



Instructional Module Syllabus

Instructional Module Information

Instructional Module:	Nursing 1101– Health Promotion & Wellness
Credit equivalents	7 credit equivalents Theory 72 hours / Lab/Clinical 160 hours
Prerequisite	Admission to Covenant School of Nursing
Instructional Module Placement	First academic year
Instructional Module Delivery Methods	Face-to-face, out-of-class learning activities, laboratory & clinical practice
Meeting Schedule*	Monday-Thursday.....See Course Calendar Friday.....Out-of-class instructional time
Syllabus Effective Date: 9/28/2020	

In light of the events affiliated with Covid-19, Covenant School of Nursing will begin the September 2020 Instructional Module using alternative methods of delivering the curricular content and completing student assessments/examinations. The end-of-instructional module outcomes and evaluation criteria remain the same. It is our intent and hope to return to the clinical setting as soon as this can be done in a manner that protects the safety of the students and patients in the clinical settings.

Instructional Module Description

This instructional module provides an overview of concepts basic to the nursing profession such as professional behaviors and responsibilities, nursing process, holistic care, wellness, basic human needs, health assessment, therapeutic communication, and safe environment. Laboratory and clinical experiences include history & physical assessment, vital signs, basic patient comfort and care. General pathophysiology concepts are introduced for selected health impairments. The nursing process framework is introduced. Introductory nursing pharmacology will provide the student with information required to safely administer medications. Math for medication administration is included in the concepts. Expected physiologic findings are compared to fundamental health concepts such as oxygenation and circulation. Upon completion of this material, students should be able to identify basic abnormalities in patient assessment findings, to apply legal and ethical standards of care in medication administration and safely calculate medication dosage, and provide safe patient care based on the concepts presented.

End-of-Instructional Module Student Learning Outcomes

At the completion of Instructional Module 1 the student will

1. **Assessment:** Collect accurate bio-psycho-social-spiritual-cultural patient data.
2. **Communication:** Use communication methods required to provide safe, effective and compassionate care.
3. **Critical Thinking:** Use reliable health and disease information resources in making clinical decisions.
4. **Human Caring & Relationship:** Engage in caring and professional behaviors.
5. **Management:** Choose resources to promote wellness while providing care.
6. **Leadership:** Acknowledge the roles of health care team members in the delivery of patient care.
7. **Teaching:** Teach health promotion consistent with basic learning principles.
8. **Knowledge Integration:** Integrate knowledge of normal health parameters to identify healthcare needs.

Methods of Instruction

May include lecture, laboratory practice, discussion, case studies, reading assignments, concept maps, care maps, videos, critical thinking exercises, forum discussions, out-of-class assignments, direct and simulated patient care, and deliberate practice.

Instructional Module Instructor Information

Name	Office Number	Cell Number	Office Location
Debra Dutton, MSN, RN	806-725-8926	254-624-1918	CSON Suite – 157
Monica Foster, MSN, RN	806-725-8928	806-831-5097	CSON Suite –154
Annie Harrison, MSN, RN-BC	806-725-8923	806-224-3078	CSON Suite – 189
Jaynie Maya, MSN, RN	806-725-8948	806-328-8753	CSON Suite – 180
Kim Stunkard, MSN, RN	806-725-8919	806-445-5778	CSON Suite – 195

Evaluation Criteria

The student will be evaluated by multiple methods. Information detailing graded evaluation methods is available on the Learning Guides attached to Lessons on the LMS. Unit Exams are administered in the Learning Resource Center (LRC). The student must achieve a 75% average on the seven nursing content unit exams before any other grades in the Instructional Module are calculated for the final Instructional Module grade. There is no final rounding of grades.

Written Examination Value (weight: *75% of final Instructional Module)		
Seven (7) Unit Exams	60% of Final grade Seven 28-29 item exams taken in the LRC. The Unit Exams total 200 questions.	
Four (4) Medication Dosage Calculation Exams	15% of Final grade Four 12-13 item medication dosage calculation exams. The Medication/Dosage Calculation Exams total 50 questions.	
The 7 unit exams must average 75% (no rounding) before the medication calculation average is included. Additionally, total of the exams average + the medication calculation average must be 75% or higher (no rounding) before any other grades are added for a final course grade.		
Other Instructional Module Graded Items Value (weight: 25% of final Instructional Module Grade)		
Other graded items listed in the Learning Guides	15% - Pharmacology (3 quizzes and 1 comprehensive pharm quiz)	
	5% - Health Promotion	
	5% - Medical Terminology comprehensive quiz	
Final Grade Calculation	Total exam grades = 75% of final grade Other graded items = 25% of final grade	
Example	Exam average (1-7) as defined in criteria above	88% x 0.60 = 52.8 points
	Medication Dosage Calculation Exams Average	80% x .15 = 12
	Pharmacology average	85 x 0.15 = 12.75 points
	Health Promotion	95 x 0.05 = 4.75 points
	Medical Terminology	95 x 0.05 = 4.75 points
	Final Instructional Module Grade	52.8 + 12 + 12.75 + 4.75 + 4.75 = 86.55
	Transcript Grade / Letter Grade	86 (no rounding) / B
Grading Scale	90-100 = A 80-89 = B 75-79 = C Less than 75 = F	

Formative student clinical evaluation occurs during the clinical experience and is documented on the individual student clinical evaluation form each week the student participates in clinical activities. The written student clinical evaluations will be delivered to the student via the LMS. The student must log in to their LMS mailbox and review the evaluation. The student will have 7 days to address with the faculty member documenting the evaluation any concerns or possible corrections to the evaluation.

Textbook Information

Burchum, J. & Rosenthal, L. (2019). *Lehne's pharmacology for nursing care* (10th ed.). Elsevier.

Potter, P. A., Perry, A. G. Stockert, P. A. & Hall, A. M. (2017). *Fundamentals of nursing* (9th ed.). Elsevier.

Swearingen, P. L. and Wright, J. (2020). *All-in-one nursing care planning resource* (5th ed.). Elsevier.

Additional Resources (to be distributed in class)

Silvestri, L. A. (2017). *Saunders comprehensive review for the NCLEX examination* (7th ed.). Elsevier. ISBN-13: 978-0-323-35851-4

Cuellar, E. T. (Ed.). (2020). *HESI comprehensive review for the NCLEX-RN examination* (6th ed.). Elsevier. ISBN-13: 978-0-323-39462-8

Learning Guides

Learning Guides are developed by faculty to direct student learning for specific content in each Instructional Module. The Learning Guides are posted on the Learning Management System (Edvance360) under the “Lessons” tab. Each Learning Guide will provide the student with learning outcomes, resources for preparation for class, suggestions for self-assessment, and evaluation methods specific to the content scheduled each week of the Instructional Module.

To access the Learning Guides, the student will log in to the LMS, open the Instructional Module Course, open the Lesson tab and click on the content scheduled for the week. Within each content lesson a Learning Guide is available that will direct the student in the preparation for and integration of learning.

Clinical Preparation

Faculty may require evidence of completed student work prior to attending clinical experiences. The requirement will be found in the Lessons section of the LMS related to the Instructional Module content. Failure to provide the required pre-clinical work will result in dismissal from clinical and an absence with academic penalty.

Out-of-Class Assignments

Required out-of-class assignments must be submitted by the assigned date and time and meet the required grade or level of achievement (if applicable). Failure to comply will result in an absence with academic penalty and Attendance Make-Up.

Satisfactory completion of the assignments will be required before the student will be enrolled in the next Instructional Module. Failure to complete **ALL** of the assignments prior to the last instructional module exam will result in instructional Module **failure**.

A score of **80%** is required on assigned HESI Clinical Skills and Case Studies. (Scores are based on an average score per assigned activity. For example, if a student gets a 70 on the first attempt, and a 100 on the second attempt – the score in the HESI gradebook will be an 85.)

HESI Products

Questions or concerns related to HESI products/services/access should be addressed by calling the Evolve Support Center. Contact information and hours of operation can be found at <https://service.elsevier.com/app/overview/evolve/>

Curriculum Framework

The faculty of Covenant School of Nursing (CSON) believes that education is a dynamic, continuous process utilizing organized instruction and selected learning experiences, which enable the student to attain basic knowledge and skills needed for the graduate to function as a

beginning nurse generalist capable of critical thinking, independent judgment, and self-direction. The Competency Outcomes and Performance Assessment (COPA) model developed by Dr. Carrie Lenburg is the guiding framework. Within the COPA model, Universal Competencies are designated. These are skills and knowledge that the student will demonstrate at all times during patient care, both simulated and at the patient bedside.

Universal Competencies

1. **Safety and Security**: assuring both physical and emotional well-being of the patient.
2. **Standard Precautions**: the prevention of the introduction or transfer of organisms.
3. **Interprofessional Communications**: the verbal and non-verbal interactions between the student nurse and patient/significant other(s) that is focused on patient-related or professional concerns.
4. **Critical Thinking**: deliberate and rational thinking that focuses on clinical decision-making (problem solving, diagnostic reasoning), reflective judgment, and scientific inquiry.
5. **Documentation**: the recording of data required by, or pertinent to, the designated situation.
6. **Human Caring Relationship**: the use of professional behaviors, attitudes, and interactions with patients and significant others that incorporate a discernible valuing, respect, and advocacy for their circumstances, preferences and overall well-being.
7. **Professional role performance**: demonstration of behaviors that is consistent with designated policies and procedures of the Instructional Module, Covenant School of Nursing, clinical agencies, and the ANA Code for Nurses.

Competency Performance Examinations (CPE)

During the Instructional Module the student will have faculty-supervised preparation for the non-graded CPE. At the end of the Instructional Module, the student will have the opportunity to demonstrate learning by participating in a non-graded CPE. The non-graded CPE will occur in a simulation setting and will be scenario based. Faculty will observe the student performance of all universal competencies and selected competencies during the allotted time period for the assessment. The non-graded CPE may be videotaped by faculty. The student is encouraged to schedule independent practice time in the Covenant Simulation Center to prepare for the non-graded CPE. The Student Commitment to Conduct, during non-graded and graded CPE agreement, is signed at the beginning of Instructional Module 1. The following behaviors are expected of the student:

- I will respect the dignity and privacy needs of the manikin as I would an actual patient.
- I will conscientiously implement the critical elements of all professional nursing skills.
- I will present a professional attitude, demeanor, and attire at all times during simulated care.
- I will treat mock Competency Performance Examinations as I would any other required examination and not as a practice session.
- I understand the Clinical Examiner who oversees all aspects of the examination and assessment process is my advocate. I may ask questions for clarification concerning general examination procedures prior to a graded exam.
- I will not share details of my Competency Performance Testing with other students.
- If my actions jeopardize patient safety, I will be stopped by the Clinical Examiner.
- If I exceed the allotted time, I will be stopped by the Clinical Examiner.

- I consent to being videotaped during any of my simulation training or testing times.

E-Portfolio

The student will build an electronic portfolio during the CSON program. During each Instructional Module, the student will add work to the electronic portfolio. The student may include the grade assigned to the work submitted to the portfolio at his or her discretion. Covenant School of Nursing does not require the student to include the grade assigned to work that is evaluated by faculty. In the final Instructional Module of the program, the student will use the work from all the Instructional Modules to create a complete portfolio that may be presented to potential employers. The student will select his or her best work from each Instructional Module to add to the portfolio. Further information will be provided by Instructional Module faculty.

Policy Briefs (Refer to Student Handbook for complete policies)

Disclaimer	The instructors and school officials reserve the right to modify, amend, or change the syllabus (Instructional Module requirements, grading policy, etc.) as required by the curriculum. Monitoring of student activity in this Instructional Module through Edvance 360, the learning management system (LMS), is at the discretion of the instructors. Your instructors may submit written assignments through a proprietary plagiarism detection program. By enrolling in this Instructional Module, you are agreeing to abide by the Student Handbook policies and procedures, and guidelines. All policies or guidelines referenced here can be found in the Student Handbook posted on the LMS home page of this Instructional Module.
ADA Statement	It is the student's responsibility to notify Covenant School of Nursing of any functional disabilities which might interfere with his/her learning and performance as a nursing student and necessitate special accommodations while in school. Furthermore, the student understands that if he/she requires special accommodations because of disability, he/she must request in writing such consideration and submit a current letter from an appropriate licensed professional describing the nature of the functional limitation and specific accommodations needed while a student at Covenant School of Nursing. Only after written documentation is presented can reasonable accommodations be provided. (Reference: <i>Admissions Requirements</i>)
Boundaries with Faculty and Staff	All contact with faculty and staff should be professional. Professionalism implies that a person is conscientious in actions, knowledgeable in the subject, and responsible to self and others. The student shall refrain from inappropriate communication with faculty or staff member, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Routine communication should occur during regular business hours. Emails or texts sent outside of normal business hours may have a delayed response. Students should realize that a perceived emergency regarding exams, studying, course material does not constitute an emergency. (Reference: <i>Boundaries with Faculty and Staff</i>)
HESI Proctored Assessments	Covenant School of Nursing has chosen Elsevier's Health Education Systems Incorporated (HESI) as the provider for nationally standardized assessments. If HESI RN Specialty Exams are used in an Instructional Module, each exam will constitute a percentage of the Final Instructional Module Grade. The expected level of achievement for the HESI RN Specialty Exam is a HESI score of 850, which is the "the score HESI describes as 'acceptable performance'." (HESI,

	<p>2014, p. 1). If the student achieves less than a HESI score of 850 on a HESI RN Specialty Exam, structured remediation is required. The student will be expected to complete remediation and take the second version of the HESI RN Specialty Exam during the Instructional Module break week.</p> <ul style="list-style-type: none"> The HESI RN Specialty Exam provides statistically-developed proficiency levels reflective of the student's score on the assessment. Points are awarded based on the student's proficiency level as follows: <table border="1" data-bbox="456 411 1414 611"> <thead> <tr> <th>HESI Score</th> <th>Points awarded</th> </tr> </thead> <tbody> <tr> <td>850 or above</td> <td>100%</td> </tr> <tr> <td>800-849</td> <td>75%</td> </tr> <tr> <td>750-799</td> <td>50%</td> </tr> <tr> <td>below 750</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The student who scores below 850 on any assessment attempt is required to complete at least two hours of computerized remediation based on the student's HESI remediation packets. The Student Retention Coordinator will access remediation records prior to testing to ensure completion. (Reference: <i>Nationally Standardized Assessments Policy</i>). 	HESI Score	Points awarded	850 or above	100%	800-849	75%	750-799	50%	below 750	0
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Academic Integrity	<p>Covenant School of Nursing students are expected to conduct themselves in accordance with the high ethical standards expected of registered nurses and in a manner consistent with the ANA Code of Ethics. Honesty and integrity are expected from all students from admission through graduation. Students are expected to report to the Dean (or the designee) any conduct that violates the standards of professional honesty and integrity. Nursing students are expected to do what is right when it comes to matters of integrity, honesty, and ethical conduct. (Reference: <i>Behavioral Congruence</i>)</p>										
Attendance	<p>Regular attendance and punctual arrival to theory and clinical is required for the student to gain the skills and knowledge necessary to practice as a beginning nurse generalist. The attendance policy for CSON is specific and strictly enforced. A maximum of one (1) absence with academic penalty is allowed per Instructional Module. More than one (1) absence with academic penalty in an Instructional Module will result in failure of the Instructional Module. (The student may apply for readmission). Being late to class (tardy) will begin to count as an absence with academic penalty if the behavior occurs three times. Three (3) tardies in theory and/or clinical equal one (1) absence with academic penalty. Students who are not present in theory or clinical for more than 30 minutes after the theory or clinical experience was scheduled to start will be counted as absent. If the student arrives on time for theory or clinical but leaves more than 30 minutes early it will be counted as an absence. If the student leaves in the middle of class/clinical and is gone for more than 30 minutes, the student will be counted absent for the day. No Call, No Show: Failure to notify the appropriate individual via cell phone call or text message within 30 minutes past start time will result in a No Call/No Show. Students will be required to make-up absences with academic penalty at the conclusion of each instructional module. The student will be required to do eight (8) hours of clinical make-up regardless of how many hours the actual absence was. Students are responsible for monitoring personal attendance through the student information system (Empower). Required out-of-class assignments must be submitted by the <u>assigned date and time</u> and meet the required grade or level of achievement (if applicable). Failure to comply will result in an <u>absence with academic penalty and Attendance Make-Up</u>.</p>										

	<p>Satisfactory completion of the assignments will be required before the student will be enrolled in the next Instructional Module. Failure to complete ALL of the assignments prior to the last instructional module exam will result in instructional Module failure.</p> <p>A score of 80% is required on assigned HESI Clinical Skills and Case Studies. (Scores are based on an <u>average score per assigned activity</u>.)</p> <p>For ABSENCES: Notify your Clinical Instructor or the Lecturing Instructor no more than ONE-HOUR before the start of the clinical shift or class lecture.</p> <p>Review the full attendance policy in the Student Handbook for a full explanation including absence without penalty, exam absence, No Call-No Show, jury duty, inclement weather and leave of absence. (Reference: <i>Attendance</i>)</p>
Change in Status	<p>The student who changes his/her status (name, physical or email address, phone number) is required to make the changes in his/her EMPOWER account immediately. If the student encounters difficulty in making electronic changes, then he/she must notify the Business Office Coordinator as soon as possible. (Reference: <i>Rights and Responsibilities of Students Receiving Federal Student Aid</i>)</p>
Class Cancellation	<p>In the event of class/clinical cancellation, the student will be notified of the time and date the class/clinical is rescheduled via the LMS. CSON follows the weather delay/cancellation policy of Lubbock Independent School District (LISD). If inclement weather is anticipated, monitor local broadcasts for action taken by LISD and do the same. Any class/clinical missed due to delay or cancellation may be rescheduled on any day, Monday through Friday, of Instructional Module weeks. In the event of rescheduling, the student is expected to adjust his/her personal schedule to be available for school. (Reference: <i>Attendance</i>)</p>
Communication	<p>Professional communication is expected at all times. This includes verbal, written, and online communications. Instructional Module communications will be posted on the Learning Management System (LMS) Instructional Module home page or via email. The student must log in to the LMS to retrieve email attachments and make replies. Immediate policy changes will be communicated verbally during class time and emailed via the LMS. (Reference: <i>Behavioral Congruence</i>)</p>
Communication with Faculty	<p>Covenant School of Nursing Faculty and staff encourage open and professional communication. Routine communication should occur during regular business hours (Monday through Friday 8 AM to 5 PM.) In emergency situations, such as illness, evening clinical concerns, inability to complete a "Ticket to Class" that is due the following day, students should contact faculty via email and/or text. Emails/text sent outside of normal business hours may have a delayed response.</p>
Conduct	<p>The Standards of Behavior and Conduct are a set of guidelines to which all students must commit. These standards set the tone for the learning environment in which students work and live by every day. The standards encompass all aspects of the student's educational experience and include accountability, adaptability, communication, community, continuous improvement, continuous learning, interpersonal effectiveness, stewardship, and teamwork. (Reference: <i>Behavioral Congruence</i>)</p> <p>The student who is employed in a healthcare role (LVN, CNA, paramedic, etc.) may not perform the duties of that role during CSON educational experiences. The student must provide patient care under the supervision of a licensed nurse regardless of other experience or education. When providing patient care in the student role, the policies of the clinical site apply to all CSON students. Specific examples (but not limited to) of these policies are administering medication in the presence of a licensed nurse, performing invasive procedures in the presence of a licensed nurse and the signature of a licensed nurse for student documentation in the EHR where applicable by policy.</p>

Confidentiality	Covenant School of Nursing (CSON) is committed to assuring confidential information is handled in an appropriate manner according to established policies. Confidential information includes but is not limited to school/student sensitive data, patient health information and computer passwords. During any class or clinical experiences, the student is expected to know and comply with all HIPAA standards. (Reference: <i>Confidentiality</i>)
Exam and Quiz Absence	<p>Exam and Quiz Make-Up Requirements and Penalties:</p> <ul style="list-style-type: none"> • No exams and quizzes can be taken early. • Missed exams and quizzes must be taken within three (3) days of return to school. Day of return to school is marked by attendance to any scheduled school event during that calendar day. • Students who are absent for a scheduled exam or quiz due to Court Subpoenaed Appearance Not Including Jury Duty, Approved Covenant School of Nursing Activity, CSON granted Funeral Leave, or Deployment of a spouse, parent, child, grandchild, or sibling to a war zone will not be penalized. • Points will be deducted from all examinations and quizzes (including standardized exams) that are not taken as scheduled (*exception – reasons listed in bullet point 3, above) <p>· Penalty for late exam or quiz administration is as follows:</p> <ul style="list-style-type: none"> • Exams and quizzes taken on the first day of return will result in a five point deduction (5) from the exam or quiz grade. • Exams and quizzes taken on the second day of return will result in a ten point deduction (10) from the exam or quiz grade. • Exams and quizzes taken on the third day of return will result in a twenty point deduction (20) from the exam or quiz grade. • After the third day of return to school, the student will not be allowed to take the exam or quiz and will receive a zero. <ul style="list-style-type: none"> ➤ If the student arrives after the start of an exam or quiz, the student will be admitted to the exam or quiz, will receive a tardy and will not be allowed additional time for the exam or quiz. ➤ If a student is absent from an exam or quiz and there is no class scheduled after the exam or quiz, the student will receive point deduction on the exam or quiz only. They will not be counted absent also. ➤ If a student is absent from an exam or quiz and there is class scheduled after the exam or quiz, the student will be counted absent from class and receive point deduction on the exam or quiz. ➤ Students may only reschedule one (1) exam and one (1) quiz during each instructional module. ➤ Students who are absent for more than one (1) scheduled exam or quiz in an instructional module will receive a zero on each subsequent exam or quiz missed. ➤ Make-up exams and quizzes will be administered Monday through Friday. Accommodations will be made on a case-by-case basis. Scheduling will be coordinated between the student, faculty, and computer lab availability.
Health & Safety	The student must comply with Covenant Health (CH) health and safety policies including up to date immunizations. If the student is injured on the property of CH or CSON, the student will be sent to the CH Employee Health Department or the CH Emergency Department. The student is expected to report any unsafe activity observed to a School authority or call 911 in the event of immediate danger. The student is expected be aware of emergency policies and to participate in all emergency drills on campus or at clinical sites. (Reference: <i>Healthcare Guidelines</i>)

I.D. Badges	Students are to wear the CSON school identification badge at all times. The badge must be worn with the photo facing outward and visible. The badge must be worn on the upper part of the chest. Students are not allowed to deface or attach anything to the badge that is not hospital related or approved. Lack of a CSON identification badge may result in an absence (with academic penalty) and dismissal from the classroom/clinical site until CSON identification badge is present. (Reference: <i>Dress Code</i>)															
Social Media	Covenant School of Nursing (CSON) believes in the importance of utilizing new technologies that open communication and build community and brand awareness within the communities we serve. CSON respects the right of students to use social media tools during their personal time. Social media tools include, but are not limited to: personal web sites, podcasts, web logs (“blogs”), multi-media and social networking websites such as Facebook, YouTube, LinkedIn, Twitter, chat rooms, discussion boards and Wikis such as Wikipedia and any other sites or medium where text, photographs, links and other information or documentation can be posted or exchanged. Student guidelines explain the CSON general guidelines regarding social media usage, define the appropriate usage of CSON-authorized internal social media tools that are intended to be used as school related resources and hosted by CSON or accessed through the Internet, and define the appropriate external usage of social media tools for students. Inappropriate use or behaviors on social media sites may result in expulsion from the program. (Reference: <i>Social Media</i>)															
Student Academic Resources	<p>The Student Retention representatives are a diverse group of faculty available to assist students with study skills, test-taking skills, organization, time management, and other abilities essential to success in the nursing program. A team of faculty members has been designated to care for you and help ensure your success. If you have a concern, it is suggested that you reach out to one of the members on your Student Retention Team. Your team is determined by your last name (see table below). In order to promote good communication and consistency, you will have the same team throughout your journey at CSON.</p> <table border="1" data-bbox="456 1129 1414 1564"> <thead> <tr> <th data-bbox="456 1129 760 1192">If your last name begins with:</th> <th data-bbox="760 1129 1101 1192">Student Retention Team</th> <th data-bbox="1101 1129 1414 1192">Office Phone</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1192 760 1283">A-C</td> <td data-bbox="760 1192 1101 1283">Annie Harrison Cindy Gordey Jennifer Timmerman</td> <td data-bbox="1101 1192 1414 1283">806-725-8923 806-725-8910 806 725-8937</td> </tr> <tr> <td data-bbox="456 1283 760 1373">D-K</td> <td data-bbox="760 1283 1101 1373">Lisa Davis Jeanette Gurley Jennifer Timmerman</td> <td data-bbox="1101 1283 1414 1373">806 725-8914 806 725-8941 806 725-8937</td> </tr> <tr> <td data-bbox="456 1373 760 1463">L-P</td> <td data-bbox="760 1373 1101 1463">Kelli Duriex Dondi Kilpatrick Jennifer Timmerman</td> <td data-bbox="1101 1373 1414 1463">806 725-8925 806 725-8935 806 725-8937</td> </tr> <tr> <td data-bbox="456 1463 760 1564">Q-Z</td> <td data-bbox="760 1463 1101 1564">Marshall Rogers Janet Pia Jennifer Timmerman</td> <td data-bbox="1101 1463 1414 1564">806 725-8929 806 725-8917 806 725-8937</td> </tr> </tbody> </table>	If your last name begins with:	Student Retention Team	Office Phone	A-C	Annie Harrison Cindy Gordey Jennifer Timmerman	806-725-8923 806-725-8910 806 725-8937	D-K	Lisa Davis Jeanette Gurley Jennifer Timmerman	806 725-8914 806 725-8941 806 725-8937	L-P	Kelli Duriex Dondi Kilpatrick Jennifer Timmerman	806 725-8925 806 725-8935 806 725-8937	Q-Z	Marshall Rogers Janet Pia Jennifer Timmerman	806 725-8929 806 725-8917 806 725-8937
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Technology	Covenant School of Nursing will provide an ethical and lawful online environment in which the student can complete assigned online coursework and/or establish online student communities for social networking and/or organizing student body events. The online environment is hereafter referred to as the LMS (Learning Management System). Covenant School of Nursing students will abide by the conditions cited and defined as “Terms of Service for use of the LMS of Covenant Health System Schools.” Technology failure (computer, internet connection, and/or printer for example) is not an acceptable excuse for late/missed assignments. Practice safe computing: save documents in at least two separate places. (Reference: <i>Internet Usage, Terms of Service</i>)															

<p>Written Assessments</p>	<p>Most Instructional Module testing will be done in the Learning Resource Center (LRC) on campus. The student must wear the school-issued student identification badge to enter the testing area. The student may not bring any personal items, including cell phones, into the LRC during scheduled testing times. Testing areas are video monitored and include recording capabilities. Test reviews will occur following each unit exam. The student is encouraged to review the question rationales for every unit exam item. Only one opportunity for test review will be scheduled. (Reference: <i>Administration of Written Assessment</i>)</p>
<p>Use of Electronic Devices</p>	<p>Internet-capable (Smart) portable devices (cell phones, tablets, etc.) may be used in the classroom or clinical settings including the Simulation Center, only for the purpose of retrieving course or patient-care related information. Cell phones must be in silent mode during class/clinical. Smart devices may be confiscated by faculty if inappropriate use is observed during class, clinical, or testing. Text messaging during school-related activities should be limited to emergency circumstances only. No electronic devices with internet capabilities may be taken into a testing area during an assessment. This includes, but is not limited to, cell phones, smart watches, fitness trackers, Google glass. If discovered during testing, the device(s) will be confiscated by faculty. The student will receive a zero for the exam. Disciplinary action will be taken up to and including expulsion from the School of Nursing. The student must obtain permission from the faculty presenting the content before recording classroom activities. (Reference: <i>Cell Phone Usage, Social Media Policy</i>)</p>