COURSE SYLLABUS
AND
INSTRUCTOR PLAN

TRANSITION FROM VOCATIONAL TO PROFESSIONAL NURSING

Associate Degree Nursing
RNSG 1327

Susan Olson, R.N., M.S.N.

Winter, 2012
COURSE DESCRIPTION:

Topics include health promotion, expanded assessment, analysis of data, nursing process, pharmacology, multidisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills and professional values within a legal/ethical framework throughout the life span. Skills demonstration will be discussed on orientation day. This is a 3-semester hour course that will be presented in a hybrid format.

SEMESTER HOURS 3

PREREQUISITES AND/OR COREQUISITES:

Prerequisites: Prerequisites: Vocational Nurse licensure and admission to the transition course.

COURSE NOTES AND INSTRUCTOR RECOMMENDATIONS:

The policies, regulations, procedures, and fees associated with this program are subject to change without prior notice, if necessary to keep College and program policies in compliance with State and Federal laws and/or with rules related to the program’s accrediting agency.

The College and the program reserve the right to change curricula, rules, fees, and other requirements of whatever kind, affecting students in any way. The provisions of this document do not constitute a contract, express or implied, between any applicant, student, faculty or staff member of McLennan Community College or this program.

INSTRUCTOR INFORMATION:
Instructor Name: Susan Olson, R.N., M.S.N., PhD(c)
MCC E-mail: solson@mclennan.edu
Office Phone Number: 254-299-8744
Private Cell Number: 254-855-1702
Office Location: HP Nursing 123
Other Instruction Information: Office hours by appointment.
REQUIRED TEXT & MATERIALS:

RNSG 1327 REQUIRED TEXTBOOKS


OPTIONAL BOOKS

Choose one drug book & one NCLEX review book


**MCC Bookstore Website**

**METHODS OF TEACHING AND LEARNING:**

Lecture, Group activities; NCLEX Style Questions; Case Studies; Critical Thinking Exercises; Group Activities; ATI modules: ATI Exams; Student Demonstrations; Lab Exercises; Simulations; Website Tutorials; and Tutorial Software.

**COURSE OBJECTIVES AND/OR COMPETENCIES:**

The Secretary’s Commission on Achieving Necessary Skills (SCANS) has identified Competencies and Foundation Skills as competencies required to enter employment. The SCANS competencies include resources (C1-C4), information (C5-C8), interpersonal (C9-C14), systems (C15-C17), and technology (C18-C2). The SCANS foundation skills include basic skills (F1-F6), thinking skills (F7-F12) and personal qualities (F13-F17). A SCANS matrix, which demonstrates the integration of SCANS into all courses of the curriculum, appears in the Student Handbook. This course integrates all eight of the SCANS competencies and foundation skills.

**COURSE OBJECTIVES**

The student:

1. Will differentiate between roles and functions of the Licensed Vocational Nurse and Registered Nurse in a variety of health care settings;  
   C1, C5, C6, C15,  
   F1, F7, F8, F9, F12,
2. Compare the different legal and ethical responsibilities of the Licensed Vocational Nurse and Registered Nurse; 
   F13, F17

3. Compare and contrast the Nursing Practice Act as it relates to nursing practice of RN’s and LVN’s; 
   C5, C6, C7, 
   F1, F8, F12, F17

4. Apply the nursing process in planning holistic care for diverse clients and their families; 
   F7, F8, F9

5. Apply principles of critical thinking and decision-making when providing nursing care for clients with common health problems 
   C5, C6, C7, C8, F7, F8, F9, F10, F11, F12

6. Discuss the importance of collaborative behavior as a member of the health care team;

7. Discuss principles of health promotion 
   C5, C6, C7

8. Apply therapeutic communication skills to maintain effective interpersonal relationships; 
   C5, C6, C7, F5, F6

9. Identify principles of and demonstrate skills for safe basic nursing care including medication administration. 
   C1, C3, C8, C9, C11, C12, C13, C14, C18, C19, C20 
   F1, F2, F3, F4, F14, F16, F17

10. Demonstrates basic nursing knowledge by passing the LPN gap test. 
    C6, C7, 
    F1, F3, F4, F8, F9, F10, F12

11. Adapts to the role changes from LVN to an Associate Degree Nursing Student. 
    C2, C4, C5, C6, C7, C12, C16, C18, C19, 
    F1, F2, F3, F4, F5, F6, F7, F8, F9, F11, F13, F16

12. Applies knowledge of crisis and stress in planning care for all ages. 
    C5, C6, C7, C11 
    F7, F8, F9, F12, F13, F16
13. Utilizes knowledge of growth and development process in planning care for clients of all ages.

   C5, C6, C7

   F1, F7, F8, F9, F10

14. Recognizes knowledge of cultural diversities in providing care for clients of various cultures.

   C14

   F7, F8, F9, F12

15. Selects an appropriate teaching method in theoretical/clinical situations.

   C15, C16, C17

COURSE OUTLINE:

UNIT 1: THE SCOPE OF NURSING

I. INTRODUCTION TO PROFESSIONAL NURSING
   A. Definitions and Theories of Nursing
   B. Philosophy of MCC Nursing Department
   C. Competencies of the A.D.N.
   D. Historical Development (overview)
   E. Roles of the Nurse
      1. Accountability
      2. Responsibility
      3. Education
      4. NPA Application: Advocate
   F. Nursing Student Organization

II. LEGAL ASPECTS of NURSING
   A. Origins and Function of Law
   B. NURSING PRACTICE ACT
      1. General Concepts
      2. Standards
      3. Honesty, Professionalism
      4. Issues of Medication Administration
      5. Professional Identification (NURSING STUDENT versus RN)
   C. Crimes and Torts
      1. Fraud
      2. Negligence and Malpractice
      3. Invasion of Privacy
      4. Libel and Slander
      5. Assault and Battery
      6. False Imprisonment
   D. Values and Ethics
1. Development
2. Values Clarification
3. Ethics
   a. Patient Rights
   b. Patient Advocacy
4. Ethical Dilemmas
E. Personal Attributes of Professionalism
   1. Integrity
   2. Personal Conduct

III. TRANSITION FROM LVN TO ADN
A. Role-Theory
B. Factor Affecting Role Change
C. Comparison of the LVN and RN

UNIT 2: CONCEPTS ABOUT HEALTH AND ILLNESS

I. HOLISTIC PERSON
II. HEALTH ILLNESS CONTINUUM
   A. Definitions
      1. Health
      2. Illness
   B. Impact of Illness on Individual/Family
III. CONCEPTS OF HOMEOSTASIS
   A. Maintaining Equilibrium
   B. Maslow’s Hierarchy of Human Needs
      1. Physiological
      2. Safety and Protection
      3. Love and Belonging
      4. Self-esteem
      5. Self-actualization
IV. ADAPTATION
   A. General Adaptation Syndrome
   B. Anxiety
      1. Level of Anxiety
      2. Common Defense Mechanisms
V. ETHNIC/CULTURAL/SPiritual Needs
   A. Variations of Different Cultures/Religions
   B. Cultural/Religious Effects on Delivery of Health Care

UNIT 3: HEALTH NEEDS THROUGH THE AGES

I. Growth and Development
   A. Basic Principles
      1. Growth
      2. Development
      3. Maturation
   B. Factors which Influence Growth and Development
Transition from Vocational to Professional Nursing

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C. Criteria Used to Measure Growth and Development Maturation

II. THEORIES AND THEORISTS

III. SPECIAL CONSIDERATIONS SIGNIFICANT TO HEALTH CARE
A. Infant
B. Toddler
C. Preschooler
D. School Age
E. Adolescent
F. Adult
   1. Young
   2. Middle
   3. Older

IV. INTERVENTIONS TO SUPPORT DEVELOPMENTAL NEEDS

V. PSYCHOLOGICAL NEEDS

UNIT 4: NURSING PROCESS

I. GENERAL CONCEPTS AND BACKGROUND
A. NPA Application: Assessment and Nursing Diagnosis

II. HEALTH ASSESSMENT
A. General Concept
   1. Establish Baseline Data
   2. Interviewing
      a. Subjective Data
      b. Nursing History
B. Assessment

III. NURSING DIAGNOSIS
A. Definition
B. NANDA
C. Format of Nursing Diagnosis
D. Deriving Nursing Diagnosis from a Data Base

IV. PLANNING
A. Setting Priorities
B. Establishing Goals
   1. Based on First Part of Nursing Diagnosis
   2. Measurable
   3. Client-Centered
   4. Realistic for Client
   5. Time-referenced
C. Establishing Outcome Criteria
V. INTERVENTION
A. Based on Second Part of Nursing Diagnosis
B. Congruency with Goals
C. Realistic for Client
D. Individualized
E. Prioritized Interventions

VI. EVALUATION
A. Assessing Progress Toward Goal Achievement
B. Criteria Used to Evaluate Goal

UNIT 5: COMMUNICATION

I. THE NURSE AS A COMMUNICATOR
A. Modes of Communication
   1. Verbal
   2. Non-verbal
B. Elements of the Communication Process
   1. Sender
   2. Message
   3. Receiver
   4. Factors Influencing Communication
C. Nursing Intervention and Communication
   1. Attending Behavior
   2. Responding
      a. Therapeutic Responses
      b. Non-therapeutic Responses
D. Therapeutic Nurse-Client Relationships
   1. Developing Helping Relationships
   2. Phases of the Helping Relationships
E. Evaluating Communication

II. THE NURSE AS A TEACHER
A. Client Education
B. Domains of Learning
   1. Cognitive
   2. Affective
   3. Psychomotor
C. Principles of Learning
   1. Facilitating Factors
   2. Inhibiting Factors
D. Teaching Principles
E. Assessing Client Learning Needs
F. Nursing Diagnoses Related to Client Teaching
G. Planning Client Teaching
H. Implementing the Teaching Plan
I. Evaluating the Teaching Plan
J. Specific Teaching Strategies
UNIT 6:  INTRODUCTION TO SOPHOMORE YEAR

I. POLICIES, PROCEDURES AND FORMS OF MCC ADN PROGRAM

II. STUDENT RESPONSIBILITIES

UNIT 7: NURSING SKILLS (to be taught concurrently)

I. EVALUATION OF SKILLS
   A. Preparing and administering medications (po, IM, Subq, feeding tube)
   B. Urinary Catheterizations

II. INSTRUCTION AND EVALUATION OF SKILLS
   A. Assessment Skills
      1. Breath Sounds
      2. Bowel Sounds
      3. Neurological Checks
      4. Apical-Radial Pulses
      5. Full Head-to-Toe Assessment
   B. Venipuncture
   C. Intravenous Medications
      1. Volume Control Device
      2. IVPB
      3. IV Push (Includes Heplock or IID)

CLASSROOM (THEORY)

Class is scheduled for Tuesday and Wednesdays beginning December 4, 2012. See calendar and unit guide for specific topics. Schedule is subject to change. Students will be notified of changes per class announcements, emails, and Blackboard postings.

BLACKBOARD:

Students are responsible for materials placed on Blackboard. Students are expected to check Blackboard regularly for announcements/postings. Many announcements are also sent out per students’ MCC email. Students are expected to check their MCC email as well as their Blackboard email.

Posting of notes, lecture outlines, and other materials are at the discretion of each individual instructor.
COURSE GRADING INFORMATION:

A grade of C or above is required to pass this course. There will be no comprehensive final exam.

For a grade of C or above the following criteria must be met in total:

1. A grade of 90 or higher on the drug calculation exam;
2. Passing the evaluation of technical skills in the laboratory;
3. Satisfactory grade on all unit assignments and exams; and
4. A grade of 75.00 or higher at the end of the course. (Only the final course grade will be rounded up.)

Final Course grade determination will be based on:

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<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>ATI Assignments</td>
<td>25</td>
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<tr>
<td>Total</td>
<td>100</td>
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GRADE VALUES:

The grade values are as follows:

A  =  90-100
B  =  80- 89
C  =  75-79
D  =  65-74
F  =  Below 65

NOTE CARDS:

You may have the opportunity to use an Index card for examination purposes. These cards are a test aid and you may write whatever information you feel you need. Index cards will be issued prior to the test and will not be replaced for any reason. You may hand-write on the front and back on the card. No typing or “cutting and pasting” will be allowed. You may NOT exchange or use any other student’s card. Use of issued index cards will only be allowed during the appropriate exam.

WRITTEN ASSIGNMENTS:

Students are responsible for submitting/completing all assignments or activity whether it be written, projects, or activity on time; this includes being present for assigned activities. All
written work must be legible with correct spelling and grammar. All written work becomes the property of the program and may not be returned to the student.

**ATI MODULES:**

Learning modules from the ATI website will be incorporated into the RNSG 1327 course to enhance learning, clinical reasoning, and critical thinking. The faculty will choose appropriate modules to complete based on course content.

ATI modules will be assigned with due dates. Please see the calendar for ATI modules assigned and due dates. The confirmation form can be printed at the completion of the module, and must be turned into the faculty advisor.

**Remediation modules are available after each unit exam in the ATI system.**

**GRADE CALCULATIONS:**

All unit exams are calculated by a percentage computed to two decimal places. Exam grades will be figured to the tenth. The final course grade will be rounded off to a whole number.

If a student inadvertently submits in the testing system, this will be considered as the official submission for the exam and the student is finished with the test. The exam cannot be altered in any way by student or faculty. Exams will be graded as submitted in the testing system. Test grades and final course average are determined exclusively by the testing system.

**GRADE DETERMINATION**

**Examination Policy for MCC ADN Program**

1. Dates for unit exams will be included with syllabus/calendar for the particular course.

2. All students are expected to take exams at the scheduled time.

3. Students with disabilities may request special examination accommodations as outlined in the general catalog.

4. Exam blueprints may be made available for student preparation prior to an exam.

5. Exams may cover material from previously mastered levels. For example, dosage calculation, growth and development, pharmacology, and communications may appear in subsequent exams.
6. Any student arriving after the access to the exam is granted by the instructor for the test to begin will take the make-up exam rather than the scheduled exam.

7. For extenuating circumstances, if the student needs to leave the room and re-enter, they may be accompanied by a faculty member.

8. Any student unable to take an exam at the scheduled time, **FOR ANY REASON**, will contact the A.D.N. Department staff or faculty **prior to and up to 5 minutes after** scheduled examination time.

**FAILURE TO COMPLY WITH THE EXAMINATION POLICY (STATEMENT #8) WILL RESULT IN 10 POINTS BEING SUBTRACTED FROM THE MAKE-UP EXAM.**

9. No cell phones or backpacks should be brought to the test. All student possessions will be left at the front of the room. The student may have nothing during the test period. No sunglasses, hats, visors, or hoodies will be worn during an exam. Students may use ear plugs (provided by student) if needed.

10. Unit exam grades may be available as early as the next class day following the exam, depending on circumstances. (Times may vary according to the course.) Grades should not be posted until all statistics have been posted on online testing program and reviewed by the teaching team. Grades will be delivered by Blackboard. The Blackboard posting will be the student’s grade. **No grades will be given out by phone or personal e-mail.**

11. The purpose of the exam review is to provide a learning experience for the student.
   
   a. Exams must be reviewed in the presence of an instructor.
   
   b. There will be no note taking during the exam review process.
   
   c. There will be a two week period from the time the exam results are available for the students to review the exam.
   
   d. Exam results are final after the two week review period.
   
   e. No prior exams may be reviewed after the 2-week review period.

12. Although exams may be reviewed during the specified time, the exams themselves are the property of the nursing program.

13. The A.D.N. department reserves the right to make changes in the scheduling of exams in order to meet unexpected circumstances that might occur.
14. All make up exams will be given at the end of the semester.

**SKILLS ASSESSMENTS:**

Assessment of skills addresses basic and complex nursing skills necessary for the direct/indirect care of patients in various clinical settings. Skills lab provides didactic/demonstration and opportunity for individual observation, practice and performance. It is the student’s responsibility to spend additional time outside of lab for practicing skills, if necessary, to achieve the required expected level of competency when performing in the clinical area.

In order to successfully complete the course, each student must have instructor documented performance of all required skills. The identified skills for the course are to be performed according to the ATI Skills Videos and Skills Checklists.

In the event an absence occurs or the allotted lab time does not permit the individual student performance of a required skill, it is this student’s responsibility to set up an appointment outside of scheduled time to complete the requirement in the presence of the faculty instructor.

Selected technical skills are evaluated during this course in conjunction with Unit VIII - Nursing Skills. The skills to be evaluated based on current knowledge as an LVN are:

1. Preparing and administering medications (po, IM, Subq, feeding tube)
2. Urinary catheterization
3. Assessment skills
   a. Breath sounds
   b. Bowel sounds
   c. Neurological checks
   d. Apical-radial pulses
   e. Full head-to-toe assessment
4. Venipuncture
5. Preparing and administering intravenous medications

Students will have the opportunity to practice skills. All of these skills will be evaluated on a pass/fail basis. Skills may be repeated once if not passed on the first attempt.

**LATE WORK, ATTENDANCE, AND MAKE UP WORK POLICIES:**

No assignments will be accepted after the due date.

**STUDENT BEHAVIORAL EXPECTATIONS/CONDUCT POLICY:**

Students are expected to maintain classroom decorum that includes: respect for other students; respect for the instructor; prompt and regular attendance; and an attitude that seeks to take full
advantage of the education opportunity. Electronic devices such as laptop computers may be used in the classroom for educational purposes only.

**MCC ACADEMIC INTEGRITY STATEMENT:**

The Center for Academic Integrity, of which McLennan Community College is a member, defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

**MCC ATTENDANCE POLICY:**

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

Please refer to the [Highlander Guide](#) for the complete policy.

More specific attendance information can be found under [ADN Attendance Policy](#).

**ADN ATTENDANCE/ABSENCES:**

Regular and punctual attendance is expected of all students. Each instructor will maintain a record of attendance for the entire length of each course. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. In the case of online and hybrid course, attendance will be determined in terms of participation, as described in the course syllabus.

Absence from 7 hours of scheduled face-to-face class meetings will be taken as evidence that a student does not intend to complete the course. The student has the opportunity to
initiate a meeting with the instructor should any extenuating circumstances occur and require absence from class. The student should contact the instructor (Susan Olson) by cell phone (254-855-1702) or email (solson@mclennan.edu) as soon as possible prior to or after the absence to discuss issues. After discussion of circumstances, the instructor and Program Director will make a determination whether the student will be withdrawn from the course with a grade of W. The instructor and/or Program Director may reinstate the student if satisfied that the student will resume regular attendance and will complete the course. If the student’s 7 hours of absences are reached after the official drop date, the teaching team may assign a W, if the student is passing and requests to be withdrawn. However, if a student who is not passing reaches the 7 hours of absence point after the official drop date, the student will receive an F. In extenuating circumstances, the instructor or Program Director may assign a W to a student who is not passing.

1. A student not present during the taking of attendance at the beginning of class will be absent. Any student arriving after attendance is taken, is responsible for notifying faculty before leaving scheduled class time of tardiness to avoid accruing an absence. Three tardies will be counted as a full class absence or actual class time missed, whichever is greater.

2. Students needing to leave early from class must sign out with faculty and will be counted absent for remainder of class. Three early departures will count as a full class absence or actual class time missed, whichever is greater.

In addition to the above information, each student must be “present” each week in the online portion of the course. “Presence” in the online portion will be evidenced by completion of assignments within the assigned week. Students who do not participate during any given week will be given a zero for the weekly activities.

ADA STATEMENT:

In accordance with the requirements of the Americans with Disabilities Act (ADA), and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), MCC’s designated ADA coordinator, Mr. Gene Gooch - Vice President, Finance and Administration shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Ms. Renee Jacinto, Disabilities Specialist, Student Services Center, Student Development Department, Room 227 or at 299-8122 or rrjacinto@mclennan.edu
TITLE IX

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX)

In accordance with the requirements of the Title IX Education Amendments of 1972 MCC’s designated Title IX Coordinator, Al Pollard – Vice President, Program Development/EEO Officer and Deputy Coordinator, Phyllis Blackwood – Director of Human Resources shall be responsible for coordinating the College’s effort to comply with and carry out its responsibilities under Title IX.

Contact information
Al Pollard, Title IX Coordinator
Vice President, Program Development
McLennan Community College
Administration Building, Room 408
1400 College Drive
254-299-8669
FAX 254-299-8654
apollard@mclennan.edu
Phyllis Blackwood, Title IX Deputy Coordinator
Director, Human Resources
McLennan Community College
Administration Building, Room 101
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FAX 254-299-8592
pblackwood@mclennan.edu

SUBJECT TO CHANGE DISCLAIMER

The policies, regulations, procedures, and fees associated with this program are subject to change without prior notice, if necessary, to keep College and program policies in compliance with State and Federal laws and/or with rules related to the program’s accrediting agency. The College and the program reserve the right to change curricula, rules, fees, and other requirements, of whatever kind, affecting students in any way. The provisions of this document do not constitute a contract, express or implied, between any applicant, student, faculty or staff member and McLennan Community College or this program.

Please see the Course Calendar and Unit Guides for lecture topics, major tests, and major assignment due dates. The schedule is subject to change. If any changes are made to the calendars and/or schedule, students will be notified through class announcements, Blackboard announcements, or through student email.
DOSAGE CALCULATION EXAM

Instruction Sheet for Dosage Calculation Exams and Clinical

1. Dosage Calculation Exams will have 20 questions. Students will be given 1 hour to complete this exam. Students with accommodations must test in testing center.

2. Conversion or equivalency charts will not be used during examinations. Students may use approved non-memory calculator for Dosage Calculation Exams. To receive credit answer must be on answer line. On theory exams, students will use the calculator available through the online testing program. Dosage calculation answers must be typed on the answer line with correct label when using the online testing program. Calculations used to determine answers must be shown on blank sheet of paper handed out by instructor in order to receive credit for the question. Paper will be turned back in to instructor when exam is finished.

3. One of the 2009 Patient Safety Goals requires that the rules for the use of a trailing zero or leading zero must be followed when writing a medication dosage on a patient chart.
   A. Use of trailing zero: If the dosage is 1 mg only, write 1 mg. Writing this as 1.0 mg could be misread and more than 1 mg administered. If the dosage is 1 tablet, only write 1 tablet and not 1.0 tablet. The use of an inappropriate trailing zero on an exam will result in the problem being counted wrong even if the math calculation is correct.
   B. Use of leading zero: If the dosage is .5 mg or tablet, the dosage must be written as 0.5 mg or 0.5 tab. Omission of a required leading zero will result in the problem being counted wrong even if the math calculation is correct.

4. All calculations should be carried to the nearest hundredth and maintained at hundredths until arriving at the final answer. Final answers should be rounded to the nearest tenth with some exceptions. Tablets should be rounded to the nearest 0.5 (1.52 tablets becomes 1.5 tablets).
   A. Rules to be followed in rounding decimals:
      1) if the last digit to the right is less than 5, drop the last digit without changing the number to its immediate left
      2) if the last digit to the right is 5 or greater, drop the last digit, and add 1 digit to the number at its immediate left
      3) Examples: 3.45 becomes 3.5, 3.43 becomes 3.4

5. Final answers in the metric system must be in decimal form (Example: 0.5). Final answers with the decimal point in the wrong place are incorrect.

6. Final answers should always be in a whole number for units, seconds, and drops.

7. In clinical practice, values less than 1 mL should be rounded to the nearest hundredth.
   A. Example: 3.458 becomes 3.46 and 3.452 becomes 3.45.
8. In *clinical practice*, all medications less than 1 mL must be measured in a 1 mL syringe.

9. All syringes containing medications must be labeled in the medication room with patient name, ID number, medication name and dosage.

10. For conversions, use equivalents on the Equivalent Table.

11. When determining the therapeutic range of a medication, you must complete your problem for both the high end and the low end of the range. Then, figure the dose ordered and compare to that range. If dose is too high then it may be a toxic level; if dose is too low then it may be a sub-therapeutic level.

12. Students must make a 90% or better (ADN) or 80% or better (VN) on the dosage calculation exam. If a student does not make a 90% or better (ADN) or 80% or better (VN), they must complete a remediation activity. Once this is completed, the student will then have a second opportunity to take an equivalent dosage calculation exam. If the score is less than a 90% (ADN) or 80% (VN) on the 2nd dosage calculation exam, the student must complete additional remediation. Once remediation is completed, the student will then have a 3rd opportunity to take an equivalent dosage calculation exam. If a 90% (ADN) or 80% (VN) or better is not achieved on the 3rd dosage calculation exam, the student will be withdrawn from the program.

13. All dosage calculation exams will give directions in the stem of the question to which place value the answer will be carried out with the exception of units, seconds, drops, tablets.
   A. Example: “As the nurse, you will administer ____ gtt/min.”
   B. Example: “As the nurse, you will administer 0.1 mL every _____ seconds”

**EQUIVALENTS TABLE**

The following are accepted equivalents for use in the Associate Degree Nursing Program.

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<tr>
<th>Metric</th>
<th>Apothecary</th>
<th>Household</th>
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<td>1 mg = 1000 mcg</td>
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<tr>
<td>60 mg</td>
<td>1 grain [gr]</td>
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<td>1 gram [g, gm, G, GM] = 1000</td>
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<td>1 kilogram [kg]</td>
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<td>30 ml</td>
<td>1 ounce [oz]</td>
<td>1 ounce [oz]</td>
</tr>
<tr>
<td>1000 ml = 1 liter [L, l]</td>
<td></td>
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</tr>
</tbody>
</table>