



UNIVERSITY
OF WYOMING

College of Health Sciences
Fay W. Whitney
School of Nursing

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

The FWWSON Professional Conduct Code provides guidance to students about expected professional behaviors in nursing. In addition, the university has other codes of conduct that nursing students are accountable to including the University of Wyoming Regulation (UW Reg 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 FWWSON is committed to maintaining the highest standards of academic performance, professional behavior, personal integrity, and respect for each other as individuals. The following are ethical principles that professional nurses embrace. Brief descriptions of each are included.

Integrity

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

Responsibility, Accountability and Professional Growth

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

Respect

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

Confidentiality and Privacy

Confidentiality is a fundamental tenet of health care. Students shall respect the rights and privacy of fellow students, faculty, staff, clients, community partners and other healthcare professionals. Breaches of confidentiality and privacy apply to any type of communication as well as the improper use of social media.

Professional Demeanor

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

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

VII. Further Appeal

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

Approved at SON meeting on 11/30/16

ACADEMIC AND CLINICAL PERFORMANCE POLICY

The purpose of this policy is a guide for students and faculty to optimize understanding of performance concerns. A learning plan is developed to address concerns and provide guidance to promote student success.

Academic Concerns

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

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

- In collaboration with course coordinator (or program director/associate dean if appropriate), the course faculty member will develop an agreement (Academic Performance Learning Plan) with the student specifying an action plan with a timeframe and potential outcomes of the concern.
- The student and the faculty member will sign the Academic Performance Learning Plan (course coordinator, faculty advisor, program director, and associate dean signatures will be obtained if appropriate).
- A follow-up conference(s) to review the student’s progress will occur according to the timeline of the learning plan. Documentation will be attached to the original Academic Performance Learning Plan.

Clinical Concerns

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

Level I Clinical Concerns

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

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

Level II Clinical Concerns

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

- Comes unprepared for the clinical experience.
- Displays inadequate knowledge and/or skills necessary for client care.
- Fails to accept accountability for his/her own actions.
- Fails to abide by the program's dress code for the clinical experience.
- Fails to attend clinical experiences as scheduled.
- Fails to provide prior notification to the faculty/preceptor of an absence, tardiness, or early departure from the clinical setting.

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

- Level I concerns may result in immediate removal from the clinical experience.
- The student will receive verbal feedback from the faculty regarding the clinical concern(s).
- In collaboration with course coordinator (or program director/associate dean if appropriate), the course faculty member will develop an agreement (Clinical Performance Learning Plan) with the student specifying an action plan with a timeframe and potential outcomes of the concern.
- The student and the faculty member will sign the Clinical Performance Learning Plan (course coordinator, faculty advisor, program director, and associate dean signatures will be obtained if appropriate).
- A follow-up conference(s) to review the student's progress will occur according to the timeline of the action plan. Documentation will be attached to the original Clinical Performance Learning Plan.

ACADEMIC 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.

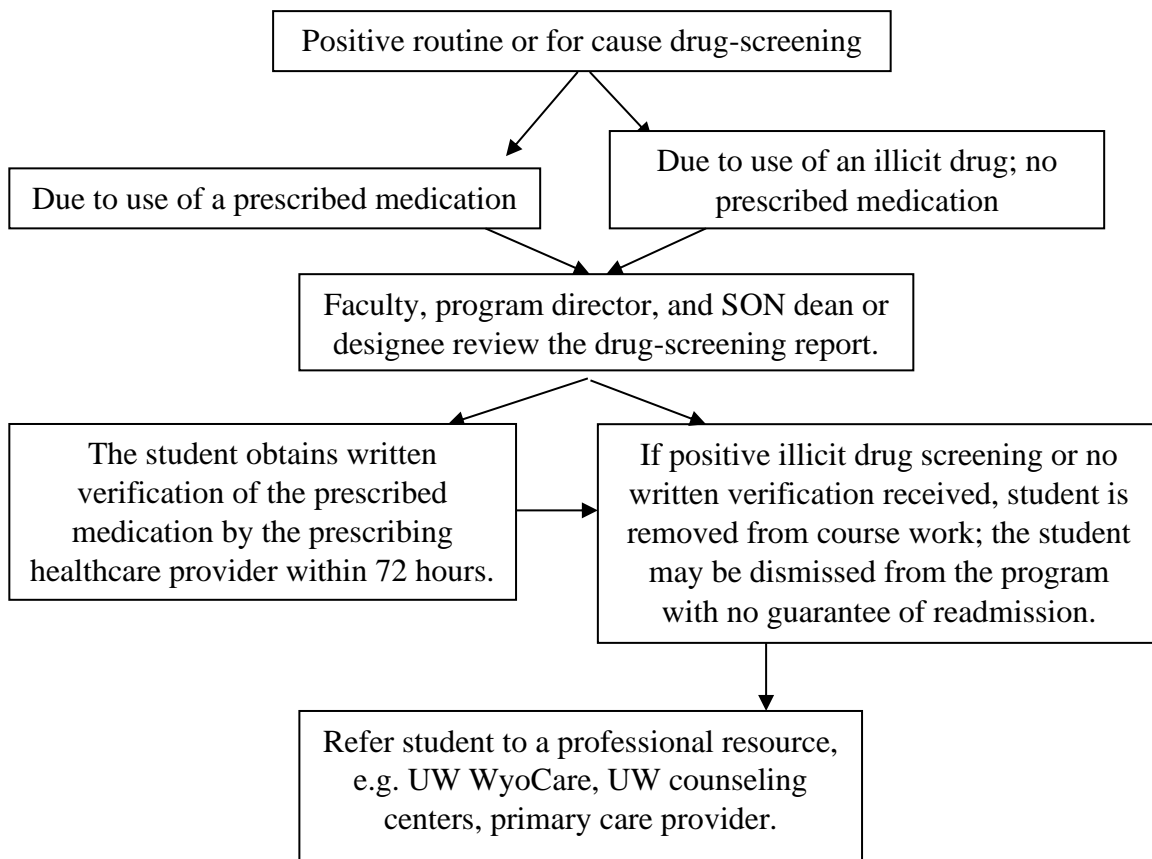
Pre-licensure (Basic BSN and BRAND) students. Screen at the beginning of the first clinical (direct patient care) experience; screen upon request of the clinical site (e.g. capstone).

- **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: MS AND DNP PROGRAMS

CATALOG: STATEMENT & GOALS

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

GENERAL INFORMATION

The School of Nursing offers a graduate program leading either to a Master of Science (MS) in Nursing or Doctor of Nursing Practice (DNP).

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

MS

The program prepares graduates for a role as a Nurse Educator or Nurse Leader. The MS program is a part-time, five semester program of study. All courses are offered in an on-line format. The master's degree must be earned within a time allowance of six calendar years from the date of the first course that applies to degree requirements regardless of where the course was taken.

Students are responsible for following their program of study to meet their degree requirements. Students must contact their advisors before enrolling in the courses that are outlined in the plan of study. They are likewise responsible for knowing the University regulations in regard to the standard of work required for continuance in graduate studies. Rules and regulations can be found in the current University of Wyoming Bulletin.

DNP

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

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

ADVANCED NURSING PROGRAM OUTCOMES AND CORE CONCEPTS

MISSION

To educate advance practice nurse leaders in rural, client-centered primary and mental health care.

OUTCOMES

- 1) Demonstrate competence and caring in the advanced professional nurse role to serve Wyoming, the region, and the world in urban, rural, and frontier health care settings as a provider, leader, and/or educator in the health care system.
 - 2) Transform rural health through leadership, service, and clinical scholarship that reflects an interconnected and comprehensive global health perspective.
 - 3) Demonstrate an advanced understanding of nursing and other sciences and humanities and integrates this knowledge to manage and improve health care across settings
 - 4) Synthesize broad organizational, financial, economic, client-centered, and culturally appropriate concepts from nursing and other sciences to address population health.
 - 5) Engage in scholarly inquiry and evidence-based practice to lead change for quality outcomes and implement safe health care to diverse populations in a variety of settings.
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CORE CONCEPTS

- 1) Transformation:
Transformation includes learning, education, leadership, and nursing as a whole; engaging creativity with theory and evidence-based practice to result in critical reflection and cognitive flexibility.
 - 2) Rurality/Frontier
Practice in a low population area where resources and/or access to care are limited and be able to innovate accordingly.
 - 3) Service
Providing advanced practice nursing care and services to individuals, families, groups, communities, and populations includes altruism, leadership, decision-making, cooperation, education, listening, problem-solving, person-centered care, fidelity, advocacy, ethical behavior, and practice.
 - 4) Comprehensive Global healthcare system perspective
An interconnected and comprehensive global health care system perspective incorporating the following attributes: advocacy, altruism, creativity, ethical conduct, effective communication skills, leadership, problem-solving skills, professionalism, and scholarship.
 - 5) Clinical Scholarship
Activities that systematically advance nursing science, including its teaching, research, and practice through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods and includes discovery, teaching, practice, and integration.
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CHANGING OPTIONS POLICY

Once admitted to a graduate program (MS or DNP), students are not permitted to change between the MS and DNP programs.

MS

Changing options (Nurse Leader or Nurse Educator) may be considered if the student is in good academic standing, demonstrates adequate knowledge regarding the option, successfully articulates professional goals consistent with the option, and there is space available in that option. If a change in program options is being considered, the student should have a conversation with his or her advisor. The student should also contact the program director, who will assess space availability in the other option and inform the student of the required components for internally applying to the other option.

DNP

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

ELIGIBILITY OF COURSES FOR CREDIT TOWARD THE MS OR DNP DEGREES

MS

All School of Nursing MS courses offered are eligible to be applied towards a Master's degree as long as the student was classified with the university correctly at the time the course was taken. This is not true, however, of courses outside of nursing which may have been taken as electives and/or courses completed as an undergraduate and did not reserve for graduate credit. Exceptions are set by the Office of the Registrar and policies documented in the University Bulletin. Most notable at this time are policies prohibiting correspondence courses, credit by exam, 5959 (*or any other course in which the description says, "not for graduate credit toward degree"*), courses taken S/U (*except those only offered for S/U*), and continuous registration credit. Courses taken at other universities will be reviewed. Nine credit hours may be transferred for a master's degree. A grade of "B" or better must be earned in all transfer work.

DNP

- 1) Only courses that have been taken prior to admission to UW's DNP program may be considered for transfer. No credit will be given for courses that were taken at non-UW institutions after the student has been admitted to UW's DNP program.
- 2) All clinical practica courses must be taken at UW; no clinical credits may be transferred from outside UW.
- 3) With the exception of licensed FNPs who are seeking the PMHNP option and who have previously taken a stand-alone Advanced Health Assessment course, all students must take N5824 Advanced Health Assessment and Clinical Decision-Making for Nurse Practitioners. Licensed PMHNP students who are seeking the FNP option must also take N5825 Advanced Health Assessment and Clinical Decision-making for Family Nurse Practitioners, even if they have previously taken N5825 or another stand-alone Advanced Health Assessment course. Students who are currently licensed FNPs, who are seeking the PMHNP option, and who have previously taken a stand-alone Advanced Health Assessment course do not need to take N5824, and this course will not count toward the 9 credits that may be considered for transfer.
- 4) Due to limitations associated with NP licensure, the DNP faculty will not consider Advanced Pathophysiology and Advanced Pharmacotherapy for transfer into the program, unless they were taken within 2 years prior to admission.
- 5) Students who are currently licensed as FNPs and PMHNPs, who have previously taken stand-alone Advanced Pathophysiology and Advanced Pharmacotherapy courses, will not need to retake these courses. For students who are currently licensed as FNPs or PMHNPs, these course will not count against the 9 credits that may be considered for transfer.
- 6) Reviewing non-UW courses is time intensive; faculty will not review or approve outside courses for transfer until students are accepted into UW's DNP program. After a student is admitted into the program, he or she may request that his/her previous coursework be considered by the DNP faculty for credit toward specific UW DNP courses. To initiate this process, the student should submit to the DNP program director the names of the UW DNP course(s) he/she would like previous coursework considered for transfer and include the syllabus(i) for previous course(s). The DNP director and the appropriate course instructor will compare the previous syllabus(i) to the UW course(s) being considered, and the student will be notified of the decision(s).

PROFESSIONAL EXPECTATIONS

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

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

E-MAIL

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

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

ACADEMIC EXPECTATIONS

ORIENTATION

All newly admitted MS and DNP students are required to attend their program orientation at the beginning of the Fall semester.

ACADEMIC ADVISING

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

SCHOLASTIC REQUIREMENTS

Graduate students are expected to meet or exceed all course-related criteria. Students are expected to obtain As or Bs in all A-F courses and satisfactory (S) grades in all satisfactory/ unsatisfactory (S/U) courses. Graduate students may receive one C or one unsatisfactory (U) grade in the program (i.e., not one C and one U). If a student receives a second non-passing grade (C or U) at any time after receiving an initial C or U grade, the student will be dismissed from the program. Obtaining a grade of a D or F is not permissible and constitutes grounds for immediate dismissal.

If a graduate student receives a C or U grade in a course, the faculty will develop a course remediation plan with the student in the form of a course learning plan. Course remediation plans may include but are not limited to revising assignments, retaking exams, demonstrating clinical skills, and/or retaking the course the next time it is offered. If a student needs to retake a course as a result of a course remediation plan, he/she may not progress in the program (i.e., take courses) while waiting for the course to be offered again and will need to take a leave of absence during this time frame. Students who do not successfully complete course remediation plans will be dismissed from the program.

Graduate students must also meet or exceed UW's graduate Grade Point Average Policy, which is available from http://www.uwyo.edu/registrar/university_catalog/grad_students.html

Faculty and/or advisor shall discuss any concerns about progression or receiving a “C” with the student and document this conversation in the student’s file.

Grading Scale

100-89.5% = A

89-79.5% = B

79-69.5% = C

69-59.5% = D

<59.5% = F

ACADEMIC CONCERNS

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

ASSIGNMENT FORMATTING

Submit all written assignments and reports as Microsoft Word Documents. Use APA formats for references, figures and tables (American Psychological Association, 7th ed., 2020).

ASSIGNMENT REFERENCES

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

UW GRADUATE RESOURCES

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

Graduation - Students are responsible for filing the required graduation form and pay the corresponding fee in the semester in which they intend to graduate. This is accomplished by submitting an Anticipated Graduation Date Form electronically to the Office of the Registrar by the published deadline.

- Graduate students are required to be enrolled during the semester they graduate. If all prescribed coursework is completed, students are allowed to enroll in an hour of continuous registration credit (NURS5920 or NURS5940 are these both still valid course numbers) to meet this requirement. Both ‘courses’ are charged a reduced tuition rate.
- Students may also elect to enroll in fully charged tuition credit hours to meet the requirement as stated above.

INDEPENDENT STUDY

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

This course provides students with the opportunity to analyze a problem in nursing, apply theory to clients in a clinical setting, or pursue an area of interest under the guidance of a faculty member. Requirements for earning credit and evaluation will be determined between the student and a nursing faculty member. A completed/signed Independent Advanced Study contract must be submitted to the staff associate for the graduate program for placement in the student record by the start of the semester of the independent stud.

GUIDELINES FOR GRADUATE STUDENT APPEALS

Please refer to the Grade Appeal Process under Section 3, “Professional Conduct Code for Student Enrolled at the Fay W. Whitney School of Nursing.”

TUITION AND FEES

Tuition rates are found in the UW fee book: <http://www.uwyo.edu/administration/financial-affairs/febook/>

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

FULL-TIME STATUS

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

IMPORTANT GRADUATION INFORMATION

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

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

Students who completed the DNP or MS Degree during the previous summer or fall semesters and have not already participated in ceremonies are eligible to go through the May Graduation Ceremonies. Students graduating in the upcoming summer are also allowed to “walk” in the ceremony. In order to be eligible to

participate in the May Commencement and Convocation ceremonies, students must have completed all of their DNP coursework or be projected to have finished all of their coursework by August of that same year.

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

PROCEDURE FOR COMPLETING AND GRADUATION EXPECTATIONS & PAPERWORK

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

Per graduate student policies, students must be continuously enrolled including the semester in which they intend to graduate. If a student completing an incomplete grade has to delay graduation due to the inability to remove the incomplete grade in time, the student must enroll in at least a 1 credit continuing registration course (NURS 5940). Once admitted, all degree seeking graduate students must maintain continuous enrollment. Unless a formal leave of absence is approved, all students must maintain at least one hour of continuous enrollment, including in the semester or session they expect to receive the degree.

LATE ASSIGNMENTS

Similar to professional work expectations, graduate students are expected to submit academic assignments on time. On occasion, situations may arise that may impede a student's ability to submit an assignment on time. In which case, students should notify their instructor as soon as possible before the due date to request an extension. Assignments are due by 11:59pm mountain time on the specified (or extended) due date. With the exception of student emergencies or unless otherwise stated in the course syllabus, late assignments will not be accepted and will result in a "0" grade. Students should anticipate the possibility of last-minute complications (e.g., internet outage, computer problems, etc.) that might hinder submitting their assignments on time and aim to submit each assignment well in advance of the deadline. Students experiencing technical difficulties while uploading assignments to WyoCourses should contact Canvas Support for assistance, which is available 24 hours/day, 7 days/week through WyoCourses "Help" or by phone: 1-855-778-9971. Students experiencing difficulties with WyoCourses should also e-mail assignments to instructors prior to the deadline. Additionally, students are encouraged to create and maintain back-up copies of all assignments (e.g., an external hard drive, a USB drive, cloud storage, etc.). Moreover, as students are working on assignments, they may upload assignment drafts to WyoCourses; in which case, faculty will grade the most recently uploaded version of an assignment (prior to the assignment due date/time), unless the student has requested by the due date/time that an earlier version should be graded. After submitting an assignment, students should then check WyoCourses to make sure the assignment uploaded correctly. Instructors are not required to give feedback on late assignments, and students who wish to receive feedback on late assignments will need to request this of the instructor.

DNP SPECIFIC POLICIES

TIME COMMITMENT

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

Although everyone varies in their rate of learning, the standard amount of time DNP students should expect to spend preparing for and participating in each online course is ~10 hours/course/week. In addition, students will spend up to 3 hours participating in a weekly webinar activities and may need additional preparation time for this.

WEEKLY WEBINARS

Throughout the DNP programs (fall and spring semesters only), students will participate in synchronous web-based webinars on Wednesday mornings between 8:30-11:30a (Mountain time). Wednesday webinars are used for NURS 5865 and NURS 5866 (DNP seminars) and to facilitate other courses students are enrolled in during that particular semester. The topic, format, and assignments associated with the seminars will vary throughout the program, and students will be apprised of the various seminar criteria beforehand. In order to participate in the weekly seminars, students will need to have access to a computer with internet-connection, a web-cam, and a microphone/headset. Participation in all weekly seminars is required, and students should have back-up plans in case of technical difficulties (e.g., going to a local library, hospital, McDonald's if home-based internet service is down). Although students are expected to approach program-related activities in a pro-active, professional manner, safety should always be the highest priority and good judgment will be supported.

COURSE PARTICIPATION

Active participation is critical for successful progression through the DNP program. Attendance is required between 8:30-11:30a for the weekly Wednesday webinars (see also "Weekly Webinars") during the fall and spring semester. Attendance is also required for on-campus-sessions associated with the didactic specialty NP courses, beginning with NURS5824 health assessment course. Dates for on-campus sessions will be announced the semester beforehand by the following notification dates: November 1st (for the spring semester); March 15th (for the summer semester), and June 15th (for the fall semester). Students should wait until after those notification dates before making work and travel plans for the subsequent semester. Wyoming winters tend to be long and bad weather, poor and/or closed roads are common. Thus during the week prior to a scheduled on-campus session, students should watch weather reports and make plans to travel to campus early if need be. Although students are expected to approach program-related travel in a pro-active, professional manner, safety should always be the highest priority and good judgment will be supported.

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

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

In accordance with University Regulation 2-108, if an unplanned event (e.g., emergent illness, death of a first-degree family member) occurs that prohibits a student from participating in an on-campus session, the student may be excused from this session. The student would need to work with the course faculty member(s) to develop a plan for learning the missed instructional content (e.g., attending a related workshop or webinar, working with an expert clinician at his/her practice site, etc.), which would need to be completed in order to successfully complete the course. Only one excused absence will be granted per student each semester. This excused absence covers all of the activities in the on-campus session (i.e., instructional activities, Standardized Patients (SPs), and/or OSCEs). See also the “SP and OSCE remediation policy.”

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

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

University Regulation 2-108 is available from http://www.uwyo.edu/regs-policies/files/docs/regulations-2018/uw_reg_2-108_approved_7-12-18.pdf. If the link is broken, please obtain the University Regulation through UW’s Office of General Counsel.

TRAUMA/INFORMED CARE

During the course of the DNP program, students are taught advanced assessment skills. It is essential that students practice and perfect these skills using human subjects. All students are advised that assessment skills will be practiced on classmates and that classmates will be practicing these same skills on you. The practice of these skills will involve physical contact with all areas of the human body, except the breasts, genitalia, and anus/rectum, for which professional models will be hired.

The program is aware of both the importance of hands-on human practice and the risk of using hands-on human practice which may trigger emotions or be related to inappropriate behavior. All students involved in hands-on practice skills sessions are expected to display tact and professionalism, which is covered in the health assessment courses prior to any practice sessions.

If at any time, a student believes that the practice of a particular skill by another student, or as demonstrated by an instructor, crosses the line of professionalism or is triggering, the student is responsible for making the situation known within a timely manner to all parties involved, including students, faculty and/or the program director.

If at any time, a student believes that the practice of a particular skill by another student, or as demonstrated by an instructor, crosses the line of professionalism or is triggering, the student is responsible for making the situation known within a timely manner to all parties involved, including students, faculty and/or the program director.

SP AND OSCE REMEDIATION POLICY

Standardized patient (SP) scenarios and objective structured clinical exams (OSCEs) are resource and time intensive and cannot easily be reoffered, thus the following policy was developed in cooperation with the Associate Vice President and Dean of Students.

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

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

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

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

FITZGERALD HEALTH EDUCATION ASSOCIATES (FHEA) MODULES

For courses that require the completion of FHEA modules, you will have two attempts to take the required FHEA modules. Your highest grade on each of the module quizzes will be calculated into your final course grade. Zero (0) points will be assigned for any modules that were not attempted.

WYOCOURSES QUIZZES

If you experience technical problems while taking a WyoCourse quiz (or test/exam) contact WyoCourse “Help” immediately. WyoCourse “Help” will either assist you with the problem or will contact the faculty member for guidance. Faculty cannot grant extra time or points to students who experienced technical difficulty during a quiz and who did not contact WyoCourse “Help”.

CLINICAL PRACTICE REQUIREMENTS

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

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

ANA Code of Ethics

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

AANP Scope of Practice

<http://www.aanp.org/images/documents/publications/scopeofpractice.pdf>

AANP Standards of Practice

<http://www.aanp.org/images/documents/publications/standardsofpractice.pdf>

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

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

CLINICAL PRACTICA

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

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

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

Request for an out of state clinical placement in northern Colorado or southern Montana must be submitted to the clinical faculty prior to the student contacting any preceptor or agency. Faculty will consider appropriateness of out of state requests. If approved, students are responsible for assuring expressed confirmation by the preceptor and completion of legal contract between the clinical agency and the University of Wyoming (note: this process can take several months). Faculty will not consider out of state placements unless the preceptor and site contract are finalized before the following dates: August 15th for a Spring placement; December 15th for a Summer placement; and April 15th for a Fall Placement. If a student has not secured an out of state placement by these deadlines, faculty will arrange for placement. Students who decline faculty-coordinated clinical assignments are at risk for course failure and dismissal from the program.

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

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

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

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

RN licensure will be verified by May 1st and prior to each clinical rotation. Failure to verify and maintain RN licensure requirements will result in a forfeit of the clinical placement, immediate removal from the clinical experience, and program dismissal.

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

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

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

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

DNP PROGRAM PRECEPTOR SELECTION, ORIENTATION, AND EVALUATION POLICY

Selection

Preceptors in the DNP program are nurse practitioners, certified nurse midwives (CNMs), physicians, physician assistants (PAs), psychologists, licensed professional counselors (LPCs), and/or licensed clinical social workers (LCSWs) and have responsibility for mentoring, counseling, teaching, and contributing to the evaluation of a student. Preceptors are selected by the FNP and PMHNP clinical coordinators must meet the following qualifications:

Have an unencumbered license as a nurse practitioner, CNM, physician, PA, psychologist, LPC, or LCSW

Have at least one year's experience as a nurse practitioner, CNM, physician, PA, psychologist, LPC, or LCSW working with family, adult health, women's health, or pediatric populations (FNP), OR psychiatric mental health populations (i.e., PMHNP).

Have an interest in teaching, role modeling, and counseling.

Be willing to assume the additional responsibility of a student's learning, including communication with faculty for evaluative purposes.

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

Orientation

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

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

Given the rural and distant nature of the SON's programs, orientation of preceptors can be challenging. Therefore, additional one-on-one support is provided on an as-needed basis for (i.e., telephone support, sharing of precepting resources such as articles, videos, and quick-tools). Additionally, the program relies on early, frequent, and reliable communication between clinical faculty and preceptor, which takes place via telephone, face-to-face encounters, email, or videoconferencing technology (per preceptor preference). This allows frequent assessment of student progress, as well as regular opportunities for faculty to support preceptors in their teaching role as issues arise.

Clinical coordinators orient preceptors as above to ensure that they are aware of experiential and evaluative expectations. In addition, clinical coordinators regularly communicate with preceptors throughout each student's clinical rotation, utilizing email or telephone (again, preceptor preference) at the following times: 1) during the first 40 clinical hours of the experience, 2) mid-way through the student's clinical experience, 3) at the completion

of the student's clinical experience, and 4) as needed, for questions or concerns. Additionally, coordinators extend an invitation to preceptors to make face-to-face site visits and conduct these per preceptor requests.

Preceptor evaluation of students

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

Evaluation of preceptors and clinical agencies

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

Approved 4/30/2018

ATTENDANCE POLICY

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

VALID CLINICAL ACTIVITIES

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

MAXIMAL WEEKLY HOURS

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

ATTIRE/DRESS CODE

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

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

Short, clean fingernails are essential for many physical exam techniques. Fingernails should not be visible over the pad of your fingers when viewed from the palmar aspect. Artificial nails harbor bacteria and are not allowed in clinical settings. If you have polished nails, the polish should look neat and have no chips. Good personal hygiene is also important because of the close proximity between student and patient. You are expected to be clean and free of strong odor in the clinical setting (e.g., body odor, smoke, perfumes, scented lotions, etc.).

If you are unsure of the appropriateness of your attire or scent, please consult with a preceptor and/or faculty member.

PREPARATION

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

DOCUMENTATION OF CLINICAL EXPERIENCES

The DNP program utilizes the Typhon Group data management system (Typhon) to manage students' pre-clinical requirements and track students' clinical experiences. Typhon is an electronic cloud-based system in which students enter de-identified information to summarize their direct patient care experiences. Complete and accurate documentation in Typhon is critical to student success and to the program's community of preceptors and clinical agencies. In addition to tracking students' clinical hours, DNP faculty utilize Typhon to track and recognize preceptors' and facilities' contributions to the program. Moreover, students can query Typhon and create reports of their unique clinical experiences to share with potential employers.

Students are oriented to Typhon at the beginning of each clinical practica course and should direct questions regarding Typhon to the faculty member(s) in charge of the clinical practica course. All direct patient care hours associated with clinical practica courses must be documented in Typhon within 72 hours of the day on which the clinical experience occurred (i.e., if the experience occurred on June 1st, it must be documented in Typhon by June 4th). However, students are encouraged enter information into Typhon as early as possible, to both promote accuracy and to allow time to check in with faculty in the event of questions. Documentation of patient encounters in Typhon must be accurate and complete, and at a minimum, must include the fields listed in the clinical syllabi. Inaccurate documentation of clinical experiences in Typhon is unprofessional and academically dishonest, and incomplete and/or inaccurate documentation of clinical experiences in Typhon will not count toward students' required clinical hours and could lead to course failure (i.e., an unsatisfactory grade in the course).

PERFORMANCE EVALUATIONS

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

If for any reason you are unable to participate in a scheduled SP encounter or if you need to remediate an SP encounter, you will need to work with your course instructor to reschedule it.

STUDENT PLEDGE FOR CLINICAL 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.