarding the client.</p>	<p>1-2 of the key components are not complete or accurate.</p>	<p>3 or more of the key components are not complete or accurate.</p>	10

<p><b>ASSISTIVE DEVICES</b></p> <ul style="list-style-type: none"> <li>• Walker, wheelchair, cane, etc.</li> </ul> <p><b>(A component equals one bullet point)</b></p> <p>Note: If client is unable to give a detailed history, look in the EMR and chart.</p>				
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<b>ADMISSION HISTORY</b>	<b>10 POINTS</b>	<b>7.5 POINTS</b>	<b>5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<p><b>HISTORY OF PRESENT ILLNESS</b></p> <ul style="list-style-type: none"> <li>• Chief complaint identified by the client. (What the client came in complaining of)</li> <li>• Information is identified using OLD CARTS <ul style="list-style-type: none"> <li>○ Onset</li> <li>○ Location</li> <li>○ Duration</li> <li>○ Characteristics</li> <li>○ Associated <b>and</b> Aggravating Factors</li> <li>○ Relieving</li> <li>○ Treatment <b>and</b> Timing</li> <li>○ Severity</li> </ul> </li> <li>• Written in a paragraph form with no less than 5 sentences</li> <li>• Information was not copied directly from the chart and no evidence of plagiarism</li> <li>• Information specifically stated by the client using their own words is in quotations</li> <li>• Plagiarism will receive a zero (0)</li> </ul> <p><b>(A component equals one bullet point)</b></p>	<p>All documentation indicates that the student attempted the client interview. Includes complete and accurate information regarding the client.</p>	<p>1-2 of the key components not complete or accurate.</p>	<p>3-4 of the key components are not complete or accurate.</p>	<p>5 or more components are not complete or accurate. No evidence that the interview was attempted by the student. Information was copied from the client's chart without an appropriate reason</p>	<p>10</p>
<b>PRIMARY DIAGNOSIS</b>	<b>5 POINTS</b>	<b>2.5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>	
<p><b>PRIMARY DIAGNOSIS</b></p> <ul style="list-style-type: none"> <li>• The main reason the client was admitted</li> </ul> <p><b>SECONDARY DIAGNOSIS</b></p>	<p>Includes complete and accurate information regarding the client.</p>	<p>1 of the components in this section are not accurate.</p>	<p>2 of the components of this section are not accurate. 1-2 of the components in</p>		

<ul style="list-style-type: none"> <li>If the client has more than one reason they are being admitted</li> </ul> <p><b>(A component equals one bullet point)</b></p>			<p>this section are not complete.</p>	
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<b>PATHOPHYSIOLOGY</b>	<b>20 POINTS</b>	<b>16 POINTS</b>	<b>10 POINTS</b>	<b>5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<p><b>PATHOPHYSIOLOGY</b></p> <ul style="list-style-type: none"> <li>Professionally written 1-page essay in correct APA format*</li> <li>Disease process of the primary diagnosis is thoroughly discussed from the cellular level, examines how the disease process influences affected body systems</li> <li>Signs/symptoms of the primary diagnosis that were experienced by the client</li> <li>A discussion of how the primary diagnosis was established in this client</li> </ul> <p><b>SCHOLARLY WORK</b></p> <ul style="list-style-type: none"> <li>2 scholarly sources must cite and referenced (*accuracy of the formatting of the citations and references is graded in the overall APA format section.)</li> <li>All information that was collected from a scholarly source must be cited and referenced.</li> <li>Required course textbook was used, when information was available in course textbook</li> </ul> <p><b>(A component equals one bullet point)</b></p> <p><b>PLAGIARISM</b></p> <ul style="list-style-type: none"> <li>No evidence of plagiarism should be noted</li> </ul>	<p>Includes complete and accurate information regarding the pathophysiology of the client's primary disease.</p>	<p>1 of the components of the pathophysiology of the client's primary disease are not complete or accurate.</p>	<p>2 of the components of the pathophysiology of the client's primary disease are not complete or accurate.</p>	<p>3 of the components of the pathophysiology of the client's primary disease are not complete or accurate.</p>	<p>4 or more of the components of the pathophysiology of the client's primary disease are not complete or accurate.</p> <p>1 or more of the components of the scholarly works requirements was not met</p> <p>Plagiarism was noted in the student's writing</p>	<p>20</p>

LABORATORY DATA	10 POINTS	7.5 POINTS	5 POINTS	0 POINTS	POINTS
<p><b>LABORATORY DATA</b></p> <ul style="list-style-type: none"> <li>All abnormal labs are listed</li> <li>All abnormal labs include admission value and today's value (as applicable)</li> <li>Includes normal range for all abnormal labs</li> <li>Reasons for Abnormal: All abnormal labs are discussed and related to diagnosis or chronic health condition. <ul style="list-style-type: none"> <li>Trending is discussed when applicable</li> </ul> </li> </ul> <p><b>DIAGNOSTIC DATA</b></p> <ul style="list-style-type: none"> <li>Lists diagnostic tests completed</li> <li>Identify the purpose of the test for this client. What information is being sought?</li> <li>Discusses the signs and symptoms experienced by the client that resulted in the provider ordering the diagnostic test</li> <li>Identify the results of the client's test in the student's own words</li> </ul> <p><b>(A component equals one bullet point)</b></p>	Includes complete and accurate information regarding the labs and diagnostics.	1-2 components of the labs and diagnostics are not complete or accurate.	3-4 components of the labs and diagnostics are not complete or accurate.	<p>5 or more components of the labs and diagnostics information are not complete or accurate</p> <p>1 or more of the components of the scholarly works requirements was not met</p> <p>Plagiarism was noted within the student's writing.</p>	10

PHYSICAL EXAM	30 POINTS	24 POINTS	15 POINTS	0 POINTS	POINTS
<p><b>PHYSICAL EXAM</b></p> <ul style="list-style-type: none"> <li>General, Psychosocial/Cultural, and TWO focused assessment specific to the client.</li> <li>Completion of a head to toe assessment done on the students own and not copied</li> </ul>	Includes complete and accurate information for the physical exam and standardized assessments.	1-2 of the key components are not complete or accurate for the physical exam and standardized assessments.	3-4 of the key components are not complete or accurate for the physical exam and standardized assessments.	5 or more of the key components are not complete or accurate for the physical exam and standardized assessments.	<b>30</b>

<p>from the client's chart</p> <ul style="list-style-type: none"> <li>• Student highlighted abnormal assessment findings pertinent to the client's diagnosis</li> </ul> <p><b>STANDARDIZED ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Fall risk assessment</li> <li>• Braden skin assessment</li> </ul> <p><b>(A component equals one bullet point)</b></p>				<p>There is information that is dangerously inaccurate in the physical exam or standardized assessments.</p>	
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<b>VITAL SIGNS</b>	<b>5 POINTS</b>	<b>2.5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<p><b>VITAL SIGNS</b></p> <ul style="list-style-type: none"> <li>• 1 sets of vital signs are recorded with the appropriate labels attached</li> </ul>	<p>All the key components were met for this section (with 1 set of vital signs) and student has a good understanding of abnormal vital signs.</p>	<p>Only 1 partial set of vital signs were completely recorded and 1 of the key components were missing.</p>	<p>Student did not complete this section</p>	<p>5</p>

<b>PAIN ASSESSMENT</b>	<b>5 POINTS</b>	<b>2.5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<b>PAIN ASSESSMENT</b> <ul style="list-style-type: none"> <li>• Pain assessment was addressed and recorded once throughout the care of this client</li> <li>• It was recorded appropriately and stated what pain scale was used</li> </ul>	All the key components were met (1 pain assessments) for this section and student has a good understanding of the pain assessment.	Only 1 partial pain assessment is recorded and 1 of the key components is missing.	Student did not complete this section	5

<b>INTAKE AND OUTPUT</b>	<b>5 POINTS</b>	<b>2.5 POINT</b>	<b>0 POINTS</b>	<b>POINTS</b>
<b>INTAKE</b> <ul style="list-style-type: none"> <li>• Measured and recorded appropriately—what the client takes IN</li> <li>• Includes: oral intake, IV fluid intake, etc.</li> <li>• Explain in <b>mLs</b>, EXACTLY what the client’s intake is (example: NS 500 mL, water 300 mL, IV Ceftriaxone 100 mL, etc.)</li> </ul> <b>OUTPUT</b> <ul style="list-style-type: none"> <li>• Measured and recorded appropriately—what the client puts OUT</li> <li>• Includes: urine, stool, drains/tubes, emesis, etc.</li> <li>• Explain in <b>mLs</b> EXACTLY what the client’s output is (example: urine 750 mL, emesis 100 mL, JP drain 75 mL, etc.)</li> <li>• If the client is experiencing incontinence, document output as voids/bowel movements (example: incontinent of urine x1 void; incontinent of stool x2 bowel movements, etc.)</li> </ul> <p><b>(A component equals one bullet point)</b></p>	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. 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.	5

NURSING DIAGNOSIS	20 POINTS	15 POINTS	8 POINTS	0 POINTS	POINTS
<p><b>NURSING DIAGNOSIS</b></p> <ul style="list-style-type: none"> <li>• List 2 nursing diagnosis <ul style="list-style-type: none"> <li>○ Include full nursing diagnosis with “related to” and “as evidenced by” components</li> </ul> </li> <li>• Appropriate nursing diagnosis</li> <li>• Appropriate rationale for each diagnosis <ul style="list-style-type: none"> <li>○ Explain why the nursing diagnosis was chosen</li> </ul> </li> <li>• Minimum of 2 interventions for each diagnosis</li> <li>• Appropriate outcome goal for each diagnosis</li> <li>• <u><b>Correct priority of the nursing diagnosis for this client</b></u></li> <li>• Appropriate evaluation</li> </ul> <p><b>(A component equals one bullet point)</b></p>	<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 diagnoses, rationale, intervention, outcome, evaluation sections were incomplete or not appropriate to the client. Prioritization was appropriate.</p>	<p>3-4 of the nursing diagnoses, rationale, intervention, outcome, evaluation sections were incomplete or not appropriate to the client. Prioritization was not appropriate.</p>	<p>5 or more of the nursing diagnoses, rationale, intervention, outcome, evaluation sections were incomplete or inappropriate. Prioritization is dangerously inappropriate.</p>	20

OVERALL APA FORMAT	5 POINTS	2.5 POINTS	0 POINTS	POINTS
<p><b>APA FORMAT</b></p> <ul style="list-style-type: none"> <li>• The student used appropriate APA in-text citations and listed all scholarly source(s) in APA format.</li> <li>• Source(s) utilized should be 5 or less years old. <ul style="list-style-type: none"> <li>○ Source(s) greater than 5 years old will not be accepted.</li> </ul> </li> <li>• Professional writing style and grammar was used in all narrative sections.</li> </ul>	<p>APA format was completed and appropriate. Grammar was professional and without errors.</p>	<p>APA format was used but not correct with 1-3 errors noted. 1-3 grammar errors or overall poor writing style was used. Content was difficult to understand.</p>	<p>No APA format or 4 or more errors noted. Source(s) utilized were greater than 5 years old. Grammar or writing style did not demonstrate collegiate level writing with 4 or more errors noted.</p>	0

<b>Points</b>	
<b>Instructor Comments: Good job overall. Please Reviw APA format.</b>	<b>Points: 125/130</b>