

## N311 CARE PLAN 5 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 with all information)</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>Includes each section completed correctly with a detailed list of pertinent medical history, surgical history, family history and social history. If client 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>	10

<p><b>EDUCATION LEVEL</b>  <b>LIVING SITUATION</b>  <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 with all information)</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 CHIEF COMPLAINT</b></p> <ul style="list-style-type: none"> <li>• Identifiable with a couple words of 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>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>(A component equals one bullet point with all information)</b>					
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<b>PRIMARY DIAGNOSIS</b>	<b>5 POINTS</b>	<b>2.5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<b>PRIMARY DIAGNOSIS</b> <ul style="list-style-type: none"> <li>The main reason the client was admitted</li> </ul> <b>SECONDARY DIAGNOSIS</b> <ul style="list-style-type: none"> <li>If the client has more than one reason they are being admitted</li> </ul> <b>(A component equals one bullet point with all information)</b>	Includes complete and accurate information regarding the client.	1 of the components in this section are not accurate.	2 of the components of this section are not accurate. 1-2 of the components in this section are not complete.	5

<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>
<b>PATHOPHYSIOLOGY</b> <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> <b>SCHOLARLY WORK</b> <ul style="list-style-type: none"> <li>2 scholarly sources must cited and referenced (*accuracy of the formatting of the citations and</li> </ul>	Includes complete and accurate information regarding the pathophysiology of the client's primary disease.	1 of the components of the pathophysiology of the client's primary disease are not complete or accurate.	2 of the components of the pathophysiology of the client's primary disease are not complete or accurate.	3 of the components of the pathophysiology of the client's primary disease are not complete or accurate.	4 or more of the components of the pathophysiology of the client's primary disease are not complete or accurate. 1 or more of the components of the scholarly works requirements was not met  Plagiarism was noted in the student's writing	<b>16</b>

<p>references is graded in the overall APA format section.)</p> <ul style="list-style-type: none"> <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>PLAGIARISM</b></p> <ul style="list-style-type: none"> <li>• No evidence of plagiarism should be noted</li> </ul> <p><b>(A component equals one bullet point with all information)</b></p>						
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<b>LABORATORY DATA</b>	<b>10 POINTS</b>	<b>7.5 POINTS</b>	<b>5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<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</li> </ul>	<p>Includes complete and accurate information regarding the labs and diagnostics.</p>	<p>1-2 components of the labs and diagnostics are not complete or accurate.</p>	<p>3-4 components of the labs and diagnostics are not complete or accurate.</p>	<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>	<p>10</p>

<p>for this client. What information is being sought?</p> <ul style="list-style-type: none"><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>SCHOLARLY WORK</b></p> <ul style="list-style-type: none"><li>• If labs or diagnostics are listed, a minimum of 1 scholarly source must be cited 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><li>• If there were not any labs or diagnostics conducted for this client, the student put “N/A” in the section</li></ul> <p><b>PLAGIARISM</b></p> <p>No evidence of plagiarism should be noted</p> <p><b>(A component equals one bullet point with all information)</b></p>					
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ACTIVE ORDERS	10 POINTS	8 POINTS	5 POINTS	0 POINTS	POINTS
<p><b>ACTIVE ORDERS</b></p> <ul style="list-style-type: none"> <li>• Lists all active orders for treatment</li> <li>• Rationale: Relate why each active order is relevant for the client's diagnosis or current condition</li> </ul> <p><b>PLAGIARISM</b></p> <ul style="list-style-type: none"> <li>• No evidence of plagiarism should be noted</li> </ul> <p><b>(A component equals one bullet point with all information)</b></p>	<p>Includes complete and accurate information regarding the client's active orders.</p>	<p>1-2 components of the client's active orders are not complete or accurate.</p>	<p>3 components of the client's active orders are not complete or accurate.</p>	<p>4 or more components of the client's active orders are not complete or accurate.</p> <p>Plagiarism was noted within the student's writing.</p>	<p>10</p>

CURRENT MEDICATIONS	10 POINTS	1-9 POINTS	0 POINTS	POINTS
<p><b>CURRENT MEDICATIONS</b></p> <ul style="list-style-type: none"> <li>• Requirements of 5 medications—these must be 5 DIFFERENT medications</li> <li>• Each medication must have brand/generic name</li> <li>• Dosage, frequency, route given</li> <li>• Reason client taking the medication</li> </ul> <p><b>SCHOLARLY WORK</b></p> <ul style="list-style-type: none"> <li>• A minimum of 1 scholarly source must be cited 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> </ul>	<p>All key components were listed for each of the 5 medications, along with the most common side effects, contraindications and client teachings.</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. Student did not utilize at least 1 scholarly source. Source(s) utilized were greater than 5 years old.</p>	<p>10</p>

<ul style="list-style-type: none"> <li>Required course textbook was used, when information was available in course textbook</li> </ul> <p><b>PLAGIARISM</b></p> <ul style="list-style-type: none"> <li>No evidence of plagiarism should be noted.</li> </ul> <p><b>(A component equals one bullet point with all information)</b></p>				
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<b>PHYSICAL EXAM</b>	<b>25 POINTS</b>	<b>15 POINTS</b>	<b>7.5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<ul style="list-style-type: none"> <li>General, Psychosocial/Cultural, and TWO focused assessments specific to the client.</li> <li>Completion of a head to toe assessment done on the students own and not copied from the client's chart</li> <li>Student highlighted abnormal assessment findings pertinent to the client's diagnosis</li> <li>Fall risk assessment</li> <li>Braden skin assessment</li> </ul> <p><b>(A component equals one bullet point with all information)</b></p>	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.  There is information that is dangerously inaccurate in the physical exam or standardized assessments.	<b>25</b>

<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</li> </ul>	All the key components were met for this section (with 1	Only 1 partial set of vital signs were completely	Student did not complete this section	<b>5</b>

with the appropriate labels attached  <b>(A component equals one bullet point with all information)</b>	set of vital signs) and student has a good understanding of abnormal vital signs.	recorded and 1 of the key components were missing.		
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<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> <b>(A component equals one bullet point with all information)</b>	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</li> </ul>	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

<p>what the client's output is (example: urine 750 mL, emesis 100 mL, JP drain 75 mL, etc.)</p> <ul style="list-style-type: none"> <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 with all information)</b></p>				
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<b>DISCHARGE PLANNING</b>	<b>5 POINTS</b>	<b>2.5 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<p><b>DISCHARGE PLANNING</b></p> <ul style="list-style-type: none"> <li>Who is client going home with/to</li> <li>Equipment needs if applicable</li> <li>Education needs regarding diagnosis and care at home</li> </ul> <p><b>(A component equals one bullet point with all information)</b></p>	Includes complete and accurate information for the discharge planning.	1 of the key components of the discharge planning was not complete or accurate.	2 or more of the key components of the discharge planning was not complete or accurate.	5

<b>NURSING DIAGNOSIS</b>	<b>20 POINTS</b>	<b>15 POINTS</b>	<b>8 POINTS</b>	<b>0 POINTS</b>	<b>POINTS</b>
<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> </ul>	<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, rationale, intervention, outcome, evaluation sections were incomplete or not appropriate to the client. Prioritization was appropriate.</p>	<p>3-4 of the nursing diagnosis, 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 diagnosis, rationale, intervention, outcome, evaluation sections were incomplete or inappropriate. Prioritization is dangerously inappropriate.</p>	20

<ul style="list-style-type: none"> <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 with all information)</b></p>					
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OVERALL APA FORMAT	5 POINTS	2.5 POINTS	0 POINTS	POINTS
<b>APA FORMAT</b> <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>o 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>	APA format was completed and appropriate. Grammar was professional and without errors.	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.	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.	5
				<b>Points</b>
<b>Instructor Comments: Awesome Job! Everything flowed beautifully. Don't forget to relate your Pathophysiology section to your client specifically.</b>			<b>Points: 146/150</b>	