DNP Program

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
DNP Program Preceptor Selection, Orientation, and Evaluation Policy........................................42
Attendance Policy...........................................................................................................................................43
Valid Clinical Activities .................................................................................................................................43
Maximal Weekly Hours .....................................................................................................................................44
Attire/Dress Code ..........................................................................................................................................44
Preparation .......................................................................................................................................................44
Clinical Log ......................................................................................................................................................44
Performance Evaluations ...............................................................................................................................44
UW Graduate Resources ..................................................................................................................................45
Independent Study ..........................................................................................................................................45
Guidelines for Graduate Student Appeals ......................................................................................................45
Course Fees .....................................................................................................................................................45
Full-Time Status ............................................................................................................................................45
Continuous Enrollment and Leave of absence ...............................................................................................46
Important Graduation Information ..................................................................................................................46
 Procedure for Completing and Graduation Expectations & Paperwork .......................................................46
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/](http://www.aacn.nche.edu/Accreditation/). Click on the link to read further about this accrediting agency. The link provides a listing of schools accredited by CCNE.

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

Administration........................................................................................................................................... 307-766-6569
Dean: Mary Burman (mburman@uwyo.edu) ............................................................................................ 307-766-6569
Associate Dean: 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 (anmhart@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
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

CODE

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*
ACADEMIC AND CLINICAL PERFORMANCE POLICY

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

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<tr>
<th>Student Name:</th>
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<th>Faculty Name:</th>
<th>Nursing Course:</th>
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## Details

**Description of Academic Concern:**

**Learning Plan Addressing Academic Concern:**

**Timeline and Potential Outcome:**

## Acknowledgement

*By signing this form, you confirm that you understand this information. You also confirm that you and the faculty have discussed the academic concern. Signing this form does not necessarily indicate that you agree with the academic concern.*

<table>
<thead>
<tr>
<th>Student Signature:</th>
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# Clinical Performance Learning Plan

Student Name: ___________________________  Date: ___________________________

Faculty Name:___________________________  Nursing Course: ___________________________

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

**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.*

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Faculty Signature:</td>
<td>Date:</td>
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</table>
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

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

Student refuses to see 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

No impairment

No further intervention necessary

Student dismissed from nursing program as determined by Dean or designee

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 work place and to train students in appropriate and safe work practices. Necessary information is available to inform students of how best to handle bloodborne pathogens and how to utilize the procedures outlined in this plan.

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

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

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DEGREE CHECKS

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

COMPUTER RESOURCES

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

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 FWWSN 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
School of Nursing’s Clinical Simulation Center (CSC) in the Health Sciences Center and online on the School of Nursing Web site under “SNA” in the student resources section. The contact email for SNA is uwsna@uwyo.edu.

SIGMA THETA TAU INTERNATIONAL, INC. is the National Honor Society of Nursing. The University of Wyoming chapter, Alpha Pi, was chartered in 1966. The 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.

### Writing Center

- **FOR WHOM?**

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

- **WHAT KINDS OF WRITING?**

  The WC helps writers with all kinds of writing:

  - Reading Notes
  - Lecture Notes
  - Essay exams
  - Research papers
  - Footnoting
  - Class papers
  - Fiction
  - Master’s Thesis
  - Dissertations
  - Letters
  - Lab reports
  - Grants
  - Job application
  - Articles for publication
  - 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: DNP PROGRAM

CATALOG: STATEMENT & GOALS

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

GENERAL INFORMATION

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

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

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

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

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

MISSION

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

OUTCOMES

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

CORE CONCEPTS

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

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

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

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**TEACHING PHILOSOPHY**

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

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**CHANGING OPTIONS POLICY**

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

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**TRANSFERRING OUTSIDE COURSES INTO THE PROGRAM**

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

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

3) With the exception of licensed FNPs who are seeking the PMHNP option and who have previously taken a stand-alone Advanced Health Assessment course, all students must take N5824 Advanced Health Assessment and Clinical Decision-Making for Nurse Practitioners. Licensed PMHNP students who are seeking the FNP option must also take N5825 Advanced Health Assessment and Clinical Decision-making for Family Nurse Practitioners, even if they have previously taken N5825 or another stand-alone...
Advanced Health Assessment course. Students who are currently licensed FNPs, who are seeking the PMHNP option, and who have previously taken a stand-alone Advanced Health Assessment course do not need to take N5824, and this course will not count toward the 9 credits that may be considered for transfer.

4) Due to limitations associated with NP licensure, the DNP faculty will not consider Advanced Pathophysiology and Advanced Pharmacotherapy for transfer into the program, unless they were taken within 2 years prior to admission. 

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

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

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**PROFESSIONAL EXPECTATIONS**

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

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

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**E-MAIL**

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

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

TIME COMMITMENT

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

Although everyone varies in their rate of learning, the standard amount of time DNP students should expect to spend preparing for and participating in each online course is ~10 hours/course/week. In addition, students will spend up to 2½ hours participating in a weekly webinar and may need additional preparation time for this.

COURSE PARTICIPATION

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

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

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

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

Students who experience an unplanned, emergent event should immediately contact their advisor and/or course faculty member. One or both of these faculty members will contact the DNP program coordinator, who will send a recommendation regarding the extenuating circumstance to the Associate Vice President and Dean of Students. The Associate Vice President and Dean of Students is responsible for granting excused absences and may ask the student for more information (e.g., note from a health care provider).
Note that this policy only applies to clinical practicum courses, not other courses that require on-campus intensives (e.g., N5824 and N5825).

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

**SP and OSCE Remediation Policy**

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

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

**Attendance Policy for Advanced Health Assessment Courses (N5824 and N5825)**

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

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

**Orientation**

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

**Academic Advising**

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

**Weekly Webinars**

Throughout the DNP programs (fall and spring semesters only), students will participate in synchronous web-based webinars on Wednesday mornings between 9-11:30a (Mountain time). Wednesday webinars are used for NURS5865 (DNP seminar) and to facilitate other courses students are enrolled in during that particular semester. The topic, format, and assignments associated with the seminars will vary throughout the program, and students will be apprised of the various seminar criteria beforehand. In order to participate in the weekly seminars, students will need to have access to a computer with internet-connection, a web-cam, and a microphone/headset. A demonstration of Wyocourses conferencing feature will occur during DNP orientation. Participation in all weekly seminars is required, and students should have back-up plans in case of technical
Difficulties (e.g., going to a local library, hospital, McDonald’s if home-based internet service is down). Although students are expected to approach program-related activities in a pro-active, professional manner, safety should always be the highest priority and good judgment will be supported.

Scholastic Requirements

DNP students are expected to meet or exceed all course-related criteria. Students are expected to obtain As or Bs in all academic courses and satisfactory (S) grades in all clinical and seminar courses. DNP students may receive one C grade in an academic course OR one unsatisfactory (U) grade in a clinical or seminar course (i.e., not one C and one U). If a DNP student receives a C in an academic course or a U in a seminar or clinical course, the DNP faculty will develop a remediation plan, which may include retaking the course the next time it is offered. If a student needs to retake a course, he/she may not progress in the program (i.e., take DNP courses) while waiting for the course to be offered again and will need to take a leave of absence.

Obtaining a grade of a D or F is not permissible and constitutes grounds for immediate dismissal. If a student receives a second non-passing grade (C or U) at any time after receiving an initial C or U grade, the student will be dismissed from the program.

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

Grading

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

With the exception of the courses that are taught by off-campus instructors (N5165 Advanced Pathophysiology I, N5166 Advanced Pathophysiology II and N5140 Pharmacotherapy), didactic courses in the DNP program will be evaluated using the same criteria:

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

With the exception of N5165, N5166 and N5140, the following general grading criteria are utilized for evaluating written assignments and/or presentations within the didactic and seminar courses in the DNP program.

Doctoral level assignments should contain the following criteria:

- All aspects of the assignment are addressed
- Logical organization with appropriate headings
- APA style formatting, including adequate citations, references, tables, figures, and appendices (as outlined in assignment description)
- Professional and articulate communication with a minimum of typographical, grammatical, and stylistic errors
• Critical analysis: Deconstructing content (concepts or ideas) into simpler parts, finding evidence to support generalizations

• Critical evaluation: Generating assumptions, conclusions, assertions, judgments, etc. and defending these based on evidence

• Synthesis: Integrating content and ideas from multiple sources into a new whole OR proposing alternative solutions

**Grade A:** Grade A assignments demonstrate a **high level** of scholarship and professionalism according to the above criteria.

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

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

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

### ACADEMIC CONCERNS

The DNP program uses the Academic/Clinical Performance Policy as outlined in Section 3 of the handbook. Faculty will contact students with academic or clinical issues and develop a collaborative plan to foster student success.

### ASSIGNMENT FORMATTTING

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

### ASSIGNMENT REFERENCES

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

### LATE ASSIGNMENTS

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

### CLINICAL PRACTICE REQUIREMENTS

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

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

- ANA Code of Ethics
- AANP Scope of Practice
- AANP Standards of Practice

It is the responsibility of the faculty to determine whether you have demonstrated reasonable competence to render safe nursing interventions. If the instructor’s evaluation of your behavior or health status indicates that you are unlikely to provide safe nursing care, the instructor has the legal responsibility to deny, and will deny, you access to further clinical learning experiences.

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

**Clinical Practica**

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

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

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

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

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

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

A current, active, unencumbered Wyoming RN license is required to participate in all clinical placements.
In addition, if a student has been given permission to complete a clinical rotation in another state (e.g., CO or
MT), an unencumbered RN license will be required for that state as well (or evidence of an unencumbered
compact license when applicable). Note that licensure in another state does not guarantee a clinical placement in
that state.

RN licensure will be verified by May 1st and prior to each clinical rotation. Failure to verify and maintain
RN licensure requirements will result in a forfeit of the clinical placement, immediate removal from the clinical
experience, and program dismissal. Students may request readmission per the Readmission Policy of the DNP
handbook.

Evidence of a current, active, unencumbered Wyoming RN license is required by May 1st of the first
DNP year and continuously thereafter. Immunizations are also required for clinical placements. An official copy
of these records must be uploaded to the Typhon database by the student by May 1st of the first academic year.
Students are responsible for maintaining a current record of all preclinical requirements throughout the program
(Refer to the School of Nursing web site for policies related to all preclinical requirements at
www.uwyo.edu/nursing. Click on “Student Forms”.)

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

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

Providing health care is an interdisciplinary process. Communication is encouraged with all persons
involved in your education, including nurses, physicians, pharmacists, and other health care professionals. You
should take the initiative in this process in a manner consistent with professional courtesy and common sense.
Professional courtesy requires the use of professional titles in formal and patient care settings.
Preceptors in the DNP program are nurse practitioners, certified nurse midwives (CNMs), physicians, physician assistants (PAs), psychologists, licensed professional counselors (LPCs), and/or licensed clinical social workers (LCSWs) and have responsibility for mentoring, counseling, teaching, and contributing to the evaluation of a student. Preceptors are selected by the FNP and PMHNP clinical coordinators must meet the following qualifications:

1. Have an unencumbered license as a nurse practitioner, CNM, PA, psychologist, LPC, or LCSW
2. Have at least one year’s experience as a nurse practitioner, CNM, physician, PA, psychologist, LPC, or LCSW working with family, adult health, women’s health, or pediatric populations (FNP), OR psychiatric mental health populations (i.e., PMHNP).
3. Have an interest in teaching, role modeling, and counseling.
4. Be willing to assume the additional responsibility of a student’s learning, including communication with faculty for evaluative purposes.

Information regarding preceptor qualifications is initially obtained through the preceptor qualification form (PQF). This form along with general preceptor information is available online (http://www.uwyo.edu/nursing/preceptor-info/np-preceptor-info.html). Clinical coordinators from the FNP and PMHNP concentrations review these forms and maintain appropriate documentation to ensure that students are being appropriately supervised. Note: The program’s clinical preceptors only supervise one student a time. PQF forms are currently stored on the Typhon electronic database.

Orientation

Clinical coordinators from both the FNP and PMHNP concentrations oversee all aspects of the clinical placement process, from identifying appropriate populations and recruiting preceptors/sites, to initiating the contract and preceptor-qualification process. Coordinators provide onboarding documentation for each student, specific to each clinical site and orient preceptors to their role.

Prior to the beginning of the clinical experience, the clinical coordinator provides preceptor orientation, including clarification of roles and responsibilities for students, faculty, and preceptors; provision of an overview of student matriculation through the clinical practica; provision of objectives of the relevant course[s]; and a description of the evaluation strategies. This information may be communicated to preceptors via email, mail, fax, or telephone. Students are also required to share the preceptor support website, specific course objectives, and an individualized checklist of prior experiences in a face-to-face format with their preceptor, prior to the start of clinical experiences. Materials utilized to orient preceptors are also available online (http://www.uwyo.edu/nursing/preceptor-info/np-preceptor-info.html).

Given the rural and distant nature of the SON’s programs, orientation of preceptors can be challenging. Therefore, additional one-on-one support is provided on an as-needed basis for (i.e., telephone support, sharing of precepting resources such as articles, videos, and quick-tools). Additionally, the program relies on early, frequent, and reliable communication between clinical faculty and preceptor, which takes place via telephone, face-to-face encounters, email, or videoconferencing technology (per preceptor preference). This allows frequent assessment of student progress, as well as regular opportunities for faculty to support preceptors in their teaching role as issues arise.
Clinical coordinators orient preceptors as above to ensure that they are aware of experiential and evaluative expectations. In addition, clinical coordinators regularly communicate with preceptors throughout each student’s clinical rotation, utilizing email or telephone (again, preceptor preference) at the following times: 1) during the first 40 clinical hours of the experience, 2) mid-way through the student’s clinical experience, 3) at the completion of the student’s clinical experience, and 4) as needed, for questions or concerns. Additionally, coordinators extend an invitation to preceptors to make face-to-face site visits and conduct these per preceptor requests.

**Preceptor evaluation of students**

Preceptors provide input regarding student performance; however, faculty teaching DNP clinical courses determine the student’s grade in the clinical course. Preceptor feedback regarding student performance is also shared with individual students by the clinical faculty.

**Evaluation of preceptors and clinical agencies**

Evaluation data of preceptors and clinical agencies are reviewed each semester by the DNP faculty subcommittee, including data from both students and faculty. These data are used by the subcommittee to decide whether to invite preceptors and agencies to precept students in future DNP clinical courses. As appropriate, constructive feedback will be shared with preceptors by clinical course faculty.

*Approved 4/30/2018*

**Attendance Policy**

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

**Valid Clinical Activities**

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

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

**Attire/Dress Code**

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

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

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

**Preparation**

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

**Clinical Log**

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

**Performance Evaluations**

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

UW GRADUATE RESOURCES

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

INDEPENDENT STUDY

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

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

GUIDELINES FOR GRADUATE STUDENT APPEALS

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

COURSE FEES

Tuition rates are found in the UW fee book: http://www.uwyo.edu/fsbo/accounts-receivable/tuition-and-fees.html.

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

FULL-TIME STATUS

Graduate students enrolled in at least 9 semester hours are considered full-time students. If a full-time student would like student health insurance and access to the Student Health Center he/she may purchase an optional fee package from Accounts Receivable. Graduate students enrolled for fewer than 9 hours but at least 4.5 semester hours may apply for federal student loans.
CONTINUOUS ENROLLMENT AND LEAVE OF ABSENCE

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

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

IMPORTANT GRADUATION INFORMATION

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

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

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

Students are required to notify the graduate program staff support person by February 15 of their intent to attend May Graduation/Convocation ceremonies. This is required so that the student will be included in graduation information mailings. Students who desire their name in the Commencement Program must also submit an Anticipated Graduation Date form to the Office of the Registrar by April 1.

PROCEDURE FOR COMPLETING AND GRADUATION EXPECTATIONS & PAPERWORK

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