



UNIVERSITY
OF WYOMING

College of Health Sciences
Fay W. Whitney
School of Nursing

Basic BSN

Student Handbook

Academic Year

2021-2022

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INTRODUCTION

Welcome to the Fay W. Whitney School of Nursing and welcome to the world of professional nursing! All students in the school are provided with a student handbook 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, and students will be informed of these changes via email. 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 at the Fay W. Whitney School of Nursing, I welcome you to this next adventure in your academic journey. The year 2020 was certainly a memorable one. However, as we approach the Fall of 2021, we are reminded that the COVID pandemic continues. So, please remain vigilant and continue to follow any COVID protocols in place as we continue to navigate the continuing pandemic.

We have continued to see how important nurses are during the pandemic and we are so pleased you have chosen the Fay W. Whitney School of Nursing to meet your nursing career goals. The faculty have spent the last year making many updates to programs of study to support your learning and provide you the most up-to-date knowledge and experiences to prepare you for today's complex healthcare environment. I encourage you all to take advantage of the dynamic learning community offered to you, where you will encounter challenging active learning experiences along with an environment where teacher-student partnerships, scholarly practice, interprofessional education and practice, and rural health care are valued.

As you embark on this exciting and challenging journey, this handbook will provide a variety of resources to guide your success in the school, college, and university. Please take the time to explore this handbook and become familiar with resources and the policies that govern our nursing community. Even if you have been in the nursing program prior to this year, please be sure to review the handbook carefully with updates in policies, including those related to the COVID-19.

Best of luck in your nursing program and feel free to reach out to your faculty or my office if you have any questions or concerns. The world needs more nurses now more than ever—especially if they are a UW nursing graduate. Go Pokes!

Sherrill J. Smith
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 Bachelor 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 the FWWSON undergraduate and graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE) through 2029

The FWWSON has a well-established undergraduate program with three options to obtain the 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 FWWSO All-Faculty and Staff Meeting 10-2-2013; reviewed and revised 2-28-2018

GOVERNANCE

The bylaws of the FWWSO provide overarching guidance for shared governance in the school. Based on the bylaws, the Faculty/Staff Assembly provides advisement to school administration in terms of SON business, programs, and curriculum. Three standing committees report to the Faculty/Staff Assembly composed of faculty and staff. The school standing committees are: Curriculum and Evaluation, Student Affairs, and Scholarship and Learning. Students may volunteer or be invited to serve on the school committees. 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 baccalaureate degree program in nursing, the master's degree program, and the Doctor of Nursing Practice program at the University of Wyoming Fay W. Whitney School of Nursing are accredited by the Commission on Collegiate Nursing Education as well as approved by the Wyoming State Board of Nursing. Additional information about accreditation and state approval are available on the FWWSO website.

SECTION 2: COMMUNICATION

Administration	307-766-6569
Dean: Sherrill J. Smith (sherrill.smith@uwyo.edu).....	307-766-4312
Assistant Dean for Academic Affairs: Janet Willhaus (jwilllhau@uwyo.edu).....	307-766-6566
Assistant Dean for Student Affairs: Paula Kihn (pkihn@uwyo.edu).....	307-766-4312
Business Manager: Jo Marie Paintin (jomarie@uwyo.edu).....	307-766-6569
Financial Aid/Scholarships	
Nursing Scholarships (jomarie@uwyo.edu)	307-766-6569
General Financial Aid Information (finaid@uwyo.edu)	307-766-2116
Nursing Academic Programs	
BSN Director	
David Bodily (david.bodily@uwyo.edu).....	307-766-4312
Basic BSN (basicbsn@uwyo.edu)	307-766-4312
Basic BSN Support TBD	
Credentials Analyst/Academic Advisor:	307-766-4312
BRAND – Accelerated BSN (BRAND@uwyo.edu)	307-766-6565
BRAND Support	
Credentials Analyst/Academic Advisor: Dawn Carver (dcarver@uwyo.edu).....	307-766-6565
BSN Completion (ReNEW@uwyo.edu ; RN.BSN@uwyo.edu)	307-766-6574
BSN Completion Support	
Credentials Analyst/Academic Advisor: LeAnn Amen (lamen1@uwyo.edu).....	307-766-6574
Graduate Programs (gradnurse@uwyo.edu)	307-766-6568
Nurse Educator / Leader Options (MS) Director: Janet Willhaus (jwilllhau@uwyo.edu).....	307-766-6566
Nurse Practitioner (DNP) Director: Ann Marie Hart (annmhart@uwyo.edu)	307-766-6564
Graduate Program Support	
Credentials Analyst/Academic Advisor: Dawn Carver (dcarver@uwyo.edu).....	307-766-6565
Additional Program/Student Support Staff	
Receptionist, Course Support, Clinical Contracts / Office Associate	
Andy Garcia (andy.garcia@uwyo.edu).....	307-766-4312
General School Inquiries, Web Master / Office Associate	
Claire Hitchcock (uwnursing@uwyo.edu or claire@uwyo.edu)	307-766-4291
Clinical Simulation Center Coordinator	
Denise Gable (dgable@uwyo.edu).....	307-766-6573

COMMUNICATION SYSTEM

The primary source of communication with nursing students is through UW email accounts and WyoCourse 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 FWWSO 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 School of Nursing, Assistant Dean for Student Affairs

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 FWWSN. 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 FWWSN 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 2-114 which focuses on academic dishonesty) and the UW Student Code of Conduct provided to students upon admission or available on the UW Dean of Students website.

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 FWWSN 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.

Social Media Guidelines

While social media can provide educational benefit to students, their use must not disrupt the learning or patient care environment. Posting information on social media sites must promote a professional image that does not violate policies related to protection of sensitive and confidential information. The guidelines listed below will help you use social networking tools effectively, while protecting your personal and professional reputation, as well as the image of the University.

1. Be familiar with the UW Social Media Guidelines and Best Practices,
 - a. <https://www.uwyo.edu/publicrelations/files/docs/marketing/uw-socialmediaguidelines.pdf>
2. FWWSON strongly discourages students from “friending” faculty and clinical agency personnel unless there is a genuine personal relationship that pre-dates the student/instructor or instructor/nurse relationship. Acts contrary to this policy can create the perception of impropriety or partiality. Be mindful that “friending” patients may violate professional boundaries and/or confidentiality.
3. It is almost always inappropriate, unprofessional, and unethical to take photos, create video or audio recordings during clinical experiences, as this frequently depicts or reveals confidential patient identities or information, and usually violates policies at the clinical site. Also be mindful of any photos that may include the name or logo of the clinical site.
4. Students and employees who obtain contact information for a patient or a patient's family for healthcare-related purposes must not use social media, texting, emailing, or other forms of communication with or about a patient or patient's family member for purposes not related to healthcare, or for any purposes other than fulfilling assigned clinical responsibilities.
5. Search engines can retrieve posts years after they are created, and communications can be forwarded or copied. Remember that many employers now check social media histories of prospective employees, and may not respond favorably to a prospective employee who is indiscreet on social media.

Updated Fall 2021

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 FWWSO 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 FWWSO 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 FWWSO 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 FWWSO 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 AND CLINICAL
PERFORMANCE LEARNING PLANS

Student Handbook – Placed January 2010

Approved by Faculty using Survey Tool 12-11-09; revised and approved SON March 1, 2017

Academic Performance Learning Plan

Student Name: _____

Date: _____

Faculty Name: _____

Nursing Course: _____

Details	
Description of Academic Concern:	
Learning Plan Addressing Academic Concern:	
Timeline and Potential Outcome:	
Acknowledgement	
<i>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.</i>	
Student Signature:	Date:
Faculty Signature:	Date:

Clinical Performance Learning Plan

Student Name: _____ Date: _____

Faculty Name: _____ Nursing Course: _____

Level of Clinical Concern	
	Level I Clinical Concern
	Level II Clinical Concern
Details	
Description of Clinical Concern:	
Action Plan Addressing Clinical Concern:	
Timeline and Potential Outcome:	
Acknowledgement	
<i>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.</i>	
Student Signature:	Date:
Faculty Signature:	Date:

TECHNICAL STANDARDS FOR ADMISSION

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

STANDARDS

- Observation/Sensory-motor: Applicants must be able to observe demonstrations and learn from experiences in the basic sciences, including but not limited to, physiology and pharmacology, microbiology and pathophysiology laboratory situations. Applicants must be able to observe and learn from experiences in the clinical nursing laboratory such as the following examples: accurately read gradients/calibrations on a syringe; measure medications accurately; accurately recognize color changes on chemical reaction strips; assess heart, breath, abdominal sounds; assess normal and abnormal color changes in the skin; observe pupil changes; and observe digital or waveform readings.
- Communication: Communications include not only speech but also reading, writing, and computer usage, including handheld digital access. Applicants must be able to communicate accurately and effectively with patients, caregivers, physicians, other health professionals, clinical facility staff, faculty and staff, peers, and the community in general in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications.
- Psychomotor: Applicants should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Applicants should be physically able to collect specimens and perform basic tests (such as glucose finger stick, urine dipstick). Applicants should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of nurses are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, and assist in moving and lifting patients using proper body mechanics. Such actions require coordination of both gross and fine muscular movements, equilibrium and using tactile and visual senses.
- Intellectual-Conceptual, Integrative, and Quantitative: Applicants must be able to comprehend and interpret documents written in English. Applicants should have cognitive abilities including measurements, calculation, reasoning, analysis, and synthesis. Critical thinking is the ability to synthesize knowledge and integrate the relevant aspects of a client's history, physical exam findings and diagnostic studies. Problem solving, the critical skill demanded of nurses, requires all of these intellectual abilities. In addition, the applicant should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures in order to understand normal and abnormal anatomy and physiology.
- Behavioral and Social Attributes: Applicants must possess the emotional health required to utilize their intellectual abilities fully, exercise good judgment, complete all responsibilities attendant to the nursing diagnosis and care of patients promptly, and the development of mature, sensitive and effective relationships with patients and their families. Applicants must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal communication skills, interest and motivation are all personal qualities that should be assessed during the admissions and education process. As a component of nursing education, a student must

demonstrate ethical behavior including adherence to the professional nursing code and the UW and FWWSON student conduct codes.

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/>).

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.

STUDENT DRUG-SCREENING AND IMPAIRED STUDENT POLICY AND PROCEDURES

Student Drug-Screening

Purpose. Drug screening is needed to protect public safety and provide for the welfare of our students.

What. 10-Panel urine drug screening test; the student bears the cost of the screening.

Who. All students within the SON.

When.

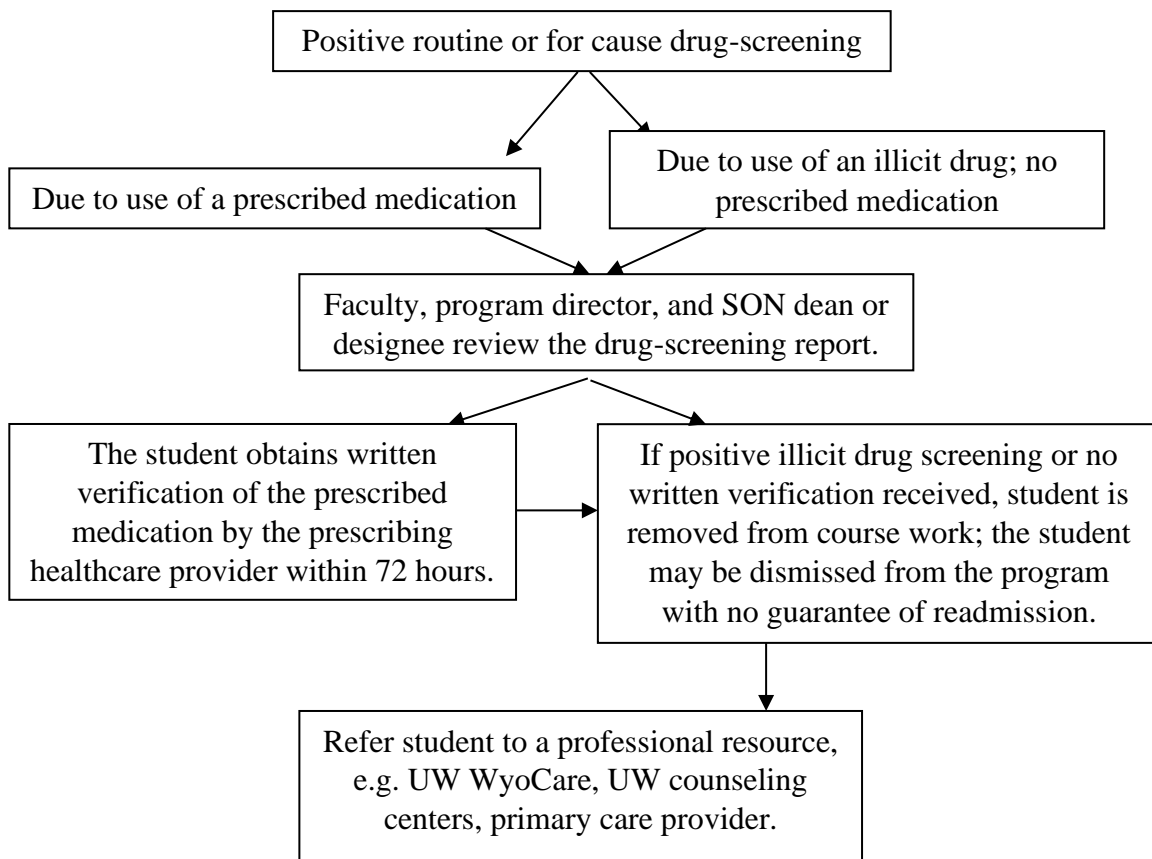
Pre-licensure (Basic BSN and BRAND) students. Screen at the beginning of the first clinical (direct patient care) experience; screen upon request of the clinical site (e.g. capstone).

- **BSN Completion, MS, and DNP:** Screen at the request of the practice site.
- **All students.** For cause; screen at the request of the practice site, faculty, and/or staff regarding concerns of impairment.

Drug Screening Results

- **Positive screening due to use of a prescribed medication.**
 - A written verification by the prescribing healthcare provider prior to clinical placement or the capstone experience is required within seventy-two [72] hours.
 - A case-by-case review is completed by faculty, program director, and SON Dean or designee to ensure that course work is not negatively affected.
 - The student may be referred for a professional assessment.
- **Positive screening due to use of an illicit drug.** The student cannot participate in course work until the situation is reviewed by faculty, program director, and SON Dean or designee.
 - The student may be suspended or dismissed from the program when the Dean or designee, in consultation with faculty and program director, determines that the student may disrupt or constitute a danger to the health, safety, or welfare of self or others.
 - Following suspension or dismissal, continuation or readmission to the program is not guaranteed; the student can seek a readmission hearing according to SON policy outlined in the Student Handbook.
 - The student may be referred to a professional resource.
- **Drug-screening records** will be handled and stored in a confidential manner by SON personnel.
- **Reporting required.** SON personnel will report all positive screening results as required by the Wyoming State Board of Nursing (WSBN) Rules and Regulations, and the Nurse Practice Act and Wyoming State Statute Title 33.

Student challenges the drug-screening result. Faculty, program director, and/or Dean will refer the student to follow-up with the lab where the original screening was conducted. The student bears the cost related to this follow-up.



Impaired Student

Impairment of student performance may be the result of a mental health disorder and/or substance use. The School of Nursing, in support of UW student Code of Conduct policies, supports the following:

- Providing safe, competent patient care is the priority. A student must be able to perform professional and clinical care for patients in a reliable, dependable, trustworthy, and prudent manner.
- 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 substance use.
- When there is a concern regarding substance abuse, drug and/or alcohol testing for any student will be required by the SON. The cost of this testing will be borne by the student. Refusal by a student to submit to testing within four hours may result in suspension from the program.
- Students will be removed from the clinical or didactic setting due to concerns of public safety and/or student welfare. The SON will help arrange transportation and the student will bear the cost of transportation. The student will be suspended from all clinical activities until the situation has been assessed.
 - Students who are impaired 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. Continuation and/or readmission to the SON program is not guaranteed.

Approved Student Affairs Committee Meeting March 13, 2019; approved SoN meeting April 17, 2019

GRADE APPEAL PROCESS

Students have the right to appeal the grades of Fay W. Whitney School of Nursing (FWWSON) academic personnel when they feel they have been treated arbitrarily or capriciously. Students should first attempt to resolve the issue with the person informally. If the student is not satisfied with the outcome, an appeal can be made to the 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 2-106, Assignment of Grades
UW Regulation 2-114, Student Academic Dishonesty
UW Regulation 2-117, 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 2-117.

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 2-106.

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 2-114. Students and faculty involved in appeals of academic dishonesty charges are directed to University Regulation 2-114 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

EXCEPTIONS TO SCHOLASTIC REQUIREMENTS

Students in the FWWSO have the right to petition in writing exceptions to nursing program Scholastic Requirements. It is the student's responsibility to initiate the petition process within 5 business days of the University's posting of final semester grades. Petitions will be presented first to the program director who will bring the concern forward to the FWWSO Student Affairs Committee (SAC) chair(s) or designee. The chair(s) or designee of the SAC will make preliminary inquiry for the appropriateness of the petition. If the chair(s) or designee deems that there is insufficient support for the petition, the petition will be dismissed. If the petition is found to be appropriate, the chair(s) or designee will bring the petition forward to the SAC who will make a recommendation to the Dean of the FWWSO. The Dean will receive the SAC recommendation, make a final decision and will notify the student and program director within 10 business days. This decision will be final and cannot be appealed further. See <http://www.uwyo.edu/nursing/files/pdf/petition-for-exceptions-to-scholastic-requirements.pdf>

Approved SON Faculty & Staff Assembly 2/26/2020

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 with registration, grades, programs of study, and filing petitions/grievances. Students are also assigned faculty member who serves as a career advisor to provide guidance about opportunities in the nursing profession.

APA MANUAL

The FWWSO uses the most 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 in WyoCourses. 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 FWWSO, 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. Patient safety or medication errors should also be tracked for each course each semester for program evaluation purposes.

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 FWWSO as soon as possible.
- Obtain a Wyoming Employee Report of Injury from the department staff member or Human Resources (HR) Department, Hill Hall, or online at <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 FWWSO.
- 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.

COVID-RELATED PRECAUTIONS

The COVID-19 pandemic has caused an uncertain and ever-changing landscape. As future health care providers, students have an essential responsibility to adhere to all CDC guidelines, local health orders, UW, and hospital/clinic/educational setting policies.

Students need to demonstrate core competencies in each of their courses/clinical assignments/field placements and hence are expected to complete all courses following instructor guidelines for mitigating risks of COVID transmission (see below for specifics). Students need to recognize that there are inherent risks involved with any clinical/field learning; however, all students have the right to refuse participation in courses/field placements. As an example, social distancing may not be possible when training or providing patient services. When considering refusal to participate in clinical activities, students should understand that their program completion date will be subsequently delayed. Any refusal of participation must be approved by the department director/supervisor or the appropriate designee. The program will attempt to accommodate all reasonable requests.

Students will commit to upholding the latest CDC guidelines (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>) for risk mitigation – mitigation strategies are generally classified in the following general categories:

- Proper hygiene (ex. hand washing guidelines);
- Avoid close contact when possible;
- Face coverings when around others in indoor spaces as directed (ex. N95, cloth masks, etc.);
- Cover mouth/nose in sneeze and cough when around others and not wearing a face covering;
- Clean and disinfect frequently touched surfaces on a regular basis;
- Monitor your personal health

Clinical training sessions which are missed due to illness will be remediated upon mutual negotiation of the instructor and student. Students should work with faculty and program directors to determine options for continuing enrollment in courses for any extended illness. Any student who refuses to comply with defined risk mitigation protocols will not be allowed to participate in the training and will not be offered an opportunity make-up clinical. Additional consequences for non-compliance may also be applied depending on the situation. In terms of classroom, lab, or clinical participation, students should follow the most recent guidelines of the university or community agency. However, general guidelines include:

- Don't go to class or clinical if you are sick.
- Inform faculty if you are sick.
- Inform faculty if you have been exposed to COVID-19 and need to be quarantined.
- Follow facility protocol for using PPE.
- Follow facility specific screening upon entering the building or other guidelines. We are *guests in their facilities and we need to respect their guidelines and decisions.*
- Students should not be assigned to COVID/potential COVID patients. However, students may care for these patients based on facility policies. Students should have appropriate PPE and training prior to caring for COVID patients. It is recommended that students receive the COVID vaccine prior to caring for potential COVID patients.

Students exposed to COVID-19 should follow the most current guidelines for quarantine and testing, including University and applicable clinical agency guidelines, which could be up to 14 days. Students may also have to cover the cost of COVID-19 testing. Students with a diagnosis of COVID-19 should plan to self-isolate for the period of time determined by public health officials and notify a faculty member immediately to determine what, if any accommodations, can be arranged to complete coursework.

The University of Wyoming also strongly encourages COVID vaccination for all students and employees. Students must follow appropriate instructions for uploading documentation of vaccination status after receiving the vaccine: <http://www.uwyo.edu/alerts/campus-return/vaccination/index.html>. In response to the vaccination requirements being made by our partnering clinical facilities, all units in the College of Health Sciences have adopted the following approach regarding COVID vaccination:

1. If a student decides against receiving the vaccine, it will likely delay/impede progress to your degree--perhaps to a significant extent.
2. Students in Kinesiology & Health who decide against the COVID vaccine will be directed to identify a site that will not require the vaccine, and if the site passes the vetting process by K&H/PETE faculty, the student can do their placement at that site.
3. For students in all other CHS units, your unit will make an effort to identify a site that does not require the vaccine. If no suitable site can be identified, progress toward your degree will most likely be delayed for one year or longer.

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 through the UW Office of Research and Economic Development and Safety Office 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 Office of Research and Economic Development and Safety Office. 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 any nursing program requires a hearing. The purpose of a readmission hearing is to provide individuals who have been dismissed from a SoN program for cause an opportunity to seek readmission.

- *A request for a readmission hearing must be submitted at least 16 weeks prior to the semester in which the readmission is sought.*
- A readmission hearing may be requested one time only per program.
- Readmission to a nursing program is not automatic or guaranteed; the decision regarding readmission is final.
 - The decision to readmit is contingent on space available in the program.

- Individuals seeking readmission must meet admission criteria in effect at the time of readmission
- Individuals seeking readmission may also be required to repeat previous coursework and clinical.
- Exceptions to this readmission policy:
 - Previous 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.
 - Previous 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.

Responsibilities: Individual Seeking Readmission

1. Submit a request for a readmission hearing addressed to the Student Affairs Committee chair.
 - *The request for a readmission hearing must be submitted at least 16 weeks prior to the semester in which the readmission is sought.*
 - The Student Affairs Committee chair notifies the individual seeking readmission of the date and time of the readmission hearing.
2. 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 unsatisfactory performance;
 - A proposal addressing the deficiencies and/or causes for the withdrawal that will facilitate satisfactory completion of the course(s); and
 - The name of one advocate, e.g. faculty member, family, friend, colleague (with the exception of legal counsel). Selection of an advocate is optional. (See Readmission Hearing Process and Procedures, 6. below.)
3. Submit any additional information to the Student Affairs Committee chair a minimum of four (4) days prior to the hearing.
4. Attend the readmission hearing; be prepared to present your case and answer questions from the Readmission Hearing Panel.

Responsibilities: The Student Affairs Committee

1. Collect data regarding the situation from the program director and/or faculty, the individual's SoN student file, University records, and any other relevant materials.
2. Submit this information to the Student Affairs Committee chair a minimum of four (4) days prior to the hearing. Subsequently, the Student Affairs Committee chair distributes this information to Committee members.
3. Members of the Student Affairs Committee and a student representative comprise the Readmission Hearing Panel. (See Responsibilities: The Student Affairs Committee, 5. below.)
4. The Student Affairs Committee chair or designee serves as chair for the Readmission Hearing Panel and presides over the hearing.
5. The Student Affairs Committee identifies a student representative and, if feasible, the student representative(s) on the Readmission Hearing Panel will be (a) at the same level as the student requesting readmission, e.g. undergraduate or graduate. Student representatives may be recruited from other College

of Health Sciences divisions or University of Wyoming colleges. Student representatives may be recused if (a) they are enrolled in the same program as the individual requesting readmission and/or (b) there is a conflict of interest.

Readmission Hearing Process and Procedures

1. The readmission hearing is limited to panel members, the individual seeking readmission, and a program director and/or faculty member. Legal representation is not allowed.
2. The readmission hearing is called to order by the Student Affairs Committee chair or designee.
3. Readmission Hearing Panel members, the individual seeking readmission, and faculty and/or program director identify themselves.
4. The importance of confidentiality is reviewed. If the hearing is audio and/or video recorded, the official recording will be done by the SoN.
5. SoN program director and/or faculty are excused while the individual seeking readmission presents his/her case.
6. The individual seeking readmission will be invited to present his/her case. The individual may bring an advocate, e.g. faculty member, family, friend, colleague (with the exception of legal counsel). The individual seeking readmission introduces the advocate. The advocate may read or submit to the Student Affairs Committee chair a brief, prepared statement. The hearing panel may ask questions and/or ask for clarification. Subsequently, the individual seeking readmission and his/her advocate are excused from the hearing.
7. The program director and/or faculty are invited to rejoin the hearing and share their information. The hearing panel may ask questions and/or ask for clarification. Subsequently, the program director/faculty are excused from the hearing.
8. The Student Affairs Committee chair and/or hearing panel will share any additional findings.
9. The hearing panel deliberates and makes a decision. Voting is anonymous. Readmission Hearing Panel members and/or student representatives may be recused if there is a conflict of interest.
10. The Readmission Hearing Panel's recommendation is submitted to the Dean in writing with all panel members' signatures within five (5) business days of the hearing.
11. The SoN Dean considers the recommendation of the Readmission Hearing Panel, makes a final decision, and notifies the individual requesting a hearing in writing of the outcome within ten (10) business days of receiving the Readmission Hearing Panel's recommendation.

Accepted 5/20/1994; Reviewed 2/07/2003; Modified 5/29/2009; Approved: Basic BSN Meeting 9/04/2001, Prelicensure Meeting 9/25/2013; Modified 4/27/2016 SoN Meeting; Modified and approved 4/26/2017 SoN Meeting; Modified 11/08/2017 Student Affairs Committee meeting and approved 11/29/2017 SoN meeting; Modified 03/13/2019 Student Affairs Committee meeting; Modified and approved 4/17/2019 SoN meeting. Modified 9/11/2019 Student Affairs Committee meeting; Modified and approved 10/09/2019 SoN Meeting.

DEGREE CHECKS

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

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 appropriate program director. The request will be considered by the appropriate program committee 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. When considering leaves of absence, students should be aware that their program of study may be altered when they return and/or that previous courses may need be retaken due to prolonged absence from the program. Students must meet requirements of the program at time of return from the leave of absence. When a student's enrollment is interrupted without an approved leave of absence, the student must reapply for admission to the appropriate program.

FWWSON Leadership June 2020

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 FWWSO 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 at the University of 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
- 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 Center for Assistance with Math and Statistics:**
The CASM provides free assistance with mathematics. Check out the Department of Mathematics website for information about the Math Lab and tutoring:
<http://www.uwyo.edu/mathstats/casm/resources-for-students/>
- **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/>.
- **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/>.
- **The STEP Tutoring Center:**
The center assists students in many subjects including (but not limited to) math, biology, chemistry, physics, and writing. Refer to the STEP website for more information
<http://www.uwyo.edu/step/tutoring/satellite.html>
- **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/>.
- **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/>

SECTION 6: BASIC BSN

FRESHMAN/NON-FRESHMAN ADMISSION

TO THE NURSING MAJOR

POLICIES & REQUIREMENTS

BSN PROGRAM EXPECTED STUDENT LEARNING OUTCOMES

At completion of the Bachelor of Science in Nursing (BSN) degree, graduates will be able to meet the end of program student learning outcomes:

1. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
2. Advance nursing practice related to patient care technologies, information systems, and communication devices that support safe nursing practice.
3. Achieve optimal individual, family, group, community, and population outcomes guided by clinical reasoning and appraisal of evidence of best practice.
4. Demonstrate effective leadership through heightened self-awareness to empower others in the attainment of optimal patient outcomes.
5. Use mutually respectful communication, collaboration, and leadership skills within interprofessional teams in the management of care in diverse, complex, global, and dynamic healthcare systems.
6. Participate as a nursing professional in the development and implementation of healthcare policy, finance, and regulatory entities, including local, state, national, and global healthcare trends.
7. Provide patient-centered care by reflecting on the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family, which promotes optimal health outcomes by involving patients and families as they make clinical care decisions.
8. Demonstrate respectful, efficient, safe, and well-coordinated transitions of the patient through all levels of care.
9. Provide respectful, efficient, safe and well-coordinated patient-centered care to populations by reflecting on beliefs, values, attitudes, and practices.
10. Model professionalism with consistent demonstration of core values evidenced by nurses working with others to achieve optimal health and wellness outcomes in patients, families, and populations by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, professional engagement, lifelong learning, and accountability.
11. Encourage evidence-based health promotion and make a positive contribution to immediate and long-term health status, through the provision of education to individuals, families, groups, communities, and populations that encourages healthy behaviors and choices, prevention of disease, protection from preventable illness and disastrous emergencies.

Approved: Basic BSN Meeting 9/14/2016

THE NIGHTINGALE PLEDGE FOR NURSING STUDENTS

At the Fay W. Whitney School of Nursing we have the following Nightingale Pledge that all Pre-Licensure (Basic BSN and BRAND) students sign as juniors in the program. The faculty and staff sign a similar version of this pledge. It is imperative that we hold our societal mandate to promote and maintain health utmost in our thoughts and actions. Prior to your signing of the pledge, as a Pre-Licensure student we ask that you read it through and thoughtfully consider it in your day to day interactions.

THE NIGHTINGALE PLEDGE

Today I join my fellow classmates in the Fay W. Whitney School of Nursing and pledge my commitment to the highest professional and academic standards of the nursing profession.

I pledge my dedication to a profession that is responsible for the lives of others. As a professional nurse, I recognize that I will be accountable to the public for my actions. I will work to safeguard the health and welfare of clients who have placed their trust in me.

I am committed to work together with my peers and to be supportive in my pursuit of excellence in nursing education. I vow to behave ethically, honestly, professionally, and with integrity in all my learning endeavors. As a student of nursing, I will promote ethical behavior and report unethical behavior.

As a future professional nurse and representative of the Fay W. Whitney School of Nursing, I pledge to treat fellow students, faculty, staff, clients, and community partners with dignity and respect while embracing diversity in values and beliefs.

I pledge to advocate for clients in need and to embrace the complex role of the professional nurse. I will be a living role model for others. I recognize that my responsibility for acquiring new knowledge does not end with graduation but will be a lifelong endeavor.

Updated Spring 2021

SCHOLASTIC REQUIREMENTS

BASIC BSN PROGRAM SCHOLASTIC REQUIREMENTS

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

Freshman Admission

Pre-Clinical Component:

1. Students must earn a grade of C or better (or S) in all pre-clinical courses (except for CHEM 1000, which requires a grade of B or better for ZOO 3115) on the first attempt to progress to the clinical component of the program.
2. If #1 is not met, students will be dismissed from the program (*see non-freshman admission requirements*).

Freshman/Non-Freshman Admission

Clinical Component:

1. Students must earn a grade of C or better (or S) in each clinical component course to continue in the program.
2. If #1 is not met, students will be dismissed from the program (*see readmission policy*).
3. No single course in the Clinical Component may be repeated more than once.
4. A total of three courses in the Clinical Component may be repeated.

Approved: Pre-Licensure Programs Meeting 2/17/2021

Awaiting further approval by FWWSON Student Affairs

GRADING POLICY

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

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

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

Approved: Pre-Licensure Programs Meeting 9/25/2013

LATE ASSIGNMENT POLICY NURSING (NURS) COURSES

Each assignment submitted after the due date is subject to a late penalty of 10% of the available points per day up to 3 days (72 hours) at which time a failing grade (0/U) will be placed in the gradebook. There are two exceptions, prior arrangements with instructor **via email** or a university-excused absence. Extensions and make-up options are at the discretion of the instructor.

Approved: Pre-Licensure Programs Meeting 5/19/2021

Awaiting further approval by FWWSO Student Affairs

ASSIGNMENT OF GRADES (UW REGULATION 2-106)

Fall 2014 through Summer 2019, faculty had the option of using a plus/minus (+/-) grading scale when assigning grades for their classes (UW Regulation 6-722). **Effective Fall 2019 forward**, the plus/minus (+/-) grading scale is no longer in use by the university (UW Regulation 2-106).

- Transfer work posted to a student record fall 2019 forward will not reflect any potential +/- grading that may have been identified on other school's transcripts.
- Transfer work posted by the Registrar's Office to student records between fall 2014 and summer 2019, any course work graded on a +/- grading scale will be reflected as such in the UW Transfer Evaluation.
- Transfer work posted to a student record prior to fall 2014 will not reflect any potential +/- grading that may have been identified on other school's transcripts.

The BSN faculty made the decision to not use +/- grading in the BSN Nursing courses. However, between Fall 2014 through Summer 2019 other courses outside of Nursing may have used this option and would reflect as such on the UW Transcript.

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

UNIVERSITY OF WYOMING FINAL EXAMINATIONS POLICY

Students should be familiar with the university **Final Examinations Policy**, laid out within **UW Regulation: 2-100 – Academic Class Management** located on the UW Regulations site, Academic Affairs, [Academic Management](#) page.

Approved: UW Regulations 6/12/2019

ORIENTATIONS/EVENTS

Attendance is **mandatory** at the following orientations/events:

Sophomore Orientations (spring)

- Nursing Program Orientation
- Orientation to Clinical Simulation Center (CSC)/Skills Labs

Junior Orientations (fall/spring)

- Nursing Junior Clinical Course Orientations
- Safety and OSHA Orientation
- Nightingale Honor Ceremony

Senior Orientations (fall/spring)

- Nursing Senior Clinical Course Orientation

BASIC BSN STUDENT COMPLIANCE AND ADMISSION/PROGRESSION POLICY

FRESHMAN

Background check, Technical Standards, and Release Forms (Educational Records & Photo) for those offered freshman admission must be completed and submitted by specified deadline in the summer before school starts (Fall semester). If the paperwork is not submitted, freshman admission may be jeopardized.

SOPHOMORES

Background check, Technical Standards, and Release Forms (Educational Records, Photo, & Clinical) for those progressing/admitted to the Clinical Component must be completed and submitted before school starts (Spring semester). If the paperwork is not submitted, progression or admission may be jeopardized.

Supplies/Uniform needs to be purchased and available for use by start of 2nd/3rd week of the spring semester (*as noted in Basic BSN Policies & Requirements: Informational Packet*). If not in place by specified deadline, it may jeopardize the ability to attend fundamentals and health assessment check offs.

Basic BSN Policy Packet, which includes documentation of specified health records (Hepatitis B Vaccination & Titer, MMR, Varicella, and Tdap), must be submitted by mid-February. If not received by specified deadline, it may jeopardize the ability to attend fundamentals and health assessment check offs.

Remaining Basic BSN policy requirements, which includes documentation of CPR and TB, must be completed by specified deadline (summer) to include in the Basic BSN Policy Packet. If not received by specified deadline, it may jeopardize the ability to progress to the junior year.

JUNIORS/SENIORS

Submit documentation of any specified remaining and/or any updated policy requirements to include in the Basic BSN Policy Packet by specified deadlines (summer/fall). If not received by specified deadline, it may jeopardize progression or ability to attend clinical (simulation, skills check-off, clinical in an agency).

Annual Flu Shot documentation must be completed by specified deadline (fall) to include in the Basic BSN Policy Packet. If not received by specified deadline, it **will** jeopardize the ability to attend clinical (simulation, skills check-off, clinical in an agency).

Approved: Pre-Licensure Programs Meeting 9/9/2020

PHONES AND ELECTRONIC DEVICES POLICY

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

Students are to follow facility policy in regards to phone and electronic device use while in the clinical setting. (e.g. *Ivinson Memorial Hospital (IMH) in Laramie prohibits the use of cell phones by students.*)

Approved: Pre-Licensure Meeting 11/11/2020

CLINICAL POLICIES & REQUIREMENTS

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

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

HEALTH INSURANCE REQUIREMENT

Health insurance coverage is a requirement of the Fay W. Whitney School of Nursing for participation in any clinical rotation. It is the responsibility of the student to obtain and maintain coverage for **ALL** clinical rotations. Students will be notified by the FWWSON should this be an expectation for them as well as timing for completion of the FWWSON Student Verification of Health Insurance Form.

CLINICAL TIME REQUIREMENTS

With the exception of the spring sophomore and spring senior semesters, clinical experiences in the clinical component of the program for Basic BSN are held on Tuesday/Thursday. Those days are to be kept open all day. Do not schedule other courses and/or work hours on those days.

TRAVEL

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

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

STUDENT PLEDGE FOR RESPONSIBILITIES IN COVID

With the continuing COVID pandemic, students in clinical settings are responsible for agreeing to the following:

1. I understand that there is currently a global pandemic and public health crisis related to COVID-19.
2. I know that my choices and actions, during or outside of educational endeavors, could have negative outcomes related to patients in my care, other students or faculty/staff, clinical sites, and possibly academic progression.
3. Understanding these potential consequences, I pledge to avoid behaviors that may jeopardize the health and safety of the fore mentioned individuals and groups.
4. I understand that at-risk behaviors include but are not limited to traveling to areas of elevated incidence or prevalence of COVID-19, attending parties or large gatherings, not practicing social distancing, not wearing facemasks and other personal protective equipment as appropriate, and not practicing appropriate hand and cough hygiene.
5. As a student of nursing, I will promote ethical behavior and report unethical behavior. Further, I promise to immediately report any actual or potential exposure to a COVID-19 positive person, or any personal symptoms of COVID-19.
6. I understand that this Pledge is taken in addition to the requirements listed in this handbook, including the Nightingale Pledge and the professional conduct code; the University of Wyoming Student Code of Conduct; and all other applicable University policies and regulations. Additionally, I understand that if I am found positive for COVID or am exposed to someone with COVID that I may be isolated or quarantined pursuant to Wyoming Department of Health and University regulations and policies.

PROFESSIONAL APPEARANCE POLICY

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

DRESS CODE

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

Official Uniform:

- The uniform consists of black pants (not cuffed), black top and khaki warm-up jacket **purchased solely through Pinebeach located in Laramie**. The top and warm-up jacket will have the UW approved FWWSO logo applied on them by Pinebeach.
 - If choosing to wear a shirt under the uniform top, it must be solid black or white with no patterns or logos. May be long/short-sleeved.
 - Uniform should not be form fitting (*e.g. conforming to the outline of the body; fitting snugly*).
 - Uniform should be laundered after each wearing to decrease spread of infection and be wrinkle free.
- Clinical shoes are required.
 - All-black shoes are required.
 - Should be clean and in good shape.
 - No open-toed or open-backed shoes or shoes made of rubber or plastic (e.g. Crocs) are allowed in **any** clinical agency.
- Socks should match shoe color (black), at least crew length or knee high (no exposed skin), and be laundered after each wearing.

Professional Dress:

- Professional clothing in good taste are required and defined as:
 - Dress or slacks/skirt along with a button down shirt and closed-toed dress shoes.
 - Dress/Skirt should fall, at a minimum, to the knee and dress/shirt should not have a neckline that dips below the clavicle.
 - Professional clothing should not be form fitting (*e.g. conforming to the outline of the body; fitting snugly*).
 - Professional clothing should be laundered after each wearing to decrease spread of infection and be wrinkle free.
- Conservative closed-toed dress shoes that are clean and in good shape.
 - When wearing slacks, socks should match shoe color, at least crew length or knee high (no exposed skin), and be laundered after each wearing.
 - When wearing dress/skirt there should be no exposed skin below the hemline.
- **The following are not to be worn as “professional dress”:**
 - Jeans, denim, cargo, pajama or sweat pants, and no scrubs.
 - Shorts, short skirts/dresses that fall above the knee, or leggings and tunics.
 - Hoodies, tank tops, tops with spaghetti straps, camisoles, halter tops, shirts showing cleavage/midriff, or t-shirts with slogans.
 - Open-toed shoes, Crocs, flip flops, sandals, high heels, or athletic/tennis shoes.

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

School of Nursing Name Tag:

- An official student nurse name tag is required in all clinical settings.
- The name tag should be worn on the upper chest (not at the waist).

Hair:

- Should be clean, neat, pulled back off face, and up off the collar so it does not contaminate the work area.
- All hair that can be pulled back should be pulled back, no hanging wisps/tendrils/strands of hair.
- Extreme hairstyles and/or colors are not appropriate.
- If wearing headbands/hair accessories, they should match shoe color.

Facial Hair:

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

Fingernails:

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

Scent:

- Excellent personal hygiene to prevent body odor.
- No perfume, cologne, or any other distinguishable scent. Patients can be very sensitive to perfumes, tobacco, smoke, and other odors.

Jewelry:

- One stud/post earring in ear lobes; no other visible piercings including tongue piercing; no gauges.
 - If have established gauge, it cannot be larger than a ¼ inch.
 - However, some agencies may not allow wearing gauges.
- Wristwatch capable of counting seconds.
 - Ability to move up above wrist for compliance with handwashing.
- No bracelets with the exception of medical alert bracelets.
- Wedding band (flat with no raised stones).

Tattoos:

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

Undergarments:

- Should be worn, appropriate, and not visible.

Updated and Approved: Pre-Licensure Programs Meeting 4/8/2020

BASIC BSN AND BRAND PROGRAM STANDARDIZED TESTING AND REMEDIATION POLICY

STANDARDIZED TESTING

Is a method of assessment built on the principle of consistency where all test takers answer the same questions and all answers are graded in the same, predetermined way. Standardized tests are used throughout the FWWSON program to compare course progress through graduation and predict NCLEX-RN® success.

THE HEALTH EDUCATION SYSTEMS INCORPORATED (HESI)

Is a U.S. company providing case studies, practice exams, specialty, and exit exams; as well as remediation study materials to improve performance on subsequent exams in the form of a personalized study packet. The HESI specialty and exit exams serve as a practice test predictor of a nursing student's success on the NCLEX-RN®. The HESI Exit Exam is the only NCLEX® readiness test available with more than a decade's worth of peer-reviewed research supporting its accuracy as a predictive tool. Time and time again, research has shown the higher scores on the HESI Exit Exam are significantly correlated to a student's likelihood of passing the NCLEX® exam. HESI has found that nursing programs that follow certain testing policies were statistically more likely to have higher HESI Exit Exam scores than programs that did not have those policies in place.

REMEDICATION

Initially, remediation was largely used related to attrition in nursing programs and declining NCLEX-RN pass rates. Today, most NCLEX-RN® pass rates remain above the national average of 88% for first time test takers. Nursing programs tend to initiate remediation at the end of a program with those at risk for failure of the NCLEX-RN®. Identifying students at risk through standardized testing at the mid-point and end of a program should allow for sufficient time for remediations and subsequent improvement. Research has indicated that remediation is most effective when tailored to a student's individual needs. However, the student must accept the deficiency and willingly accept responsibility to correct the deficit. It is important that faculty mentoring and involvement be an essential component of a remediation plan. In order for remediation to be effective, it must be timely, individualized, and the student must willingly commit to the intervention as outlined.

The goal with remediation is for non-benchmarking students to demonstrate satisfactory performance on the next standardized exam attempt, to exhibit learning and knowledge retention, and for students to increase their level of self-confidence.

BENCHMARKING

All students who do not meet the benchmark of a HESI score ≥ 900 will complete the formal remediation process. This cutoff score was chosen related to research provided by Elsevier-HESI indicating an excellent probability of passing the NCLEX-RN®. See table below for score intervals and probability of passing the NCLEX-RN®.

HESI Scoring Interval	Description
950 and above	Outstanding probability of passing
900-949	Excellent probability of passing
850-899	Average probability of passing
800-849	Below average probability of passing
750-799	Additional preparation needed
700-749	Serious preparation needed
650-699	Grave danger of failing
600-649	Poor performance expected

LIST OF HESI EXAMS BASED ON PROGRAM TYPE

Each exam is tied to a nursing course as a “Complete/Incomplete” assignment item. See table below for exam and course association in each BSN program:

Basic BSN HESI Exams		BRAND HESI Exams	
Fall Semester:	Course Association	Fall Semester:	Course Association
<ul style="list-style-type: none"> Juniors: <ul style="list-style-type: none"> Specialty Exam: Pharmacology (December) 	NURS 3690: Professional Nursing Care in Acute & Chronic Illness	<ul style="list-style-type: none"> Juniors: Semester 1 <ul style="list-style-type: none"> Specialty Exam: Assessment (November 2020) 	NURS 3750: Health Assessment & Promotion
<ul style="list-style-type: none"> Seniors: <ul style="list-style-type: none"> Custom Exam V2 (September) 	NURS 4691: Professional Nursing Care of Children and Families	<ul style="list-style-type: none"> Seniors: Semester 4 <ul style="list-style-type: none"> Specialty Exam: Pharmacology (September 2021) Exit Exam 2 (November 2021) 	NURS 4775: Nursing Senior Capstone Practicum
Spring Semester:		Spring Semester:	
<ul style="list-style-type: none"> Juniors: <ul style="list-style-type: none"> Custom Exam V1 (April) 	NURS 3890: Professional Nursing Care in Complex Illness	<ul style="list-style-type: none"> Juniors: Semester 2 <ul style="list-style-type: none"> Specialty Exam: Med/Surg (April 2021) 	NURS 3771: Nursing Care in Acute & Chronic Illness Practicum
		Summer Semester:	
<ul style="list-style-type: none"> Seniors: <ul style="list-style-type: none"> Exit Exam 1 (January) Exit Exam 2 (May) 	NURS 4865: Professional Nursing Leadership NURS 4895: Professional Nursing Capstone Practicum	<ul style="list-style-type: none"> Seniors: Semester 3 <ul style="list-style-type: none"> Exit Exam 1 (July 2021) 	NURS 4736: Nursing Care of the Vulnerable Population Practicum

STUDENT PREP PRIOR TO ASSESSMENT

In an effort to help students prep for the HESI exams case Studies, practice exams, and comprehensive exams *will be* threaded throughout the curriculum. Each HESI prep item will have an assignment tied to the modular exemplar in corresponding courses. Nursing faculty and administration feel this is important for students to:

- have experience in HESI exam questions,
- have earlier remediation on identified gaps in knowledge,
- have the best chance of success on the higher stakes standardized exams.

Students are encouraged to review all case studies, practice exams, and comprehensive exams; and complete an informal remediation process of areas scored low for continuous quality improvement leading up to a standardized exam.

FORMAL REMEDIATION PLAN

Research reviewed indicates only those who *do not* benchmark should do a *formal* remediation plan. However, all students are strongly encouraged to assess and remediate for any area with a score less than the identified benchmark.

Those who *do benchmark will not* be required to complete the formal remediation plan with the HESI program coordinator, but are encouraged to do so on their own.

Basic BSN Program:

Those students who did not meet the HESI Benchmark score of 900 will:

- sign a formal remediation contract,
- review their test performance in all areas,
- complete the Elsevier Student Self -Assessment & Plan (SSAP),
- use the approved HESI Study Packet and other approved remediation materials,
- track their remediation activities,
- for continuous quality improvement and connecting didactic with clinical components of the program, students in NURS 4895 will identify their <900 score areas in the NCSBN Test Plan area of the Exit Exam #1 HESI report and purposefully take those need/gap areas to the clinical setting and journal about what they have done to improve that area(s), and
- periodically meet with the HESI coordinator to check progress.

The HESI coordinator will be responsible for tracking those students who did not meet the HESI benchmark score of 900.

All students, regardless of Custom Exam Version #1 score, will take Version #2 of the Custom Exam in the Fall to assess effectiveness of remediation for those who did not benchmark and knowledge retention/application for all students.

Those who do not complete the formal remediation process will receive an incomplete (I) for the semester and *will not be allowed to progress* to the next semester until this is met.

BRAND BSN Program:

Those students who did not meet the HESI Benchmark score of 900 will:

- sign a formal remediation contract,
- review their test performance in all areas,
- complete the Elsevier Student Self -Assessment & Plan (SSAP),
- use the approved HESI Study Packet and other approved remediation materials,
- track their remediation activities,
- for continuous quality improvement and connecting didactic with clinical components of the program, students in each semester will identify their <900 score areas in the NCSBN Test Plan area for each exam taken located in the HESI report and purposefully take those need/gap areas to the clinical setting and journal about what they have done to improve that area(s), and
- periodically meet with the HESI coordinator to check progress.

The HESI coordinator will be responsible for tracking those students who did not meet the HESI benchmark score of 900.

All students, will complete the *five* HESI exams administered throughout the program, carefully review their score report associated with each exam and participate in remediation of any area within the exam in which a <900 score is achieved. All students will complete a journal each semester regardless of their overall exam score due to the accelerated nature of the program and in an effort to improve on any area within the exam in which a score of <900 is achieved.

Those who earn a total overall score <900 on any given exam and do not complete the formal remediation process will receive an incomplete (I) for the semester and *will not be allowed to progress* to the next semester until this is met.

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Approved: Pre-Licensure Programs Meeting 9/9/2020

PRECEPTOR SELECTION, ORIENTATION, AND EVALUATION

SELECTION

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

- Be a licensed RN in state where practicing, prefer a BSN degree or higher, when a preceptor with a BSN is not available, an ADN/Diploma RN may serve as a preceptor,
- Two years' experience in nursing is preferred, but must have at least one year,
- Have an interest in teaching, role modeling, mentoring, and counseling,
- Identified by the facility as a potential preceptor, and
- Complete the BSN Qualification Sheet (PQS) and the student submits it to the School of Nursing within the first week of the beginning of the semester.

The Course Coordinator identifies appropriate placements and preceptors with the facilities input.

Students are not to look for or arrange their own placements or preceptors.

The Course Coordinator and/or Clinical Faculty reviews the PQS to ensure the preceptor meets qualifications. The program's clinical preceptors only supervise one student at a time. PQS forms are currently stored electronically at the School of Nursing.

ORIENTATION

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

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

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

PRECEPTOR EVALUATION OF STUDENTS

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

EVALUATION OF PRECEPTORS AND CLINICAL AGENCIES

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

Approved: Pre-Licensure Programs Meeting 2/17/2021

INDEPENDENT STUDY

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

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

GUIDELINES FOR INDEPENDENT STUDY

1. In consulting with the faculty member, the student will complete the Independent Study form obtained from the faculty member. This should be accomplished during preregistration.
2. This process must be completed prior to registration. Students will not be allowed to register for projects that have not been approved by a faculty member and academic advisor prior to registration.

EXTERNSHIPS

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

SENIOR CAPSTONE PRACTICUM EXPERIENCE

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

Practicum sites are located throughout Wyoming and possibly bordering states. While students **may not** choose their own preceptor, all pre-licensure students taking part in the practicum experience will have the opportunity to provide input regarding their preferences. All experiences will be based on achievement of course objectives, requirements of accrediting and regulating bodies related to the use of preceptors in the clinical setting, clinical agency policies, clinical affiliation agreements, and other applicable FWWSO policies.

PROCEDURE:

- A. The capstone course coordinator or designee will solicit preceptors from clinical agency staff, including nurse managers and/or agency clinical education liaisons, for the number of students enrolled each term. A variety of clinical settings may be utilized including placements in specialty areas such as pediatrics, intensive care, or emergency settings. Students may suggest agencies for possible placements but do not contact agencies/preceptors to solicit a preceptor for the capstone experience. Note that most students will be placed in hospitals outside of Laramie and Cheyenne.
- B. The capstone course coordinator or designee will solicit student demographical information required by the clinical agencies as well as student preferences at the end of the Junior year (BASIC) or in the semester before the Senior Capstone Practicum (BRAND). These preferences will be considered in assigning clinical placement, but placement meeting these wishes is not guaranteed.
- C. The capstone course coordinator or designee will assign students registered for the class with the preceptors provided by the clinical agencies. In making assignments to preceptors and clinical/specialty area, the placements will be based on a variety of factors, including but not limited to: student preference, faculty input, HESI exam scores, previous clinical performance, clinical agency request, and GPA and/or course grades.
- D. Final placements are based on availability of preceptors provided by the affiliated clinical agencies each term. Final placement may include any shift, RN, or facility with which the FWWSO has preceptor affiliation agreements. Students will only be placed with registered nurses who meet requirements for being a preceptor based on Wyoming State Board of Nursing regulations.
- E. Students will receive preceptor assignments as soon as agencies identify preceptors. Students are not permitted to switch preceptor assignments with other students. Students may not request a change in preceptor unless the assigned preceptor is no longer available to work with the student.
- F. Students and clinical faculty will work with preceptors to ensure completion of preceptor orientation and submission of all required preceptor paperwork, including the Preceptor Qualification form. The Preceptor Qualification form and licensure verification, which confirm that the preceptor meets requirements for serving as a preceptor, must be submitted to the capstone course coordinator and verified prior to the student participating in any clinical hours.
- G. Once a student is assigned an agency and preceptor, **it is the student's responsibility to arrange for transportation and living arrangements.**

- H. In the event that the assigned preceptor is no longer available and/or clinical faculty determine a preceptor placement is not appropriate for the student, the capstone course coordinator or designee will contact the agency to solicit a replacement preceptor for the student. NOTE: Students are not guaranteed a new preceptor in situations involving unsafe practice or egregious violations of FWWSO policies while enrolled in the capstone experience.

PREPARATION FOR GRADUATION

Plan ahead as a lot happens in the senior year of the BASIC BSN program.

COMPOSITE PICTURES

The FWWSO will provide complete details to students via email in the fall semester of their senior year.

NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX)

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

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

The NCSBN number for the BASIC BSN program is US88505900. You will need this number to complete your paperwork to take the licensure examination.