I. INTRODUCTION

A. **Course Description:** Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families are presented. This course lends itself to a blocked approach. The concepts of communication, caring, community, and critical reasoning are used throughout the course. Mental Health Nursing is a classroom course. The course has resources on Blackboard to assist students. Students must come to campus to take their exams.

B. This is a required course in the Associate Degree Nursing curriculum.

C. This course is occupationally related and serves as preparation for careers in Nursing (Associate Degree Nursing).

1. BIOL 2401, Anatomy & Physiology I
2. BIOL 2402, Anatomy & Physiology II
3. RNSG 1115, Health Assessment
4. RNSG 1105, Nursing Skills
5. RNSG 1301, Pharmacology
6. RNSG 1413, Foundations for Nursing Practice
7. RNSG 1262, Clinical - Nursing I

D. Corequisites:

   None

E. **Secretary’s Commission on Achieving Necessary Skills (SCANS) and Differentiated Entry Level Competencies (DELC)**

   Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and foundation skills (F). The DELC competencies that are implemented in RNSG 2213 are also alphanumeric coded as Member of a Profession (MOP); Provider of Patient Centered Care (PPCC); Patient Safety Advocate (PSA); and Member of a Health Care Team (MHCT).
II. LEARNING OUTCOMES

Upon successful completion of this course, Mental Health Nursing, the student will:

A. Use therapeutic communication with clients and families. (C7, C13, F5, F6, F15, PPCC-2, MHCT-1)

B. Utilize critical reasoning skills and a systematic problem-solving process as a framework for providing care to clients and families experiencing mental health problems. (C1, C5, C6, C15-C17, F1-F4, F7-F12, PPCC 1, 3, 5)

C. Utilize evidence-based practice, critical reasoning skills and a systematic problem-solving process as a framework for providing care for the cultural, religious, ethnic, and socially diverse mental health client and family within the regional, national, and global community. (C 5, 7, 14, 15; F 7, 8, 9, 10, 11, 12) (PPCC 2, 3, 5, 7)

D. Explain the roles of the associate degree nurse in caring for clients and families experiencing mental health problems. (C4, C9, C11, C18-C20, F7, F8, MOP 1; MHCT 2)

E. Describe principles of health promotion, to include teaching-learning principles, utilized in the community in preventing mental health issues from disrupting a person’s roles, relationships, and activities of daily living. (C3, C4, F15, PPCC 5, 7, 8; MHCT 3)

F. Describe the use of therapeutic communication techniques to maintain effective interpersonal relationships with clients and families seeking help for mental health issues. (C7, C13, F5, F6, PPCC 3; MHCT 1, 2)

G. Describe the caring, ethical, and legal parameters of nursing care for clients seeking help for mental health issues. (C2, C12, C14, F13, F16, F17; MOP 1, 4, 5; PSA 1, 3; MHCT 2)

H. Demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope and Standards of Practice, and Social Policy Statements in all class related interactions. (C9, 11, 14, 15; F15, 16, 17) (MOP A3; PPCC B2, B5; MHCT D4).

III. INSTRUCTIONAL MATERIALS

A. Instructional Materials:
1. Instructional materials for this course are viewable at http://www.ctcd.edu/books
2. Non-scientific calculator
3. #2 mechanical pencils
4. 4 scantrons

B. Computer Accessibility

Accessibility to computer hardware and software that will support the completion of assignments on the internet, intranet, DVD, CD, or other electronic delivery is also required.
C. Supplementary Reading (not required):
Some selected web sites:
http://www.aap.org/
http://www.nursingworld.org
http://www.webmd.org

**Alcoholism**
Alcoholics Anonymous: www.alcoholicsanonymous.org
Al-Anon: www.al-anon.org
Al-Ateen: www.alateen.org
National Association for Children of Alcoholics: www.nacoa.net

**Alzheimer’s disease**
Welcome to the Alzheimer’s Association: www.alz.org
National Institutes of Health: www.nih.gov

**Attention Deficit Hyperactivity Disorder**
Children and Adults with ADD: www.chadd.org
National Center for Learning Disabilities: www.ncld.org
ADD helpline: www.addhelpline.org

**Autistic Disorder**
Autism Society of America: www.autismsociety.org
Center for the Study of Autism: www.autism.org
National Alliance for Autism Research: www.naar.org

**Bipolar Disorder**
American Psychiatric Association: www.helping.apa.org
National Depressive and Manic-Depressive Association: www.ndmda.org
National Mental Health Association: www.nmha.org
National Alliance for the Mentally Ill: www.nami.org

**Major Depression**
American Association of Suicidology: www.suicidology.org
American Psychological Association: www.psych.org
American Psychological Association: www.helping.apa.org

**Eating Disorders**
National Association of Anorexia Nervosa and Associated Disorders: www.anad.org
Overeaters Anonymous: www.overeatersanonymous.org
American Anorexia Bulimia Association: www.aabainc.org

**Obsessive-Compulsive Disorder**
American Psychiatric Association: www.psych.org
American Psychological Association: www.helping.apa.org
Anxiety Disorders Association of America: www.adaa.org
Obsessive Compulsive Foundation: www.ocfoundation.org

**Posttraumatic Stress Disorder**
American Psychiatric Association: www.helping.apa.org
American Psychological Association: www.psych.org
National Center for Posttraumatic Stress Disorder: www.ncptsd.org
Rape-trauma Syndrome
Arming Women Against Rape and Endangerment: www.aware.org
National Institutes of Health: www.nih.org
Women Organized Against Rape: www.woar.org

Schizophrenia
American Psychiatric Association: www.helping.apa.org
American Psychological Association: www.psych.org
National Alliance for the Mentally Ill: www.nami.org

Substance Abuse and Dependence
Nar-Anon: www.naranon.com
Narcotics Anonymous: www.na.org
National Council on Alcoholism and Drug Abuse: www.ncadd.org
National Center on Addiction and Substance Abuse: https://www.centeronaddiction.org
Substance Abuse and Mental Health Service Administration: https://www.samhsa.gov

D. Supplementary Materials: Various electronic media systems, computer software audio and web sites, experiential group exercises, and simulated situations as suggested by the instructor to enhance clinical practice in nursing.

E. References: Current professional nursing journal article readings are used to supplement dated textbook information.

F. Library Resources: It is expected that all students in this course will have a working knowledge of the Oveta Culp Hobby Memorial Library and off-site access to library resources.

G. Current practice guidelines set forth by Occupational Safety & Health Administration (OSHA) and the National Institute for Occupational Safety and Health (NIOSH) related to safe patient handling and ergonomics will be implemented.

H. Six areas of core competencies, as delineated by the Quality and Safety Education for Nurses (QSEN) project, will be taught and evaluated in relation to the course objectives and content for RNSG 2213. The (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare system within which they work. The six core competencies are patient-centered care, teamwork and collaboration, evidence practices, quality improvement, safety, and informatics.

IV. COURSE REQUIREMENTS

A. Reading Assignment: In preparation for all classes, it is expected that the student first read the lecture objectives and then the assigned required reading and Power Points. These are located in the RNSG 2213 Blackboard Course under Lessons.
B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers:

1. Submitting Written Assignments: All written assignments are to be completed independently unless instructed otherwise. All assigned written work must be submitted at the designated time. Late papers will receive a grade of “0” points.

2. The “Course & Testing Policy” fully explains the grading policy, exam dates and times, time limitations, review, challenge policy, and counseling. Please refer to last page of this syllabus.

3. HESI Testing: Health Educations Systems Inc., (HESI) testing must be completed by the assigned due date. Failure to successfully complete all assigned exam(s) will result in an “Incomplete” (IP) grade for the course. The student will complete the required proctored Evolve Reach Specialty (HESI) exam for each designated RNSG course as scheduled by the faculty. The student must successfully complete the required HESI exam(s) for each semester at or above the HESI National Average Score on the scheduled date. Students who do not score at or above the HESI National Average Score will be required to complete remediation. Failure to complete remediation requirements will result in an incomplete (IP) for the course. Remediation is MANDATORY and 2 hours is required for completion of Remediation. Remediation will be done by the due date posted by the Instructor once the Proctored HESI exam is completed.

An Evolve Reach Specialty Exam will be scheduled in Semesters 1, 2, and 3 during these courses: RNSG 1413 (Foundations Exam), RNSG 1229 (Foundations Exam), RNSG 1331 (Health Assessment Exam), RNSG 1347 (Pharmacology Exam), and RNSG 2213 (Mental Health Exam). These exams will count toward the course participation grade.

If the composite score of the Evolve Reach Specialty Exam is less than the HESI National Average Score, a required counseling session with the course faculty will be held.

Statistical data generated according to student responses will be available through the Evolve site https://evolve.elsevier.com/staticPages/s_index.html for each student for the purpose of self-directed remediation in identified areas that do not meet the HESI National Average Score.

HESI Testing in Semester 4: The RN Exit exam will be given during semester four in RNSG 2331. The exam will be administered and completed on the scheduled dates. Two attempts will be required for completion of the RN Exit exams. The RN Exit exams provide a conversion score, which is a weighted percentage score. The highest conversion score attained will be used as the student’s final exam grade.

All HESI RN Exit Exams (two) are mandatory for all fourth semester students. If the recommended score of 850 is not obtained on RN Exit 1, mandatory self-remediation is required PRIOR to taking the next scheduled
exam. A counseling session must be held with a faculty facilitator and remediation must be documented. Counseling and remediation is mandatory, failure to take both exit exams or complete required remediation will result in course incomplete (IP). The final grade will not be configured until meeting the above requirements.

Any student repeating a course will be required to re-take the HESI exam associated with that course even if the student passed the HESI exam the first time.

C. Class Performance:
1. Attendance Policy: Student enrolled in RNSG 2213 will adhere to the expectations outlined by CTC student handbook.
2. Examinations will be given on dates noted on Syllabus Page 2 in the Course Schedule. (See V. Examinations for policy)
3. The faculty reserves the right to adjust the student’s participation grade based upon class performance/behavior/civility/discussion board and written communication in this online course.

D. Participation:
1. Students are expected to be prepared, to contribute to class discussion, and to participate in all class activities. The participation grade for theory courses will include positive contributions to class, meeting activity objectives, and demonstrating civility. Failure to participate will result in grade point deduction. (See VI. Semester Grade Computation)

E. Other requirements:
1. Following an illness or other medical or mental health related event, during the duration of clinical internship, the student may be required to obtain a release from their health care provider prior to returning to the classroom/lab/clinical agency/site. The required release must include 1) when the student can return to school/clinical and 2) specific limitations on activity level, if any.
2. The student scoring <75% on any exam must contact the course faculty for counseling within one (1) week after completing the exam. There is face to face exam reviews in this course.

F. Progression: A student must successfully complete RNSG 2213 in order to progress to the third semester. A student must successfully complete RNSG 1251, RNSG 1331, RNSG 2213, and RNSG 1363 in order to progress to the third semester.

If withdrawal occurs for any reason from any of the co-requisite nursing courses, RNSG 1251, RNSG 1331, or RNSG 2213, withdrawal from the corresponding clinical course, RNSG 1363 Nursing Clinical II, is required. If a student has a previous RNSG course failure, the student will be allowed to register for only one RNSG course during each summer session. Exceptions to this policy will be made on an individual basis by the Admission & Standards Committee recommendations.
G. **Scholastic Honesty:** The following statement is published in the Central Texas College Catalog and all RNSG 2213 students are expected to abide by this policy.

“All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following are considered examples of scholastic dishonesty:

1. **Plagiarism** - the taking of passages from the writing of others without giving proper credit to the sources.
2. **Collusion** - using another’s work as one’s own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.
3. **Cheating** - giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and subject to disciplinary action, which may include suspension and expulsion.”

RNSG 2213 students are expected to abide by this policy.

H. **Office Hours:** Each faculty member keeps office hours for the purpose of conferring with students. Students are encouraged to make appointments with the faculty to discuss their needs and/or problems related to RNSG 2213. Please use the phone at the reception desk to call the faculty member’s office before your appointment.

V. **EXAMINATIONS**

A. Examination dates are identified on Syllabus Page 2 in your Online RNSG 2213 Mental Health Nursing course on Blackboard.

1. Exams consist of:
   a. Multiple choice questions;
   b. Alternate format questions;
2. The student will be allowed (as close to) 1.56 minutes per test item as is possible, given the class schedule time.
3. An exam review will be provided following each exam, including the final exam. The date, time and place will be announced prior to the exam. **Attendance is voluntary.**

4. **Testing Policy:** Test Exams will not be manipulated by the student or faculty in any form. Tests will be given in the Par-Score written format. Computer testing is being developed and will be implemented once it is available.

5. Challenges to test questions must be made during the test review. To challenge a question during the test review, you may submit your challenge in writing to the professor/proctor. These comments will be reviewed by the course faculty and their decision will be final.

6. Examinations will be given on dates noted on the daily plan. If a student cannot attend an examination, the course coordinator/professor must be
notified at their office number or email (Sharbert@ctcd.edu) before the examination is given. It is your responsibility and a requirement to notify the professor in advance of any absence to retain the privilege of submitting make-up work without grade penalty. Make-up examinations may include a variety of formats to include essay. Students requiring a make-up exam will report to the Department of Nursing at 9 am on the Friday following the missed exam. If the rescheduled opportunity is missed there will be no other opportunities afforded. RNSG 2213 follows the testing policy published in the Department of Nursing Student Handbook.

7. A student scoring 75% or less on any exam must contact the course faculty according to Department policy: the contact must be made within one week of the test date. Once a subsequent exam has been administered, no prior exam test question may be challenged.

B. Examination grades alone will not ensure successful completion of the course.

C. This course is divided into 10 lessons. Pre-Tests and Post-Tests are optional supplements to learning process. These are accessed on Evolve.

D. Evolve HESI Exams: You will receive 10 points for successfully passing the HESI exam with a score of 850 or higher. These points are added only after you meet the requirements of scoring at least 270 on all exams or 75%. The HESI Practice Exam and Quiz is Mandatory and are required prior to taking the Proctored HESI. You may take the HESI practice Exams as many times as needed. You will receive 0 points for the HESI Practice Exam and Quiz, as this is mandatory before being allowed to sit for the Proctored HESI Exam.

VI. SEMESTER GRADE COMPUTATIONS

A. The course grade is determined by written examinations and participation. The participation points will be added to the exam points after the student achieves a 75% exam average. In order to pass RNSG 2213, the student must achieve 300 points total.

B. The requirements for determining course grades are:

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<tbody>
<tr>
<td>Exam #1</td>
<td>90</td>
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<tr>
<td>Exam #2</td>
<td>90</td>
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<tr>
<td>Exam #3</td>
<td>90</td>
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<tr>
<td>Final #4</td>
<td>90</td>
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<tr>
<td>Maximum Total Exam Points</td>
<td>360</td>
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<tr>
<td>Participation Points</td>
<td>10</td>
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<tr>
<td>Assignment Points</td>
<td>30</td>
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<tr>
<td>Total Course Points</td>
<td>400</td>
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The student must earn 270 of the available 360 points on the cumulative exam average before the participation grade and assignment points are added to their final course grade.
The assignment and participation grades of no more than 40 points will be added after achieving the minimum of 75% on exam grades (i.e., > 210 points). Participation points are determined by participation in the following activities: HESI Evolve Psychiatric Mental Health Practice Exam and Practice Quiz in order to sit for the Proctored Psychiatric Mental Health Exam; Discussions Board Questions. Assignment points of no more than 30 points (e.g. and as applicable: Group Project; Self-Assessment 1, 2, 3; Non-Proctored Medication Quiz; 7 HESI Case Studies/Tests discussion board participation, assigned reading, remediation, case studies, medication quiz) will be added after achieving the minimum of 75% on exam grades (i.e., >270 points). The student must have a total of 300 points to pass the course.

Participation and Assignment points are determined through Evolve submissions and through Blackboard. A grade of “IP” will be given if the required Health Educations Systems Inc., (HESI) exam is not successfully completed by the assigned due date.

The student receiving 75% or greater on the exams (>270/360 points) will have the accrued participation and assignment points added to the exam points and their course grade will be reflected on the following scale:

- A = 360-400 points (This is 90-100% of credit)
- B = 320-359.99 points (This is 80-89.9% of credit)
- C = 300-319.99 points (This is 75-79.9% of credit)
- D = 240-299.99 points (This is 60-74.9% of credit)
- F = under 239 points (This is 0-59.9% of credit)

C. There is no rounding off the final theory average.

D. The student must earn ≥300 points to pass RNSG 2213.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: (Consistent with CTC policy)

B. Administrative Withdrawal: (Consistent with CTC policy)

C. Incomplete Grade: (Consistent with CTC policy)

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory or clinical area.

E. American’s With Disabilities Act (ADA): (Consistent with CTC policy)

“Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.”
F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Support Services: The College offers a variety of support services to students. Refer to the CTC website: www.ctcd.edu and click on “Current Students” from the Main Menu then “Texas Students”, then “Student Support Services.”

I. Statement on Harassment and Discrimination: (Consistent with CTC policy)

J. Inclement Weather: Information about class cancellation or delay because of inclement weather can be obtained by listening to KNCT-FM (91.3 on the FM dial) or by calling (254) 501-3100 (Central Texas College Inclement Weather Information Line).

VIII. COURSE OUTLINE

A. Text Book Units
   I. **Unit One**: Foundations in Theory
   II. **Unit Two**: Foundations for Practice
   III. **Unit Three**: Psychosocial Nursing Tools
   IV. **Unit Four**: Psychobiological Disorders
   V. **Unit Five**: Trauma Interventions
   VI. **Unit Six**: Interventions for Special Populations
   VII. **Unit Seven**: Other Intervention Modalities (Not Tested)

B. Learning Outcomes: Upon successful completion of these lessons, the student will:
   1. Discuss factors that can affect the mental health of individuals across the life span and the ways that these factors influence holistic nursing care that includes the client’s physical, emotional, cultural, religious, ethnic, and psychosocial.  *(C7; F9) (PPCC 2, 7; MHCT 1)*
   2. Explain the guidelines for therapeutic communication with clients and their families.  *(C5,7; F12) (PPCC 8; MHCT 1)*
   3. Demonstrate the steps of the mental status assessment of the client.  *(F9; 12) (PPCC 2, 3)*
   4. Relate ways of promoting optimum health for the client with mental health issues; include incorporation of interdisciplinary collaboration.  *(F2, 6, 9) (PPCC 5, 8; MHCT 1)*
   5. Relate the impact of emergency intervention, voluntary or involuntary hospitalization, medication, in/outpatient treatment, and rehabilitation on the client with moderate, severe or psychotic psychobiological disorders, and their family.  *(C7; F12) (PPCC 7; PSA 2; MHCT 1, 3)*
   6. Safely administer medication to clients through psycho-educational groups or to individual clients with various mental health conditions, in various settings and at various stages of growth and development.  *(C5, 8; F3, 7, 9, 12) (MOP 1; PPCC 4)*
7. Identify the appropriate assessments of a client with various mental health conditions and the expected findings. (C 5, 7; F 8, 11, 12) (PPCC 2, 3)

8. Formulate, design, and implement nursing care for a client with a specific mental health conditions using the nursing process. (C5; F9) (PPCC 3, 5)

9. Design a teaching plan for a client and their family with various mental health conditions. (C8, 10; F9, 12) (PPCC 8; MHCT 1)

10. Present a medication teaching plan that incorporates nutritional considerations and the national patient safety goals for clients with mental health issues. (C8, 10; F9, 12) (PPCC 8, PSA 1)

11. Identify regional, national, and global community resources available to the client and family. (C 5, 8, 11, 13) (PPCC 9; MHCT 3)

12. Relate the legal/ethical considerations in the treatment of a client with mental health conditions. (C12; F9, 17) (MOP 1; PSA 1; MHCT 2)

C. Equipment and Materials: As identified for each lesson located on Blackboard.

D. Audio-Visual Aids: AV’s are identified on Blackboard for each lesson.

E. Lesson Outline: The lesson outline is identified in Blackboard.

IX. TEACHING LEARNING ACTIVITIES

A. Reading Assignments: The reading assignments and other assignments are listed on the Blackboard CTC website (RNSG 2213 Mental Health Nursing). The date each assignment is due is in the Blackboard course, Syllabus Page 2, Assignments and Course Schedule, and under Assignments or Lessons. The student is expected to read the required readings, view any required media assignments, and complete any other required participation requirements and assignments for the unit of study covered on the Course Schedule. (C 1, 3)

B. Auto-Tutorial: For some units of study, audiovisual materials, electronic media methods, and computer software, including Virtual Clinical Excursions (VCE), may be assigned. These interactive media programs may be viewed in the learning laboratory. The student will be tested over material from these supplemental assignments. (C 8, 18)

C. Self-Directed Study: Each student enters the program with varied backgrounds, educational preparations and rate of learning; therefore, to enhance the teaching-learning process, the student is expected to develop an attitude of self-direction in acquiring knowledge. This course is fast paced, with new material covered daily. Class time is designed to supplement and clarify assigned learning activities. Please set up an appointment time with the appropriate faculty, if further assistance is needed. (F 11, 13, 16)

D. Class Presentation: A variety of teaching methods (to include but not limited to text book power points, discussion through Blackboard Messages, Discussion Board, and professor feedback to assignments and participation requirements, interactive electronic media and software instruction, audio visuals) will be utilized to present material on assigned units of study. It is the student’s responsibility to be familiar with assigned material and to ask questions for clarification through during class or as Assignments and Participation activities are done. (F 13)
E. **Drug Information:** Drugs pertaining to the units of study are listed in writing in the text and exam study guides. The student will be required to identify the classification, generic name, trade name (we are moving away from brand names), physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, adverse reactions, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs. Also, the student **must** demonstrate basic mathematical skills necessary for practical problem solving for safe drug administration. *(F 3, 4)*
These rules are standard rules of rounding that apply across the curriculum unless otherwise specified on an exam. All answers must be correctly labeled or they are wrong.

1. Never round off until the final answer.
2. When rounding, the general rule is: 5 and above round up; 4 and below round down. However, never round up when figuring problems for pediatrics/infants. Refer to the required dosage calculation text for specific examples.
3. Milligrams/dose- round to the tenths place. (Exception: see rule #9)
4. Milliliters/dose- round to the tenths place unless the amount is less than 1 ml, then round to the hundredths place.
5. Milliliters or ounces/feed- round to the tenths place.
6. Milliliters/hour- round to the tenths place.
7. Drops (gtt)/minute- round to the whole number.
8. Insulin should be given as ordered. DO NOT round off.
9. Digoxin and heparin should be rounded to the thousandths place (mg/dose only).
10. Amounts less than 1 should be preceded by a 0 and a decimal point. Refer to the required dosage calculation text for specific examples.
11. No “trailing” zeros. Ex: 5 mL, not 5.0 mL; 0.4 mL, not 0.40 mL.
12. Microdrip tubing has a drop factor of 60gtt/mL. Macrodrip tubing has a drop factor of 10, 15, or 20 gtt/mL.
13. To convert pounds and ounces to pounds, divide the ounces by 16. For example: weight = 7 lb, 10 oz; 10/16 = 0.625; so weight is 7.625 lb.
14. Conversions you must know:
   - 1 pound (lb) = 16 ounces (oz)
   - 1 kilogram (kg) = 2.2 pounds (lb)
   - 1 kilogram (kg) = 1000 grams (g)
   - 1 gram (g) = 1,000,000 micrograms (mcg)
   - 1 gram (g) = 1000 milligrams (mg)
   - 1 milligram (mg) = 1000 micrograms (mcg)
   - 1 unit (U) = 1000 milliunits (mU)
   - 1 liter (L) = 1000 milliliters (mL)
   - 1 ounce (oz) = 30 milliliters (mL)
   - 1 teaspoon (tsp) = 5 milliliters (mL)
   - 1 tablespoon (Tbsp) = 15 milliliters (mL)
   - 1 oz of breast milk = 20 kilocalories (kcal)
   - 1 oz of baby formula = 20 kcal unless otherwise specified in problem
1. **Exams I, II, III, IV will consist of 45 questions. You will have a total of 4 exams.**

2. A minimum total of 270 points of a possible 360 (75%) on the 4 exams must be achieved in order to be eligible for the earned participation and assignment points (Max: 40 points). The student must earn a total of 300 points to pass RNSG 2213. There is no rounding off the final theory average.

3. **Testing Policy**, once the student completed the test, they will no longer have access to the exam. It will not be manipulated by the student or faculty in any form. For example: by adding, omitting, or changing of the answers with the exception of adding alternate items and/or math answers by the faculty.

4. Exams will be given on the dates noted on the Assignment and Course Schedule, Syllabus Page 2 in your Blackboard RNSG 2213 Course. If a student cannot attend an examination; the course coordinator/faculty must be notified **before the examination is given**. According to the Central Texas College catalog, “When absence from class is necessary for any reason, it is your responsibility to arrange to make up assignments missed during the absence. Students are required to notify the instructors in advance of any absence to retain the privilege of submitting make-up work without grade penalty.” **Make – up examinations may be in essay format.** RNSG 2213 follows the testing policy published in the Department of Nursing Student Handbook.

5. Due to the CTC class schedule, 1.5 minutes per question will be the maximum time limit for the completion of Exam I, II, III, IV. A maximum of **70 minutes** will be allotted to complete all exams.

6. A test review will be provided immediately following each exam. **Attendance is voluntary.**

7. Issues concerning test questions must be made during the test review. To discuss a question during the test review, you must put your comments in writing. These comments will be reviewed by the course faculty and their decision will be final.

8. A student scoring 75% or less on any exam must contact the course instructor via e-mail (sharbert@ctcd.edu) or after class to an exam review and counseling. According to Department policy, individual contact/appointments with the course faculty must be made within **one week of the test date** for individual review of the exam. The exam may be reviewed with the faculty at a later date **but the appointment must be made within the one week** time frame. No exceptions! Once a subsequent exam has been administered, no prior exam may be reviewed or any prior test question challenged.

9. The faculty reserves the right to adjust the student’s participation grade upon performance/behavior/civility.

I fully understand the HESI Total Testing policy as outlined on page 6-7.

My signature acknowledges receipt of, and understanding of, the RNSG 2213 Course & Testing Policy and receipt of the RNSG 2213 Syllabus.

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**Printed Name**  
**Signature**  
**Date**

*Please make a copy for your records after signing*