

Mathematics for Allied Health: Teaching Variation
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In a weak economy, Allied Health fields such as nursing and radiologic technology have become increasingly important in producing employment. Supporting the progress of community college students from underserved populations through the Allied Health academic pipeline has become correspondingly important. This article examines a model developed by the author in the introductory Allied Health mathematics course at Hostos Community College, part of The City University of New York, to teach variation (direct, direct square, inverse, and inverse square). The model uses a pictorial, sense-making approach which permits both predicting and checking the results. The article demonstrates use of the model in the context of both theoretical and application problems.



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