
**MIAMI DADE COLLEGE
MEDICAL CENTER CAMPUS
BENJAMIN LEÓN SCHOOL OF NURSING
REF# 13445 & 7557**

FALL 2021/2217

THE MISSION OF MIAMI-DADE COLLEGE IS TO PROVIDE ACCESSIBLE, AFFORDABLE, HIGH QUALITY EDUCATION BY KEEPING THE LEARNER'S AT THE CENTER OF DECISION MAKING AND WORKING IN PARTNERSHIP WITH ITS DYNAMIC, MULTI-CULTURAL COMMUNITY.

**MIAMI-DADE COLLEGE
MEDICAL CENTER CAMPUS
BENJAMIN LEON SCHOOL OF NURSING
NUR 1142: Introduction to Nursing Pharmacology and Mathematics
Level 1 Semester 1 Fall 2021 (2217)**

COURSE TITLE: Introduction to Nursing Pharmacology
COURSE NUMBER: NUR 1142
SCHEDULE DAYS: Wednesday 0900 & 1100
TERM: Fall 2021/2217
COURSE CREDITS: 1
REFERENCE: 13445 & 7557

INSTRUCTOR INFORMATION:

Name: *Rhea Davis*
Office: *School of Nursing*
Phone: *(305) 331-3909*
E-mail: *rdavis2@mdc.edu*

Office hours: by appointment only

COURSE DESCRIPTION:

Students will learn concepts of medications administration including dosage calculations, emphasizes critical thinking techniques to calculate dosages of medications effectively, accurately, and safely. It includes reading, interpreting, and solving calculation problems encountered in the preparation of medication. This course involves measurements within the apothecary, household, and metric systems. Learners will review basic math skills and learn various systems of measurement. Student will also learn Dimensional Analysis for calculating dosages of oral, powdered, and parenteral medications, pediatric and adult weight –based medication as well as intravenous medications. Prerequisites: Program Admission; co-requisites: NUR 1025, 1025C, 1025L, 1060C or NUR 1002, 1002L.

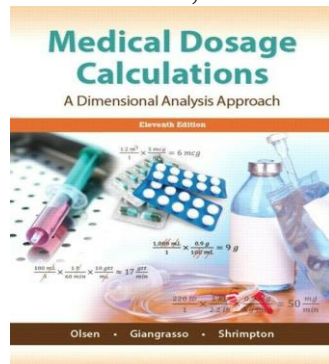
INSTRUCTIONAL APPROACH/STRATEGIES:

Will include, but not be limited to:
Lecture with group discussion, Multimedia presentations, Computer - based self-assessment Exercises, Blackboard collaborate, class participation, PowerPoint.

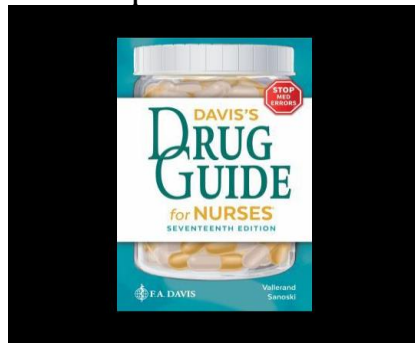
TEXTBOOKS

Required:

Emeritus, J., Giangrasso, A.D., & Shrimpton, D.M. (2016), *Medical dosage calculations: A dimensional analysis approach*. (11th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 987-0-13-394071-8



Valerand, A. & Sanoski, C. (2020). *Davis Drug Guide for Nurses*. (17th ed). Philadelphia: F.A. Davis Company. ISBN: 978-1719640053



MDC School of Nursing Faculty Associate Degree Nursing Curriculum Level 1
Modules



Components of Grade:

To measure comprehension and retention, students will be administered classroom quizzes, exams and homework throughout the semester. Student will be given 2 minutes per question on the exam.

Exams	3 Exams - (20% each)	60%
Comprehensive Final exam		35%
Homework, Activities and Assignments		5%
TOTAL COURSE GRADE		<hr/> 100%

Grading Scale:

93-100%	A
85-92%	B
77-84%	C
69-76%	D
Below 69%	F

Method of Communicating Grades:

Grades for each exam will be distributed to each individual within one week after taking the exam.

Make -up-Tests:

There will be no make-up tests during this course.

If students are unable to attend class on the day a test is scheduled, the weight of the final exam will be increased by the weight of test missed. Students must take the comprehensive final in order to successfully complete this course.

Test Review:

Faculty will review content when test results are distributed. Students who wish to review their own test must schedule an appointment with the faculty member within one week after receiving individual results. Individual appointments must be scheduled with the instructor/professor.

Academic Dishonesty

Academic dishonesty will not be tolerated. Students involved in any form of academic dishonesty including copying from others during an exam or allowing others to copy from your exam or otherwise helping other students with answers during an exam will face disciplinary sanctions in accordance with the College's Student Rights and Responsibilities Handbook. For more information, please obtain a copy of the Handbook at the Student Life Department or review it in the MDC student website.

Student Success/Retention

As adult learners' continuous self-assessment is the responsibility of each individual student. Students who are not meeting course objectives and/or requirements are responsible to seek tutorial/remediation. It is the student's responsibility to make an appointment with the course instructor for direction regarding remediation. Students who fail will be referred to remediate with math tutors at the Center for Learning and Simulation and submit the form after the appointment.

SMART PLAN POLICY:

The Benjamin Leon School of Nursing's goal is for every student to be successful throughout the nursing program. Nursing students are only allowed to repeat a course one time, if failed the second time, the student will be dismissed from the program. To avoid this from happening, and to remediate the student, a SMART Action Plan for Remediation has been developed for each nursing course. Each SMART Plan is specific for the failed course and focuses on student preparation and success. It is mandatory in the School of Nursing that any student who is unsuccessful in a course the first time must complete a Smart Plan before being allowed to re-take/re-register for the course. To initiate the SMART Plan, students must:

- a. Be advised and referred by their course instructor.
- b. Meet with a Retention Specialist who will initiate the SMART Action Plan.
- c. Complete all assignments with the Retention Specialist, who will verify your work and send a completion release to the student's program Department Chairperson.
- d. The Chairperson will be responsible for re-enrolling the student into courses and notifying the student's instructor of your completion status.
- e. Please see your Department Chairperson for more information.

Attendance:

Attendance is recommended in order for students to successfully meet the course objectives. Students who miss any scheduled lectures are responsible for acquiring the information from the professor or classmates.

Progression:

In order to progress to Level 1 Semester 2, students must earn a grade of 77% (C) or higher.

ACCESS STATEMENT:

By providing a variety of services that address a spectrum of disabilities, the ACCESS department works to ensure equal access and opportunity throughout the college experience. Students with a documented disability are encouraged to contact the campus ACCESS (Disability Services) Department **in advance** for information on appropriate policies and procedures for obtaining assistance. Retroactive auxiliary aids and services cannot be provided. The ACCESS department is located in Building 1, Room 1113, and can be reached at (305) 237-4027. Please note, it is the **student's responsibility to self-identify** at each campus where they are taking courses and seeking services.

TUTORING

To support the college's transition to remote learning, we will be providing tutoring through Blackboard Collaborate Ultra.

How to access a virtual tutor:

1. Select the campus where you typically meet with a tutor
2. Select the discipline you are requesting tutoring from
3. You will be connected to a Collaborate Ultra room and a staff member will further direct you

Need a tutor outside of the scheduled hours? Check to see if your professor has activated Smarthinking virtual tutoring in their Blackboard course. Smarthinking will pair you with a subject specific tutor 24/7.

FOR MORE INFORMATION CONCERNING LABS BY CAMPUS, PLEASE VISIT

<https://libraryguides.mdc.edu/c.php?g=636897&p=4456609>

IN THE EVENT OF REMOTE LEARNING

Student Expectations

- Student are expected to dress in their ironed green scrubs, hair must be off the collar, gentlemen neatly groomed, no dangling or hoop earrings, only one pair of post earrings is permitted, no visible tattoos, no necklaces or chains, 1 ring, and minimal makeup.
- Log in to the Blackboard Virtual Classroom at least 5 minutes prior to the class start to ensure you are in the class on time and cameras **must be on during class!!**
- Notify Faculty in a timely manner regarding any issues or concerns during the course.
- Successfully complete all Course assignments and ATI modules on time.
- Students are expected to meet course competencies per syllabus
- Use proper Netiquette when communicating in the on-line environment.
- Log into testing software at designated times for examinations:

Course Student Learning Outcomes:

Upon completion to this course the student with assistance from the faculty, will be able to:

1. Identify the elements of a medication order. (Meets Unit Objectives/ Competencies 2, & 3).
2. Recognize and differentiate the common abbreviations used in pharmacology. (Meets Unit Objectives/ Competencies 1)
3. Identify the appropriate quantities of medication used in connection with each of the different administration routes and forms of medication. (Meets Unit Objectives/ Competencies 1,2, & 3)
4. Identify and convert common equivalents and measures both within and among the metric, apothecary, and household systems. Use prescribed notations, forms, and rounding. (Meets Unit Objectives/ Competencies 1)

5. Calculate time of medication administration; intravenous drip rates; and medication dosages for oral, parenteral, and topical medication. (Meets Unit Objectives/ Competencies 1,2, & 3)
6. Discuss the role of the nurse in maintaining and calculating a fluid balance record in a specified patient situation and the relation of the course with general education outcome. (Meets Unit Objectives/ Competencies 3)

Unit 1 – Concepts of Medication Administration	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking • Formulate strategies
Unit 1 Objective/Competency	
Unit 1 Objective/COMPETENCY	
<ol style="list-style-type: none"> 1. Describe safe and accurate medication administration 2. Identify and convert units of weights and measures calculating dosages 3. Define the common abbreviations used in pharmacology 4. Discuss the role of the nurse in maintenance of fluid balance by recording intake and output data 5. Calculate a fluid balance record in a simulated client Situation 6. Review of Arithmetic for dosage calculation 7. Dimensional analysis 8. Describe the rights of medication administration 9. List the components of a medication order 10. Describe causes of medication errors 11. Relate the nursing process to medication administration 	
Unit 1 Content	
<ol style="list-style-type: none"> a. Various Routes of Administrations b. Common conversions c. Common abbreviations d. Nursing implications e. I & O f. Dimensional Analysis g. Review of Arithmetic for Dosage Calculation h. Safe and Accurate Medication Administration 	
<p>Course Objective – EPSLO- Competency – Unit 1</p> <p>EPSLO 2. Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (core value 4)</p> <ul style="list-style-type: none"> • Identify safety risks and environmental hazards in health care settings. 	

<ul style="list-style-type: none"> Practice performance of psychomotor skills that minimize safety risks and environmental hazards. <p>EPSLO 5. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (core value 3)</p> <ul style="list-style-type: none"> Analyze best current evidence for its application to practice when providing and managing client-centered care. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	
<p>Unit 2 Nurses' Legal and Ethical Responsibilities</p>	<ul style="list-style-type: none"> Quantitative analytical Critical/creative thinking Formulate strategies
<p>Unit 2 Object/Competency</p> <ol style="list-style-type: none"> Explain legal aspects of medication administration Describe the rights of medication administration List the components of a medication order Select appropriate sources for medication information Describe causes of medication errors Discuss pertinent client teaching about safe medication use Relate the nursing process to medication administration 	
<p>Unit 2 Content</p>	
<ol style="list-style-type: none"> 6 Rights of medication administration Clients' Rights Medication orders Medication errors Drug calculation errors Client teaching 	
<p>Course Objective – EPSLO- Competency – Unit 2</p> <p>EPSLO 2. Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (core value 4)</p> <ul style="list-style-type: none"> Identify safety risks and environmental hazards in health care settings. Practice performance of psychomotor skills that minimize safety risks and environmental hazards. <p>EPSLO 5. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (core value 3)</p> <ul style="list-style-type: none"> Analyze best current evidence for its application to practice when providing and managing client-centered care. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	<ul style="list-style-type: none"> Quantitative analytical Critical/creative thinking Formulate strategies

Unit 3 – System of Measurement	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking • Formulate strategies
Unit 3 - Object/Competency	
<ol style="list-style-type: none"> 1. solve problems using a critical thinking approach 2. accurately use and convert between Metric, Apothecary, and (household) systems and be able to convert within each system. 3. read dosage and medication information using acceptable terminology and abbreviations. 4. demonstrate competency in basic arithmetic functions. that affect drug actions 	
Unit 3 Contents	
<ol style="list-style-type: none"> a. Convert common equivalents and measures both within and among the Metric, Apothecary, and Household Systems. b. Use prescribed Notations, Forms, and Rounding Rules appropriate for each System of Measurement. c. Convert from one System of Measurement to Another d. Conversion between the metric, apothecary, and household systems 	
<p>EPSLO 2. Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (core value 4)</p> <ul style="list-style-type: none"> • Identify safety risks and environmental hazards in health care settings. • Practice performance of psychomotor skills that minimize safety risks and environmental hazards. <p>EPSLO 5. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (core value 3)</p> <ul style="list-style-type: none"> • Analyze best current evidence for its application to practice when providing and managing client-centered care. • Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	
UNIT 4 – Oral and Parenteral Medications	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking • Formulate strategies

Unit 4 – Objective/Competency	
<ol style="list-style-type: none"> 1. Reconstitution of powdered drugs 2. prepare solutions from powdered drugs using directions printed on vial labels. 3. prepare solutions from powdered drugs using drug literature or inserts 4. determine expiration dates and times for reconstituted drugs. 5. calculate simple dosages for reconstituted drugs 	
Unit 4 Content	
<ol style="list-style-type: none"> a. Calculate doses for parenteral medications in liquid form b. Interpret the direction on drug labels and package inserts for reconstituting medications supplied in powdered form c. Label reconstituted multidose medication container with the necessary information d. Choose the most appropriate diluent volume when reconstituting a multiple strength medication e. Calculate doses of parenteral medication measured in units f. Dilute powdered medication for administration via oral and parenteral route g. Calculate simple and complex one and two steps problems for oral medications in solid and liquid form 	
<p>EPSLO 2. Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (core value 4)</p> <ul style="list-style-type: none"> • Identify safety risks and environmental hazards in health care settings. • Practice performance of psychomotor skills that minimize safety risks and environmental hazards. <p>EPSLO 5. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (core value 3)</p> <ul style="list-style-type: none"> • Analyze best current evidence for its application to practice when providing and managing client-centered care. • Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	
Unit – 5 Dosages Based on Body Weight of Pediatric and Adult Patients.	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking • Formulate strategies
Unit 5 Objective/Competency	
<ol style="list-style-type: none"> 1. Identify the appropriate quantities of medication used in connection with each of the different administration routes and forms of medication. 2. Determine if a pediatric dose is within the safe dosage range 3. Calculate pediatric oral and parenteral dosages based on body weight 	

<ol style="list-style-type: none"> 4. Read dosage and medication information using acceptable terminology and abbreviations. 5. Demonstrate competency in basic arithmetic functions. that affect drug actions 	
Unit 5 Contents	
<ol style="list-style-type: none"> a. solve problems using a critical thinking approach b. calculate pediatric and adult medication dosages based on weight. c. utilize the information on medication labels to calculate prescribed dosages. d. Calculate daily fluid maintenance e. Calculate pediatric oral and parenteral dosages based on body surface area (BSA) f. Calculate daily fluid maintenance g. Calculate dosages based on body weight 	
<p>EPSLO 2. Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (core value 4)</p> <ul style="list-style-type: none"> • Identify safety risks and environmental hazards in health care settings. • Practice performance of psychomotor skills that minimize safety risks and environmental hazards. <p>EPSLO 5. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (core value 3)</p> <ul style="list-style-type: none"> • Analyze best current evidence for its application to practice when providing and managing client-centered care. • Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	
Unit 6 – Infusion and Pediatric Dosages	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking • Formulate strategies
Unit 6 Objectives/Competency	
<ol style="list-style-type: none"> 1. Identify dosages, in gtt/ml, cc/hr, dosage/hr, dosage/minute 2. Describe the basic concepts and standard equipment used in administering enteral and intravenous (IV) infusions 3. Calculate IV flow rate, IV infusion and completion times, IV medication and titration calculations, and Heparin infusion calculations 	

Unit 6 Content	
<ol style="list-style-type: none"> 1. completion times and time of infusion using military and standard time. 2. dosage and flow rate ranges for titrated medications. 3. calculate IV flow rate, IV infusion and completion times, IV medication and titration calculations, and Heparin infusion calculations 4. Convert flow rates between gtt/min and mL/h 5. Calculate flow rate of enteral and IV infusions 6. Calculate the durations of enteral and IV infusions 7. Determine fluid replacement volumes 	
<p>EPSLO 2. Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (core value 4)</p> <ul style="list-style-type: none"> • Identify safety risks and environmental hazards in health care settings. • Practice performance of psychomotor skills that minimize safety risks and environmental hazards. <p>EPSLO 5. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (core value 3)</p> <ul style="list-style-type: none"> • Analyze best current evidence for its application to practice when providing and managing client-centered care. • Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	

**NUR 1142 PHARMACOLOGY MATH
COURSE CALENDAR**

**TIME: TBA
DAY: TBA**

COURSE OUTLINE

<u>Week/ Date</u>	<u>Topic and Disorders</u>	<u>Reading Assignments</u>	<u>Learning Activities and Exams</u>
Course Student Learning Outcomes:1,2,3,4,5,6			
Unit Objective:1,2			
Week 1	Overview of Course Math Rules Review Decimals, Fractions, Ratios, Percentages Safe and accurate Medication Administration: Abbreviations Roman Numerals Temperature conversion Military time	Curriculum Module Medical dosage calculations: A dimensional analysis approach. (11th ed.). Chapters 1 to 3 <ul style="list-style-type: none"> • <u>Pharmacology Made Easy 3.</u> • <u>ATI Dosage Calculation and Safe Medication Administration 3.0:</u> • Oral Medications • Medication Administration • Oral Medications 	Diagnostic test of Arithmetic <i>(Medical dosage calculations: A dimensional analysis approach.</i> <i>(11th ed.). Page 3</i> END OF CHAPTERS PRACTICE SETS/ EXAM CLASS QUIZ AND EXAMS Reading and discussing ethical principles related to safe administration of medication. Class discussion will clarify ethical issues pertaining to the safe administration of medication to patients.

Course Student Learning Outcomes:1,2,3,4,5,6			
Unit Objective:1,2			
Week 2 9/1	Dimensional Analysis for Dosage Calculations Dosage Calculations: Systems of Measurement: Metric, Apothecary, & Household Systems Mathematical Problem-Solving Methods for Dosage Calculations: Systems of Measurement: Converting from one Systems to another	Curriculum Module Medical dosage calculations : A dimensional analysis approach. (11th ed.). Chapters 3, 4, 5 & 12 <u><i>ATI Dosage Calculation and Safe Medication Administration 3.0:</i></u> • Safe Dosage	END OF CHAPTERS PRACTICE SETS/ EXAM CLASS QUIZ AND EXAMS
Course Student Learning Outcomes:1,2,3,4,5,6			
Unit Objective:1,2			
Week 3 9/8	Homework Due Dosage Calculations: Oral & Parenteral Drugs Calculating dosage by body weight & Body surface area	Medical dosage calculations : A dimensional analysis approach. (11th ed.). Chapters 6, 7, &12	<u>Homework due</u>
Course Student Learning Outcomes:1,2,3,4,5,6			
Unit Objective:1,2			
Week 4 9/15	Syringes Syringe Measurements, Insulin Preparation of Solutions Solution strengths	Medical dosage calculations : A dimensional analysis approach. (11th ed.). Chapters 8, 9 &12	<u>Test #1 (Chapters 1-7, 12)</u> Diagnostic test of Arithmetic (<i>Medical dosage calculations: A dimensional analysis approach.</i> (11 th ed.). Page 3 END OF CHAPTERS PRACTICE SETS/ EXAM CLASS QUIZ AND EXAMS

Course Student Learning Outcomes:1,2,3,4,5,6 Unit Objective:1,2			
Week 5 9/22	Preparation of Solutions Cont. Parenteral Medications Dosage Calculations: Drugs in Powder Form Heparin	Medical dosage calculations : A dimensional analysis approach. (11th ed.). Chapters 8, 9 &12 <u><i>ATI Dosage Calculation and Safe Medication Administration 3.0:</i></u> <ul style="list-style-type: none"> • Powdered Medications 	Diagnostic test of Arithmetic <i>(Medical dosage calculations: A dimensional analysis approach. (11th ed.). Page 3</i> END OF CHAPTERS PRACTICE SETS/ EXAM CLASS QUIZ AND EXAMS <u>HOME WORK DUE</u>
Course Student Learning Outcomes:1,2,3,4,5,6 Unit Objective:1,2			
Week 6 9/29	Introduction to Intravenous Calculations. Calculation of IV Flow Rates and durations of enteral and intravenous infusions	Medical dosage calculations : A dimensional analysis approach. (11th ed.). Chapters 10, 11& 12 <u><i>ATI Dosage Calculation and Safe Medication Administration 3.0:</i></u> <ul style="list-style-type: none"> • Critical Care Medications • Parenteral (IV) Medications 	<u>Test #2 (Chapters 8, 9 & 12)</u>
Course Student Learning Outcomes:1,2,3,4,5,6 Unit Objective:1,2			
Week 7 10/6	Dosage Calculations Intravenous Infusions Intravenous Medications	Medical dosage calculations : A dimensional analysis approach. (11th ed.).	Diagnostic test of Arithmetic <i>(Medical dosage calculations: A</i>

	Titration Calculations	Chapters 10 & 11 <u><i>ATI Dosage Calculation and Safe Medication Administration 3.0:</i></u> <ul style="list-style-type: none"> Parenteral (IV) Medications 	<i>dimensional analysis approach.</i> (11 th ed.). Page 3 END OF CHAPTERS PRACTICE SETS/ EXAM CLASS QUIZ AND EXAMS
Course Student Learning Outcomes:1,2,3,4,5,6 Unit Objective:1,2			
Week 8 10/13	Dosage Calculations Cont. Intravenous Infusions Intravenous Medications Titration Calculations Calculating Pediatric Dosages	Medical dosage calculations : A dimensional analysis approach. (11th ed.). Chapters 10 11, & 12 <u><i>ATI Dosage Calculation and Safe Medication Administration 3.0:</i></u> <ul style="list-style-type: none"> Dosages by Weight 	Diagnostic test of Arithmetic (<i>Medical dosage calculations: A dimensional analysis approach.</i> (11 th ed.). Page 3 END OF CHAPTERS PRACTICE SETS/ EXAM CLASS QUIZ AND EXAMS <u>HOMEWORK DUE</u>
Course Student Learning Outcomes:1,2,3,4,5,6 Unit Objective:1,2			
Course Student Learning Outcomes:1,2,3,4,5,6 Unit Objective:1,2			
Week 9 10/20	Calculating Pediatric Dosages Cont.	Medical dosage calculations : A dimensional analysis approach. (11th ed.). Chapter 12 <u><i>ATI Dosage Calculation and Safe Medication Administration 3.0:</i></u> <ul style="list-style-type: none"> Dosages by Weight 	<u>Test #3 (Chapters 9-11)</u> Homework Due

		• Pediatric Medications	
Week 10 10/27			<u>Comprehensive Final Exam</u> Homework Due

***Note: Course calendar is subject to modification by instructor**

***The curriculum modules may be found in the Level 1-Semester 1 School of Nursing Curriculum**

Resources for Pharmacology Calculation:

<http://www.alysion.org/dimensional/analysis.htm> (practice exercises)

<http://www.unc.edu/~bangel/quiz/quiz5.htm> (practice exercises)

http://www.mdc.edu/medical/lr/ssc/online_tutoring.asp (practice exercises)

<http://www.mdc.edu/homestead/academicsupportlabs/Template/Template/nursingprogram.htm>

Link to tutorials of other resources available at the campus

Select the Nursing Programs for the Soft wares

<http://www.mdc.edu/medical/lr/ssc/Default.asp> Center for Learning and Simulation at the Medical Center campus

Acknowledgement of Syllabus Receipt

I, _____, have received and understand the syllabus containing the policies and requirements for the NUR 1142 course.

Signature

Date