DNP Program

Student Handbook

Academic Year
2016-2017
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INTRODUCTION

Welcome to the Fay W. Whitney School of Nursing and welcome to the world of professional nursing! All students in the school are provided with a student handbook which contains information about the school, professional expectations, resources and specific policies and procedures that are of concern to student academic life. The handbook serves as a companion to the University Catalog which contains university academic policies.

Please become familiar with this handbook. The handbook serves as a guide for academic and nonacademic policies. Students are responsible for using the handbook as a resource when issues and questions arise.

The information in this handbook is updated annually. In addition, changes may at times be made during the academic year. Any changes to the current version of the handbook will be posted on the School’s website at www.uwyo.edu/nursing. Both the handbook and the University Catalog are available electronically and can be printed if needed.

WELCOME FROM THE DEAN

On behalf of the faculty and staff, I welcome you to the Fay W. Whitney School of Nursing. The School has an atmosphere that is friendly, scholarly, professional and forward-minded. We invite you to join an exciting and dynamic community where active learning and teacher-student partnerships, scholarly practice, interprofessional education and practice, and rural health care are valued.

You are embarking on an exciting and challenging journey. The faculty and staff have carefully developed this student handbook so that you have a guide to the variety of resources available to you within the school, college and university, and that you have clear guidelines about what is expected of you as a student.

Please explore this handbook and become familiar with resources and the policies that govern our nursing community. I wish you the best as you pursue your goals in professional nursing!

My best regards,

Mary E. Burman
Dean and Professor
SECTION 1: OVERVIEW

This section provides a brief introduction to the University of Wyoming Fay W. Whitney School of Nursing, hereafter referred to as the School of Nursing or FWWSON. Legislation to initiate the BSN program at the University of Wyoming was passed in 1951 with students admitted that fall. The program received initial accreditation from the National League for Nursing (NLN) in 1955 and has maintained accreditation since that time. Currently, all of the FWWSON undergraduate and MS programs are accredited by the Commission on Collegiate Nursing Education (CCNE) through 2021.

The FWWSON has a well-established undergraduate program with three options to obtain the Bachelor of Science in Nursing (BSN) degree: Basic BSN – a four-year, on-campus BSN option for students wishing to become registered nurses at the baccalaureate level; Bachelors Reach for Accelerated Nursing Degree (BRAND) – an accelerated BSN option for students who have already achieved a previous non-nursing baccalaureate degree and wish to become a registered nurse at the baccalaureate level; RN/BSN Completion – a BSN completion option for registered nurses or Wyoming associate degree nursing students who wish to further their education to the baccalaureate level (online program).

The FWWSON has two graduate options: a Doctor of Nursing Practice (DNP) nurse practitioner and Master of Science (MS) nurse educator.

MISSION

As a leader in professional nursing, outreach and rural health, the Fay W. Whitney School of Nursing educates, conducts research and provides service and practice for the purpose of improving, protecting and promoting health.

*Mission approved FWWSON All-Faculty and Staff Meeting 10-2-2013*

VISION

In the ever changing education and health care environment, the Fay W. Whitney School of Nursing embraces creativity and innovation through transformative learning experiences.

*Vision approved FWWSON All-Faculty and Staff Meeting 10-2-2013*

VALUES

In the ever changing education and health care environment, the Fay W. Whitney School of Nursing embraces creativity and innovation through transformative learning experiences.

Social Responsibility: We are dedicated to promoting equity, access and justice. We also are committed to integrity and we remain true to our mission, we honor our commitments, and are trustworthy, authentic, respectful and accountable.

Diversity: We are committed to a diverse learning community that fosters intentional and respectful inclusion of psychological, physical, social, developmental and spiritual dimensions of all.

Collaboration: We are committed to collaborating with a variety of partners (individuals, families, institutions, communities and each other) and supporting one another where every voice is valued.
Excellence: We value quality in teaching, research, service and practice. We value work/life balance and strive to make the School of Nursing a positive, appreciative environment for students, staff, faculty and others.

Creativity and Innovation: We value a creative atmosphere which facilitates innovation/initiative, embraces new ideas and opinions and challenges the status quo. We strive to create, lead and respond quickly to opportunities for meaningful change and innovation in education, practice and research.

Leadership: Through integrity, diversity, collaboration, excellence, and creativity and innovation, we are committed to transformational leadership. In order to transform nursing, health care and education, we employ synergistic partnerships, critical self-awareness and dialogue, strategic vision and empowerment.

Values approved FWWSON All-Faculty and Staff Meeting 10-2-2013

PHILOSOPHY

The State of Wyoming is predominantly rural with many towns and communities meeting the criteria of frontier. The University of Wyoming is the only institution in the state that offers baccalaureate and graduate education in nursing. As a leader in professional nursing, outreach, and rural health, the FWWSON programs are designed to address the health and nursing care needs of rural clients, families, and communities.

Professional nurses are caring, safe, and competent clinicians who communicate effectively. Professional nurses have a responsibility to provide client-centered care across the lifespan in collaboration with the client and members of the interprofessional team. Client advocacy is grounded in ethical principles that demonstrate respect for diversity and embrace cultural humility.

Graduates are evidence-based practitioners who manage data, information, and technology to inform and guide practice decisions. Professional nurses are committed to continued quality improvement in the delivery of health care. As leaders in the discipline, nurses participate in political and regulatory processes to improve and shape the future of health care delivery.

Health is an experience encompassing both wellness and illness. Health promotion, disease prevention, and risk reduction are critical elements in professional nursing care provided to clients, families, and communities.

Undergraduate and graduate nursing students are individuals who come with diverse learning needs and unique personal and professional goals. Faculty strive to empower students as self-directed learners through a teaching/learning partnership. Faculty assume a mentor role by modeling scholarship and excellence in nursing practice. Graduates are critical, inquiring, and independent thinkers in the life-long acquisition of knowledge. Graduates are creative, innovative leaders in the healthcare environment and committed to impacting healthcare wherever they practice their profession.

Approved at SON meeting 2-26-14

GOVERNANCE

Three education committees govern the FWWSON. All nursing faculty and staff are a member of at least one committee. The committees are: Prelicensure Programs, Postlicensure Programs, and Advanced Practice. Students may volunteer or be invited to serve on the education committees and/or the program subcommittees. The committee representative serves as a liaison between the students and the faculty. The College of Health Sciences, which the school is one of the academic units, provides opportunities for students to participate in governing processes. The By-laws of the College designate which committees have students as members.
The Bachelor’s, Master’s and Doctoral Programs offered by the FWWSON are accredited by the Commission on Collegiate Nursing Education (CCNE) http://www.aacn.nche.edu/Accreditation/. Click on the link to read further about this accrediting agency. The link provides a listing of schools accredited by CCNE.

Programs are also approved by the Wyoming State Board of Nursing.
SECTION 2: COMMUNICATION

Administration........................................................................................................................................ 307-766-6569
Dean: Mary Burman (mburman@uwyo.edu)................................................................................... 307-766-6569
Associate Dean: Susan Steiner (ssteine1@uwyo.edu)................................................................. 307-766-6753
Business Manager: Denise Gable (dgable@uwyo.edu)............................................................... 307-766-6569

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Nursing Scholarships (dgable@uwyo.edu).................................................................................... 307-766-6569
General Financial Aid Information (finaid@uwyo.edu).......................................................... 307-766-2116

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RN/BSN Completion Support
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Nurse Practitioner (DNP) Director: Ann Marie Hart (annmhart@uwyo.edu)..................... 307-766-6564
Graduate Program Support
Credentials Analyst/Academic Advisor: Dawn Carver (dcarver@uwyo.edu).................... 307-766-6565

Additional Program/Student Support Staff
Receptionist, Course Support, Clinical Contracts / Office Associate
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General School Inquiries, Web Master / Office Associate
Claire Hitchcock (uwnursing@uwyo.edu or claire@uwyo.edu)............................................... 307-766-4291
COMMUNICATION SYSTEM

The primary source of communication with nursing students is through UW email accounts and online course shells. Students are responsible for all information sent out via these resources. Some student contacts may be made by phone or through the U.S. Mail service. Please keep both your mailing (school) and permanent address and phone information current at all times on WyoWeb.

APPROPRIATE CHANNELS IN PROBLEM SOLVING DIFFICULT SITUATIONS

The following process is based upon these assumptions:

- Students experience problems that need to be discussed with faculty in various contexts.
- Students approach trusted faculty with their problems in order to obtain assistance in solving them.
- Students experience anxiety and stress when they are not empowered to use appropriate problem-solving strategies.
- Learning to use appropriate problem-solving strategies is empowering.

Based upon these assumptions, the following process should be used in the FWWSON by both students and faculty. The purpose of the process is to facilitate student learning of a problem-solving strategy that will empower them to cope with significant issues in their academic life. This process will also be useful to them as graduate nurses in future employment situations.

STUDENT COURSE OF ACTION

The steps below are to be followed when a problem arises. Should a student skip any of the steps by trying to contact a higher authority, that authority figure will ask the student to go back and follow the process. THEN, if that person is not able to help, the student may progress to the next level of authority.

1. **Go directly to person (student, faculty) involved first.**
   
   If this is difficult, the student may speak directly to his/her advisor or a trusted faculty member first for assistance in planning how to approach this person. Students may also contact the Dean of Students Office (307-766-3296) at any time for help in addressing tough issues.
   
   If speaking directly to the student/faculty member involved did not resolve the situation, then proceed to the next level of authority...

2. **Go to the course instructor (if that is not the person in #1).**
   
   If speaking to the course instructor did not resolve the situation, then proceed to the next level of authority...

3. **Go to the course coordinator (if that is not the person in #2).**
   
   The course coordinator will be listed as such on the course syllabus.
   
   If speaking to the course coordinator did not resolve the situation, then proceed to the next level of authority...

4. **Go to the program coordinator (if that is not the person in any of the prior steps).**
   
   If speaking to the program coordinator did not resolve the situation, then proceed to the next level of authority...

5. **Go to the Associate Dean of the School of Nursing**

6. **Go to the Dean of the School of Nursing**
SECTION 3: PROFESSIONAL BEHAVIOR

PROFESSIONAL CONDUCT CODE FOR STUDENTS ENROLLED AT THE FAY W. WHITNEY SCHOOL OF NURSING

Introduction

The Fay W. Whitney School of Nursing (FWWSON) at the University of Wyoming has an obligation to educate students who uphold the highest ethical and professional standards. The Professional Conduct Code has been developed to guide students who are enrolled at all levels in the FWWSON. The Code is designed to assure accountability for the professional and ethical standards of the nursing profession.

The FWWSON Professional Conduct Code provides guidance to students about expected professional behaviors in nursing. In addition, the university has other codes of conduct that nursing students are accountable to including the University of Wyoming Regulation (UW Reg) 6-802, which focuses on academic dishonesty and the UW Student Code of Conduct.

This Code has been developed in accordance with the American Nurses’ Association Code of Ethics and Standards of Practice and the American Academy of Nurse Practitioner Standards and Scope of Practice for Nurse Practitioners.

The Fay W. Whitney School of Nursing is a part of the University of Wyoming community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect of others. Students share with faculty and staff the responsibility for promoting a climate of integrity. The purpose of the Professional Conduct Code is to uphold these fundamental values. As citizens of the university community, each student is responsible for upholding the spirit as well as the letter of the Professional Conduct Code during his/her tenure in the Fay W. Whitney School of Nursing. The Professional Conduct will be directed and enforced by the Fay W. Whitney School of Nursing.

Professional Conduct

The FWWSON is committed to maintaining the highest standards of academic performance, professional behavior, personal integrity, and respect for each other as individuals. The following are ethical principles that professional nurses embrace. Brief descriptions of each are included.

Honesty

Students are expected to demonstrate honesty and integrity in all aspects of their interaction with clients and staff – particularly in assuring accuracy and completeness in their actions and documentation.

Responsibility, Accountability and Professional Growth

Students accept individual responsibility and accountability for their actions. To provide safe care, students must assume personal responsibility for their own physical and mental health in addition to having the knowledge and skills necessary to give this care.

Respect

Students shall conduct their practice without discrimination on the basis of age, race, religion, sex, nation of origin, sexual orientation or disability. Students will respect the dignity and rights of clients and their significant others regardless of social or economic status, personal attributes or nature of health problems.
Confidentiality and Privacy

The client’s right to confidentiality is a fundamental tenet of health care. Students shall respect the rights of clients, colleagues, affiliated institutions, and other healthcare professionals, and shall safeguard client confidence and privacy. “Confidential information should be shared only with the patient’s informed consent, when legally required or where failure to disclose the information could result in significant harm. Privacy relates to the patient’s expectation and right to be treated with dignity and respect (NCSBN, 2011, p. 1).” Breaches of confidentiality and privacy include any type of communication as well as the improper use of social media.

Professional Demeanor

Students are representatives and ambassadors of the FWWSON. Students’ behavior may positively or negatively affect the image of the FWWSON. Students shall interact with all members of the healthcare team, their colleagues, and the public in a professional manner that reflects a spirit of cooperation, consideration, and professionalism.

PROCEDURES FOR VIOLATIONS OF THE PROFESSIONAL CONDUCT CODE:
FAY W. WHITNEY SCHOOL OF NURSING COLLEGE OF HEALTH SCIENCES

I. Overview: The Fay W. Whitney School of Nursing (FWWSON) shall have jurisdiction over incidents of alleged violations of the Professional Conduct Code by any individual who is enrolled in a professional nursing program at the University of Wyoming, including “prenursing” students. The Professional Conduct Code identifies areas of conduct which are judged unacceptable for individuals who are either in or aspire to be in the profession of nursing. The Professional Conduct Code and these Procedures will be included in the Student Handbook.

II. Hearing Officer Designation: FWWSON Hearing officers shall receive complaints through the Dean of the FWWSON or his/her designee alleging misconduct by students as outlined by the FWWSON Professional Code of Conduct. The Dean of the FWWSON has primary authority and responsibility for the administration of the Professional Conduct Code and the appointment of FWWSON Hearing Officers. The responsibilities of a FWWSON Hearing Officer shall be performed by such member or members of the university staff or faculty as may be appointed by the FWWSON Dean or designee on a continuing basis or for the hearing of specifically designed cases.

III. Procedures for Report of Violation, Preliminary Procedures, Notice, Conferences/Hearings, and Suspension

a. Report of Violation: An alleged violation of the Professional Conduct Code should be reported to the FWWSON Dean or designee as soon as possible after discovery of the incident. Any member of the University community, including students, staff and faculty, may file a complaint against a student suspected of violating the Professional Code of Conduct. Complaints shall be reported promptly without unreasonable delay.

b. Preliminary Procedures: If the complaint alleges violations of regulations or matter under the jurisdiction of other university officials, the Dean or designee shall refer the complaint to such official for action. Otherwise, the Dean or designee will make preliminary inquiry to ascertain whether the allegations are supported by available evidence and do allege a violation of the Professional Code of Conduct. If not, the Dean or designee shall dismiss the complaint. The Dean or designee may also assist in the resolution of the matter through an administration disposition without filing a formal complaint. Otherwise, a FWWSON Hearing Officer appointed by the Dean or designee shall proceed to conduct a professional conduct hearing according to the process outlined below and to impose appropriate disciplinary sanctions in cases in which the Hearing Officer determines the alleged misconduct did occur. At the discretion of the Dean or designee, a separate charging party and hearing officer may be appointed for a case. The hearing officer shall exercise control over the professional conduct hearing.
c. Written Notification: The Dean or designee will notify the accused, in writing, of the allegations brought against him/her. The student shall receive a copy of the Professional Conduct Code and other relevant documents along with the written notice. The student will be informed of the date, time and location of the professional conduct hearing at least five (5) business days prior to the hearing date.

d. Professional Conduct Conference: Any student accused of misconduct who is not disputing the charge(s) will participate in a professional conduct conference with a hearing officer as outlined in Section IV.

e. Professional Conduct Hearing: Any student accused of misconduct who is disputing the charge(s) will participate in a professional conduct hearing as outlined in Section V.

f. Temporary Suspension: The Dean or his/her designee may at any time temporarily suspend or deny readmission to a student from the FWWSON pending formal procedures when the Dean or designee finds and believes from available information that the student would seriously disrupt the School or constitute a danger to the health, safety or welfare of members of the FWWSON community.

IV. Professional Conduct Conference – informal process

a. Admission of responsibility: Students that elect a professional conduct conference admit responsibility for the misconduct. The purpose of the conference is to determine what sanctions are appropriate for the violation of the professional conduct code. Students that agree to a conference waive any rights to further hearings or appeals regarding the admitted misconduct.

b. FWWSON Hearing Officer: The designated hearing officer will review the charges to determine the appropriate action or sanction.

c. Failure to appear: If a student accused of misconduct fails to appear for a professional conduct conference, the hearing officer may refer the student for a professional conduct hearing.

d. Appeal: A student that participates in a professional conduct code hearing may appeal only the sanction(s) imposed by the hearing officer. The formal appeal shall be made in writing to the FWWSON Dean. Such disposition shall be final and there shall be no subsequent proceedings.

V. Professional Conduct Hearing - formal process

a. A professional conduct hearing shall occur within thirty (30) business days of the charge unless the Dean of FWWSON determines that it is in the best interests of the University or the student to postpone the hearing, at which point notice will be given to both the student and the charging party.

b. Appropriate accommodations will be made for students who have documented disabilities through University Disability Support Services.

c. Discovery shall be limited to an exchange between parties of a list of witnesses for the hearing, a brief summary of the information each witness is expected and any documents to be presented at the hearing. No depositions may be taken. Interrogations are not permitted nor are written pre-hearing motions. The parties may jointly communicate with the hearing officer by telephone on any pre-hearing matters except when the charging party and the hearing officer are the same person. The parties may then communicate directly at any time.

d. Normally, professional conduct hearings are not open to the public. At the request of the student accused of misconduct, and subject to the discretion of the hearing officer, the hearing may be opened to the public.

e. Admission of any person to the professional conduct hearing shall be at the discretion of the hearing officer. Witnesses, other than the student accused of misconduct, may be excluded from the judicial hearing during the testimony of other witnesses.
f. Either party may present information, including documents, and/or a reasonable number of relevant witnesses in support of their position.

g. The student accused of misconduct may speak on his or her own behalf; however students who chose to remain silent shall not have their silence used to their detriment.

h. The hearing officer may exclude any person(s) disrupting a professional conduct hearing or who fails to abide by the decisions of the hearing officer.

i. The hearing officer will consider information that directly relates to the facts of the complaint or information regarding the appropriateness of a particular sanction.

j. The hearing officer may question all witnesses in a hearing.

k. Neither advisors nor legal counselors may appear in lieu of the accused student.

l. The student may have an advisor or counselor appear with the accused and to consult with such an adviser or counselor before and/or during the hearing; however, the adviser/counselor will not be allowed to question witnesses and/or address the hearing officer. The accused student must notify the hearing officer at three (3) business days in advance with the name and relationship of the advisor and the name of any witness that will attend the hearing.

m. In the course of any hearing, the hearing officer is authorized to request the appearance or additional evidence of any student, faculty, staff member, other employee of the University, or other person as witness.

n. After the professional conduct hearing, the hearing officer shall determine whether or not the student is responsible for violating the Professional Code of Conduct for which the student is charged.

o. If the student does not appear at the hearing, the written statements will be the entire presentation by that person and the hearing officer’s recommendation will be made accordingly.

p. The hearing may take place by audio/visual teleconferencing for students and/or faculty in Outreach programs in the FWWSON. The conference will be scheduled by FWWSON personnel and, at the discretion of the hearing officer, may be set up with an independent proctor to accompany the student at the distance site.

q. If a case involves more than one accused student, the hearing panel may elect to hear the cases together, but in that event shall make separate findings and determinations for each accused.

r. All procedural questions are subject to the final decision of the hearing officer.

s. The student accused of misconduct will be informed in writing of the determination and recommendations of the hearing officer and the appellate process within twenty (20) business days of the close of the professional conduct hearing.

t. The standard of proof shall be “by a preponderance of the evidence” which shall mean that the evidence as a whole shows that the fact sought to be proved is more probable than not.

VI. Record of Hearing/Notice of Decision

The FWWSON Hearing Officer shall prepare a “Notice of Decision” which includes the findings of fact, findings of guilt or innocence, and the sanctions imposed. A copy of shall be filed in the student’s professional conduct records maintained by the Dean of FWWSON for seven (7) years.
VII. Further Appeal

a. Further appeal shall be in accordance with the College of Health Sciences Appeals procedures.

b. Status during the appeal: In cases of suspension, dismissal or expulsion where a notice of appeal is filed within the required time, the accused student may petition the FWWSON Dean in writing for permission to attend classes pending final determination of appeal. The Dean may permit the accused student to continue in school under such conditions as may be designated pending completion of appellate procedures, provided such continuance will not disrupt the University or constitute a danger to the health, safety or welfare of the University Community. In such event, however, any final disciplinary action imposed shall be effective from the date of the final decision by the FWWSON Hearing Officer.

Approved at AP Meeting on 11-18-09

ACADEMIC AND CLINICAL
PERFORMANCE POLICY

The purpose of this policy is a guide for students and faculty to optimize learning

Academic Concerns

Academic performance concerns and a process to facilitate successful learning are identified below.

Unsatisfactory or failing performance in a didactic course will initiate the following process:

- In consultation with course coordinator/program coordinator/associate dean, the course faculty member will develop an agreement (Academic Performance Learning Plan) with the student specifying an action plan with a timeframe and potential outcomes of the concern.

- The faculty (and others as appropriate) will meet with the student to discuss possible issues/reasons for the academic concern and discuss the plan. The student, faculty member, faculty advisor, program coordinator, and associate dean will sign the Academic Performance Learning Plan which will be placed in the student’s SON record.

- A follow-up conference(s) to review the student’s progress will occur according to the timeline of the learning plan. Documentation will be attached to the original Academic Performance Learning Plan.

- As UW students, FWWSON students will be held to both school and university policies including the Professional Conduct Code and university policies regarding academic dishonesty and UW conduct Code violations. Depending upon the nature of the violation, these other FWWSON, College of Health Sciences, and UW regulations may also apply.

Clinical Concerns

Clinical concerns and potential consequences are identified below. The remediation process is outlined and includes a written learning plan. The following process will be initiated when faculty identify concerns in the clinical setting.

Level I Clinical Concerns

...are actions of a serious nature with potential to jeopardize client safety and result in the danger and/or harm to clients in any setting. Such concerns may result in actions ranging from a written learning plan to dismissal from the program. These concerns include, but are not limited to, the following:

1. Demonstrates impaired behavior in clinical settings. This impairment may be the result of alcohol, recreational drug or prescription drug use (invokes Impaired Student policy).
2. Demonstrates behaviors that may be interpreted by others as sexual harassment.
3. Demonstrates acts of omission or commission during the care of clients that result in harm or may result in harm, such as, but not limited to physical, mental or emotional abuse and in failure to implement the “rights” of medication administration.
4. Demonstrates behaviors as identified in UW’s Policy of Academic Dishonesty.
5. Violation of confidentiality.

**Level II Clinical Concerns**

... are actions with less potential to cause harm. Such concerns may result in actions ranging from a written learning plan to course failure. These concerns include, but are not limited to, the following:

- Comes unprepared for the clinical experience.
- Displays inadequate knowledge and skills necessary for client care.
- Fails to accept accountability for his/her own actions.
- Demonstrates disrespect, insensitivity and/or judgmental manner when dealing with others.
- Does not abide by the dress code for activities directly related to the FWWSON.
- Fails to attend clinical experiences as directed by faculty and/or fails to provide prior notification to the instructor/faculty and agency of an absence, tardiness, or departure from assigned unit or floor (longer than 5 minutes).

**Consequences of Clinical Concerns**

When a student violates the FWWSON Clinical Performance Policy, the following actions will occur:

- The student will receive verbal feedback concerning the clinical concern(s) from the faculty at the time of occurrence. Immediate action may be taken at this time. Level I concerns may result in immediate removal from the clinical experience.
- In consultation with course coordinator/program coordinator/associate dean, the course faculty member will determine the level of clinical concern and develop an agreement (Clinical Performance Learning Plan) with the student specifying an action plan with a timeframe and potential outcomes of the situation.
- The faculty (and others as appropriate) will discuss the plan with the student. The student, faculty member, faculty advisor, course coordinator, program coordinator and associate dean will sign the Clinical Performance Learning Plan which will be placed in the student’s SON record. Failure to adhere to the action plan may result in failure of the course or dismissal from the program.
- A follow-up conference(s) to review the student’s progress will occur according to the timeline of the action plan. Documentation will be attached to the original Clinical Performance Learning Plan.
- As UW students, FWWSON students will be held to both school and university policies including the Professional Conduct Code and university policies regarding academic dishonesty and UW Conduct Code violations. Depending on the nature of the violation, these other FWWSON, College of Health Sciences and UW regulations may also apply.

*Approved at SON meeting 4-24-13*

*Placed in Student Handbook & Faculty Handbook (May, 2013)*
# Academic Performance Learning Plan

**Student Name:** ___________________________  **Date:** ___________________________

**Student ID:** ___________________________  **Nursing Course:** ___________________________

**Faculty Name:** ___________________________  **Faculty Title:** ___________________________

## Details

**Description of Academic Concern:**

---

**Learning Plan Addressing Academic Concern:**

---

**Timeline and Potential Outcome:**

---

## Acknowledgement

*By signing this form, you confirm that you understand this information. You also confirm that you and your nursing instructor have discussed the academic concern. Signing this form does not necessarily indicate that you agree with the academic concern. This form will be kept in the student’s School of Nursing record.*

**Student Signature:** ___________________________  **Date:** ___________________________

**Faculty Signature:** ___________________________  **Date:** ___________________________

**Course Coordinator:** ___________________________  **Date:** ___________________________

**Faculty Advisor:** ___________________________  **Date:** ___________________________

**Program Coordinator:** ___________________________  **Date:** ___________________________

**Associate Dean:** ___________________________  **Date:** ___________________________
# Clinical Performance Learning Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Student ID:</td>
<td>Nursing Course:</td>
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<tr>
<td>Faculty Name:</td>
<td>Faculty Title:</td>
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</tbody>
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## Level of Clinical Concern

<table>
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<tr>
<th>Level</th>
<th>Clinical Concern</th>
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<td>I</td>
<td>Clinical Concern</td>
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<tr>
<td>II</td>
<td>Clinical Concern</td>
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</tbody>
</table>

## Details

### Description of Clinical Concern:

### Action Plan Addressing Clinical Concern:

### Timeline and Potential Outcome:

## Acknowledgement

*By signing this form, you confirm that you understand this information and have re-read the UW School of Nursing Code of Professional Conduct and Clinical Performance Policy. You also confirm that you and your nursing instructor have discussed the clinical concern. Signing this form does not necessarily indicate that you agree with the clinical concern. This form will be kept in the student’s School of Nursing record.*

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Faculty Signature:</td>
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<td>Course Coordinator:</td>
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<td>Faculty Advisor:</td>
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<td>Program Coordinator:</td>
<td>Date:</td>
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<tr>
<td>Associate Dean:</td>
<td>Date:</td>
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</table>
TECHNICAL STANDARDS FOR ADMISSION

You are required to read the following information. All undergraduates and graduates admitted to the University of Wyoming Fay W. Whitney School of Nursing (FWWSON) will be asked to verify that they can meet these standards with or without accommodation(s). In courses or programs without clinical components, or involving no direct client care, these Technical Standards may be modified by the program admission committee.

STANDARDS

- **Observation/Sensory-motor:** Applicants must be able to observe demonstrations and learn from experiences in the basic sciences, including but not limited to, physiology and pharmacology, microbiology and pathophysiology laboratory situations. Applicants must be able to observe and learn from experiences in the clinical nursing laboratory such as the following examples: accurately read gradients/calibrations on a syringe; measure medications accurately; accurately recognize color changes on chemical reaction strips; assess heart, breath, abdominal sounds; assess normal and abnormal color changes in the skin; observe pupil changes; and observe digital or waveform readings.

- **Communication:** Communications include not only speech but also reading, writing, and computer usage, including handheld digital access. Applicants must be able to communicate accurately and effectively with patients, caregivers, physicians, other health professionals, clinical facility staff, faculty and staff, peers, and the community in general in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications.

- **Psychomotor:** Applicants should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Applicants should be physically able to collect specimens and perform basic tests (such as glucose finger stick, urine dipstick). Applicants should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of nurses are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, and assist in moving and lifting patients using proper body mechanics. Such actions require coordination of both gross and fine muscular movements, equilibrium and using tactile and visual senses.

- **Intellectual-Conceptual, Integrative, and Quantitative:** Applicants must be able to comprehend and interpret documents written in English. Applicants should have cognitive abilities including measurements, calculation, reasoning, analysis, and synthesis. Critical thinking is the ability to synthesize knowledge and integrate the relevant aspects of a client's history, physical exam findings and diagnostic studies. Problem solving, the critical skill demanded of nurses, requires all of these intellectual abilities. In addition, the applicant should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures in order to understand normal and abnormal anatomy and physiology.

- **Behavioral and Social Attributes:** Applicants must possess the emotional health required to utilize their intellectual abilities fully, exercise good judgment, complete all responsibilities attendant to the nursing diagnosis and care of patients promptly, and the development of mature, sensitive and effective relationships with patients and their families. Applicants must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal communication skills, interest and motivation are all personal qualities that should be assessed during the admissions and education process. As a component of nursing education, a student must demonstrate ethical behavior including adherence to the professional nursing code and the UW and FWWSON student conduct codes.
These standards were adapted from the University of Kansas School of Nursing Technical Standards for Admission.

REASONABLE ACCOMMODATIONS

Applicants who disclose a disability are considered for admission if they are otherwise qualified so long as such accommodation does not significantly alter the essential requirements of the curriculum and the educational program, or significantly affect the safety of patient care or others. When applicants or students disclose a disability, the provision of reasonable accommodations will be considered in an attempt to assist these individuals in meeting these required technical standards. Applicants whose response indicates that they cannot meet one or more of the expectations will be reviewed further by the University Disability Support Services, with applicant and faculty input, to determine if any reasonable accommodations are possible to facilitate successful completion of the nursing curriculum and preparation for the national registry examination (website: http://www.uwyo.edu/udss/).

It is important to give persons interested in enrolling in nursing a realistic view of the vigorous demands of the School of Nursing's theoretical and practicum curriculum while at the same time investigating reasonable accommodations. Whether or not a requested accommodation is reasonable will be determined on a case by case basis.

If you have questions about these technical standards and/or your ability to meet them, please contact the FWWSON at 307-766-4312.

CONFIDENTIALITY

All patient/client information is confidential. As stated in the ANA Code of Ethics, “The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient,” which includes the duty of the nurse to maintain patient confidentiality. Protecting patient confidentiality is now the law. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 went into effect in April 2003. Noncompliance can result in monetary, civil and criminal penalties.

- Students should not discuss patient/client information with anyone except for clinic personnel and those in the School of Nursing who are involved in student education and adhere to the same confidentiality (e.g., faculty, colleagues).
- Client records should never leave the clinical agency.
- Students should never save patient/client sensitive information (with identifying information) on their computers.
- Email correspondence with faculty should also be treated confidentially and identifying information about patients/clients should not be included.
- All documentation related to clinical clients must be treated as a legal document and confidentiality respected and maintained.
- Client names should not be included in logs, case presentations or on notes.
- Copying client records is NOT permitted in any clinical setting.
Impaired Student Policy

Impairment of student performance may be the result of a mental health disorder and/or substance abuse or substance dependence disorder. The School of Nursing, in support of UW Regulation 2-39 Alcohol and Other Drugs Policy, supports the following:

- Providing safe, competent patient care is the priority. A student must be able to perform professional and clinical care to patients in a reliable, dependable, trustworthy, and prudent manner.
- Prevention of substance abuse/substance dependence is a critical component. Students are educated about this issue in all programs offered by the School of Nursing.
- School of Nursing faculty and staff are responsible for identifying individuals with declining academic performance, behavioral changes of concern, and excessive absenteeism that may be caused by a mental health disorder or substances and impairing performance.
- When there is a concern regarding substance abuse, drug and/or alcohol testing for any student can be requested by the School of Nursing. The cost of this testing will be borne by the student. Refusal by a student to submit to testing may result in suspension from the program.
- Students who are suspected of being impaired in the clinical setting will be asked to leave. They will not be permitted to drive and must bear the cost of transportation. The student will be suspended from all clinical activities until the situation has been resolved.
- Students who are under the influence of alcohol and/or drugs have a right to an assessment of this concern, a right to access treatment, and a right to accept and undergo treatment services at their own cost if warranted. Continuation and/or readmission is not guaranteed.
Refer student to Wyoming State approved Licensed Professional Addiction Counselor and/or Licensed Mental Health/Health Care Provider

Licensed Professional Addiction Counselor and/or Licensed Mental Health/Health Care Provider completes assessment and determines status of student in regards to impairment, and determines assessment and required intervention/treatment for student

Student refuses to see Licensed Professional Addiction Counselor and/or Licensed Mental Health/Health Care Provider

Involvement of other University personnel or resources as appropriate

If student is currently licensed as a RN, LPN, CNA, ask student to report to the Board of Nursing or Dean or designee will report to Board

Recommendation for treatment plan for student made to Dean and/or designee and student

Student agrees to recommended plan of care

Student dismissed from nursing program as determined by Dean or designee

Treatment refused by student

No impairment

No further intervention necessary

Periodic reports to Dean and/or Dean designee by Licensed Professional Addiction Counselor and/or Licensed Mental Health/Health Care Provider on progress of student in treatment

Readmission decision is based on clearance by Licensed Professional Addiction Counselor and/or Licensed Mental Health/Health Care Provider; and approval Dean and/or Dean designee. Readmission hearing may be required

Dean or Dean’s designee makes decision as to student’s status in nursing program

Fay W. Whitney School of Nursing
Impaired Student Policy Flowchart
Updated and Approved April 2015
Grade Appeal Process

Students have the right to appeal the grades of Fay W. Whitney School of Nursing (FWWSON) academic personnel when they feel they have been treated arbitrarily or capriciously. Students should first attempt to resolve the issue with the person informally. If the student is not satisfied with the outcome, an appeal can be made to the Dean of the FWWSON and will proceed pursuant to the process outlined below.

FWWSON Appeal

The appeal is presented to the Dean or designee no later than fifteen (15) business days after notification of the grade or five (5) business days after the beginning of the next academic or summer session in which the student enrolls, if the decision/action occurs at the end of the semester. A written appeal shall consist of a letter to the Dean presenting the action being appealed, the basis of the appeal, and any supporting documents, including whether any witnesses will be called.

The Dean or designee will make preliminary inquiry to ascertain whether the appeal is supported by available evidence. If not, the Dean or designee shall dismiss the appeal. The Dean or designee may also assist in the resolution of the matter through an administration disposition without filing a formal appeal. Otherwise, an appeal hearing shall proceed according to the process outlined below.

The Dean or Designee Will:

1. Appoint a hearing panel composed of one academic personnel member of the student's choice and two from the faculty at large. Neither the faculty member who assigned the grade to the student nor the Dean will be a member.
2. Appoint a chair from members of the panel.
3. Notify the student and faculty member of the time and overall process of the hearing. Notify both the student and faculty member that all materials pertinent to the review, including whether any witnesses will be called, must be submitted to the chairperson at least (5) business days prior to the hearing.
4. Receive the findings of fact and recommendation of the panel.
5. The Dean will make a final decision within ten (10) business days after receipt of the panel’s findings of fact and recommendation.
6. The Dean will notify the parties in writing of her/his decision immediately thereafter. This does not preclude verbal communication of findings.

The Chairperson for the Panel Shall:

1. Distribute all materials pertinent to the appeal from the student and faculty member to members of the hearing panel and the student and faculty member at least three (3) business days prior to the hearing.
2. Preside over all sessions of panel; ensure procedural conduct consistent with fairness. Maintain, with the assistance of School of Nursing staff, integrity (of the record) and confidentiality of the proceeding except as required by administrative or other legal process.
3. Submit the panel's findings of fact and the recommendation to the Dean in writing and with a rationale. All panel members shall sign the findings of fact and recommendation.
4. Dismiss any person from hearing room who becomes disorderly during proceedings; document behavior and subsequent action; and keep documentation with the record of the proceedings.

Appeals Hearing:

1. The chairperson shall call the meeting to order. The chairperson will ask the appeal panel members, the student, and the faculty member to identify themselves. The chairperson shall review the procedural guidelines and the specific aims and limitations of the appeal process e.g. the purpose is to ensure fairness to the student and not to substitute the judgment of the instructor. There will be no representation by counsel for either party at the hearing or at the School of Nursing level.
2. The conduct of the Hearing will be informal and will be determined by the panel.
3. None of the parties may be represented by legal counsel at the hearing.
4. During the hearing both parties will be allowed to make a statement to the board in support of their case. Following this, both student and faculty member will have an opportunity to respond to the other's statement.
5. After the student and the faculty member/staff have presented their statements and responses, questions may be raised.
6. Witnesses may present statements on behalf of either the student or faculty/staff. The student, faculty member and committee members can ask questions of the witnesses.
7. In the course of any hearing, the panel is authorized to request the appearance or additional evidence of any student, faculty, staff member, or other employee of the University as witness.
8. If the student or faculty member/staff does not appear at the hearing, the written statements will be the entire presentation by that person and the panel’s recommendation will be made accordingly.
9. The hearing may take place by audio/visual teleconferencing for students and/or faculty in Outreach programs in the FWWSON. The conference will be scheduled by FWWSON personnel and, at the discretion of the chairperson, may be set up with an independent proctor to accompany the student at the distance site. At the end of the hearing, after the student and faculty are dismissed from the call, if needed the audio/visual teleconference will be re-established with just the members of the faculty panel.
10. The panel has five (5) business days following the hearing to render its findings of fact and recommendations.
11. The panel shall submit, to the Dean, its findings of fact and recommendations in writing, with all panel members’ signatures.
12. The panel shall follow established procedures maintaining confidentiality of the hearing and related records.

**FURTHER APPEAL**

Further appeal shall be in accordance with the College of Health Sciences Appeals procedures.

*Updated: 7/29/09*

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**COLLEGE OF HEALTH SCIENCES
GUIDELINES FOR STUDENT
ACADEMIC APPEALS**

**THE HEALTH SCIENCES STUDENT APPEALS BOARD:**

*When the Dean of the College of Health Sciences believes that a formal hearing panel would be useful to resolve the dispute, a Health Sciences Student Appeals Board will be structured as described below. The Dean may also elect to reconcile the problem informally or render a decision based on the record. Notice of resolution or decision without Board review should be forwarded to all parties within 15 school days of receipt of the appeal.*

**I. COMPOSITION**

Basic Structure

The Student Affairs Committee shall serve as the Health Sciences Student Appeals Board (HSSAB) as specified in UniReg 560, II.F.5.

The Chairperson of the HSSAB shall be the current chairperson of the Student Affairs Committee, having been elected from the membership and being a voting member.

Exception: When the chairperson is a faculty member of the unit where the grievance originated, another Student Affairs member not associated with the unit must chair the HSSAB. This individual will be elected by the members of the Board.

**II. PURPOSE**
The Purpose of the HSSAB is to provide a review of student appeals on the academic decisions or actions of School/Division staff, administrative officials, faculty, or academic units. Each Division/School in the CHS shall have written procedures for informal resolution of student disputes arising from decisions or actions of faculty, staff and/or administrators. Any student or student group shall have the right to use these procedures within the appropriate unit. The appeal should first be initiated with the instructor or course coordinator. If a satisfactory outcome is not achieved, the appeal may be forwarded to the dean/director of the appropriate unit and will proceed according to the appeals procedures outlined within the unit. The right of student appeal at the college level is limited to allegations of prejudice, capricious or arbitrary academic evaluation or capricious or arbitrary treatment.

III. JURISDICTION

A. General Jurisdiction

The HSSAB shall have jurisdiction to review the decisions of any School’s/Division’s appeal committee.

B. Limitations

No decision or action shall be reviewed by the HSSAB unless all normal channels of relief have been exhausted by the appellant up to and including the School’s/Division’s appeal committee.

C. Basic Authority and Responsibilities

1. The HSSAB may recommend affirmation or reversal of the decision being appealed, and may make such recommendations for further actions as may seem appropriate.

2. The HSSAB shall have the final authority in procedural matters.

3. The HSSAB will forward its recommendation(s) to the Dean of the College, along with a record of the hearing proceedings within five (5) days of the hearing. The Dean will make a final decision, within ten (10) school days (after receipt of the HSSAB recommendation) based on the recommendation(s) of the HSSAB and the records of the hearing. The Dean will notify the parties in writing of her/his decision immediately thereafter. The Dean shall be responsible for implementing her/his decision immediately thereafter. The Dean shall be responsible for implementing her/his decision.

IV. PROCEDURES

A. Initiation of Appeal (Timeframe)

1. The appeal must be presented to the Dean of the College or designee no later than fifteen (15) school days after the Appellant receives the decision of the School’s/Division’s Appeals Committee from the Director/Dean or designee. If the decision is received on a date that will not allow for a timely appeal in the current academic term, the time for an Appeal may be extended to the following academic term.

2. If no informal settlement can be reached, the student may elect to follow the formal appeals process.

a. For appeals of final grades the written appeal must be in the Dean’s Office, College of Health Sciences, no later than fifteen (15) school days after the first day of classes of the semester following that in which the action being appealed occurred. If the action being appealed occurred during the spring semester, the student has the option of appealing in either the summer session or the following fall semester.
b. For appeals of grades given during a semester, the written appeal must be in the Dean’s Office, College of Health Sciences, no later than fifteen (15) school days after receipt of the grade.

3. Within fifteen (15) school days of the receipt of a written appeal, the Dean, along with the Chair of the HSSAB, shall determine whether the appeal is within the jurisdiction of the Board.
   a. If the appeal does not fall within the jurisdiction of the board, the Chair of the HSSAB shall notify the appellant.
   b. If the appeal is within the jurisdiction of the HSSAB, the Chair shall notify the appellant and the appellee and include a notice of the time and place of the hearing.

B. Filing Appeal

A written appeal shall consist of a letter to the Dean, College of Health Sciences, presenting the action being appealed, the basis of the appeal, and any supporting documents. The written appeal must include evidence that all normal avenues in the School/Division for adjustment of the action being appealed have been exhausted. A copy of the decision rendered by the School’s/Division’s Appeals Committee with the date of such decision and the date that the appellant received notification of the decision must be included in the appeal. The appellant must also include a list of any witnesses.

C. Notice

The Dean or designee will provide the appellee with a copy of the written appeal and any supporting documents including names of witnesses. The appellee may make a written reply to the HSSAB. The appellee must notify the HSSAB of any witnesses. This written reply will be presented to the Board along with the written appeal at least three (3) school days before the meeting. The Dean or designee will make a copy of the reply available to the appellant along with names of witnesses for the appellee.

D. Meetings

The HSSAB will meet when notified by the Chair during the normal academic year. A special board may be appointed by the Chair if necessary during the summer term, only if an extreme situation exists. Meetings will be at the Board’s earliest convenience allowing all parties time to receive the applicable materials.

Meetings shall be open unless either party specifically requests in writing to the contrary. If the HSSAB decides, during the hearing, that the openness of the hearing is hindering the Board's functioning, the Board may close the hearing and conduct it in private.

E. Disqualification of Members

Any member of the HSSAB may request disqualification of him/herself or any other member for just cause, by notifying the Chair of the Board. Either appellant or appellee may request that a member be disqualified for just cause providing a written request to the Dean of the College at least five (5) school days before the scheduled meeting.

F. Recording Secretary

A recording secretary will be assigned by the Dean to compile and disseminate all applications and materials for board members to review. The recording secretary will tape record the hearings and its outcome and provide a copy to the student if requested. The transcriptions and/or recordings and related materials making up the case file will be forwarded to the Dean of the College within five (5) school days.

G. Hearing Procedures
1. The conduct of the Hearing will be informal and will be determined by the HSSAB itself.

2. During the hearing both parties will be allowed to make a statement to the board in support of their case. Following this both appellant and appellee will have an opportunity to respond to the other's statement.

3. After the appellant and the appellee have presented their statements and responses, questions may be raised.

4. None of the parties may be represented by legal counsel at the hearing.

5. Witnesses may present statements on behalf of either the appellant or the appellee. Written statements by witnesses may also be admissible as determined by the Chair.

6. In the course of any hearing, the HSSAB is authorized to request the appearance or additional evidence of any student, faculty, staff member, or other employee of the University as witness.

7. If the appellant or the appellee does not appear at the hearing, the written statements will be the entire presentation by that person and the HSSAB’s recommendation will be made accordingly.

8. The HSSAB will retire to vote. A majority vote is required to reach a recommendation.

9. The Recording Secretary will submit a written report, including the committee’s recommendation and rationale, along with supporting materials to the Dean of the College within five (5) days.

10. The Dean of the College will review the materials and written record of the hearing along with the recommendation of the HSSAB. He/she will make a decision regarding the case and will notify the appellant and the appellee of the decision in writing within ten (10) school days.

H. Further Appeal

Further appeals shall be in accordance with UniReg 230 and/or The Graduate School Student Resources Appeals procedures.

Reviewed and Updated 5-19-06 / Reviewed and Updated 3-6-07
SECTION 4: GENERAL INFORMATION

ADVISERS

Students are assigned an academic adviser in the School of Nursing. Advisers provide academic support, referral to sources for solutions to any problems, and guidance about opportunities in the nursing profession.

APA MANUAL

The FWWSON uses the current edition of the APA Manual for all student assignments. APA style is a critical component of professional nursing. It is the responsibility of the student to be familiar with APA format and to seek guidance from faculty for its use. Students may want to consider the following sources if additional assistance is desired: APA, Owl Perdue, and PERRLA. Regardless of the resource used, use of correct APA style is the responsibility of the student.

COURSE SYLLABI

Each nursing course has a syllabus that is the student-teacher contract for that specific course. Course syllabi are available through online course shells. The syllabus contains the course objectives, each of which must be achieved to pass the course; the requirements of the course; and the evaluation methods. Students are responsible for understanding course expectations. If questions or clarification is needed, students may make an appointment with the faculty member.

STUDENT FILES

Academic personnel may review student files for purposes of advising and instructing students. A student’s own file may be reviewed by showing proper identification and in the presence of a nursing staff/faculty member. Academic records are also available through WyoWeb/Banner.

SAFETY

Safety procedures and universal precautions are reviewed as they relate to the content area and are reinforced throughout the duration of the program. It is the student’s responsibility to seek guidance from an appropriate resource if doubts, questions or concerns regarding correct procedure arise.

INCIDENT REPORTS

Based upon agency policy, students and faculty are required to document any unusual incidents. In most agencies, the form used is called an Incident Report or Variance Report. Unusual incidents include accidents or injuries to self or others and medication or nursing care errors involving faculty or student. Responsibility for filing a report is placed on the faculty. However, writing an Incident Report can be initiated by students, faculty, or agency staff. The purpose of the report is to notify the agency and University administrators that an incident...
has occurred. The report can also provide legal protection. Two Incident Reports usually need to be completed because both the agency and UW have their own forms. Copies of the UW form are given to the student, the healthcare professional evaluating the student, the OSHA Officer in the FWWSON, and the UW Safety Officer. A report also must be written in the event of an incident occurring in the Clinical Simulation Center. Please refer to the information included in the OSHA Exposure Control Plan on the School of Nursing website under Handbooks.

WORKERS’ COMPENSATION

Students in clinical are covered by Wyoming Workers’ Compensation. Students involved in an accident or injury during clinical, should follow the process outlined below:

- Workers’ Compensation claim must be filed within 10 days of any clinical related injury/accident
- Students should notify their clinical instructors immediately of an injury/accident
- The student or clinical instructor should notify the OSHA Officer in the FWWSON as soon as possible.
- Obtain a Wyoming Employee Report of Injury from the department secretary or Human Resources (HR) Department, Wyo Hall, Room 139. The claim form can also be found at www.uwyo.edu. Choose the A-Z index and click on H. Click on Human Resources. Click on Forms on the left-hand tool bar. Under Benefits, click on Workers’ Compensation Injury Report. Fill out the form as an employee.
- For assistance or more information, please contact the Workers’ Compensation Coordinator listed at the bottom of the instructions page for the claim form.
- Within 10 days from the injury/accident complete both sides of the form in black ink
- The Employee Certification must be signed
- For students, the form is turned into the Workers’ Compensation Coordinator or the OSHA Officer in the FWWSON.
- For employees/instructors, the form is turned into the department secretary to complete and sign the Employer Certification
- For employees/instructors, the department secretary will deliver the completed report to HR
- If a student is physically unable to comply, anyone may complete and file the report on the student’s behalf
- Prescription for work related injuries/accidents may be filled at Student Health Services
- Failure to comply with these deadlines could result in a denial of benefits

EXPOSURE CONTROL PLAN

The University of Wyoming FWWSON is committed to providing a safe working environment and believes that students have a right to know about health hazards associated with their work. In order for students to make knowledgeable decisions about any personal risks encountered, an Exposure Control Plan is available and includes the procedure to follow if an exposure occurs. It is also designed to develop awareness of potentially hazardous bloodborne pathogens in the work place and to train students in appropriate and safe work practices. Necessary information is available to inform students of how best to handle bloodborne pathogens and how to utilize the procedures outlined in this plan.

It is important that students assume responsibility for safe practice. All students will have access to pertinent safety information through clinical experiences and course work. When safety concerns arise, students are encouraged to contact their clinical instructor.

A training program has been designed for the benefit and protection of all students within this program. Every student must complete the training program before entering the clinical site. The training program is called the
CHESS (Cheyenne Health Education Shared Services) Orientation. CHESS was developed to consolidate the orientations that are required at each clinical facility. It is designed to meet the requirements of Occupational Health and Safety Administration (OHSA) and the Joint Commission. The CHESS booklet is linked on our school web site under Handbooks and then under the specific programs. Students are required to download the booklet, study it and take the test at the end of the booklet, and turn it in to our faculty prior to starting clinical. Students must past the test with a 100% before allowed into clinical.

In recognition of the special hazards associated with the risk of exposure and transmission of bloodborne pathogens, including but not limited to HIV (Human Immunodeficiency Virus), HCV (Hepatitis C Virus), and HBV (Hepatitis B Virus), standard precautions are adopted for all work entailing such risk. Hepatitis B vaccination is mandatory for all students attending professional clinical training for the FWWSON. If the student chooses not to receive the vaccine, a statement of declination will be required. Occupational exposure to human blood and other potentially infectious materials exist. Cost of the vaccine is to be borne by the student.

The FWWSON adopts the University of Wyoming Safety programs though the offices of Environmental Health and Safety. The OSHA Officer in the FWWSON provides guidance, monitors each incident, collects all required paperwork, and provides appropriate forms to the UW Safety Officer. However, overall responsibility for the UW FWWSON is the Dean of the School of Nursing and can be reached by calling 307-766-6569. The Clinical Instructors at all sites serve in the supervisory role of students.

The Exposure Plan of the FWWSON is available by going to the school of nursing website in the Handbooks section under “OSHA Exposure Control Plan”. This document is also available in the Clinical Simulation Center (CSC).

### READMISSION POLICY

The procedure for readmission to any nursing program/option is as follows:

1. Contact program support staff for information regarding application required for readmission as well as submission deadline.
   - **Exception:** Basic BSN students requiring readmission to the 1st semester of the Nursing Major Component / Clinical Component will reapply to the program through the program’s nursing application process and not the readmission procedure below.

2. The Dean will:
   - Appoint a panel composed of one faculty member of the student's choice and two from the faculty at large
   - Appoint a chair from members of the panel
   - Notify the student of the time and place of the meeting
   - Receive the recommendation of the panel
   - Notify the student in writing of the outcome

3. The student will:
   - Submit an application for readmission
   - Submit a typed explanation of the circumstances that led to withdrawal or caused the unsatisfactory performance
   - Submit a typed proposal addressing the deficiencies and/or causes for the withdrawal which will facilitate satisfactory completion of the course.
   - Additional information may be submitted to the panel at least four days prior to the hearing.
4. The chairperson will:
   - Preside over the hearing
   - Call the meeting to order
   - Ask the panel members and student to identify themselves
   - Review the procedure
   - Submit the panel's recommendation to the Dean in writing with all panel members’ signatures

5. The student may be asked to present his/her case. The panel may ask questions and/or ask for clarification. The student will be dismissed from the room to allow the panel to reach a decision. The panel will consider the student's oral and written presentations, the student's file in the School of Nursing, the University records, and any other relevant materials. The panel's decision on what they will consider in the decision will be final.

6. The hearing will be limited to the panel members and the student.

7. Readmission to a program/option is not automatic or guaranteed, and the decision regarding readmission is final. The decision to readmit is contingent on space available in the program. If space is not available or the student is not readmitted, the student must reapply the following year for readmission. Readmitted students must meet the standards and curriculum requirements in effect at the time of readmission and students may also be required to repeat previous coursework.

Accepted 5/20/94; Reviewed 2/7/03; Modified 5/29/09

Approved: Basic BSN Meeting 9/4/01, Prelicensure Meeting 9/25/13; Modified 4/27/16 SoN Meeting

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**DEGREE CHECKS**

Degree Works is a degree/certificate progress report/advising support system that matches the student’s completed and current course work with the degree/certificate requirements to determine progress toward earning the degree/certificate. Students should refer to their WyoWeb account for specific details.
SECTION 5: RESOURCES

COMPUTER RESOURCES

The Health Sciences Center building has a standard student computer lab on the second floor (Room 205) with 48 state-of-the-art computers, printers, and scanner. A technician is on duty at all times. Most software programs used by the School to support courses will be networked and available in all UW student computer labs. Other programs used by nursing are web-based and accessible from home computers. Lab hours will be announced at the beginning of each fall semester, every effort being made to keep the lab open from 7:30 am – 9:00 pm daily. It is important for students to use software that is supported by the University. Programs that are not compatible with University systems will be unreadable, unworkable and not useful.

Near the CHS building is a 24-hour student computer lab in the Bio-Science building. Visit the UW IT Computer Lab web page to find a listing of all the labs on campus, links for lab schedules, listing of hardware and software available, and maps with directions to the various lab locations.

CLINICAL SIMULATION CENTER (CSC)

The Clinical Simulation Center (CSC) is located on the third floor of the Health Sciences Center building (Room 359) – phone 307-766-6573. It is the hub of activity in the School of Nursing. The CSC includes an assessment lab, skills lab, simulation lab, demonstration classroom, small computer lab, and the student mailboxes. Students spend many hours in the CSC practicing clinical skills. It is available for use during the day, and is also open evenings and weekends. The schedule of hours is posted each semester. It is the philosophy of the FWWSON that students are independent learners and that each student is an individual with unique learning needs. The Center provides students with the opportunity for growth as an independent learner and to develop the roles of a professional nurse.

LIBRARY

The Science Library and Coe Library are the two UW libraries most nursing students find useful. Current hours of operation may be found on the University of Wyoming Libraries website. An online tour of the library, as well as a variety of tutorials, is available on the home page.

LIBRARY OUTREACH SERVICES

Students living off-campus may obtain books and journal articles by calling the Library Outreach Services or ordering online through the library webpage. The student must be a current University of Wyoming student and enrolled in at least one class or doing thesis work. For library purposes only, graduate students who come to campus on weekends are considered off-campus students. When on campus, students may check books out for 28 days (degree-seeking graduate student may have a semester loan).

NURSING ORGANIZATIONS

STUDENT NURSES’ ASSOCIATION (SNA) is the professional organization of student nurses in Wyoming. Benefits of belonging are: fellowship, opportunity to develop leadership skills, having a voice in
affairs of student nurses; and access to malpractice insurance. Meetings are posted on the bulletin board in the School of Nursing’s Clinical Simulation Center (CSC) in the Health Sciences Center and announced online on the School of Nursing Web site under “SNA” in the sidebar menu. The contact email for SNA is uwsna@uwyo.edu.

SIGMA THETA TAU INTERNATIONAL, INC. is the National Honor Society of Nursing. The University of Wyoming chapter, Alpha Pi, was chartered in 1966. The purposes of the organization are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Criteria for membership consideration: a minimum of a 3.0 nursing GPA is required for BSN junior/senior students and a minimum of a 3.5 UW GPA is required along with completion of a ¼ of their program for graduate students. Selection for membership takes place in the spring semester. No more than one-third of an undergraduate class can be elected to membership. Membership is by invitation only. There is an initiation fee and a fee to purchase a pin.

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**WRITING CENTER**

- **FOR WHOM?**
  *The Writing Center (WC) provides free assistance in writing/reading to UW students, faculty, and staff, in all departments, at all levels.*

- **WHAT KINDS OF WRITING?**
  *The WC helps writers with all kinds of writing:*
  - Reading Notes
  - Lecture Notes
  - Essay exams
  - Research papers
  - Footnoting
  - Class papers
  - Fiction
  - Master’s Thesis
  - Dissertations
  - Letters
  - Lab reports
  - Grants
  - Job application
  - Articles for publication
  - Problem solving

- **WHAT STAGES OF THE WRITING PROCESS?**
  *The WC helps people at all stages in the writing process, although they do not edit papers for writers:*
  - Discovery topics
  - Focusing
  - Developing topics
  - Organizing ideas
  - Getting Started
  - Rewriting
  - Editing
  - Problem solving
  - Proofreading
  - Providing evidence
  - Understanding assignments

- **WHAT PROBLEMS?**
  *The WC helps writers with broad problems such as purpose, audience, and focus; they also work with specific problems such as spelling, punctuation, sentence structure, usage, agreement, and verb.*

- **WHEN CAN I MEET WITH THEM?**
  *For an appointment, contact the Writing Center by using the contact information noted on their website.*

- **IS THIS VOLUNTARY OR DO I NEED A REFERRAL?**
  *Attendance in the WC is voluntary, although faculty may refer students. Students should take a sample of their writing.*

- **WHY SHOULD I USE THIS SERVICE?**
  *Everyone has trouble writing. Many people have nothing to write about. Many people can’t get started. Most people feel insecure. Everyone needs a little help!*
• **The Math Lab:**
The Lab provides free assistance with mathematics. Check out the Department of Mathematics website for information about the Math Lab and Tutoring.

• **University Disabilities Support Services (UDSS):**
UDSS strives to ensure successful access and services for students with disabilities. UDSS provides disability-related accommodations for UW students and visitors with disabilities as well as technical assistance, consultation and resource information for students, faculty, staff, campus visitors, and for University departments seeking to improve accessibility for individuals with disabilities. Check out the UDSS website for more information.

• **The Oral Communications Center:**
The center can help students develop a speech at any stage of the process (from topic selection to rehearsal) and can help alleviate speech anxiety that could inhibit them from achieving their overall academic or career goal. The Oral Communication Center is within the Communication & Journalism Department. Check out their website for information about making an appointment.

• **The Student Learning Center:**
The center offers students assistance in many subjects including (but not limited to) math, biology, chemistry, physics, and writing. Refer to the Student Learning Center website for more information.

• **Student Educational Opportunity:**
Provides support services to eligible students at the secondary, post-secondary, and graduate levels. SEO projects work with individuals who are economically disadvantaged, first generation college students, ethnic minorities, or persons with disabilities to help them access educational opportunities and achieve academic success. Refer to the Student Educational Opportunity website for more information.

• **The Tutoring Board (LeaRN):**
A convenient online location for a listing of tutoring opportunities on campus can be found on the Tutoring Board (LeaRN) website.
SECTION 6: DNP PROGRAM

CATALOG: STATEMENT & GOALS

It is the student’s responsibility to familiarize him or herself with the Statement and Goals of the University of Wyoming regarding graduate level study. The ‘Statement and Goals’ are found in the graduate section of the on-line University Catalog.

GENERAL INFORMATION

The DNP program prepares students for roles as advance practice registered nurses (APRNs) with two tracks: 1) family nurse practitioner (FNP), which prepares students to practice primary care across the lifespan in outpatient settings and 2) family psychiatric mental health nurse practitioner (FPMHNP), which prepares students to practice mental health care across the lifespan in both outpatient and inpatient settings.

Course load for graduate students is limited to not more than 16 hours during the semesters of the academic year and not more than 8 hours during summer sessions. Full time study for graduate students is 9 credits during the fall and spring semesters. The DNP degree must be earned within a time allowance of 6 calendar years from the date of the first course that applies to degree requirements regardless of where the course was taken.

Students are held responsible for following the program of study declared upon admission to meet their degree requirements. They are likewise responsible for knowing the University regulations in regard to the standard of work required for continuance in graduate studies. Rules and regulations can be found in the current University of Wyoming Catalog.

DNP PROGRAM MISSION, OUTCOMES, CORE CONCEPTS, AND TEACHING PHILOSOPHY

The UW FWWSON DNP program educates advanced practice nurses (APNs) who utilize evidence to create innovative ways to improve health care. The program is distance accessible and focuses on serving the rural Rocky Mountain region.

MISSION

To educate APN leaders in rural, client-centered primary and mental health care

OUTCOMES

1) Will engage in evidence-based practice to optimize health outcomes.
2) Will engage in leadership activities to promote excellence in rural health.

CORE CONCEPTS

1) Integration: An integrative NP approaches health care from a coordinated, interprofessional, multi-faceted perspective.
2) Innovation: An innovative NP creates ways to improve health care.
3) Reflection: A reflective NP critically evaluates his/her professional practice through a variety of lenses.
4) Articulate Communication: An articulate NP promotes collaboration and understanding through clear and effective professional communication.

5) Professionalism: The professional NP approaches health care with honesty, respect, responsibility, accountability, confidentiality, privacy, a professional demeanor, and a continual quest for professional growth. (Also see Handbook Section 3: Professional Behaviors.)

6) Contextual and Cultural Awareness: The contextually and culturally aware NP integrates these variables to provide client, family, and community-centered health care.

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**Teaching Philosophy**

The University of Wyoming’s Fay W. Whitney School of Nursing’s DNP faculty believes that NP education is a terminal, doctoral degree. This degree requires commitment to achieving the highest level of autonomous, advanced nursing practice. Our curriculum is grounded in adult learning theory. We expect students to be accountable for their own learning as they pursue excellence in clinical practice.

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**Changing Options Policy**

When students are admitted into the DNP program, they are admitted into a specific population-focused option, family nurse practitioner (FNP) or family psychiatric mental health nurse practitioner (FPMHNP). Changing options may be considered if the student is in good academic standing, demonstrates adequate knowledge regarding the option, and successfully articulates professional goals consistent with the option. If a change in program options is being considered, the student should have a conversation with his or her advisor. The student should also contact the program director, who will assess space availability in the other option and inform the student of the required components for internally applying to the other option. Requirements for internally applying to another option will be similar to the current external application requirements for that option (e.g., essay, shadowing a primary care provider, etc.). If there is no space in the current cohort of the desired option for an additional student, the student will be advised that he or she may externally apply for that option during the next admission process (i.e., he or she would need to go through the same admission process as new DNP applicants). The student’s status in his or her current option will not be affected by his or her desire to pursue a different option. However, students should be aware that the program does not offer dual enrollment in the FNP/FPMHNP options.

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**Transferring Outside Courses Into the Program**

1) Only courses that have been taken prior to admission to UW’s DNP program may be considered for transfer. No credit will be given for courses that were taken at non-UW institutions after the student has been admitted to UW’s DNP program.

2) All clinical pratica courses must be taken at UW; no clinical credits may be transferred from outside UW.

3) With the exception of licensed FNPs who are seeking the FPMHNP option and who have previously taken a stand-alone Advanced Health Assessment course, all students must take Advanced Health Assessment at UW. Licensed PMHNP students who are seeking the FNP option must take UW’s Advanced Health Assessment courses during the DNP program, even if they have previously taken a stand-alone Advanced Health Assessment course. Students who are currently licensed FNPs, who are seeking FPNHMP option, and who have previously taken a stand-alone Advanced Health Assessment course do not need to repeat Advanced Health Assessment, and this course will not count toward the 9 credits that may be considered for transfer.
4) Due to limitations associated with NP licensure, the DNP faculty will not consider Advanced Pathophysiology and Advanced Pharmacotherapy for transfer into the program, unless they were taken within 2 years prior to admission.

5) Students who are currently licensed as FNPs and FPMHNPs, who have previously taken stand-alone Advanced Pathophysiology and Advanced Pharmacotherapy courses, will not need to retake these courses. For students who are currently licensed as FNPs or PMHNPs, these course will not count against the 9 credits that may be considered for transfer.

6) Reviewing non-UW courses is time intensive; faculty will not review or approve outside courses for transfer until students are accepted into UW’s DNP program. After a student is admitted into the program, he or she may request that his/her previous coursework be considered by the DNP faculty for credit toward specific UW DNP courses. To initiate this process, the student should submit to the DNP program director the names of the UW DNP course(s) he/she would like previous coursework considered for transfer and include the syllabus(i) for previous course(s). The DNP director and the appropriate course instructor will compare the previous syllabus(i) to the UW course(s) being considered, and the student will be notified of the decision(s).

**PROFESSIONAL EXPECTATIONS**

It is critical that DNP students be familiar with and utilize the information and skills outlined in Sections 2 (Communication) and 3 (Professional Behavior) of the handbook. Graduate, doctoral students are expected to conduct themselves in a mature, professional manner and the skills outlined in these sections are critical for students’ success in the DNP program.

DNP faculty and staff members are also expected to utilize the same professional communication and behaviors outlined in the handbook. In addition, DNP faculty and staff are committed to being both approachable and responsive to students. Furthermore, we are committed to working together as a “team” regarding all aspects of DNP program planning.

**E-MAIL**

UW e-mail is the preferred method* of communication by DNP faculty and staff for routine questions and concerns. Students, faculty, and staff should check their UW e-mail every 1 to 2 days during the business week and should respond to one another within 1-2 business days. *As a general rule, faculty and staff do not check or respond to e-mail after regular business hours or on weekends or holidays.

*Although e-mail is preferred for routine communication with faculty, e-mail is not appropriate for more serious or sensitive concerns. If you have a serious or sensitive concern to share with a faculty or staff member, please meet with this individual in person or call him or her; in which case, e-mailing the faculty member to arrange a time for a meeting or phone call is appropriate.

**ACADEMIC EXPECTATIONS**

**TIME COMMITMENT**

The DNP program is a full-time graduate program of study and should be approached as full-time job. Outside work is discouraged and should be limited.

Although everyone varies in their rate of learning, the standard amount of time DNP students should expect to spend preparing for and participating in each online course is ~10 hours/course/week. In addition,
students will spend up to 2 ½ hours participating in a weekly webinar and may need additional preparation time for this.

### COURSE PARTICIPATION

Active participation is critical for successful progression through the DNP program. Attendance is required between 9-11:30a for the weekly Wednesday webinars (see also “Weekly Webinars”) during the fall and spring semester. Attendance is also required for on-campus-sessions associated with the didactic specialty NP courses, beginning with NURS5824 health assessment course. Dates for on-campus sessions will be announced the semester beforehand by the following notification dates: November 1st (for the spring semester); March 15th (for the summer semester), and June 15th (for the fall semester). Students should wait until after those notification dates before making work and travel plans for the subsequent semester. Wyoming winters tend to be long and bad weather, poor and/or closed roads are common. Thus during the week prior to a scheduled on-campus session, students should watch weather reports and make plans to travel to campus early if need be. Although students are expected to approach program-related travel in a pro-active, professional manner, safety should always be the highest priority and good judgment will be supported.

### EXCUSED ABSENCE POLICY FOR ON-CAMPUS INTENSIVES ASSOCIATED WITH CLINICAL PRACTICUM COURSES

Students are expected to attend and fully participate in all aspects of on-campus sessions associated with DNP clinical practicum courses. On-campus sessions include a variety of activities including instructional activities, standardized patients (SPs) scenarios, and objective structured clinical exams (OSCEs); the latter two are the primary methods for evaluating performance in clinical courses. Instructional activities, SP scenarios, and OSCEs are resource and time intensive and cannot easily be reoffered, thus the following policy was developed in cooperation with the Associate Vice President and Dean of Students.

In accordance with University Regulation 6-713, if an unplanned event (e.g., emergent illness, death of a first degree family member) occurs that prohibits a student from participating in an on-campus session, the student may be excused from this session. The student would need to work with the course faculty member(s) to develop a plan for learning the missed instructional content (e.g., attending a related workshop or webinar, working with an expert clinician at his/her practice site, etc.), which would need to be completed in order to successfully complete the course. Only one excused absence will be granted per student each semester. this excused absence covers all of the activities in the on-campus session (i.e., instructional activities, SPs, and/or OSCEs). See also the “SP and OSCE remediation policy.

Students who experience an unplanned, emergent event should immediately contact their advisor and/or course faculty member. One or both of these faculty members will contact the DNP program coordinator, who will send a recommendation regarding the extenuating circumstance to the Associate Vice President and Dean of Students. The Associate Vice President and Dean of Students is responsible for granting excused absences and may ask the student for more information (e.g., note from a health care provider).

Note that this policy only applies to clinical practicum courses, not other courses that require on-campus intensives (e.g., N5824 and N5825).

University Regulation 6-713 is available from [http://www.uwyo.edu/generalcounsel/_files/docs/uw%20reg%20updates%202015/uw%20reg%206-713.pdf](http://www.uwyo.edu/generalcounsel/_files/docs/uw%20reg%20updates%202015/uw%20reg%206-713.pdf). If the link is broken, please obtain the University Regulation through UW’s Office of General Counsel.
SP AND OSCE REMEDIATION POLICY

SP scenarios, and OSCEs are resource and time intensive and cannot easily be reoffered, thus the following policy was developed in cooperation with the Associate Vice President and Dean of Students.

If a student participates in but does not pass an initial standardized patient (SP) scenario or objective structured clinical exam (OSCE), he or she will need to remediate the SP scenario or OSCE on the scheduled remediation/excused absence day for any reason, he or she will need to withdraw from the course and take a leave of absence from the program until the course is offered again. See also the “Excused Absence Policy for On-Campus Intensives Associated with Clinical Practicum Courses”.

ATTENDANCE POLICY FOR ADVANCED HEALTH ASSESSMENT COURSES (N5824 AND N5825)

Advanced Health Assessment and Clinical Decision-Making I and II (N5824 and N5825) require a significant amount of on-campus instruction, which is delivered in an intensive timeframe. This instruction cannot be repeated, thus the following policy was developed in cooperation with the Associate Vice President and Dean of Students.

Attendance is required for all aspects of N5824 and N5825. If a student is not able to attend all aspects of these courses for any reason, he or she will need to withdraw from the course and take a leave of absence from the program until the course is offered again.

ORIENTATION

All newly admitted DNP students are required to attend an on-campus orientation at the beginning of the Fall semester.

ACADEMIC ADVISING

Early during the first semester, each DNP student will be assigned a primary advisor, who will serve as your advisor throughout the DNP program. Please get to know and utilize your advisor for program-related concerns. Students will be notified of course registration information for the subsequent semester by the faculty coordinator for the DNP program.

WEEKLY WEBINARS

Throughout the DNP programs (fall and spring semesters only), students will participate in synchronous web-based webinars on Wednesday mornings between 9-11:30a (Mountain time). Wednesday webinars are used for NURS5865 (DNP seminar) and to facilitate other courses students are enrolled in during that particular semester. The topic, format, and assignments associated with the seminars will vary throughout the program, and students will be apprised of the various seminar criteria beforehand. In order to participate in the weekly seminars, students will need to have access to a computer with internet-connection, a web-cam, and a microphone/headset. A demonstration of Wyocourses conferencing feature will occur during DNP orientation. Participation in all weekly seminars is required, and students should have back-up plans in case of technical difficulties (e.g., going to a local library, hospital, McDonald’s if home-based internet service is down). Although students are expected to approach program-related activities in a pro-active, professional manner, safety should always be the highest priority and good judgment will be supported.
DNP students are expected to meet or exceed all course-related criteria. Students are expected to obtain As or Bs in all academic courses and satisfactory (S) grades in clinical courses. If a DNP student receives a C in a course, this must be satisfactorily remediated during the next semester. A remediation plan will be developed by the faculty and shared with the student. Failure to successfully complete the remediation plan will result in dismissal from the program. Obtaining more than one C or obtaining a D, F, or unsatisfactory (U) grade is not permissible and constitutes grounds for dismissal.

In accordance with the UW graduate policy, a grade point average of a "B" or better (≥ 3.0) is expected at all times. This policy states that a graduate student enrolled at the university shall be placed on academic probation at the end of a semester or summer session when his or her graduate cumulative UW grade point average in 4000-level or higher courses is below 3.0. Students who fail to bring their graduate GPA to 3.0 after one semester or summer session will be suspended from the university. A suspended student may petition their academic program for reinstatement to the same degree program. A reinstated student will be on probation and may be subject to other performance criteria as specified by the dean of the affected department.

**Grading**

The first health assessment course (NURS 5824) and the clinical practica courses are graded on a satisfactory/unsatisfactory basis utilizing criteria outlined in the course syllabi.

With the exception of the courses that are taught by off-campus instructors (N5165 -Advanced Pathophysiology and N5140 Pharmacotherapy), didactic courses in the DNP program will be evaluated using the same criteria:

- 100-89.5% = A
- 89-79.5% = B
- 79-69.5% = C
- 69-59.5% = D
- <59.5% = F

With the exception of N5165 and N5140, the following general grading criteria are utilized for evaluating written assignments and/or presentations within the didactic and seminar courses in the DNP program.

Doctoral level assignments should contain the following criteria:

- All aspects of the assignment are addressed
- Logical organization with appropriate headings
- APA style formatting, including adequate citations, references, tables, figures, and appendices (as outlined in assignment description)
- Professional and articulate communication with a minimum of typographical, grammatical, and stylistic errors
- Critical analysis: Deconstructing content (concepts or ideas) into simpler parts, finding evidence to support generalizations
- Critical evaluation: Generating assumptions, conclusions, assertions, judgments, etc. and defending these based on evidence
- Synthesis: Integrating content and ideas from multiple sources into a new whole OR proposing alternative solutions
**Grade A:** Grade A assignments demonstrate a high level of scholarship and professionalism according to the above criteria.

**Grade B:** Grade B assignments demonstrate an acceptable level of scholarship and professionalism. However, improvement is needed in the above criteria.

**Grade C:** Grade C assignments approach an acceptable level of scholarship and professionalism. Improvement is needed in the above criteria.

**Grade D or F:** Grade D and F assignments are unacceptable according to the above criteria.

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**ACADEMIC CONCERNS**

The DNP program does not use the Academic/Clinical Performance Policy as outlined in Section 3 of the handbook. Faculty will contact students with academic or clinical issues and develop a collaborative plan to foster student success.

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**ASSIGNMENT FORMATTING**

Unless otherwise specified, all written assignments for the DNP program should adhere to American Psychological Association (APA) formatting. Written information on presentations with slides (e.g., PowerPoint, Prezi) should be displayed in a clear, large font. Presentations should also be referenced using APA formatting with a reference list slide(s) at the end of the slide show.

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**ASSIGNMENT REFERENCES**

Unless otherwise directed, assignments in the DNP program should reference primary (original) sources (e.g., research studies, original theories), NOT secondary sources (e.g., clinical databases, review articles, textbooks).

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**LATE ASSIGNMENTS**

Assignments are due by 11:59p on the specified date unless prior arrangements have been made. Late assignments will not be accepted and will result in a “0” grade. Students who wish to receive feedback on late assignments should coordinate this with the specific instructor. This policy may not apply to N5165 (Advanced Pathophysiology) and N5140 (Pharmacotherapy), which are taught by off-campus instructors. Students are advised to check with instructors of these courses regarding late assignments.

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**CLINICAL PRACTICE REQUIREMENTS**

Direct patient/client care in a variety of clinical practice sites form an integral part of the nurse practitioner program. Clinical placements are viewed as an extension of classroom activities. Students will be expected to perform in a professional manner and demonstrate growth towards a life of professional service. It is believed that students will approach each clinical rotation with a willingness and desire to learn new clinical skills.

All students are expected to be familiar with the American Nurses Association Code of Ethics and the American Association of Nurse Practitioner Scope and Standards of Practice for nurse practitioners and to abide by them at all times.

- **ANA Code of Ethics**
  
  [http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthics.aspx](http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthics.aspx)
It is the responsibility of the faculty to determine whether you have demonstrated reasonable competence to render safe nursing interventions. If the instructor’s evaluation of your behavior or health status indicates that you are unlikely to provide safe nursing care, the instructor has the legal responsibility to deny, and will deny, you access to further clinical learning experiences.

The coursework and clinical practice requirements of the DNP program are significant. Students need time to think, learn, synthesize new knowledge, and grow, and this takes time! Faculty strongly encourage DNP students to consider their coursework and clinical time as equivalent to a full time job. We recommended that you work minimally, if at all.

**Clinical Placements and Preceptors**

You will have several practice sites throughout the program and you must be familiar with the School’s policies regarding professional behavior, physical requirements and academic requirements. In addition, you will need to familiarize yourself with agency policies in those agencies you are working as a student. These clinical placements are made possible through the cooperation of many participating nurse practitioners and other advance practice nurses, as well as mental health providers, physicians, and physician’s assistants. They have made available to us the use of their facilities as well as their other agency personnel for the purpose of instructional experience. We appreciate the cooperation of many health care professionals and it is our desire to maintain the best possible relationship with them in carrying out this program. You play a major role in the determination of this relationship. Therefore, student cooperation to act in accordance with the guidelines that are set forth is imperative.

Preceptors bear the ultimate ethical and professional responsibility for the care you provide every client as an FNP student in their clinical site. This means that the preceptor must approve all patient/client treatment plans and be available on-site for student consultation. All referrals, phone calls, patient/client treatment plans, etc. must be discussed with the preceptor before being undertaken. Respect for the professional lines of communication is essential to good patient/client management and avoids placing you and the patient/client in the position of having to respond to competing and contradictory messages.

Clinical placements are arranged and coordinated by DNP faculty and staff. Several variables are considered, such as where you live, what experiences you already possess, the objectives of the course, and availability of sites in a given region. Clinical placements will be arranged in Wyoming. Consideration for placement in surrounding vicinities will be given, with prior approval by the clinical coordinator. Faculty site visits, professional recommendations, and prior student feedback are important sources of information as faculty determine the appropriateness of establishing or maintaining clinical sites. You are not to arrange your own clinical placements without the involvement of the faculty.

The DNP faculty strongly discourages students from doing clinical rotations in sites where they either work or have strong personal connections (e.g., potential preceptor is a family member, supervisor, or employer; student’s spouse works at the clinical site, etc.). This is to protect both the student and preceptor from conflict-of-interest or otherwise problematic situations. Prior approval from the DNP program coordinator is required before students can be placed with preceptors or in clinical sites where a strong personal relationship exits. Again, you are not to arrange for your own clinical placements without the knowledge and involvement of the DNP faculty.

Clinicians can serve as preceptors for the DNP Program if they meet the following criteria.

1. Are authorized by the state licensing entity to practice as an advance practice nurse, a psychiatric provider, a physician’s assistant or physician.
2. Have educational preparation appropriate to their area(s) of supervisory responsibility with clinical experience of at least one (1) year.


4. Have space available for the student to see patients, chart and review cases with the preceptor.

5. Have enough time to do joint visits with the student, review cases with student, and evaluate the student.

6. Have a variety of patients consistent with the student’s learning needs.

7. Be receptive to faculty phone calls and on-site visits.

Travel to clinical sites and living arrangements (if needed) are your responsibility. Occasionally, DNP students will also be required to spend some time (1-2 days) each semester in Laramie or Cheyenne working with the DNP faculty at their clinical sites. The DNP faculty will evaluate your clinical progress through preceptor communication, standardized patient experiences, and other learning activities. If you have any concerns related to your preceptor or clinical site (e.g., concerns regarding supervision, expectations, or experiences), please contact the clinical coordinator.

You should contact your identified preceptor at least two (2) weeks before the clinical experience is scheduled to begin. Plan to provide your preceptor with a current resume, skills record, and schedule of availability at this meeting. Ask your preceptor to recommend the “Top 5-10 Diagnoses” which you can prepare for, prior to your first day. You will be required to post your proposed clinical dates and hours to the Typhon tracking system. Give your preceptor a copy of the agreed-upon schedule as well.

A signed, current clinical contract between the preceptor and the Fay W. Whitney School of Nursing must be in place before you can begin a clinical rotation. A current, active, unencumbered RN license for the state in which you will be completing the clinical course is also required and a copy must be on file at the School of Nursing before you start clinical practice as a student. Immunizations are also required and copies must also be on file at the School of Nursing before you can start clinical practice. (Refer to the School of Nursing web site for needed immunization forms and delineation of policies at www.uwyo.edu/nursing. Click on “Student Forms”.)

As a part of the educational program, DNP students are entrusted with the responsibility of providing certain kinds of nursing care to clients/patients. DNP students are allowed to attend clinical experiences and practice nursing with preceptors in agencies according to the rules and regulations of the state in which they are licensed. In several court decisions, the courts have taken the position that anyone who performs duties customarily performed by professional nurses is held to the standards of professional nurses. Thus, a student nurse is held to the standard of a professional nurse and will be personally liable for negligence if injury results.

In the assigned clinical site, you will deliver primary health care services under the supervision of the agency preceptors. These experiences are designed to build upon advanced assessment skills with emphasis upon developing evidence-based diagnostic and management skills related to wellness and care of individuals experiencing chronic and acute illnesses. Students are accountable for incorporating information they’ve learned in previous courses

Providing health care is an interdisciplinary process. Communication is encouraged with all persons involved in your education, including nurses, physicians, pharmacists, and other health care professionals. You should take the initiative in this process in a manner consistent with professional courtesy and common sense. Professional courtesy requires the use of professional titles in formal and patient care settings.

**Attendance Policy**

Attendance at clinical is required. No missed hours of clinical will be accrued in your clinical placements. All hours will be made up before you may progress. If you must miss clinical because of illness, family emergency or weather, the preceptor and course faculty must be notified immediately. On a scheduled clinical day requiring travel away from home, it is your responsibility to assess the safety of road travel in light of climactic conditions. You must make up for lost clinical time due to illness, family emergency or weather by rescheduling.
the clinical day for another time during the semester and/or arranging with the clinical agency or faculty member to obtain alternative experiences at other clinical facilities.

**VALID CLINICAL ACTIVITIES**

There are many educational activities that can occur in a clinical setting; however, the only activities that count toward your required clinical hours for each NP course include those that involve or are related to direct patient care. Examples of direct patient care activities include: seeing a patient (by yourself or with your preceptor); performing a patient-related procedure (e.g., microscopy, suturing); reviewing a chart or a clinical reference regarding a patient you are going to see or have seen; discussing a patient’s plan of care with your preceptor or another member of the patient’s care team; reviewing a patient’s lab, cardiology, or radiology results; and documenting the patient’s care. Examples of activities that are not related to direct patient care and can NOT count toward your clinical hours include: seeing a standardized (mock) patient, attending a continuing education conference or session, presenting at a grand rounds presentation, etc… If you have any questions regarding what activities count or do not count as a direct patient care, please consult with your course instructor. If the clinical site is experiencing a particularly slow day, you are expected to go home and not count the non-patient hours toward your total clinical hours. If the clinical site consistently has a limited number of direct patient experiences for you, please contact the clinical site coordinator who will work to rectify the situation.

**SPECIALTY ROTATIONS**

Beginning in 2015, students who desire clinical experiences outside the required practicum for a given semester, must register separately for this as an Independent Specialty Rotation course. Similar to other DNP clinical practica, 1 credit hour = 60 clock hours. DNP faculty are in the process of establishing this new course, and students will be informed of how to register for it when it is available.

**MAXIMAL WEEKLY HOURS**

Reflection is a critical aspect of your clinical education. After each clinical day, you are expected to spend some time reflecting upon and reviewing the literature related to the patients you saw during clinical. Spending too many hours in clinical at once takes away from this critical reflection and development time and undermines the learning process. Thus students should do no more than 50 hours of clinical a week.

**ATTIRE/DRESS CODE**

Students are expected to dress professionally. A UW nametag is mandatory. You will be provided a nametag during your first clinical course. If you misplace the nametag, you are responsible for replacing it as soon as possible. To reorder a nametag, please call Star Awards and Signs in Laramie at 307-742-5873. If you live outside of Laramie, you will need to arrange to have them mail the nametag to you.

Unless you are asked to by your preceptor, you are also expected to wear a freshly laundered, white lab coat. Appropriate professional dress includes dress pants, long skirts, collared shirts, and closed-toe shoes. No jeans, shorts, tank tops, low-cut pants or skirts, visible under garments, or midriff tops, short skirts, tight revealing clothing, inappropriate shoes (e.g., athletic shoes, flip-flops), or scrubs should be worn. Jewelry should be kept to a minimum and should not dangle into the patient’s field. Large rings are discouraged, as they may cause gloves to rip. You are not required to dress in excess of the standard set by your preceptor but up to the standard of professional dress.

Short, clean fingernails are essential for many physical exam techniques. Fingernails should not be visible over the pad of your fingers when viewed from the palmar aspect. Artificial nails harbor bacteria and are not allowed in clinical settings. If you have polished nails, the polish should look neat and have no chips. Good personal hygiene is also important because of the close proximity between student and patient. You are expected to be clean and free of excessive body odor in the clinical setting. Perfumes and scented lotions are offensive to
many patients and should not be worn. If you are unsure of the appropriateness of your attire, consulting with the preceptor and/or faculty is appropriate.

**PREPARATION**

In addition to appropriate attire, you must be prepared to engage in clinical care. You should bring a stethoscope, a laptop computer and/or mobile device, and pertinent clinical textbooks. Additionally, we have asked your preceptor(s) to share the “Top 5-10 Diagnoses” encountered in their clinical sites. Prior to starting your clinical rotation, please review the pathophysiology, clinical presentation, pertinent history and physical findings, diagnostic studies, management, and follow-up criteria associated with those diagnoses.

**CLINICAL LOG**

You will be required to maintain a clinical/time log using Typhon Group Computerized Tracking System. No identifying data should be included on the log (see Confidentiality section). You are expected to enter log data into the Typhon system immediately after completing each clinical day. The Typhon system has been set so that you cannot add or edit clinical data 3 days after the date has passed.

**PERFORMANCE EVALUATIONS**

A variety of mechanisms will be used to evaluate student clinical performance including standardized patients (SPs), preceptor evaluations, and case studies. Additionally, clinical faculty will maintain regular contact with preceptors via phone, email, Skype, and/or site visits. Standardized patients are lay people who are trained to play a case. You will encounter these in your NP specialty courses. The SPs should be encountered as if they are real patients. You will need to dress professionally (as outlined in Attire/Dress Code section above) and come prepared with appropriate clinical resources and personal equipment.

If for any reason you are unable to participate in a scheduled SP encounter or if you need to remediate an SP encounter, you will need to work with your course instructor to reschedule it. In addition, you will be responsible for paying the monetary costs associated with the rescheduled or remediation encounter.

**IMMUNIZATION/HEALTH POLICY**

All faculty teaching clinical and all students must show proof of the following screening and immunizations.

**Sources:** CDC and State of Wyoming Requirements for Health Care Personnel

**Tb SCREENING**

**Tb Screening** (TST is language used by CDC – Tuberculin Skin Testing)

2-step: The 2-step is for initial screening only in adults who are going to be retested periodically. According to the State of Wyoming, “periodically” does not necessarily mean annually.

**IGRA:** Interferon Gamma Release Assay is a blood test recommended by CDC and the Wyoming State Health Department. It is used in place of both the two-step and annual testing.

**SON Policy:**

Two-step TST or IGRA for all incoming students and clinical faculty who have no history of previous TST. (Note some clinical agencies may require a two-step if screening has not been performed the previous year.)

TST or IGRA for all incoming students who have documentation of previous TST.
Annual testing thereafter

HEPATITIS B

Hepatitis B: Three doses on a 0, 1, 6 month schedule with a minimum of 4 weeks between doses #1 and #2 and a minimum of 8 weeks between doses #2 and #3. Overall there must be at least 16 weeks between doses #1 and #3. A serologic test for immunity 1-2 months after dose #3 is recommended for health care personnel being immunized for the first time. If immunity is not present, the 3-dose series and post serologic testing should be repeated. Immunity is defined as >10 mIU/mL of hepatitis B surface antibody.

If the series is delayed for some reason DO NOT start over; continue the series from previous dose.

Those who may have been immunized but do not have documentation of the series are considered non-immunized. There is no harm in receiving extra doses of vaccine.

Serology testing is not recommended for those who have been previously immunized with a documented three dose series.

SON Policy:

Previously documented Hepatitis B series of three doses at appropriate intervals.

Those who have documentation of partial immunization (less than three doses) continue the series beginning with first missed dose at the appropriate intervals: minimum of 4 weeks between doses #1 and #2 and minimum of 8 weeks between doses #2 and #3 with at least 16 weeks between doses #1 and #3. Serologic testing for immunity 1-2 months following dose #3 is required. If immunity is not present, a full three dose series is repeated with post vaccination serologic test for immunity 1-2 months following dose #3. If immunity is not present following the second three dose series, no further immunization is recommended.

Those who have not been previously immunized, or do not have documentation of immunization, must complete the Hepatitis B series of three doses at appropriate intervals: minimum of 4 weeks between doses #1 and #2 and minimum of 12 weeks between doses #2 and #3 with at least 16 weeks between doses #1 and #3. Serologic test for immunity 1-2 months following dose #3 is required. If immunity is not present, a full three dose series is repeated with post vaccination serologic test for immunity 1-2 months following dose #3. If immunity is not present following the second three dose series, no further immunization is recommended.

MMR

MMR: Immunity may be proven by laboratory confirmation or two doses of MMR with a minimum of four weeks between doses.

SON policy:

Laboratory documentation of immunity for rubella, rubeola, and mumps

Or documentation of two MMR vaccinations with a minimum of four weeks between doses (after age twelve months)

Td/Tdap: Td boosters are recommended every ten years. CDC now recommends any adult 19-64 years of age who has not received a dose of Tdap should get one as soon as feasible. This Tdap can replace one of the 10-year Td booster doses. Tdap can be administered regardless of interval since the previous Td dose. Shorter intervals between Tdap and last Td may increase the risk of mild local reactogenicity but may be appropriate if your patient is at high risk for contracting pertussis, such as during an outbreak, or has close contact with infants.

Health Care Personnel: A single dose of Tdap is recommended for health care personnel who have not previously received Tdap as an adult and who have direct patient contact. Tdap Vaccination can protect health care personnel against pertussis and help reduce transmission to others.
Pertussis: Summary of Vaccine Recommendations for Health Care Professionals
CDC, January 2011

**SON policy:**
Documentation of one Tdap dose
Tdap required even if Td is current within 10-year period

**Varicella**

**Varicella:** CDC requires proof of immunity for health care personnel: health care provider documentation of disease; laboratory immunity; or two doses of varicella vaccine with a minimum of four weeks between doses.

*Our current policy does not allow health care provider documentation of disease as proof of immunity. CRMC requires lab immunity or immunization.*

**SON policy:**
Laboratory documentation of immunity
Or documentation of two doses of varicella vaccine with a minimum of four weeks between doses.
Proof of immunity from health care personnel *will not be accepted.*

**Influenza**

**Seasonal Influenza:** CDC recommends the following R/T seasonal influenza vaccination:

Everyone 6 months and older should get a flu vaccine each year starting with the 2010-2011 influenza season. The recommendation is intended to remove barriers to flu immunization, such as the need to determine whether each person has a specific indication for vaccination, and protect as many people as possible against the dangers of flu. The decision is supported by evidence that influenza vaccination is a safe preventive health measure with potential benefit across all age groups. The recommendation for annual vaccination is the same regardless of whether the vaccine viruses have changed since the previous season.

**SON policy:**
Documentation of an annual seasonal influenza immunization by November 1st.

*Review: Spring 2012*

**UW Graduate Resources**

The Office of the Registrar, located in Knight Hall, is the primary point of contact for issues concerning graduate student academic programs and graduation. Feel free to call them at (307)766-5272, write to them, or e-mail them (registrar@uwyo.edu). The Graduate Student Resources website, http://www.uwyo.edu/UWGrad, provides various information, forms, etc. for student use. This website also contains a calendar for the current and future semesters’ deadlines for completing graduation requirements. It is the students’ responsibility to obtain and adhere to these dates.
**INDEPENDENT STUDY**

Students may have the opportunity to do an independent study project with the supervision of faculty appropriate to the project. The success of an independent study project is dependent on early planning between the student and the faculty member.

This course provides students with the opportunity to analyze a problem in nursing, apply theory to clients in a clinical setting, or pursue an area of interest under the guidance of a faculty member. Requirements for earning credit and evaluation will be determined between the student and a nursing faculty member. The Guidelines for Independent Advanced Study (N5750) are available through the Forms section of the Nursing website. The completed/signed Independent Advanced Study contract must be submitted to the staff associate for the graduate program for placement in the student record by the start of the semester in which doing the independent study.

**GUIDELINES FOR GRADUATE STUDENT APPEALS**

Please refer to the Grade Appeal Process under Section 3, “Professional Behavior” starting with the School of Nursing appeals process, continuing with the College of Health Sciences appeals process, and ending with the University of Wyoming “Guidelines for Graduate Student Appeals”.

**COURSE FEES**

Tuition rates are found in the UW fee book: [http://www.uwyo.edu/administration/feebook/index.html](http://www.uwyo.edu/administration/feebook/index.html). In addition, PMHNP students who take courses at the University of Colorado (CU) will need to pay CU tuition rates for these courses, which are available from the Bursar's Office on CU's Anschutz Medical Campus: [http://www.ucdenver.edu/anschutz/studentresources/StudentBilling/TuitionFees/Pages/TuitionFees.aspx](http://www.ucdenver.edu/anschutz/studentresources/StudentBilling/TuitionFees/Pages/TuitionFees.aspx)

Tuition does not include the cost of course-related books and supplies. DNP students are responsible for covering the cost of course-related books and supplies, as well as the costs associated with traveling for clinical practica and on-campus sessions.

**FULL-TIME STATUS**

Graduate students enrolled in at least 9 semester hours are considered full-time, full-fee-paying students. This status entitles graduate students to full benefits, including admission privileges to cultural affairs, university theater productions and intercollegiate athletic games; services of the Student Health Center and Wyoming Union; participation in the university short-term student loan program; access to the university microcomputer pods; membership and participation in Associated Students of the University of Wyoming (ASUW); and participation in the university's intramural and open recreation programs.

Graduate students enrolled for fewer than 9 hours but at least 4.5 semester hours may apply for federal student loans. In addition, these students may purchase the Optional Fee Package (must be purchased by the last day of late registration for a term - refer to the UW Class Schedule for further information as well as the cost), which entitles them to all the privileges of a full-fee-paying student, as listed above. Graduate students enrolled for fewer than 9 who also purchase the Optional Fee Package, will have their enrollment verified as full-time to non-university entities for insurance documents. Other enrollment verifications for these students will reflect the student's actual enrollment level.
**CONTINUOUS ENROLLMENT AND LEAVE OF ABSENCE**

University regulations require degree-seeking students be continually enrolled in courses unless a formal leave of absence has been granted. Leaves of absence can be granted to students who are experiencing circumstances that necessitate a break from their studies. To request a leave of absence, a student should submit a request in writing to the DNP program director. The request will be considered by the DNP faculty, and the program director will communicate the team’s decision to the student.

With rare exception, only one leave of absence can be granted per student during the program and will be granted for only one year, the specifics of which will be outlined in the approval statement shared with the student. If a student desires a leave of absence beyond one year, he/she should submit a written request to the program director for consideration by the DNP faculty. When considering leaves of absence beyond one year, the DNP faculty may require that previous courses be retaken due to prolonged absence from the program. When a student’s enrollment is interrupted without an approved leave of absence, the student must reapply for admission to the DNP program.

**IMPORTANT GRADUATE INFORMATION**

Please refer to the Graduation section of this handbook under the Core items. In addition to that information, students will be individually hooded by a DNP faculty member at the College of Health Sciences Commencement ceremony. This is an important "rite of passage" for students and is typically enjoyed by students and faculty alike! Another highlight is the School of Nursing Convocation at which time nursing graduates are recognized and School of Nursing Awards are presented.

For the College of Health Science ceremony, all participants are required to be attired in appropriate academic regalia (cap and gown plus having the appropriate hood for their hooding ceremony). At the School of Nursing Convocation, students are attired in nice business casual.

Students who completed the DNP Degree during the previous summer or fall semesters and have not already participated in ceremonies are eligible to go through the May Graduation Ceremonies. Students graduating in the upcoming summer are also allowed to “walk” in the ceremony. In order to be eligible to participate in May Graduation / Convocation ceremonies, students must have completed all of their DNP coursework or be projected to have finished all of their coursework by August of that same year.

**Students are required to notify the graduate program staff support person by February 15 of their intent to attend May Graduation/Convocation ceremonies. This is required so that the student will be included in graduation information mailings.**

**PROCEDURE FOR COMPLETING AND GRADUATION EXPECTATIONS & PAPERWORK**

Students should familiarize themselves with and follow the Graduation Process on the Graduate Student Resources web site at http://www.uwyo.edu/registrar/Students/Graduate_Student_Graduation.html. It is vital that you keep up-to-date with the above-mentioned resource page as well as pay attention to emails sent from the graduate program staff support, regarding the graduation process.