



Required Uniform Assignment: Case Study Presentation

PURPOSE

The purpose of this assignment is to help students build communication skills, utilize evidence-based research relevant to nursing practice, and apply concepts of safety and quality in nursing care of adults.

The goals of this assignment are to:

- foster teamwork and collaboration through effective communication
- utilize research evidence to promote safe and quality nursing care for adults in acute care settings.

COURSE OUTCOMES

This assignment enables the student to meet the following course outcomes:

- CO 1. Provide effective professional nursing care for adult patients and their families in acute care settings using the nursing process. (PO#1)
- CO 3. Demonstrate effective communication skills necessary for collaboration with other health care team members and for providing professional nursing care to adult patients and their families. (PO #3)
- CO 4. Apply critical thinking strategies to make good clinical decisions in the adult patient clinical setting. (PO#4)
- CO 8. Utilize nursing research literature while providing care to adult patients and their families in acute care settings. (PO #8)

DUE DATE: See Course Calendar.

TOTAL POINTS POSSIBLE: 100 POINTS

REQUIREMENTS AND DIRECTIONS

The student group must develop a case study based on an actual or potential clinical-based situation on the adult health topics presented during the 8-week session. The student group must present the topic and literature for the case scenario.

Students must include the following information in the case study presentation:

A. Health History – age, gender, ethnicity, past and current medical history, chief complaint, and history of present illness on admission.

B. Laboratory/Diagnostic Testing – describe the diagnostic tests ordered/completed, pertinent results (including normal and abnormal ranges), and rationales for the use of each diagnostic test.

C. Collaborative Management – provide list of medications, treatments, dietary prescriptions, and procedures that have been ordered, administered, completed, and/or pending. Additionally, provide an overview of members of the healthcare team involved in managing the care of the person and family and the interdisciplinary goals that have been set. Briefly list the role of the team member in the patient’s care and the ways in which the nurse collaborates to meet the interdisciplinary goals.

D. Nursing management – using the nursing process, develop two plans of care - 1 related to one priority physiological nursing diagnosis and 1 related to one priority psychosocial nursing diagnosis. Please include the following information in **each** plan of care:

- Priority nursing diagnosis
- 1 short and 1 long-term goal
- 3 to 5 nursing interventions with rationale statements,
- 3 to 5 evaluative statements based on interventions, and
- A minimum of 3 potential patient education needs for consideration.

Assignment Submission Requirements:

- Students must receive approval from the faculty on the selected topic for the case study presentation assignment. The faculty will facilitate selection of topics during class.
 - Each student in the group must contribute to the development of the case study information.
- Each student must submit a 1-page typed paper containing the Health History, Laboratory/Diagnostic Testing, and Collaborative Management elements of the case study.
- Each student must submit a 1-page typed paper of the plan of care addressing the priority physiological nursing diagnosis and a 1-page typed paper of the plan of care addressing the priority psychosocial nursing diagnosis. ***Students may choose to submit a concept map for each of the priority nursing diagnoses instead of a plan of care.*** Each concept map must incorporate the same information required for the plans of care.
- Each student group must submit a reference list with each member’s nursing care plan or concept map, formatted according to APA 6TH edition. A minimum of at least three (3) references are required for this assignment. Student must cite at least two (2) research or evidence-based practice (EBP) sources. All resources must be within 5 years of publication.
- Each student group is required to develop and present a **15 minute presentation** on a topic from the case study, the plan of care or the concept map. Each group presentation will all **an additional 5 minutes** for questions and answers relevant to the content of the presentation and/or the clinical experience.
- If a student in the group is absent the day of the presentation, the student group will not be penalized.

Names of Students in Group:

Topic: _____ Date of Presentation: _____

GRADING CRITERIA

Category	Points	%	Description
Health History	10	10%	Presents pertinent and relevant information on: the person's age, gender, ethnicity, past and current medical history, chief complaint, and history of present illness on admission.
Laboratory & Diagnostic Testing	10	10%	Presents description of the ordered/completed diagnostic tests, pertinent results (including normal and abnormal ranges), and rationales for each diagnostic test.
Collaborative Management	20	20%	Presents list of medications, treatments, dietary prescriptions, and procedures that have been ordered, administered, completed, and/or pending. Additionally, provide an overview of members of the healthcare team involved in managing the person and family. Briefly list their role in the care provided and how nursing collaborates in meeting interdisciplinary goals.
Nursing Management <i>*Each plan of care is worth 15 points.</i>	30	30%	Utilized the nursing process to develop two plans of care <ul style="list-style-type: none"> • 1 physiological and 1 psychosocial nursing diagnosis Included the following information in each* plan of care: <ul style="list-style-type: none"> • Priority nursing diagnosis • 1 short-term and 1 long-term goal • 3 - 5 nursing interventions with rationale statements • 3 - 5 evaluative statements based on interventions • A minimum of 3 teaching considerations
Case Study Presentation	25	25%	<ul style="list-style-type: none"> • All components of the assignment guidelines included. • Information presented in a logical, interesting sequence which audience can follow. • Participation by all group members. • All presenters are professional and demonstrated appropriate presence throughout presentation. • Used presentation materials and methods effectively. • Responded appropriately to audience questions.
APA Format & References	5	5%	<ul style="list-style-type: none"> • Used APA (6th ed.) format. • Used at least three (3) different sources, with at least two (2) from research literature.
TOTAL	100	100%	

GRADING RUBRIC

Assignment Criteria	Outstanding or Highest Level of Performance A (92–100%)	Very Good or High Level of Performance B (84–91%)	Competent or Satisfactory Level of Performance C (76–83%)	Poor, Failing or Unsatisfactory Level of Performance F (0–75%)
Case Study Information: Health History (10 points)	<ul style="list-style-type: none"> • Comprehensively presents key/relevant Information accurately and in sufficient detail: person's age, gender, ethnicity, past and current medical history, chief complaint, and history of present illness on admission. • Information presented in a clear, organized, and professional manner <p style="text-align: center;">10 points</p>	<ul style="list-style-type: none"> • One of the key/relevant Information not presented: person's age, gender, ethnicity, past and current medical history, chief complaint, and history of present illness on admission. • Key/relevant information are accurate and presented in sufficient detail. • Information presented in a clear, organized, and professional manner <p style="text-align: center;">9 points</p>	<ul style="list-style-type: none"> • Two of the key/relevant Information not presented: person's age, gender, ethnicity, past and current medical history, chief complaint, and history of present illness on admission. • Key/relevant information may be inaccurate and/or insufficient in detail. • Information presented in a clear, organized, and professional manner <p style="text-align: center;">8 points</p>	<ul style="list-style-type: none"> • 3 or more of the key/relevant Information not presented: person's age, gender, ethnicity, past and current medical history, chief complaint, and history of present illness on admission. • Key/relevant information may be inaccurate and/or insufficient in detail. • Information is not clear, organized, or professional in appearance. <p style="text-align: center;">0–7 points</p>
Case Study Information: Laboratory & Diagnostic Testing (10 points)	<ul style="list-style-type: none"> • Comprehensively presents key/relevant Information accurately and in sufficient detail: description of the ordered/completed diagnostic tests, pertinent results (normal and abnormal ranges), and rationales for each diagnostic test. • Information presented in a clear, organized, and professional manner 	<ul style="list-style-type: none"> • One of the key/relevant Information not presented: description of the ordered/completed diagnostic tests, pertinent results (normal and abnormal ranges), and rationales for each diagnostic test. • Key/relevant information are accurate and presented in sufficient detail. • Information presented in a clear, organized, and professional manner 	<ul style="list-style-type: none"> • Two of the key/relevant Information not presented: description of the ordered/completed diagnostic tests, pertinent results (normal and abnormal ranges), and rationales for each diagnostic test. • Key/relevant information are accurate and presented in sufficient detail. • Information presented in a clear, organized, and professional manner 	<ul style="list-style-type: none"> • 3 or more of the key/relevant Information not presented: description of the ordered/completed diagnostic tests, pertinent results (normal and abnormal ranges), and rationales for each diagnostic test. • Key/relevant information may be inaccurate and/or insufficient in detail. • Information is not clear, organized, or professional in appearance.

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	10 points	9 points	8 points	0–7 points
Case Study Information: Collaborative Management (20 points)	<ul style="list-style-type: none"> • Comprehensive discussion of collaborative management including: list of medications, treatments, dietary prescriptions, and procedures that have been ordered, administered, completed, and/or pending. • Complete overview of members of the healthcare team involved in managing the person and family; Listed ALL key/relevant roles in the care provided and how nursing collaborates in meeting interdisciplinary goals. • Information presented in a clear, organized, and professional manner. 	<ul style="list-style-type: none"> • Discussed collaborative management, but does not include 1 of these items: list of medications, treatments, dietary prescriptions, and procedures that have been ordered, administered, completed, and/or pending. • Complete overview of members of the healthcare team involved in managing the person and family; Listed most of the key/relevant roles in the care provided and how nursing collaborates in meeting interdisciplinary goals. • Information presented in a clear, organized, and professional manner. 	<ul style="list-style-type: none"> • Discussed collaborative management, but does not include 2 of these items: list of medications, treatments, dietary prescriptions, and procedures that have been ordered, administered, completed, and/or pending. • General overview of members of the healthcare team involved in managing the person and family; Listed SOME key/relevant roles in the care provided and how nursing collaborates in meeting interdisciplinary goals. • Information is not presented in a clear, organized, and/or professional manner. 	<ul style="list-style-type: none"> • Poor/Minimal discussion of collaborative management which does not include 3 or more of these items: list of medications, treatments, dietary prescriptions, and procedures that have been ordered, administered, completed, and/or pending. • Poor/Broad overview of members of the healthcare team involved in managing the person and family; Listed SOME of key/relevant roles in the care provided and how nursing collaborates in meeting interdisciplinary goals. • Information is not presented in a clear, organized, and/or professional manner.
	19–20 points	17-18 points	16 points	0–15 points
Case Study Information: Nursing Management (30 points*)	<ul style="list-style-type: none"> • Used the nursing process to develop a plan of care for physiological nursing diagnosis 	<ul style="list-style-type: none"> • Used the nursing process to develop a plan of care for physiological nursing diagnosis 	<ul style="list-style-type: none"> • Used the nursing process to develop a plan of care for physiological nursing diagnosis 	<ul style="list-style-type: none"> • Used the nursing process to develop a plan of care for physiological nursing diagnosis
	All information in the plan of	Missing 1 item of information	Missing 2 items of information	Missing 3 or more items of

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<p>*Each plan of care is worth 15 points.</p>	<p>care included:</p> <ul style="list-style-type: none"> ○ Priority nursing diagnosis ○ 1 short-term and 1 long-term goal ○ 3 - 5 nursing interventions with rationale statements ○ 3 - 5 evaluative statements based on interventions ○ A minimum of 3 teaching considerations <p style="text-align: center;">14-15 points</p> <p>-----</p> <ul style="list-style-type: none"> • Used the nursing process to develop a plan of care for psychosocial nursing diagnosis <p>All information in the plan of care included:</p> <ul style="list-style-type: none"> ○ Priority nursing diagnosis ○ 1 short-term and 1 long-term goal ○ 3 - 5 nursing interventions with rationale statements ○ 3 - 5 evaluative statements based on interventions ○ A minimum of 3 teaching considerations <p style="text-align: center;">14-15 points</p>	<p>in the plan of care:</p> <ul style="list-style-type: none"> ○ Priority nursing diagnosis ○ 1 short-term and 1 long-term goal ○ 3 - 5 nursing interventions with rationale statements ○ 3 - 5 evaluative statements based on interventions ○ A minimum of 3 teaching considerations <p style="text-align: center;">13 points</p> <p>-----</p> <ul style="list-style-type: none"> • Used the nursing process to develop a plan of care for psychosocial nursing diagnosis <p>Missing 1 item of information in the plan of care:</p> <ul style="list-style-type: none"> ○ Priority nursing diagnosis ○ 1 short-term and 1 long-term goal ○ 3 - 5 nursing interventions with rationale statements ○ 3 - 5 evaluative statements based on interventions ○ A minimum of 3 teaching considerations <p style="text-align: center;">13 points</p>	<p>in the plan of care:</p> <ul style="list-style-type: none"> ○ Priority nursing diagnosis ○ 1 short-term and 1 long-term goal ○ 3 - 5 nursing interventions with rationale statements ○ 3 - 5 evaluative statements based on interventions ○ A minimum of 3 teaching considerations <p style="text-align: center;">12 points</p> <p>-----</p> <ul style="list-style-type: none"> • Used the nursing process to develop a plan of care for psychosocial nursing diagnosis <p>Missing 2 items of information in the plan of care:</p> <ul style="list-style-type: none"> ○ Priority nursing diagnosis ○ 1 short-term and 1 long-term goal ○ 3 - 5 nursing interventions with rationale statements ○ 3 - 5 evaluative statements based on interventions ○ A minimum of 3 teaching considerations <p style="text-align: center;">12 points</p>	<p>information in the care plan:</p> <ul style="list-style-type: none"> ○ Priority nursing diagnosis ○ 1 short-term and 1 long-term goal ○ 3 - 5 nursing interventions with rationale statements ○ 3 - 5 evaluative statements based on interventions ○ A minimum of 3 teaching considerations <p style="text-align: center;">0-11 points</p> <p>-----</p> <ul style="list-style-type: none"> • Used the nursing process to develop a plan of care for psychosocial nursing diagnosis <p>Missing 3 or more items of information in the care plan:</p> <ul style="list-style-type: none"> ○ Priority nursing diagnosis ○ 1 short-term and 1 long-term goal ○ 3 - 5 nursing interventions with rationale statements ○ 3 - 5 evaluative statements based on interventions ○ A minimum of 3 teaching considerations <p style="text-align: center;">0-11 points</p>

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Case Study Presentation (25 points)	<ul style="list-style-type: none"> • ALL required assignment components are present. • Information is presented in a logical sequence; main ideas easy for the audience to follow. • Participation is by all group members. • Presenters are professional • Presenters maintained appropriate eye contact with audience and projected voices for all audience to hear. • Presenters addressed audience questions appropriately. • Used presentation materials and methods effectively. • Presenters stayed within allotted 20-minute timeframe. <p style="text-align: center;">23-25 points</p>	<ul style="list-style-type: none"> • ONE required assignment component is missing. • Information is presented in a logical sequence; main ideas easy for the audience to follow. • Participation is by all group members. • Presenters are professional. • Presenters have limited eye contact OR the audience has difficulty hearing the presenters. • Presenters addressed audience questions appropriately. • Used presentation materials and methods effectively. • Presenters stayed within allotted 20-minute timeframe. <p style="text-align: center;">21-22 points</p>	<ul style="list-style-type: none"> • 1-2 required assignment components are missing. • Information is not presented in a logical sequence, yet main ideas are still obvious. • Participation is by all group members. • Presenters are professional. • Presenters have limited eye contact OR the audience has difficulty hearing the presenters. • Presenters addressed audience questions appropriately. • Used presentation materials and methods effectively. • Presenters stayed within 5 minutes of the allotted 20-minute timeframe. <p style="text-align: center;">19-20 points</p>	<ul style="list-style-type: none"> • 3 or more required assignment components are missing. • There is no logical sequence to presentation of material; main ideas difficult to follow. • Some members did not participate. • Some or ALL presenters are unprofessional. • Presenters have limited eye contact OR the audience has difficulty hearing the presenters. • Presenters did not address audience questions appropriately. • Did not effectively use presentation materials and methods. • Presenters stayed within 5-10 minutes of the allotted 20 minute time frame. <p style="text-align: center;">0–18 points</p>
APA Format & References (5 points)	<ul style="list-style-type: none"> • More than 3 references used, at least 2 are research articles • References submitted with assignment 	<ul style="list-style-type: none"> • Exactly 3 references used, at least 2 are research articles • References submitted with assignment • Citations and references are 	<ul style="list-style-type: none"> • Two (2) references used, at least 1 is a research article • References submitted with assignment • Citations and references are 	<ul style="list-style-type: none"> • One to Two references used, but are NOT research articles • References submitted with assignment • Citations and references are

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	<ul style="list-style-type: none"> Citations and references are listed using APA format (6th ed.) and are free of errors. 5 points 	listed using APA format (6th ed.), but have one type of error. 4.5 points	listed using APA format (6th ed.), but have two types of errors. 4 points	listed using APA format for citations and, but have three or more types of errors. 0–3 points
Total Points Possible = 100 points		Points Earned = points		