Basic BSN Freshman/Non-Freshman Admission to the Nursing Major

Student Handbook

Academic Year
2018-2019
# Table of Contents

Introduction .................................................................................................................. 1
Welcome from the Dean ............................................................................................... 1

## Section 1: Overview .................................................................................................. 2

- Mission ....................................................................................................................... 2
- Vision ......................................................................................................................... 2
- Values ......................................................................................................................... 2
- Philosophy ................................................................................................................. 3
- Governance ................................................................................................................ 3
- Accreditation ............................................................................................................. 4

## Section 2: Communication ....................................................................................... 5

- Communication System ............................................................................................ 6
- Appropriate Channels in Problem Solving Difficult Situations ................................. 6
  - Student Course of Action....................................................................................... 6

## Section 3: Professional Behavior ............................................................................. 7

- Professional Conduct Code for Students Enrolled at the Fay W. Whitney School of Nursing ............................................................... 7
  - Code ....................................................................................................................... 7
  - Procedures for Violations of the Professional Conduct Code ............................... 8
  - Academic and Clinical Performance Policy .......................................................... 11
  - Academic and Clinical Performance Learning Plans ............................................. 12
- Technical Standards for Admission ......................................................................... 15
  - Standards ............................................................................................................. 15
  - Reasonable Accommodations ............................................................................... 16
- Confidentiality ......................................................................................................... 16
- Impaired Student Policy ............................................................................................ 17
- Grade Appeal Process .............................................................................................. 19
  - FWWSON Appeal ............................................................................................... 19
  - College of Health Sciences Guidelines for Student Academic Appeals ............. 21

The University of Wyoming Student Conduct: Rights & Responsibilities Booklet ............ 25

## Section 4: General Information .............................................................................. 26

- Advisers .................................................................................................................... 26
- APA Manual ............................................................................................................. 26
- Course Syllabi ......................................................................................................... 26
- Student Files .......................................................................................................... 26
- Safety ..................................................................................................................... 26
- Incident Reports ..................................................................................................... 26
- Workers’ Compensation ......................................................................................... 27
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 that 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 that 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 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.

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 Bachelors of Science in Nursing (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 Master of Science (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 a 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 MS in nursing with an emphasis in either Nurse Education or Nurse Leadership.

MISSION

The Fay W. Whitney School of Nursing educates, conducts research and provides service and practice to improve, protect and promote health. Mission approved FWWSON All-Faculty and Staff Meeting 10-2-2013; reviewed and revised 2-28-2018

VISION

In the ever-changing education and health care environment, the Fay W. Whitney School of Nursing shapes the profession of nursing and health care, especially rural health care, and promotes a culture of health.

Vision approved FWWSON All-Faculty and Staff Meeting 10-2-2013; reviewed and revised 2-28-2018

VALUES

The Fay W. Whitney School of Nursing upholds the University of Wyoming values.

- Exploration and Discovery: Free, open and unfettered exploration and discovery supported by rigorous peer review and the communication and application of that scholarship, constitute the core principles and practices of this university.
- Innovation and Application: Creative thinking leads to new knowledge, inspires student achievement and brings practical innovation to our communities.
- Disciplinarity and Interdisciplinarity: Knowledge advances through intense and focused study and also in the intersection of ideas and disciplines. UW cultivates the energy of individual and collaborative advances.
- Integrity and Responsibility: Outstanding teaching, learning and scholarship rely on the principles of integrity, responsibility and trust throughout our community.
• Diversity and Internationalization: A diverse and international community that includes and respects different ethnicities, genders, sexualities, abilities, cultures and worldviews multiplies our capacity to explore, innovate and educate.

• Engagement and Communication: Engagement with local, state, tribal, national and global constituencies inspires our daily work. We are committed to active outreach and clear communication.

*Values approved FWWSON All-Faculty and Staff Meeting 10-2-2013; reviewed and revised 2-28-2018*

**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 committees govern the FWWSON. Each nursing faculty is a member of at least one committee. The committees are: Curriculum and Evaluation, Student Affairs, and Scholarship and Learning. Students may volunteer or be invited to serve on the Student Affairs Committee. The student 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.
ACCREDITATION

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

Dean: Mary Burman (mburman@uwyo.edu) ................................................................. 307-766-6569
Associate Dean: Mary Anne Purtzer (mpurtzer@uwyo.edu) .................................................. 307-766-6576
Business Manager: Denise Gable (dgable@uwyo.edu) ................................................................ 307-766-6569

Financial Aid/Scholarships

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

Nursing Academic Programs

Basic BSN (basicbsn@uwyo.edu) .......................................................................................... 307-766-4292
Basic BSN Director: Kim Raska-Miller (kraska@uwyo.edu) ...................................................... 307-766-5538
Basic BSN Support
Credentials Analyst/Academic Advisor: Debbie Shoefelt (shoefelt@uwyo.edu) .................... 307-766-4292

BRAND – Accelerated BSN (BRAND@uwyo.edu) .............................................................. 307-766-6565
BRAND Director: Kim Raska-Miller (kraska@uwyo.edu) ...................................................... 307-766-5538
BRAND Support
Credentials Analyst/Academic Advisor: Dawn Carver (dcarver@uwyo.edu) ......................... 307-766-6565

RN-BSN Completion (RN.BSN@uwyo.edu) ............................................................................. 307-766-6574
RN-BSN Completion Director: David Bodily (david.bodily@uwyo.edu) ................................. 307-766-4312
RN-BSN Completion Support
Credentials Analyst/Academic Advisor: LeAnn Amen-McConnell (lamen1@uwyo.edu) .... 307-766-6574

Graduate Programs (gradnurse@uwyo.edu) ............................................................................. 307-766-6568
Nurse Educator / Leader Options (MS) Director: Mary Anne Purtzer (mpurtzer@uwyo.edu) 307-766-6575
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
Christina Lepper (clepper@uwyo.edu) ................................................................................... 307-766-4312
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 director (if that is not the person in any of the prior steps).
   
   If speaking to the program director 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 are accountable to 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. This Code has been developed in accordance with the American Nurses’ Association Code of Ethics and Standards of Practice and the American Association of Nurse Practitioner Standards and Scope of Practice for Nurse Practitioners.

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.

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.

Integrity

Students are expected to demonstrate honesty and integrity in all aspects of their interaction with fellow students, faculty, staff, clients, and community partners, including assuring accuracy and completeness in their actions and communication. Students are expected to promote ethical behavior and report unethical behavior.

Responsibility, Accountability and Professional Growth

Students accept individual responsibility and accountability for their actions. Students will work to safeguard the lives, health and welfare of others. Students must assume personal responsibility for their own physical and mental health and maintain commitment to the highest professional and academic standards of the nursing profession.

Respect

Students will treat fellow students, faculty, staff, clients, and community partners with dignity and respect while taking into consideration diversity in values and beliefs without discrimination.
Confidentiality and Privacy

Confidentiality is a fundamental tenet of health care. Students shall respect the rights and privacy of fellow students, faculty, staff, clients, community partners, and other healthcare professionals. Breaches of confidentiality and privacy apply to 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 school, university, 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

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. 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. The FWWSON Student Affairs Committee shall receive complaints through the Associate Dean, Chair of the committee, alleging misconduct by students as outlined by the FWWSON Professional Code of Conduct. The Student Affairs Committee has primary authority and responsibility for the administration of the Professional Conduct Code.

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 Chair of the FWWSON Student Affairs Committee as soon as possible after discovery of the incident. Any member of the University community, including students, staff and faculty, or a community partner 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 appropriate, the Student Affairs Committee Chair may refer the alleged violation to relevant university officials. Otherwise, the Student Affairs Committee will conduct a preliminary inquiry to ascertain whether the allegations are supported by evidence and do allege a violation of the Professional Code of Conduct. If not, in consultation with the Dean, the complaint shall be dismissed or resolved administratively without filing a formal complaint. If the allegation is supported, the Student Affairs Committee shall proceed to conduct a professional conduct hearing according to the process outlined below.

c. Written Notification: The Student Affairs Committee Chair 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 the Student Affairs Committee 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 Student Affairs Committee: The committee 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 Student Affairs Committee Chair will refer the student for a professional conduct
hearing.

d. Appeal: A student that participates in a professional conduct conference may appeal only the
sanction(s) imposed by the Student Affairs Committee. 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 chaired by the Associate Dean (Chair of the Student Affairs
Committee) shall occur within thirty (30) business days of the charge unless the Student Affairs
Committee 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 to present along with any documents
to be presented at the hearing. No depositions may be taken. Interrogations are not permitted nor
are written pre-hearing motions. If a member of the Student Affairs Committee is the accusing
party, he/she will be excused from the process.

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 Student Affairs Committee Chair, 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
Chair. 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 Chair may exclude any person(s) disrupting a professional conduct hearing or who fails to
abide by the decisions of the committee.

i. The Student Affairs Committee will only consider information that directly relates to the facts of
the complaint or information regarding the appropriateness of a particular sanction.

j. The Student Affairs Committee may question all witnesses in a hearing.

k. Neither advisors nor legal counselors may appear in lieu of the accused student.
l. The accused may have an advisor or counselor present to consult or advise before and/or during
the hearing; however, the adviser/counselor will not be allowed to question witnesses and/or
address the committee. The accused student must notify the Student Affairs Committee Chair at
least three (3) business days in advance with the name and relationship of the advisor/counselor
and the name of any witness that will attend the hearing.

m. In the course of any hearing, the Student Affairs Committee Chair 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 Student Affairs Committee shall determine whether or
not the student is responsible for violating the Professional Code of Conduct.

o. If the student does not appear at the hearing, the written statements will represent the accused and
the Student Affairs Committee’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 Student Affairs Committee Chair, 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 Student Affairs Committee 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 Student Affairs Committee Chair.

s. The Student Affairs Committee recommendations will be submitted by the Chair to the Dean
within five (5) days of the hearing. The student accused of misconduct will then be informed in
writing of the determination and recommendations 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 Student Affairs Committee Chair 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 Student Affairs Committee.

Approved at SON meeting on 11/30/16
The purpose of this policy is a guide for students and faculty to optimize understanding of performance concerns. A learning plan is developed to address concerns and provide guidance to promote student success.

**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 collaboration with course coordinator (or program director/associate dean if appropriate), 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 student and the faculty member will sign the Academic Performance Learning Plan (course coordinator, faculty advisor, program director, and associate dean signatures will be obtained if appropriate).
- 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.

**Clinical Concerns**

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

**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:

- Demonstrates acts of omission or commission during the care of clients that result in harm or may result in harm.
- Demonstrates impaired behavior in clinical settings. This impairment may be the result of alcohol, recreational drug or prescription drug use (invokes Impaired Student policy).

**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/or skills necessary for client care.
- Fails to accept accountability for his/her own actions.
- Fails to abide by the program’s dress code for the clinical experience.
- Fails to attend clinical experiences as scheduled.
- Fails to provide prior notification to the faculty/preceptor of an absence, tardiness, or early departure from the clinical setting.
Unsatisfactory or failing performance in a clinical course will initiate the following process:

- Level I concerns may result in immediate removal from the clinical experience.
- The student will receive verbal feedback from the faculty regarding the clinical concern(s).
- In collaboration with course coordinator (or program director/associate dean if appropriate), the course faculty member will develop an agreement (Clinical Performance Learning Plan) with the student specifying an action plan with a timeframe and potential outcomes of the concern.
- The student and the faculty member will sign the Clinical Performance Learning Plan (course coordinator, faculty advisor, program director, and associate dean signatures will be obtained if appropriate).
- 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.
# Academic Performance Learning Plan

**Student Name:** [Name]  
**Faculty Name:** [Name]  
**Date:** [Date]  
**Nursing Course:** [Course]

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<th>Details</th>
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<td><strong>Description of Academic Concern:</strong></td>
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| Learning Plan Addressing Academic Concern: |
| |

| Timeline and Potential Outcome: |
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<td><em>By signing this form, you confirm that you understand this information. You also confirm that you and the faculty have discussed the academic concern. Signing this form does not necessarily indicate that you agree with the academic concern.</em></td>
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# Clinical Performance Learning Plan

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## Level of Clinical Concern

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### 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. You also confirm that you and the faculty have discussed the clinical concern. Signing this form does not necessarily indicate that you agree with the clinical concern.*

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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.

1 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/](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

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

Student agrees to recommended plan of care

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

Treatment refused by student

Student dismissed from nursing program as determined by Dean or designee

No further intervention necessary

No impairment

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

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

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

Fay W. Whitney School of Nursing
Impaired Student Policy Flowchart
Updated and Approved April 2015
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 Student Affairs Committee of the FWWSON and will proceed pursuant to the process outlined below.

FWWSON APPEAL

The appeal is presented to the Associate Dean (Chair of the Student Affairs Committee) 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 Associate Dean or designee presenting the action being appealed, the basis of the appeal, and any supporting documents.

The Associate Dean or designee will make preliminary inquiry to ascertain whether the appeal is supported by available evidence. If not, the Associate Dean or designee shall dismiss the appeal. The Associate Dean in consultation with the Dean 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.

COMPOSITION OF THE APPEAL PANEL:
1. The Appeal Panel will consist of the Student Affairs Committee and a faculty member of the student’s choice.
2. Neither the faculty member who assigned the grade to the student nor the Dean will be a member.
3. A student representative will be appointed by the Student Affairs Committee.
4. The chair of the Appeal Panel is the Associate Dean or designee and is a non-voting member.

THE ASSOCIATE DEAN OR DESIGNEE WILL:
1. Coordinate the grade appeal process and serve as chairperson of the Appeal Panel.
2. Notify the student and instructor:
   - the time and overall process of the hearing,
   - to submit at least five (5) business days prior to the hearing:
     - all materials pertinent to the review,
     - names of witnesses (a maximum of two (2) witnesses for student and maximum of two (2) for instructor).
3. Distribute all received materials to the Appeal Panel, student, and instructor at least three (3) business days prior to the hearing.
4. Preside over the appeal hearing; ensure procedural conduct consistent with fairness; maintain confidentiality except as required by administrative or other legal process.
5. Dismiss any person from the hearing room who becomes disorderly during proceedings, document behavior and subsequent action, and keep documentation with the record of the proceedings.
6. Submit the Appeal Panel’s findings of fact and the recommendation to the Dean in writing and with a rationale within five (5) business days of the hearing. All Appeal Panel members shall sign the findings of fact and recommendation.
**APPEAL HEARING PROCEDURES:**

1. The hearing may take place by audio/visual conference. The conference will be scheduled by FWWSON personnel and will be set up with an independent proctor to accompany the student/instructor at the distance site.

2. The Associate Dean or designee shall call the meeting to order, and ask the Appeal Panel members, the student, and the instructor to identify themselves. The Associate Dean or designee shall emphasize the importance of confidentiality of the hearing and related records; review the procedures to be followed; and to inform those present that the purpose of the appeal process is to ensure fairness to the student and not to substitute the judgment of the instructor.

3. The Associate Dean or designee shall have the final authority in procedural matters. Unless otherwise noted, the order for the proceedings will be:
   - Student opening statement justifying the appeal (15 minutes maximum, 5 minute warning)
   - Student’s witness statements (5 minute maximum, 1 minute warning)
   - Instructor opening statement (15 minutes maximum, 5 minute warning)
   - Instructor’s witness statements (5 minute maximum, 1 minute warning)
   - Student response (10 minute maximum, 2 minute warning)
   - Instructor response (10 minute maximum, 2 minute warning)
   - Questions by Appeal Panel
   - Final response by student (2 minute maximum)
   - Final response by instructor (2 minute maximum)

4. Hearsay is permissible with relevancy and credibility as determined by the Appeal Panel.

5. The student shall have the burden of proof by “substantial evidence” (evidence that a reasonable mind might accept as adequate to support a conclusion) that the decision or action was based on capricious or arbitrary academic evaluation or capricious or arbitrary treatment.

6. The parties (student and instructor) may have a representative present, but this representative shall not speak on behalf of the party. Both parties must notify the Associate Dean or designee if a representative will be present at least three (3) business days before the hearing.

7. Within the order of the proceedings, all parties may present witnesses. Witnesses will be permitted to testify for a period not to exceed 5 minutes, although the Appeal Panel may waive this time restriction. Witnesses will be present during the hearing only when they are giving statement and answering questions. If witnesses are not able to appear, their written statements may be admissible as determined by the Associate Dean or designee.

8. In the course of any hearing, the Associate Dean or designee is authorized to request the appearance of any student, faculty, staff member, or other employee of the University as a witness or request additional evidence or materials she/he deems relevant to a decision.

9. If the student or the instructor does not appear at the hearing, the written statements will be the entire presentation by that person and the Appeal Panel’s recommendation will be made accordingly based on the hearing and records before it.

10. Hearings will not be adversarial in tone or fact. Rather, they will be conducted in a way that provides the Appeal Panel and all parties an opportunity to ensure that all pertinent information is heard.

11. Immediately following the hearing, the Appeal Panel will take the matter under submission and retire to vote. A majority vote is required to reach a recommendation.
THE DEAN WILL:

1. Receive the findings of fact and recommendation of the Appeal Panel.
2. Make a final decision within ten (10) business days after receipt of the Appeal Panel’s findings of fact and recommendation.
3. Notify the student and instructor in writing of her/his decision immediately thereafter. This does not preclude verbal communication of findings.

FURTHER APPEAL

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

Updated: 7/29/09; reviewed, updated, and approved at SON meeting 4/26/17

COLLEGE OF HEALTH SCIENCES
GUIDELINES FOR STUDENT ACADEMIC APPEALS

References

UW Regulation 6-716, Change of Recorded Grade
UW Regulation 6-802, Procedures and Authorized University Actions in Cases of Academic Dishonesty
UW Regulation 6-809, Course Syllabus Requirement

Philosophy
Students have the right to expect thoughtful, non-capricious evaluation of their academic performance. Academic standards and approaches to grading may vary across colleges, units, and instructors. Grading policies should be clearly articulated in course syllabi as specified in University Regulation 6-809.

The College of Health Sciences encourages resolution of academic disputes at the level closest to the issue. Often these disputes can be resolved when a student and instructor engage in reflective and respectful deliberation about the academic issue. Instructors may change grades if they have made an error in calculating or reporting the grade as specified in University Regulation 6-716.

Each academic unit in the College of Health Sciences shall have written procedures for resolution of student disputes arising from decisions or actions of faculty, staff, and/or administrators. Any student or group of students shall have the right to use these procedures within the appropriate unit. If the student is not satisfied with the outcome, 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.

A formal appeal should be considered carefully by the student before submission to the College of Health Sciences and should be based on substantial evidence. Prior to filing a formal grade appeal, the student should exhaust all channels of relief at the level closest to the issue (e.g., division/school)

Grounds for Appeal:
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.
Prejudice: adverse, preconceived judgment about the student based on personal characteristics or group membership.

Capricious evaluation: applying different standards of evaluation to members of the same course without legitimate reason; or grading assignments or assigning course grades in a manner inconsistent with the articulated standards of evaluation for the assignment or course.

Capricious treatment: unpredictable or inconsistent actions that affect the student in an adverse way.

For an appeal to be successful, one of these conditions must be clearly evident to impartial committee members who are not in the field of study in the class. The burden of proof is on the student. These accusations are serious and students should consider their ability to document prejudice, capricious evaluation, or capricious treatment before proceeding. By the same token, students have the right to raise an appeal and expect that every effort will be made to resolve it in accordance with these guidelines, without prejudice or fear of reprisal.

The guidelines included in the following sections pertain to College-level appeals other than those that involve charges of academic dishonesty. Policies and procedures involving cases of academic dishonesty fall under the jurisdiction of University of Wyoming Regulation 6-802. Students and faculty involved in appeals of academic dishonesty charges are directed to University Regulation 6-802 for the proper procedures to follow.

Jurisdiction

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

College of Health Sciences Student Appeals Board

The Student Affairs Committee shall serve as the Health Sciences Student Appeals Board (HSSAB) as specified in the bylaws of the College of Health Sciences. The HSSAB is comprised of academic personnel (elected to serve three-year staggered terms) and students (appointed from each academic unit) who serve one year terms.

The Chairperson of the HSSAB shall be the current chairperson of the Student Affairs Committee. This individual will be elected by the members of the Board. 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.

Basic Authority and Responsibilities

1. The HSSAB shall have the final authority in procedural matters.
2. The HSSAB may recommend affirmation or reversal of the decision being appealed, and may make such recommendations for further actions as it may deem appropriate.
3. The HSSAB will forward its recommendation(s), including detailed facts and findings, to the Dean of the College, along with a record of the hearing proceedings within five (5) business* days of the hearing.

Procedures

1. Initiating the Appeal (Timeframe)
a. The appeal must be submitted by the student to the Dean of the College or designee no later than fifteen (15) business* days after the student 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 timeline may be extended by the Dean of the College of designee to the following academic term.
b. If no settlement can be reached at the division/school level, the student may elect to follow the formal appeals process.
   i. For appeals of final grades, the written appeal must be submitted to the Dean’s Office, College of Health Sciences, no later than fifteen (15) business* 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.
   ii. For appeals of grades given during a semester, the written appeal must be submitted to the Dean’s Office, College of Health Sciences, no later than fifteen (15) business* days after receipt of the grade.
c. Within fifteen (15) business* 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.
   i. If the appeal does not fall within the jurisdiction of the board, the Chair of the HSSAB shall notify the student that the board will not hear the matter due to a lack of jurisdiction.
   ii. If the appeal is within the jurisdiction of the HSSAB, the Chair shall notify the student and the appellee** (instructor, school/division) and include a notice of the time and place of the hearing.

2. Filing the 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 the following:
   a. Evidence that all normal channels of relief in the School/Division for adjustment of the action being appealed have been exhausted,
   b. 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 student received notification of the decision must be included in the appeal.
   c. The specific bases of the appeal. (See above for legitimate grounds for appeal which must be demonstrated by the student in the written materials.)
   d. A step-by-step description of the factual matters of the case, including documentation of the student’s attempts to resolve the matter through normal channels of relief at the School/Division level.
   e. Relevant course materials (e.g., a complete copy of the course syllabus plus any amendments, grading rubrics, etc.)
   f. A list of any witnesses (if any) student intends to call at the hearing.

3. Notification of the Hearing
   The Dean or designee will provide the appellee with a copy of the written appeal, any supporting documents, and a list of student’s proposed witnesses. The appellee may make a written reply to the HSSAB. The appellee must also notify the HSSAB of any witnesses appellee intends to call at the hearing. The appellee’s written reply will be presented to the Board along with the student’s written appeal at least three (3) business* days before the meeting. The Dean or designee will provide a copy of the reply to the student along with names of witnesses for the appellee.

4. Hearing
   The Chair of the HSSAB will schedule a hearing and inform all parties and the HSSAB of the date, time, and place.

5. Disqualification of Members
Any member of the HSSAB may recuse him or herself or request any other member be disqualified for just cause, by notifying the Chair of the Board at least two (2) business* days before the hearing. Either student or appellee may request that a member be disqualified for just cause by providing a written request to the Dean of the College at least five (5) business days before the scheduled meeting. The decision to disqualify is made by the dean.

6. Recorder
A recorder will be assigned by the Dean to compile and disseminate all applications and materials for board members to review. The recorder will record the hearings and its outcome and provide a copy of the recording to the student if requested. The transcriptions and recordings and related materials which comprise the case file will be forwarded to the Dean of the College within five (5) business* days.

7. Hearing Procedures
   a. The HSSAB shall have the final authority in procedural matters. Unless otherwise noted, the order for the proceedings will be:
      1. Student opening statement justifying the appeal (15 minutes maximum, 5 minute warning)
      2. Appellee opening statement (15 minutes maximum, 5 minute warning)
      3. Student response (10 minute maximum, 2 minute warning)
      4. Appellee response (10 minute maximum, 2 minute warning)
      5. Questions by HSSAB
      6. Final response by student (2 minute maximum)
      7. Final response by appellee (2 minute maximum)
   b. Hearsay is permissible with relevancy and credibility as determined by the HSSAB.
   c. The student shall have the burden of proof by “substantial evidence” (evidence that a reasonable mind might accept as adequate to support a conclusion) that the decision or action was based on prejudice, capricious or arbitrary academic evaluation or capricious or arbitrary treatment.
   d. The parties may have a representative present, but this representative shall not speak on behalf of the party. Both parties must notify the Dean or designee if a representative will be present at least one (2) business* days before the hearing.
   e. Within the order of the proceedings, all parties may present witnesses at times they consider most appropriate. Witnesses will be permitted to testify for a period not to exceed 5 minutes, although the HSSAB may waive this time restriction. Written statements by witnesses may also be admissible as determined by the Chair of the HSSAB. Witnesses will be present during the hearing only when they are giving statement and answering questions.
   f. In the course of any hearing, the HSSAB is authorized to request the appearance of any student, faculty, staff member, or other employee of the University as a witness or request additional evidence or materials it deems relevant to its decision.
   g. If the student 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 based on the hearing and records before it.
   h. Hearings will not be adversarial in tone or fact. Rather, they will be conducted in a way that provides the HSSAB and all parties an opportunity to ensure that all pertinent information is heard.
   i. Immediately following the hearing, the HSSAB will take the matter under submission and retire to vote. A majority vote is required to reach a recommendation.
   j. The HSSAB’s recommendation and summary of findings, along with supporting materials, will be submitted to the Dean of the College within five (5) business* days after the recommendation is reached.

8. Implementation of Decision
   a. The Dean of the College will review the materials and written record of the hearing along with the recommendation of the HSSAB.
   b. The Dean will make a decision regarding the case and will notify the parties of the decision in writing within ten (10) business* days of receipt of the record and recommendation by the HSSAB.
   c. The Dean shall be responsible for implementing his/her decision.
9. Further Appeal
If the student desires to appeal the College decision, he/she must file an appeal with the Office of Academic Affairs within 10 business* days of the receipt of the dean’s notification of the decision. If an appeal is initiated by the student, the HSSAB findings report, including decision and all relevant materials, will be forwarded to the Office of Academic Affairs within 10 business* days.

10. Maintenance of the Appeals Record
A file of the appeal, consisting of the written evidence, a brief statement of the HSSAB decision, audio recording of hearing proceedings, and the Dean’s decision will be compiled and retained in a secured location in the Office of the Dean of the College for two years. All other copies of the written evidence shall be destroyed immediately following the hearing.

* Business days refer to the academic calendar for the university.
** Appellee is the party against whom an appeal is filed. In a grade appeal the appellee is typically the instructor or supervisor.

6/13/97
Reviewed and Updated 5/19/06
Reviewed and Updated 3/6/07
Reviewed and Updated 8/27/13
Reviewed and Updated 7/22/14

THE UNIVERSITY OF WYOMING
STUDENT CONDUCT: RIGHTS & RESPONSIBILITIES BOOKLET

- This booklet contains information on the student role at the University of Wyoming.
- Distributed to each student on admission to UW; extra copies may be obtained from the Dean of Students Office.
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. 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/learning outcomes 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.
- Student should notify their clinical instructor 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 staff member or Human Resources (HR) Department, Wyo Hall, Room 139, or online at [http://www.uwyo.edu/hr/_files/docs/employee-benefits/workers-comp-fillable-injury-report.pdf](http://www.uwyo.edu/hr/_files/docs/employee-benefits/workers-comp-fillable-injury-report.pdf). 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 of the injury/accident complete both sides of the form electronically in black ink.
- The Employee Certification must be signed.
- For students, the form is turned in to the Workers’ Compensation Coordinator or the OSHA Officer in the FWWSON.
- For employees/instructors, the form is turned in to the department staff to complete and sign the Employer Certification.
- For employees/instructors, the department staff 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 workplace 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 (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**

Readmission to a program is not automatic or guaranteed, and the decision regarding readmission is final. The decision to readmit is contingent on space available in the program. 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. Readmission to any nursing program requires a hearing.

**Exception:** Basic BSN students seeking readmission to the first semester of the Clinical Component will reapply to the program through the non-freshman admission nursing application process and not the readmission process.

**Exception:** BSN Completion students seeking readmission after a lapse in academic work and thereby on inactive status, in the absence of dismissal for other cause, may be readmitted without need for a hearing.

The process for requesting a readmission hearing is as follows:

1. The student will:
   - Submit a request for readmission addressed to the Associate Dean within 30 days of the beginning of the semester prior to the semester in which the student is seeking readmission (exclusive of the summer term).
   - The request for readmission is a typed letter that includes the following:
     - A request for a readmission hearing
     - The program for which seeking readmission
     - An explanation of the circumstances that led to withdrawal or caused the unsatisfactory performance
     - A proposal addressing the deficiencies and/or causes for the withdrawal that will facilitate satisfactory completion of the course(s)
     - The name of one SoN faculty member to serve on the hearing panel who is not currently a member of the Student Affairs Committee.
• Any additional information may be submitted to the panel a minimum of four days prior to the hearing.

2. The Student Affairs Committee conducts the readmission hearing.
   • The Associate Dean or designee serves as the chairperson of the readmission hearing panel and receives the readmission materials from the student; the Associate Dean or designee is a non-voting member
   • The panel is composed of the Student Affairs Committee and one SoN faculty member of the student’s choice.
   • The hearing will be limited to the panel members and the student.
   • 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 student will be dismissed from the hearing to allow the panel to reach a decision.

3. The Associate Dean or designee will:
   • Notify the student of the time and place of the hearing.
   • Preside over the hearing.
   • Call the hearing to order.
   • Ask the panel members and student to identify themselves.
   • Review the procedure.
   • Ask the student to present his/her case. The panel may ask questions and/or ask for clarification.
   • Submit the panel's recommendation to the Dean in writing with all panel members’ signatures within five business days of the hearing.

4. The Dean will:
   • Consider the recommendation of the panel and make a final decision.
   • Notify the student in writing of the outcome within ten business days of receiving the panel’s recommendation.

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; Modified and approved 4/26/17 SoN Meeting; Modified 11/08/2017 Student Affairs Committee meeting and approved 11/29/2017 SoN meeting.

### 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.

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 some 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

Coe Library’s hours of operation can 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. Information is posted on the bulletin board in the
SIGMA THETA TAU INTERNATIONAL, INC. is the National Honor Society of Nursing. The University of Wyoming chapter, Alpha Pi, was chartered in 1966. The purpose of the organization is 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 UW GPA is required for BSN senior students and a minimum of a 3.5 UW GPA is required along with completion of 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.

**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
- Proposals

**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!*
OTHER RESOURCES

- **The Math Assistance Center:**
The MAC provides free assistance with mathematics. Check out the Department of Mathematics website for information about the Math Lab and Tutoring [http://www.uwyo.edu/math/mac/](http://www.uwyo.edu/math/mac/).

- **University Disability 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 [http://www.uwyo.edu/udss/](http://www.uwyo.edu/udss/).

- **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 [http://www.uwyo.edu/cojo/occ/](http://www.uwyo.edu/cojo/occ/).

- **The Student Learning Center:**
The center assists students in many subjects including (but not limited to) math, biology, chemistry, physics, and writing. Refer to the Student Learning Center website for more information [http://www.uwyo.edu/reslife-dining/slc/](http://www.uwyo.edu/reslife-dining/slc/).

- **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, and persons with disabilities to help them access educational opportunities and achieve academic success. Refer to the Student Educational Opportunity website for more information [http://www.uwyo.edu/seo/](http://www.uwyo.edu/seo/).

- **The Tutoring Board/Learn Resource Networks (LeaRN):**
A convenient online location for a listing of tutoring opportunities on campus can be found on the Tutoring Board (LeaRN) website [http://www.uwyo.edu/learn/](http://www.uwyo.edu/learn/).
SECTION 6: BASIC BSN FRESHMAN/NON-FRESHMAN ADMISSION TO THE NURSING MAJOR POLICIES & REQUIREMENTS

UNDERGRADUATE PROGRAM OUTCOMES

BSN End of Program Student Learning Outcomes (Basic BSN):

1. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

2. Advance nursing practice related to patient care technologies, information systems, and communication devices that support safe nursing practice.

3. Achieve optimal individual, family, group, community, and population outcomes guided by clinical reasoning and appraisal of evidence of best practice.

4. Demonstrate effective leadership through heightened self-awareness to empower others in the attainment of optimal patient outcomes.

5. Use mutually respectful communication, collaboration, and leadership skills within interprofessional teams in the management of care in diverse, complex, global, and dynamic healthcare systems.

6. Participate as a nursing professional in the development and implementation of healthcare policy, finance, and regulatory entities, including local, state, national, and global healthcare trends.

7. Provide patient-centered care by reflecting on the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions, and family, which promotes optimal health outcomes by involving patients and families as they make clinical care decisions.

8. Demonstrate respectful, efficient, safe, and well-coordinated transitions of the patient through all levels of care.

9. Provide respectful, efficient, safe and well-coordinated patient-centered care to populations by reflecting on beliefs, values, attitudes, and practices.

10. Model professionalism with consistent demonstration of core values evidenced by nurses working with others to achieve optimal health and wellness outcomes in patients, families, and populations by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, professional engagement, lifelong learning, and accountability.

11. Encourage evidence-based health promotion and make a positive contribution to immediate and long-term health status, through the provision of education to individuals, families, groups, communities, and populations that encourages healthy behaviors and choices, prevention of disease, protection from preventable illness and disastrous emergencies.

Approved: Basic BSN Meeting 9/14/2016
University and College of Health Sciences policies governing scholastic requirements (e.g. major changes, probation, and dismissal) apply to students enrolled in the School of Nursing. In addition to university/college requirements, the School of Nursing has the following scholastic requirements for the Basic BSN Program:

**Freshman Admission**

**Pre-Clinical Component:**

1. Students must earn a grade of C or better (or S) in all pre-clinical courses (except for CHEM 1000, which requires a grade of B or better) to progress to the clinical component of the program.
2. In addition, a minimum cumulative Nursing G.P.A. (NGPA) of 3.00 based on required courses in the Pre-Clinical Component is required to begin the Clinical Component in spring of sophomore year.
3. If either #1 or #2 is not met, students will be dismissed from the program (see non-freshman admission requirements).

**Freshman/Non-Freshman Admission**

**Clinical Component:**

1. Students must earn a grade of C or better (or S) in each clinical component course to continue in the program.
2. In addition, students must maintain a minimum cumulative Nursing G.P.A. (NGPA) of 3.00 based on required courses in both the Pre-Clinical and Clinical Components to continue in the program.
3. If either #1 or #2 is not met, students will be dismissed from the program (see readmission policy).
4. No single course in the Clinical Component may be repeated more than once.
5. A total of three courses in the Clinical Component may be repeated.

Approved: Basic BSN Meeting 2/21/2018
Approved: Student Affairs Committee 3/28/2018

**Grading Policy**

The standard for passing in all graded nursing courses in the clinical component is 75%. A grade of 74.5% is rounded up while 74.49% is not rounded and is not passing. The range for each grade is as follows:

89.5-100 = A
79.5-89.4 = B
74.5-79.4 = C
59.5-74.4 = D
<59.5 = F

Students must obtain an average of greater or equal to 75% on all tests in order to successfully pass a Sophomore/Junior/Senior level nursing course. Other graded work may not be used to raise the test grade to 75% or greater. If a 75% or greater is achieved on the average of all tests, then any other graded work will be factored into the course grade. The other graded work may increase or decrease the course grade. In addition, the overall
course grade with all tests and other graded work included must be greater or equal to 75% in order to successfully pass the course.

Approved: Basic BSN Meeting 9/4/2013
Approved: PreLicensure Meeting 9/25/2013

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**PLUS/MINUS GRADING POLICY**

Effective Fall 2014, faculty have the option of using a plus/minus (+/-) grading scale when assigning grades for their classes (UW Regulation 6-722). If faculty choose to use the plus/minus (+/-) grading, they are to state that in their syllabus letting students know that the class will be graded in this manner. The plus/minus grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Very good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Fair</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure (may be assigned as a grade for failure to attend, for academic dishonesty or to indicate failure to formally withdraw or terminate)</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete (temporary mark pending course work completion as agreed in a signed document)</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawal (from a specified course or from the University only if the student follows the official withdrawal procedure)</td>
</tr>
<tr>
<td>S</td>
<td>0</td>
<td>Satisfactory (equivalent to a C or better [B or better in courses numbered 5000 and above], may be assigned only in courses designated S/U or in courses which the student has requested S/U)</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>Unsatisfactory (equivalent to a D or F [C, D or F in courses numbered 5000 or above], may be assigned only in courses designated S/U or in courses which the student has requested S/U)</td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>Passing (equivalent to a C or better, for mid-semester grades only)</td>
</tr>
<tr>
<td>NR</td>
<td>0</td>
<td>Grade not reported (for mid-semester grades only)</td>
</tr>
<tr>
<td>UK</td>
<td>0</td>
<td>Unable to compute grades (for mid-semester grades only)</td>
</tr>
</tbody>
</table>

The Basic BSN faculty made the decision to not use +/- grading in the Basic BSN Nursing courses. However, other courses outside of Nursing may use this option. Students are responsible for reviewing course syllabi to know what grading scale is being used in each course each semester.

In addition, as new transfer work is posted by the Registrar’s Office to student records beginning fall 2014 and forward, any course work graded on a +/- grading scale will be reflected in the UW Transfer Evaluation. Transfer work posted to a student record prior to fall 2014 will not reflect any potential +/- grading that may have been identified on other school’s transcripts.

Refer to Basic BSN Program Scholastic Requirements for complete policy information such as minimum grade, repeat limitations, and NGPA. **Please note: earning a C- (or B- in CHEM 1000) will not satisfy the scholastic requirements and courses will need to be retaken in order to earn the minimum grade expectation.**
**BASIC BSN PROGRAM STANDARDIZED TESTING AND REMEDIATION POLICY**

**STANDARDIZED TESTING**

Students in the Basic BSN Program at the Fay W. Whitney School of Nursing are required to take nationally-normed proctored exams throughout the curriculum. These exams, called Health Education Systems, Inc. or HESI exams, build test-taking skills and allow students to prepare for taking the NCLEX-RN licensure exam after graduation. Scores on HESI exams are good predictors of future performance on the NCLEX-RN. HESI exams are embedded in specific courses within the nursing curriculum and graded as coursework during the junior and senior years. HESI remediation includes students analyzing their personal score reports, creating and following individual education plans (IEPs), and using remediation materials with self-documentation using a log. Nursing students are expected to recognize the importance of HESI exams, take the exams seriously, study, and do their best. Five HESI exams will be administered:

1) Junior 1 Exam will be given in April of the spring junior semester,
2) Junior 1 Exam (Version 2) will be given in September of the fall junior semester with no course association or grade affected,
3) Pharmacology Specialty Exam will be given in October of the fall senior semester with no course association or grade affected,
4) Senior 1 Exam will be given in January of the spring senior semester, and
5) Senior 2 Exam will be given in May of the spring senior semester.

The first exam is customized to the sophomore and junior year curricula and those junior students who do not score the benchmark of 850 in April will retake it in September. The last two exams are standardized exit exams. Students must complete standardized testing and remediation independently. Sharing of information or working with other students is considered academic dishonesty.

**RESULTS OF STANDARDIZED TESTING**

The HESI exam scores will be worth 5% of the total course grade.

<table>
<thead>
<tr>
<th>HESI Exam Score</th>
<th>Percentage of 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>850 and greater</td>
<td>100</td>
</tr>
<tr>
<td>800-849</td>
<td>90</td>
</tr>
<tr>
<td>750-799</td>
<td>80</td>
</tr>
<tr>
<td>700-749</td>
<td>70</td>
</tr>
<tr>
<td>650-699</td>
<td>60</td>
</tr>
<tr>
<td>600-649</td>
<td>50</td>
</tr>
<tr>
<td>599 and below</td>
<td>40</td>
</tr>
</tbody>
</table>

**REMEDICATION**

Remediation is completed in the summer semester between the junior and senior years and during the final spring semester of the senior year. Completing remediation after Junior 1 Exam is important for improving the test score for those students who did not score the benchmark of 850 the first time. Completing remediation in
the final spring semester of the senior year is important to improve the test score between the Senior 1 exam and the Senior 2 exam. All students are oriented to the remediation process and will attend a session of **How to Remediate after a HESI Exam** as arranged by the Fay W. Whitney School of Nursing at the end of the junior year. Students will also have the support and guidance of their academic advisors. Remediation is individualized and focused on weak areas of student knowledge. The number of hours students are required to remediate depends on the score they receive on the HESI exam.

Senior students who are still not scoring the benchmark of 850 after the last HESI exam of the program are strongly advised to attend a live NCLEX-RN review course prior to taking the licensure exam. Students are also encouraged to continue using the remediation materials available to them *after graduation* until they take the NCLEX-RN licensure exam.

### REMEDIATION PROCEDURE

1. Access the Evolve/Elsevier website: [https://evolve.elsevier.com/](https://evolve.elsevier.com/)
2. Find the score report for the exam just taken and review/analyze it
3. Identify weaker areas of knowledge
4. Create own personal Individual Education Plan (IEP) focusing on building knowledge in identified weaker areas using the IEP form provided.
5. Arrange a meeting with Advisor to discuss Score Report, IEP, and number of remediation hours required (see table below).

<table>
<thead>
<tr>
<th>HESI Exam Score</th>
<th>Online Remediation Hours Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>800 - 849</td>
<td>5</td>
</tr>
<tr>
<td>750 - 799</td>
<td>10</td>
</tr>
<tr>
<td>700 - 749</td>
<td>15</td>
</tr>
<tr>
<td>650 - 699</td>
<td>20</td>
</tr>
<tr>
<td>600 - 649</td>
<td>25</td>
</tr>
<tr>
<td>599 and below</td>
<td>30</td>
</tr>
</tbody>
</table>

6. Complete self-remediation using the materials provided at the Evolve/Elsevier website and/or resources of the student’s choice.
7. Track remediation time and resources used by completing the log form provided.
8. Notify Advisor via email upon completion of remediation hours and attach the completed log.
9. Advisor will notify the Standardized Testing Coordinator that advisees have completed remediation.

Students who need assistance or who have questions should contact the Standardized Testing Coordinator Professor Williams @ [lindagw@uwyo.edu](mailto:lindagw@uwyo.edu) or their Advisor if desired.

References:


*Approved: Basic BSN Meeting 10/14/2015*
LATE ASSIGNMENT POLICY

Late work in nursing courses will not receive credit unless the student has contacted the instructor beforehand and explained a special circumstance. Extensions are at the discretion of the faculty. Discussion responses will not be accepted once the respective unit has ended.

Individual assignments graded in a number/letter format submitted after their specified due dates are subject to a late penalty of 5% of the available points per (24 hour) day with no assignment accepted if more than 3 days late (72 hours) without prior arrangements made with the instructor before assignment due date. Assignments graded as an S or U are at the discretion of the clinical instructor as to an acceptable late timeframe. If the assignment is not completed within the agreed time extension, a U will be awarded for the grade. Requesting assignment extension days after the due date will not be granted.

Approved: Basic BSN Meeting 9/4/2013
Approved: PreLicensure Meeting 9/25/2013

UNIVERSITY OF WYOMING FINAL EXAM POLICY

Students should be familiar with the university Final Exam Policy, laid out in UW Regulation: 6-403.

CLINICAL POLICIES & REQUIREMENTS

As part of acceptance into the clinical component for Basic BSN, students are expected to provide documentation and/or abide by School of Nursing Basic BSN Policies and Requirements. The policies and requirements include expectations related to CPR, Health Records, etc.

For specific details related to the Basic BSN Policies and Requirements in the School of Nursing, please refer to the nursing website following the navigation instructions below:

- Go to [http://www.uwyo.edu/nursing](http://www.uwyo.edu/nursing) & click on Student Resources, Student Handbooks & Forms
- Scroll down to Program-Specific Forms and the documents are located and linked under the Basic BSN program forms heading (*Spring 2019 admission policy packet will be posted January 2019*)

It is the student’s responsibility to keep those requirements current throughout the completion of the program. *Failure to do so will result in being prohibited from attending clinical.*

PRECEPTOR SELECTION, ORIENTATION AND EVALUATION

Selection

Preceptors who participate in teaching in clinical sites must meet specific qualifications as follows:

- Have earned a BSN degree or higher and be a licensed RN in state where practicing,
- Have at least one year of experience in nursing,
- Have an interest in teaching, role modeling, mentoring, and counseling,
- Identified by the facility as a potential preceptor, and
- Complete the BSN Qualification Sheet (PQS) and the student submits it to the School of Nursing within the first week of the beginning of the semester.

If a preceptor with a BSN is not available, an RN with at least two years’ experience may serve as a preceptor.
The Course Coordinator and/or Clinical Faculty reviews the PQS to ensure the preceptor meets qualifications. The program’s clinical preceptors only supervise one student at a time. PQS forms are currently stored electronically at the School of Nursing.

Orientation

Clinical Coordinators from both the Basic BSN and BRAND programs oversee all aspects of the clinical placement process, including recruiting sites, identifying facilities, and selecting preceptors. Coordinators provide onboarding directions/documentation for each student, specific to each clinical site and orient preceptors to their roles.

Prior to beginning the clinical experience, the course coordinator provides preceptor orientation. Orientation includes clarification of roles and responsibilities for students, faculty, and preceptors, provision of the course syllabus with an overview of the objectives and evaluation process. This information may be communicated to preceptors through email, mail, fax, &/or telephone. Materials used to orient preceptors are also available on line at http://www.uwyo.edu/nursing/preceptor-info/index.html. Additional one-on-one orientation is provided on an as-needed basis. The program relies on early, frequent, and reliable communication between the clinical faculty and preceptor, which takes place by telephone, email, face-to-face, email, or videoconferencing technology based on preceptor preference. This allows frequent assessment of student progress and regular opportunities for faculty to support preceptors in their teaching role as issues arise.

Clinical coordinators/instructors orient preceptors as stated above to ensure they are aware of the experiential and evaluation expectations. In addition, clinical coordinators/instructors regularly communicate by email or telephone with preceptors throughout each student’s clinical rotation on a weekly basis and as needed for questions or concerns. Clinical faculty will make face-to-face site visits once or twice a semester (or more frequently as needed).

Preceptor Evaluation of students

Preceptors provide input regarding student performance; however, Basic BSN/BRAND clinical faculty determine the student’s grade in the clinical course. Preceptor feedback regarding student performance is shared with individual students by the clinical faculty.

Evaluation of preceptors and clinical agencies

Student and faculty evaluation of preceptors and clinical agencies are reviewed each semester by the Basic BSN or BRAND clinical faculty. Students are required to complete preceptor and agency evaluations every semester. These data are used to decide whether to include agencies and preceptors for future Basic BSN or BRAND clinical courses. Individualized thank you letters are then mailed to preceptors by the Basic BSN or BRAND clinical coordinator.

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**ORIENTATIONS**

Attendance is mandatory at the following orientations:

**Sophomore Orientations (spring)**
- Nursing Program Orientation
- Orientation to Clinical Simulation Center (CSC)/Skills Labs

**Junior Orientations (fall/spring)**
- Nursing Junior Clinical Course Orientations
- Safety and OSHA Orientation
- Nightingale Honor Ceremony

Senior Orientations (fall/spring)
- Nursing Senior Clinical Course Orientations

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**Clinical Time Requirements**

As part of acceptance into the clinical component for Basic BSN, students will be required to keep all day Tuesdays/Thursdays open for clinical courses with the exception of the spring sophomore and spring senior semesters.

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**Travel**

As part of acceptance into the clinical component for Basic BSN, students are expected to have their own transportation for clinical courses, including travel to clinical agencies and home visit sites locally and out of town.

The capstone practicum experience during spring of the senior year will require students to live in locations away from campus. Travel and living arrangements for these experiences are the student’s responsibility.

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**Phones and Electronic Devices Policy**

No phones or electronic devices will be within reach during tests, quizzes, test reviews, or other activities at the discretion of the instructor. Phones or electronic devices may be used during class at the discretion of the instructor. Screen capture of any kind of any quiz, test, exam, or quiz/exam review is forbidden and will be considered Academic Dishonesty.

*Approved: Basic BSN Meeting 10/9/2013
Approved: PreLicensure Meeting 4/9/2014*

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**Professional Appearance Policy**

As part of acceptance into the clinical component for Basic BSN, students will be required to purchase a School of Nursing uniform. Information related to ordering will be identified within the Basic BSN Policies & Requirements: Informational Packet provided at the time of entry into the clinical component for Basic BSN. The uniform should be worn unless the instructor or clinical preceptor requests that professional dress be worn instead. It is inappropriate to wear the uniform in public places not associated with your role as a student nurse. The following dress code gives direction for wearing the uniform or professional dress as requested:

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**Dress Code**

The official uniform must be worn in all acute care clinical settings and other clinical settings as designated by faculty or clinical preceptors. In community settings professional dress is required.

**Official Uniform:** The uniform consists of black pants, black top and khaki warm-up jacket. The top and warm-up jacket will have the FWWSON logo embroidered on them. All-black *(preferred)* or all-white clinical shoes are
required. No open-toed shoes or crocs are allowed in any clinical agency. Socks should match shoe color. Uniform should be laundered after each wearing to decrease spread of infection.

Professional Dress: Street clothes in good taste are required and defined as slacks and top. A dress shirt or blouse is preferred, and other tops should not have a neckline that dips below the clavicle.

The following are not to be worn as “professional dress”:
- No jeans, denim, cargo, pajama or sweat pants, and no scrubs
- No shorts, short skirts, or leggings and tunics
- No hoodies, halter top, shirts showing cleavage/midriff, or t-shirts with slogans
- No open-toed shoes or crocs

The following requirements apply to both the official uniform and professional dress:

School of Nursing Name Tag:
An official student nurse name tag is required in all clinical settings. The name tag should be worn on the upper chest (not at the waist).

Hair:
Should be clean, neat, pulled back off face, and up off the collar so it does not contaminate the work area.

Facial Hair:
Should be established, well-trimmed, well-groomed, and as outlined by facility requirements.

Fingernails:
No artificial nails
Should be clean and short (not visible above end of finger from the palmar view)
May have clear nail polish (not chipped)

Scent:
No perfume, cologne, or any other distinguishable scent. Patients can be very sensitive to perfumes, cigarette smoke, and other odors.

Jewelry:
One stud/post earring in ear lobes
Wristwatch capable of counting seconds
Wedding band (flat with no raised stones)

Tattoos:
Should be covered if possible. The clinical instructor should be contacted for questions.

Undergarments:
Should be appropriate and not visible.

Approved: Basic BSN Meeting 11/15/2017

INDEPENDENT STUDY

All students have the opportunity to do an independent study project with the supervision of faculty from a specialty area appropriate to the project. The success of an independent study project is dependent on crucial early preplanning between the student and the faculty member.

This course provides students with the opportunity to investigate a problem in nursing care not considered in the required nursing courses or to explore in more depth an area considered in one of the required nursing courses. Area of study and requirements for earning credit will be determined in consultation with a nursing faculty member.
GUIDELINES FOR INDEPENDENT STUDY

1. In consulting with the faculty member, the student will complete the Independent Study form obtained from the faculty member. This should be accomplished during preregistration.

2. This process must be completed prior to registration. Students will not be allowed to register for projects that have not been approved by a faculty member and academic advisor prior to registration.

EXTERNSHIPS

Externships are available the summer between the junior and senior years. Information about some available externships is posted in the Clinical Simulation Center (CSC). Additional opportunities can be found through internet searches and specific hospital websites.

SENIOR CAPSTONE PRACTICUM EXPERIENCE

The final semester of the clinical component is a senior capstone practicum experience, which provides the opportunity to integrate all that has been learned in the previous semesters. Students practice clinical skills, expand knowledge base, gain confidence, learn time management, and adjust to the realities of the real work setting. Students are assigned to preceptors who mentor, counsel, and support their students. Students work the same hours as the preceptor and truly experience the role of the RN. A faculty member coordinates the learning experience, provides support to both student and preceptor, and is a partner with the preceptor in evaluating student performance. Faculty visit the site and maintain close contact via email and/or telephone. Students have assignments to complete which are submitted to their faculty. At the beginning of the practicum, students meet on campus the first week for orientation, skills review/testing, and math quiz. At the end of the practicum students meet for additional hours to share case presentations, take HESI exit exam, and meet with the Wyoming State Board of Nursing.

Practicum sites are located throughout Wyoming and possibly bordering states. Students rank their top choices from the practicum list at the end of their junior year. Most students will be placed outside of Laramie and Cheyenne for the practicum experience.

NOTE: Transportation and living expenses are the responsibility of each student.

PREPARATION FOR GRADUATION

A lot happens in the senior year of the BASIC BSN program and students should be planning ahead.

COMPOSITE PICTURES

Complete details will be provided to students via email in the fall semester of their senior year.

NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX)

To become a registered nurse (RN), graduates must successfully pass the national licensure exam. Regardless in which state the student is seeking licensure, the exam may be taken in any state. There is a separate application/fee process for NCLEX in addition to the state board licensing application/fee. Each state has very specific directions for applying. Therefore, it is the students’ responsibility to contact the state board of nursing in
the state in which they are seeking licensure (if other than Wyoming) for specific application requirements. The Wyoming State Board of Nursing (WSBN) typically meets with the graduating class the end of the spring semester to explain their application process along with the NCLEX application process. Some states may require additional documentation from the School of Nursing.

If seeking RN licensure through Wyoming, the state board application/fee and an official transcript reflecting granting of BSN degree will provide graduates with the ability to request a temporary permit to work as a graduate nurse prior to taking the exam. Please note: Not all state boards issue temporary permits; some states require licensure prior to practicing.

*The NCSBN number for the BASIC BSN program is 88-559.* This number is needed on your paperwork to take the licensure examination.