TT

TEXTBOOK TESTBANKS

Test Bank for Henke's Med-Math 10th Buchholz

TEST BANK SAMPLE PREVIEW

PUBLISHER

Wolters Kluwer

COPYRIGHT

2023

RESOURCE TYPE

Test Bank

ISBN

9781975200206

Test Generator Questions, Chapter 2, Metric and Household Systems of Measurement

1. The patient/client is to receive docusate sodium 100 mg po bid. How many grams of medication would the patient/client receive with each dose?

A) 0.01

B) 0.1

C) 1

D) 10

Answer: B

Rationale: When you move from a smaller quantity (milligrams) to a larger quantity (grams), divide or move the decimal to the left. To convert 100 mg to grams, move the decimal point three places to the left, which equals 0.1 g. The Quick Method for changing milligrams to grams is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 g = 1000 mg; the gram is the larger measure (100 mg < x g). The arrow directs moving the decimal point three places to the left: 100 mg = 0.1 mg.

Format: Multiple Choice

Chapter: 2

Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies

Cognitive Level: Apply

Page and Header: 34, Converting Solid Equivalents

Integrated Process: Nursing Process

Objective: 2

2. The patient/client is to receive kanamycin sulfate 1 g po q6h for 5 days. How many milligrams of medication would the patient/client receive with each dose?
A) 1
B) 10
C) 100
D) 1000

Answer: D

Rationale: When you move from a larger quantity (grams) to a smaller quantity (milligrams), multiply or move the decimal to the right. To convert 1 g to milligrams, move the decimal point three places to the right, which equals 1000 mg. The Quick Method for changing grams to milligrams is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 g = 1000 milligrams; the gram is the larger measure (1 g > x mg). The arrow directs moving the decimal point three places to the right; 1 g = 1000 mg.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 34, Converting Solid Equivalents
Integrated Process: Nursing Process
Objective: 2

3. The patient/client is to receive digoxin 125 mcg po every day. What is the dose of this medication in milligrams?
A) 0.00125
B) 0.0125
C) 0.125
D) 1.25

Answer: C

Rationale: When you move from a smaller quantity (micrograms) to a larger quantity (milligrams), divide or move the decimal to the left. To convert 125 mcg to milligrams, move the decimal point three places to the left, which equals 0.125 mg. The Quick Method for changing micrograms to milligrams is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 mg = 1000 mcg; the milligram is the larger measure (125 mcg < x mg). The arrow directs moving the decimal point three places to the left (125 mcg = 0.125 mg).
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 34, Converting Solid Equivalents
Integrated Process: Nursing Process
Objective: 2

4. The patient/client is to receive levothyroxine sodium 0.175 mg every day. The medication is available as 175-mcg tablets. How many tablets should the patient/client receive?
A) 1/2
B) 1
C) 1½
D) 2

Answer: B

Rationale: When you move from a larger quantity (milligrams) to a smaller quantity (micrograms), multiply or move the decimal to the right. To convert 0.175 mg to micrograms, move the decimal point three places to the right, which equals 175 mcg.

The Quick Method for changing milligrams to micrograms is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 mg = 1000 mcg; the milligram is the larger measure (0.175 mg > x mcg). The arrow directs moving the decimal point three places to the right (0.175 mg = 175 mcg). If the desired amount of 175 mcg is the same as the available amount of 0.175 mg per tablet, then give 1 tablet.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 34, Converting Solid Equivalents
Integrated Process: Nursing Process
Objective: 2

5. The patient/client had 240 mL of milk, 180 mL of apple juice, and 120 mL of water with the 10 AM medications. How many liters would the nurse record as intake for the patient/client?
A) 54
B) 5.4
C) 0.54
D) 0.054

Answer: C

Rationale: When you move from a smaller quantity (milliliters) to a larger quantity (liters), divide or move the decimal to the left. To convert 540 mL to liters, move the decimal point three places to the left, which equals 0.54 L. The Quick Method for changing milliliters to liters is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 L = 1000 mL; the liter

is the larger measure (240 mL + 180 mL + 120 mL) = 540 mL < x L. The arrow directs moving the decimal point three places to the left: 540 mL = 0.54 L.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Analyze
Page and Header: 42, Metric Liquid Measures
Integrated Process: Communication and Documentation
Objective: 1

6. A nurse is preparing to talk with a patient/client about monitoring intake at home using common household liquid measures. Which measures would the nurse be likely to include in this discussion?
A) Gram, pint, tablespoon, teaspoon
B) Liter, gram, pint, quart
C) Pint, quart, tablespoon, teaspoon
D) Quart, liter, teaspoon, tablespoon

Answer: C

Rationale: The terms pint, quart, tablespoon, and teaspoon are considered household liquid measures. A gram is a solid metric measure. A liter is a liquid metric measure.
Format: Multiple Choice
Chapter: 2
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Page and Header: 41, Household System
Integrated Process: Teaching/Learning
Objective: 1

7. A client had the following clear liquid dinner: 4 tbsp of apple juice, 8 oz of beef broth, 4 oz of orange gelatin, and 1/2 pint of tea. What is the total intake the nurse should document in milliliters on the intake and output form?

A) 520

B) 590

C) 640

D) 670

Answer: D

Rationale: To estimate the total intake, convert the available amounts to the same liquid measure. In this case, use milliliters. The following equivalents are needed in order to solve this problem: 1 tbsp = 15 mL, 1 oz = 30 mL, and 1 pint = 500 mL. Therefore, 4 tbsp of apple juice × 15 mL = 60 mL, 8 oz of beef broth × 30 mL = 240 mL, 4 oz of orange gelatin × 30 mL = 120 mL, and 1/2 pint of tea × 500 mL = 250 mL. Add all quantities in milliliters: 60 + 240 + 120 + 250 = 670 mL.

Format: Multiple Choice

Chapter: 2

Client Needs: Physiological Integrity: Basic Care and Comfort

Cognitive Level: Analyze

Page and Header: 42, Conversions Among Liquid Measures

Integrated Process: Communication and Documentation

Objective: 2

8. How many milliliters would the nurse document on the intake and output form as being infused from a 1-liter intravenous solution bag if 550 mL remained in the bag?

A) 400

B) 450

C) 500

D) 550

Answer: B

Rationale: To estimate the amount of liquid that was absorbed, subtract the amount left in the bag (550 mL) from the total amount. Use the following equivalent (1 L = 1000 mL) to work in the same liquid measure. Therefore, 1000 mL (amount in a 1-L bag) − 550 mL (amount left in the bag) = 450 mL (amount of IV fluid infused).
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Analyze
Page and Header: 42, Metric Liquid Measures
Integrated Process: Communication and Documentation
Objective: 1

9. How many milliliters would the nurse document on the intake and output form as being infused from a 1-L intravenous solution bag if 125 mL was left in the bag?
A) 800
B) 825
C) 850
D) 875

Answer: D

Rationale: To estimate the amount of liquid that was absorbed, subtract the amount left in the bag from the total amount. Use the following equivalent (1 L = 1000 mL) to work in the same liquid measure. Therefore, 1000 mL (amount in a 1-L bag) − 125 mL (amount left in IV bag) = 875 mL (amount of IV fluid infused).
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Analyze

Page and Header: 42, Metric Liquid Measures
Integrated Process: Communication and Documentation
Objective: 1

10. The nurse documented that the patient/client voided 725 mL during the day shift. How many liters is this?
A) 0.0725
B) 0.725
C) 7.25
D) 72.5

Answer: B

Rationale: The Quick Method for changing milliliters to liters is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 L = 1000 mL; the liter is the larger measure (725 mL < x L). The arrow indicates moving the decimal point three places to the left. Therefore, 725 mL = 0.725 L.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Apply
Page and Header: 42, Metric Liquid Measures
Integrated Process: Communication and Documentation
Objective: 2

11. The patient/client has been measuring urine at home using a quart milk carton and states voiding 1½ quarts 2 days ago and 2¼ quarts yesterday. How many liters of urine is this?
A) 1.5

B) 2.25
C) 3.7
D) 3.75

Answer: D

Rationale: To estimate the total amount of liquid in liters, add 1½ quarts and 2¼ quarts and then convert quarts to liters using the equivalent: 1 quart = 1 liter. Therefore, 1.5 quarts + 2.25 quarts = 3.75 quarts. Since 1 quart = 1 liter, 3.75 quarts = 3.75 liters.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort Cognitive Level: Analyze
Page and Header: 42, Conversions Among Liquid Measures
Integrated Process: Nursing Process
Objective: 2

12. A patient/client prescribed 5 mL of cough syrup asks the nurse, "All I have at home is regular liquid measuring utensils. How much cough syrup should I take?" The nurse would instruct the patient/client to measure out how much of the cough syrup?
A) 1 teaspoon
B) 1 tablespoon
C) 1/2 ounce
D) 1/4 cup

Answer: A

Rationale: Equivalents between the household system and the metric system are not exact, but the following approximations can be made. A teaspoon = 5 mL. A

tablespoon = 15 mL. An ounce = 30 mL so 1/2 ounce = 15 mL. A cup = 8 ounces so 1/4 cup = 2 ounces.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 42, Conversions Among Liquid Measures
Integrated Process: Teaching/Learning
Objective: 2

13. What household measure might be useful to give 1/6 oz of a liquid medication?
A) 5 drops
B) 1 tsp
C) 5 mL
D) 1 tbsp

Answer: B

Rationale: Use two equivalents: 1 oz = 30 mL and 1 tsp = 5 mL. Therefore, 1/6 oz × 30 mL = 5 mL = 1 tsp. 1 tbsp = 15 mL and 5 drops = 1 minim.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 42, Conversions Among Liquid Measures
Integrated Process: Nursing Process
Objective: 2

14. A patient/client has an order for 1800 mL of water by mouth every 24 hours. How many ounces does the patient/client have to drink?

A) 30
B) 40
C) 50
D) 60

Answer: D

Rationale: Use the equivalent: 1 oz = 30 mL. To estimate the number of ounces in 1800 mL, divide 1800 mL by 30 mL, which equals 60 oz.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Apply
Page and Header: 42, Conversions Among Liquid Measures
Integrated Process: Nursing Process
Objective: 2

15. A patient/client weighs 130 lb. How many kilograms should the nurse document on the chart? Round to the nearest tenth.
A) 59
B) 59.1
C) 286
D) 286.1

Answer: B

Rationale: Use the equivalent: 1 kg = 2.2 lb. To convert pounds to kilograms, divide by 2.2 and round to the nearest tenth. Therefore, 130 lb ÷ 2.2 = 59.09. Round up to 59.1 kg.
Format: Multiple Choice
Chapter: 2

Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Apply
Page and Header: 41, Household System
Integrated Process: Communication and Documentation
Objective: 2

16. A patient/client weighs 4.5 kg. The nurse documents how many pounds as the weight on the chart? Round to the nearest tenth.
A) 2.2
B) 2.9
C) 9.2
D) 9.9

Answer: D

Rationale: Use the equivalent: 1 kg = 2.2 lb. To convert kilograms to pounds, multiply by 2.2 and round to the nearest tenth. Therefore, 4.5 kg × 2.2 = 9.9 lb.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Apply
Page and Header: 41, Household System
Integrated Process: Communication and Documentation
Objective: 2

17. The patient/client is to receive nitroglycerin sublingual tablet 0.4-mg tablet. How many grams of medication are in this tablet?
A) 0.0004
B) 0.004
C) 0.04

D) 400

Answer: A

Rationale: When you move from a smaller quantity (milligrams) to a larger quantity (grams), divide or move the decimal to the left. To convert 0.4 mg to grams, move the decimal point three places to the left, which equals 0.0004 g. The Quick Method for changing milligrams to grams is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 g = 1000 mg; the gram is the larger measure (100 mg < x g). The arrow directs moving the decimal point three places to the left (0.4 mg = 0.0004 g).
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 34, Converting Solid Equivalents
Integrated Process: Nursing Process
Objective: 2

18. An infant weighs 17 lb. How many kilograms should the nurse document for this infant's weight? Round to the nearest tenth.
A) 3.7
B) 7.7
C) 16.9
D) 37.4

Answer: B

Rationale: Use the equivalent, 2.2 lb = 1 kg. Convert 17 lb to kg by dividing 17 by 2.2 which equals 7.73 kg. Round to the nearest tenth by rounding down to 7.7 kg.

Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Apply
Page and Header: 41, Household Measures
Integrated Process: Communication and Documentation
Objective: 2

19. The nurse documented a temperature of 104.9° Fahrenheit. What is this temperature reading in Centigrade? Round to the nearest tenth.
A) 38.9
B) 39.8
C) 40.5
D) 41.2

Answer: C

Rationale: To convert from 104.9° Fahrenheit to Centigrade, use this formula: °C = (°F − 32) × 5/9. Therefore, 104.9 − 32 = 72.9 × 5/9 = 40.5° C.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Apply
Page and Header: 43, Temperature Conversions
Integrated Process: Communication and Documentation
Objective: 3

20. A patient/client was prescribed salmeterol, 50 mcg per inhalation, for prevention of bronchospasm. How many milligrams would the patient/client take with each inhalation?

A) 0.05
B) 0.5
C) 5
D) 500

Answer: A

Rationale: The Quick Method for changing micrograms to milligrams is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 mg = 1000 mcg. The milligram is the larger measure (50 mcg < x mg). The arrow directs moving the decimal point three places to the left (50 mcg = 0.05 mg).
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 34, Converting Solid Equivalents
Integrated Process: Nursing Process
Objective: 1

21. A healthcare provider ordered 1 L of dialysate solution, per each cycle or exchange of peritoneal dialysis. After the prescribed "dwell" time, ¾ of the solution (fluid plus waste products) drained. How many milliliters of solution remained in the patient's abdomen?
A) 125
B) 250
C) 500
D) 750

Answer: B

Rationale: Use the following equivalent, 1 L = 1000 mL, to work in the same liquid measure. Therefore, 1 L = 1000 mL (amount in 1 L of solution) and ¾ L = 750 mL (¾ × 1000 mL) amount drained. To estimate the amount of liquid remaining in the abdomen, subtract the amount of solution that drained from the total amount administered. Therefore, 1000 mL − 750 mL = 250 mL (amount of dialysate solution remaining in the abdomen).
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Analyze
Page and Header: 42, Metric Liquid Measures
Integrated Process: Nursing Process
Objective: 2

22. A patient/client was directed to take a laxative as bowel prep for a colonoscopy. The laxative, which is supplied as a powder, was mixed in 64 oz of a sports drink. The client drank 8 oz every 15 minutes for six times. How many milliliters of solution remained?
A) 240
B) 300
C) 360
D) 480

Answer: D

Rationale: Use the following equivalent, 1 oz = 30 mL, to work in the same liquid measure. The patient/client drank 48 oz of the solution (8 oz × 6 doses) from a 64-oz container. To estimate the amount of solution remaining, subtract the amount of solution already taken (48 oz) from the total amount available (64 oz), which equals 16 oz. Then, multiply the remaining ounces by the equivalent: 30 mL = 1 oz. Therefore, 30 mL × 16 oz = 480 mL.

Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Analyze
Page and Header: 42, Conversions Among Liquid Measures
Integrated Process: Nursing Process
Objective: 2

23. A healthcare provider prescribed 10 mg of an antibiotic per kilogram of body weight for a patient/client. How many grams per kilogram would the nurse give as the dose?
A) 0.001
B) 0.01
C) 0.1
D) 1

Answer: B

Rationale: Use the equivalents: 1 g = 1000 mg. When you move from a smaller quantity (milligrams) to a larger quantity (grams), divide or move the decimal to the left. To convert 10 mg to grams, move the decimal point three places to the left: 0.01 g. The Quick Method for changing milligrams to grams is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 g = 1000 mg; the gram is the larger measure (1000 mg < x g). The arrow directs moving the decimal point three places to the left (10 mg = 0.01 g).
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Analyze
Page and Header: 34, Converting Solid Equivalents

Integrated Process: Nursing Process
Objective: 2

24. A healthcare provider prescribed 15 mL of a drug per kilogram for a child. How many ounces per kilogram would the nurse give?
A) 0.5
B) 1
C) 1.5
D) 2

Answer: A

Rationale: Use the equivalent: 30 mL = 1 oz. To convert milliliters to ounces, divide by 30. Therefore, 15 mL ÷ 30 mL = 0.5 oz.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 42, Conversions Among Liquid Measures
Integrated Process: Nursing Process
Objective: 2

25. A patient/client was instructed to take 2 tablespoons of dextromethorphansyrup, twice daily, to relieve a cough. The patient/client was instructed that each dosage was equivalent to how many ounces?
A) 0.5
B) 1
C) 1.5
D) 2

Answer: B

Rationale: Use the equivalent: 1 tablespoon = 15 mL. Multiple 2 tablespoons × 15 mL = 30 mL. Use the equivalent to find the number of ounces: 30 mL = 1 ounce. Each dosage of 2 tbsp is therefore equivalent to 1 ounce.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 42, Conversions Among Liquid Measures
Integrated Process: Teaching/Learning
Objective: 2

26. The patient/client is to receive 0.05 mg of liquid digoxin once daily. The nurse would give how many micrograms of this medication for each dose?
A) 0.5 mcg
B) 5 mcg
C) 50 mcg
D) 500 mcg

Answer: C

Rationale: When you move from a larger quantity (milligrams) to a smaller quantity (micrograms), multiply or move the decimal to the right. To convert 0.05 mg to micrograms, move the decimal point three places to the right, which equals 50 mcg. The Quick Method for changing milligrams to micrograms is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 mg = 1000 micrograms; the milligram is the larger measure (1 mg > x mcg). The arrow directs moving the decimal point three places to the right (0.05 mg = 50 mcg).

Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 34, Converting Solid Equivalents
Integrated Process: Nursing Process
Objective: 2

27. The patient/client is to receive 250 mg of amoxicillin/clavulanate potassium orally, twice daily. The drug is available as 125 mg/5 mL. How many teaspoons of the medication would the patient/client take for one dose?
A) 0.5 teaspoon
B) 1 teaspoon
C) 1.5 teaspoons
D) 2 teaspoons

Answer: D

Rationale: The patient/client is to take 250 mg of amoxicillin/clavulanate potassium. If 125 mg = 5 mL then 250 mg = 10 mL. The patient/client would take 10 mL. Using the equivalent 5 mL = 1 teaspoon, 10 mL = 2 teaspoons.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Analyze
Page and Header: 42, Conversions Among Liquid Measures
Integrated Process: Nursing Process
Objective: 2

28. A patient/client weighed 50 kg on day seven of their hospitalization. The nurse noted that this was a loss of five pounds since admission. What was the patient/client's weight, in kilograms, on admission?

A) 44.5

B) 49.3

C) 52.2

D) 52.3

Answer: D

Rationale: Use the equivalent 1 kg = 2.2 lb. To convert kilograms to pounds, multiply by 2.2 and round to the nearest tenth: 50 kg × 2.2 = 110 lb. Next, add 5 lb to current weight of 110 lb = 115 lb as admission weight. To convert pounds to kilograms, divide by 2.2 and round to the nearest tenth: 115 ÷ 2.2 = 52.27; 52.27 rounded to the nearest tenth = 52.3 kg.

Format: Multiple Choice

Chapter: 2

Client Needs: Physiological Integrity: Basic Care and Comfort

Cognitive Level: Analyze

Page and Header: 33, Weight Equivalents

Integrated Process: Communication and Documentation

Objective: 2

29. A patient/client was prescribed Vitamin B_{12}, 2500 mcg, sublingually, daily. At the end of seven days, the patient will have taken how many milligrams of Vitamin B_{12}?

A) 2.5

B) 7.5

C) 17.5

D) 22.5

Answer: C

Rationale: The Quick Method for changing micrograms to milligrams is to write the equivalent that you need, show which way the decimal point should move by drawing an arrow, make sure the open part of the arrow always faces the larger measure, and remember that 1 mg = 1000 mcg. The milligram is the larger measure (2500 mcg < x mg). The arrow directs moving the decimal point three places to the left (2500 mcg = 2.5 mg). Next, multiply 2.5 mg × 7 days = 17.5 mg.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Pharmacological and Parenteral Therapies
Cognitive Level: Apply
Page and Header: 34, Converting Solid Equivalents
Integrated Process: Nursing Process
Objective: 2

30. A patient/client is on a fluid-restricted diet and is directed to take daily medications with 120 mL of water at home. The patient/client will use a measuring cup. How many ounces will the patient/client use when adhering to this restriction?
A) 2
B) 3
C) 4
D) 5

Answer: C

Rationale: Use the equivalent: 1 oz = 30 mL. To determine the number of ounces in 120 mL, divide by 30: 120 mL ÷ 30 mL, = 4 ounces. Therefore the patient/client will take their daily medications with 4 ounces of water.
Format: Multiple Choice
Chapter: 2
Client Needs: Physiological Integrity: Basic Care and Comfort
Cognitive Level: Apply

Page and Header: 42, Conversions Among Liquid Measures

Integrated Process: Teaching/Learning

Objective: 2