



UNIVERSITY OF WYOMING

FAY W. WHITNEY SCHOOL OF NURSING



Fay W. Whitney School of Nursing

GRADUATE

Student Handbook

Academic Year 2026-2027

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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. Over the last few years, the pandemic has shown us how important nurses are, so I am excited that you have chosen the Fay. W. Whitney School of Nursing to meet your nursing career goals. We look forward to sharing your educational journey with you as you challenge yourself with 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 for updates in policies.

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.

Fay W. Whitney School of Nursing Mission, Vision, & Values (SON-414)

Mission

The Fay W. Whitney School of Nursing aims to improve, promote and protect health for Wyoming and beyond through scholarly inquiry, EBP, and education of nurses as innovators and leaders in healthcare.

Vision

Fostering nursing education and innovation in healthcare for Wyoming.

Values

We value compassion, human dignity, integrity, autonomy, altruism, diversity, scholarship, collaboration, and social justice.

Goals FWWSON Goals – Align directly with UW Goals, approved 1/27/2023

1. Enhance Student Success
2. Pursue Institution Excellence
3. Provide a Supportive Community
4. Engage with and Serve the State of Wyoming
5. Cultivate Financial Stability/Diversification

Approved: 10/2/2013, 2/28/2018, 2/14/2024, 12/11/2024

Governance

The bylaws of the FWWSON 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. Four standing committees report to the Faculty/Staff Assembly composed of faculty and staff. The school standing committees are Curriculum and Evaluation, Student Affairs, Scholarship and Learning, and Reappointment, Tenure and Promotion (RTP). 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 FWWSN website.

SECTION 2: COMMUNICATION

Administration	307-766-6569
Dean: Sherrill J. Smith (sherrill.smith@uwyo.edu).....	307-766-4312
Associate Dean/Assoc. Professor Fran Nunez (fnunez@uwyo.edu).....	307-766-6576
Business Manager: Lori Dockter (dockterl@uwyo.edu)	307-766-6569
Financial Aid/Scholarships	
Nursing Scholarships (dockterl@uwyo.edu)	307-766-6569
General Financial Aid Information (finaid@uwyo.edu).....	307-766-2116
Undergraduate BSN Programs	
Director: TBD	307-766-xxxx
Basic BSN (basicbsn@uwyo.edu)	307-766-4312
Credentials Analyst/Academic Advisor:	
TBD (xxxx@uwyo.edu).....	307-766-4292
BRAND – Accelerated BSN (BRAND@uwyo.edu).....	307-766-6565
Credentials Analyst/Academic Advisor:	
TBD (xxxx@uwyo.edu).....	307-766-4292
BSN Completion (ReNEW@uwyo.edu ; RN.BSN@uwyo.edu).....	307-766-6574
Academic Advising Professional, Sr.:	
Ashlee Bradshaw (abradsh7@uwyo.edu).....	307-766-6574
Graduate Programs (gradnurse@uwyo.edu)	307-766-6565
MS Interim Director: Rebecca Carron (rcarron@uwyo.edu)	307-766-6566
(DNP) Director: Ann Marie Hart (annmhart@uwyo.edu)	307-766-6564
Credentials Analyst/Academic Advisor:	
Dawn Carver (dcarver@uwyo.edu)	307-766-6565
Receptionist, General School Inquiries	
(uwnursing@uwyo.edu).....	307-766-6569
Web Master / Alumni Relations	
Project Coordinator: Kristine Isaak (kisaak1@uwyo.edu)	307-766-4291
Undergraduate Clinical Placement Coordinator	
Joanna Malmstrom (jharri48@uwyo.edu)	307-766-6561
Graduate Clinical Placement Coordinator	
Jesse Morse-Brady (jmorsebr@uwyo.edu).....	307-766-4312
Clinical Simulation Center Coordinator	
Denise Gable (dgable@uwyo.edu)	307-766-6573

Student Recruitment Policy (SON-413)

Purpose

To define The Fay W. Whitney School of Nursing (FWWSN) efforts for program recruitment.

Definitions

- **Recruitment:** The process of seeking out and establishing a relationship with students to encourage, inform, and guide students to the nursing profession, and specifically to the FWWSN.

Policy Statement

The Fay W. Whitney School of Nursing (FWWSN) program recruitment may be achieved through multiple avenues depending on cost, availability of staff, faculty and students, as well as availability of recruitment events (careers fairs, alumni events, program informational sessions, etc.). Therefore, in line with the University value of engagement and communication, the FWWSN Program administrators, faculty and staff embrace, “engagement with local, state, tribal, national and global constituencies [to] inspire[s] our daily work” (FWWSN Student Handbook, 2021-22) including the recruitment of students to the FWWSN.

Procedure

FWWSN program committees require regular, annual review of recruitment procedures and processes to ensure they are current and support achievement in relation to student expected outcomes. Program committees are encouraged to seek multiple avenues for recruitment of students. Recruitment procedures and/or processes should be documented in program meeting minutes to maintain records and determine effectiveness and efficiency for future use.

Approved: 4/13/2022, 3/26/2025

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), permanent address, and phone information current at all times on WyoWeb.

Student Formal Complaint Policy (SON-402)

Purpose

The purpose of this policy is to provide a procedure for appropriate channels in problem solving difficult situations, and for filing and maintaining a formal complaint if a problem cannot be resolved through the appropriate channels within the Fay W Whitney School of Nursing (FWWSN).

Definitions

- **Formal Complaint:** A noted dissatisfaction with any application or interpretation of a work process, policy, or procedure at the FWWSN other than academic integrity issues (See Policy SON 407 Professional Conduct Code for Students Enrolled at the

FWWSON).

- **Internal Constituents:** The School of Nursing students, faculty, administration, and staff; University of Wyoming community.

Policy Statement

Consistent with its commitment to students, the Fay W. Whitney School of Nursing (FWWSON) encourages all students to advocate for themselves while evolving as a professional nurse. If a student has a complaint, they are encouraged to follow the *Appropriate Channels for Problem Solving Difficult Situations* outlined in the procedure below.

If informal discussion through the *Appropriate Channels for Problem Solving Difficult Situations* does not yield a satisfactory resolution, or where the matter is more serious, the student will then discuss the situation with the Chair of the Student Affairs Committee through a *Formal Complaint*.

Procedure

The following process is based upon these assumptions:

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

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

I. Appropriate Channels in Problem Solving Difficult 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 the 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, Associate Dean.**

If speaking to the Associate Dean did not resolve the situation, then proceed to the next level of authority...

6. **Go to the Dean of the School of Nursing**

If speaking to the FWWSN Dean did not resolve the situation, then proceed to the next level, Formal Complaint with the Student Affairs Committee.

II. Formal Complaint Procedure

- As noted above, all FWWSN students will follow the *Appropriate Channels for Problem Solving Difficult Situations* to attempt informal resolution of all problems. Based on the *Appropriate Channels for Problem Solving Difficult Situations*, if a student reaches the point where an informal discussion has not yielded a satisfactory resolution, or where the matter is more serious, the student is guided to discuss the situation with the Chair of the Student Affairs Committee.
- If, in consultation with the Associate Dean, the Chair of the Student Affairs Committee deems a complaint to be inappropriate, or not within the purview of the Student Affairs Committee, the person submitting the complaint will be notified of a more appropriate avenue to pursue for resolution.
- If, after discussing the complaint with the Chair of the Student Affairs Committee, a complaint may need further review by the Student Affairs Committee (SAC) in which case the Chair of the Student Affairs Committee will encourage the student to complete and submit the [FWWSN Student Formal Complaint Form](#) to be reviewed by the Student Affairs Committee.
- The Chair of the Student Affairs Committee will respond to the submission in writing within seven (7) business days of its receipt. If additional time is needed to respond, the person filing the complaint will be notified.
- According to the *Appropriate Channels for Problem Solving Difficult Situations*, if the Student Affairs Committee determines the complaint needs additional input, the complaint and all details will be forwarded to the FWWSN Dean.
- If resolution cannot be achieved at the School of Nursing level, the student, with guidance from the Chair of the Student Affairs Committee /Associate Dean of Student and/or FWWSN Dean, will take the complaint to the next level within the University administration to receive input for resolution.
- All information on the submitted form shall be kept confidential. Those investigating a complaint may only discuss it with those individuals who are immediately involved in the dispute.
- The completion of the [FWWSN Student Formal Complaint Form](#) assists the school with maintaining formal records.

- Formal complaint submissions will be monitored and reviewed as a process for improvement to support the faculty, staff, and students of the FWWSN.
- All formal complaints will be stored in a secure folder in the School of Nursing.

Approved: 4/13/2022, 5/10/2023, 2/14/2024

SECTION 3: PROFESSIONAL BEHAVIOR

Professional Conduct Code for Students Enrolled at The Fay W. Whitney School of Nursing (SON-407)

Purpose

Students are required to sign the Fay W. Whitney School of Nursing (FWWSON) Professional Code of Conduct upon admission and are expected to abide by the policies and guidelines contained in this Professional Code of Conduct throughout their participation in any FWWSON program. In addition, students are expected to comply with the University of Wyoming Student Code of Conduct, UW Reg 2-114 related to Academic Dishonesty, and all FWWSON policies. Conduct inconsistent with any of these standards may result in disciplinary action, up to and including dismissal and/or degree revocation.

Definitions

- **Students:** All degree and non-degree students taking courses at the University of Wyoming whether online or in person. **Professional Conduct Conference:** A meeting with the Student Affairs Committee for any student accused of misconduct who is not disputing the charge(s). See SON-408 for procedures.
- **Professional Conduct Hearing:** A formal proceeding with the FWWSON Student Affairs Committee for any student accused of misconduct who is disputing the charge(s). See SON-408 for procedures.
- **Student Affairs Committee (SAC):** The FWWSON committee responsible for conducting Professional Conduct Conferences and Hearings. The Associate Dean serves as a non-voting facilitator of all proceedings.
- **Clinical Misconduct:** Actions of a serious nature with potential to jeopardize client safety (Level I Clinical Concern), resulting in direct referral to Step 3 of the Progressive Student Improvement Plan process. See SON-404 and SON-426 for full Definitions.

Policy Statement

The FWWSON has an obligation to educate nursing students who are accountable to the highest ethical and professional standards and to prepare students who demonstrate professional conduct consistent with the standards of the nursing profession. The Professional Code of Conduct defines the standards of conduct expected of all FWWSON students and provides the framework for addressing violations. 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 Progressive Student Improvement Plan (SON-426) governs the process for identifying and escalating concerns prior to formal conduct proceedings. Formal conduct proceedings are governed by SON 408.

Students are expected to conduct themselves in a professional manner at all times, whether in academic settings, clinical settings, or in any public or online context where they may be identified as a nursing student of the University of Wyoming. Violations of this professional

Code of Conduct may result in disciplinary action up to and including dismissal from the program and/or degree revocation.

Students are expected to adhere to all policies contained in the FWWSN Student Handbook at all times. Failure to comply with any Student Handbook policy constitutes a violations of this Professional Code of Conduct and initiates the Progressive Student Improvement Plan process as outlined in SON-426. As members of the University of Wyoming community, nursing students remain accountable to UW Regulations (to include [Student Code of Conduct](#) and Student Academic Dishonesty [UW Reg 2-114](#) (which focuses on academic dishonesty)).

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 Code of Conduct 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 Code of Conduct during his/her tenure in the FWWSN.

The Professional Code of Conduct will be directed and enforced by the FWWSN.

Process/Procedure

When a performance or professional conduct concern arises, faculty and program directors follow the Progressive Student Improvement Plan process outlined in SON-426. Concerns are documented through Conference Notes (Step 0) and Student Success Plans (Steps 1 and 2). Violations that meet automatic escalation thresholds, or that constitute Clinical Misconduct (Level I Clinical Concern), are referred to formal Professional Code of Conduct Violation proceedings per SON-408.

Unacceptable Academic Behavior

The following behaviors are examples of violations of the Professional Code of Conduct in academic settings. This list is not all-inclusive and does not purport to include all violations of the Student Code.

- Engaging in academic dishonesty, cheating, or fraud, including but not limited to: a) plagiarism, from the work of others, including work by other students or from published materials without appropriate citation, or self-plagiarism, including the reuse or resubmission of one's own previously submitted work without faculty approval; b) the buying and selling of course assignment and research papers; c) performing academic assignments (including tests and examinations) for other persons; d) copy answers from exams or assignments; e) using disallowed materials or methods for exams or assignments to include using artificial intelligence (AI) to represent one's own work; g) working with others when the assignment indicates the work is to be independent; and h) falsification of research data.
- Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one's own behavior related to education or professional matters.
- Falsification or misusing University, FWWSN, or clinical records, permits, or documents, falsifying information on an official document, form, grade report, letter of permission, clinical record, or any other official document.

- Failure to maintain the standards of academic integrity required by the University of Wyoming and the FWWSN.
- Exhibiting behavior disruptive to the learning process or to the academic or community environment; obstructing or disrupting classes, team projects, presentations, or any other activities sponsored by the FWWSN; disregard of rights of faculty and peers, threatening behaviors in any medium of communication, and sexual harassment.
- Failure to comply with FWWSN policies regarding professional appearance, behavior, or communication.

Unacceptable Clinical Behaviors

The following behaviors are violations of the Professional Code of Conduct in clinical settings. Level I Clinical Concerns are Clinical Misconduct violations that result in direct referral to Step 3 proceedings (bypassing Steps 1 and 2) per SON-426:

- **Level I Clinical Concerns (Clinical Misconduct — direct to Step 3):**
 - Acts of omission or commission during the care of clients that result in harm or may result in harm.
 - Impaired behavior in clinical settings due to alcohol, recreational drugs, or prescription drug use (see also SON-405, Impaired Student Policy).
 - Violation of HIPAA or patient privacy rights.
 - Unauthorized access to patient records, medications, or controlled areas.
 - Fabrication, alteration, or falsification of patient records, clinical documentation, clinical hours, or preceptor feedback.
- **Level II Clinical Concerns (addressed through SIP process per SON-426):**
 - Failure to prepare for the clinical experience, including failure to complete required onboarding requirements for the clinical site or failure to develop the foundational skills, competencies, and knowledge necessary for safe participation. Failure to meet these requirements may result in removal from the course and delay in program progression.
 - Engaging in irresponsible, unsafe, or harmful practice, including: negligence or carelessness in the delivery of care; failure to complete nursing care or tasks in a competent and thorough manner; carrying out a procedure without prior approval or adequate supervision; abandonment of care responsibilities; or refusing to assume assigned and necessary care of a client.
 - Failure to report an error, incident, or omission in care to the appropriate individuals, including nursing staff on the unit and the clinical instructor.
 - Failure to accept accountability for one's own actions in the clinical setting.
 - Unexcused absences from clinical experiences, or multiple incidents of tardiness or early departure without prior notification to the faculty or preceptor.
 - Failure to comply with the program dress code for clinical experiences.
 - Violations of the ANA Code of Ethics for Nurses or ANA standards of professional conduct.

Unacceptable Professional Behaviors

The following behaviors are violations of the Professional Code of Conduct in any setting:

- Dishonesty, deception, or misrepresentation in any interaction with faculty, staff, patients, or peers.
- Verbal, physical, or written harassment, bullying, or intimidation of any person.
- Theft, misappropriation, or destruction of property.
- Conduct unbecoming of a nursing professional, including behavior that reflects negatively on the FWWSN or the nursing profession.

Professional Use of Social Media and Online Communication

While social media can provide educational benefits to students, use must not disrupt any learning or patient care environment. Posting information on social media sites must promote a professional image that does not violate HIPAA or 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 Social Media Guidelines and Best Practices:
 - a. UW Social Media Guidelines: https://www.uwyo.edu/publicrelations/_files/docs/marketing/uw-socialmediaguidelines.pdf
 - b. American Nurses Association social media best practices: <https://www.nursingworld.org/social/>
2. FWWSN 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 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.

Students are advised that online content may be reviewed by future employers, licensing boards, and clinical affiliates. The FWWSN reserves the right to address online conduct that

violates this Professional Code of Conduct or that is inconsistent with nursing professional standards, even if the conduct occurs outside of scheduled academic or clinical hours.

Sanctions

Sanctions for violations of the Professional Code of Conduct are determined through the proceedings outlined in SON-408. Sanctions may include one or more of the following, applied based on the nature, severity, and circumstances of the violation:

- **Reprimand:** A written notice that the student's conduct is inconsistent with the Professional Code of Conduct, placed in the student's FWWSO file. The notice will indicate that future violations may result in more serious sanctions.
- **Remediation Plan:** A structured plan requiring specific corrective actions within a defined timeframe.
- **Grade Penalty:** A reduced or failing grade for an assignment, examination, or course, as appropriate to the nature of the violation.
- **Restitution:** In cases involving damaged, stolen, or misappropriated property, a student may be required to reimburse by dollar amount, by transfer of property, or by the provision of services to the University or a member of the University community in an amount not to exceed actual expenses, damages, or losses incurred.
- **Community Service:** A student may be required to render a designated number of hours of specified service and/or complete specified activities that benefit UW, the FWWSO, or the community.
- **Mandatory Leave of Absence:** A student may be required to take a leave of absence and will be subject to FWWSO leave of absence policies upon return.
- **Suspension:** A temporary separation from the FWWSO program for a specified period of time. Suspended students are not eligible for the privileges and services provided to currently enrolled students, including residing in university-owned or recognized student housing, registering, attending class, or using other University services or facilities.
- **Dismissal:** Permanent separation from the FWWSO program. A dismissed student may or may not be eligible for readmission, as determined through the proceedings.

Sanctions are not necessarily sequential. The Student Affairs Committee may impose any sanction or combination of sanctions appropriate to the specific violation and circumstances, including factors such as the student's prior conduct history, the impact on patients or others, and evidence of remorse or remediation.

References

American Nurses Association [Code of Ethics](#)
American Association of Nurse Practitioners (AANP) [Standards of Practice for Nurse Practitioners](#)

Approved: 11/3/2016, Fall 2021, 2/14/2024, 5/6/2026

Procedures for Violations of the Professional Conduct Code (SON-408)

Purpose

This policy establishes the procedures for addressing violations of the Professional Code of Conduct for Students Enrolled at the Fay W. Whitney School of Nursing (FWWSON) (SON-407). These procedures are designed to ensure that all students receive fair, consistent, and timely review of alleged conduct violations, and that the rights of all parties are protected throughout the process.

These procedures apply to all degree and non-degree seeking students enrolled in or participating in any FWWSON program. Students are expected to abide by the Professional Code of Conduct (SON-407) upon admission and throughout their participation in any FWWSON program. The Progressive Student Improvement Plan process (SON-426) governs early intervention; these procedures apply when a matter has been escalated to formal conduct proceedings (Step 3 of the SIP process) or when a Level I Clinical Concern (Clinical Misconduct) has been identified.

DEFINITIONS

- **Associate Dean:** The Associate Dean (or designee) serves as the non-voting coordinator and support person for all Professional Code of Conduct proceedings. The Associate Dean receives all reports and materials, provides notification to parties, schedules proceedings, redacts materials as appropriate, serves as timekeeper and official recording officer during conferences and hearings, documents panel findings and recommended sanctions, and forwards the record to the FWWSON Dean for final determination. The Associate Dean arranges for student representation on the panel per the procedures outlined in Sections I and II. The Associate Dean does not preside over proceedings, vote on findings, or determine sanctions. If the Associate Dean has a conflict of interest in a particular matter, the FWWSON Dean will designate an alternate.
- **Student Affairs Committee (SAC):** The committee responsible for hearing and deciding Professional Code of Conduct matters. The SAC Chair serves as the presiding officer of all Professional Conduct Conferences and Hearings. The Chair introduces participants, reviews procedures, time allocations, behavioral guidelines, and ground rules with all parties, leads and directs questioning, entertains motions to extend time, manages disorderly conduct, and leads deliberation. The SAC Chair is a voting member of the panel. If the SAC Chair has a conflict of interest, another SAC member without such a conflict must serve as presiding officer. The Associate Dean serves as a non-voting, non-presiding support person and is not part of the deliberating panel.
- **Student:** All degree and non-degree seeking students enrolled in or participating in any FWWSON program, whether online or in person.
- **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 I.
- **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 II.
- **Complainant:** The faculty member, staff member, or other individual who files a Report of Professional Code of Conduct Violation.
- **Respondent:** The student alleged to have committed a violation of the Professional Code of Conduct.

- **Preponderance of the Evidence:** The standard of proof used in all Professional Code of Conduct proceedings. This standard is met when the evidence shows that it is more likely than not (greater than 50% probability) that the alleged violation occurred. This is a lower standard than the 'beyond a reasonable doubt' standard used in criminal proceedings.
- **Notice of Decision:** The written document issued by the FWWSO Dean communicating the final determination after considering the panel's findings and recommended sanctions. The FWWSO Dean will inform the student of any sanctions imposed, and the student's appeal rights.

Policy Statement

The FWWSO is committed to administering the Professional Code of Conduct fairly, consistently, and in accordance with due process principles. All parties to a Professional Code of Conduct proceeding, complainant and respondent, are entitled to respectful treatment and a fair process.

The FWWSO Dean, or designee, may at any time temporarily suspend a student from clinical experiences or other program activities pending the outcome of formal proceedings, where continued participation would pose a risk to patient safety, relationships with community clinical partners, or the integrity of the proceeding.

These procedures do not replace or supersede the University of Wyoming Student Code of Conduct, which may apply concurrently with FWWSO proceedings.

Process/Procedure

The Student Affairs Committee has primary authority and responsibility for the administration of the Professional Conduct Code.

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

Feature	Professional Conduct Conference	Professional Conduct Hearing
Student disputes charge?	No	Yes
Presiding Officer	SAC Chair (presiding); Associate Dean (timekeeper, recordkeeper — non-voting, non-presiding)	SAC Chair (presiding); Associate Dean (timekeeper, recordkeeper — non-voting, non-presiding)
Panel composition	SAC members + student rep + respondent-chosen FWWSO faculty member (non-SAC).	SAC members + student rep + respondent-chosen FWWSO faculty member (non-SAC).
Student may bring support person?	Yes (non-speaking)	Yes (non-speaking)
Witnesses permitted?	No (complainant and respondent make statements only)	Yes (max. 2 witnesses per party)
Recorded?	Yes — official record only	Yes — official record only
Deliberation	Panel deliberates privately,	Panel deliberates privately, led by

	led by SAC Chair; Associate Dean present as non-voting recorder; tie vote = no finding	SAC Chair; Associate Dean present as non-voting recorder; tie vote = no finding
Vote required	Majority of panel members	Majority of panel members
Outcome documented by	Associate Dean forwards findings to FWWSON Dean, who issues Notice of Decision.	Associate Dean forwards findings to FWWSON Dean, who issues Notice of Decision.
Appeal rights	Sanction only — per SON- 408 Section III	Per SON-408 Section III

Initiating Proceedings

An alleged violation of the Professional Code of Conduct should be reported as follows: The complainant (faculty member, staff, or other individual) completes a Report of Professional Code of Conduct Violation and submits it to the Program Director.

1. The complainant (faculty member, staff, or other individual) completes a Report of Professional Code of Conduct Violation and submits it to the Program Director.
2. The Program Director reviews the report and forwards it to the Associate Dean within five (5) business days.
3. The Associate Dean conducts a preliminary review to determine whether the report describes conduct that, if proven, would constitute a violation of the Professional Code of Conduct. If the matter should proceed, the Associate Dean notifies the student in writing of the alleged violation, explains the difference between a Professional Conduct Conference and a Professional Conduct Hearing, and requests a written response within five (5) business days.
4. The student indicates in their written response whether they are disputing the charge(s). If the student disputes the charge(s), a Professional Conduct Hearing is scheduled. If the student does not dispute the charge(s), a Professional Conduct Conference is scheduled.
5. If the student does not respond within five (5) business days, the Associate Dean will make one additional reasonable attempt to contact the student. If no response is received within three (3) additional business days following the subsequent contact attempt, the matter will proceed as a non-disputed charge, and a Professional Conduct Conference will be scheduled.
6. Based on the student's response, the Associate Dean schedules either a Professional Conduct Conference (non-disputed) or a Professional Conduct Hearing (disputed).

Scheduling

The Associate Dean is responsible for scheduling the Professional Conduct Conference or Hearing. The proceeding must be scheduled to occur within twenty (20) business days of receipt of the student's written response indicating whether they dispute or do not dispute the charge(s). If the student fails to respond and the matter defaults to a Conference per the non-response procedure above, the twenty (20) business day window begins on the date the non-response default is determined.

The Conference or Hearing may be conducted in person or virtually using secure

audio/video conferencing technology. The student has the right to request their preferred format, and the Associate Dean will make reasonable efforts to accommodate the request.

Postponement: Either party, or the Associate Dean, may request a postponement of a scheduled Conference or Hearing. All postponement requests must be submitted in writing to the Associate Dean, who has authority to grant or deny the request. If a postponement is granted, the twenty (20) business day scheduling window is suspended and resumes once the proceeding is rescheduled. Proceedings may be scheduled beyond the twenty (20) business day window when the original window overlaps with a period during which required faculty panel members are off contract. In such cases, the proceeding will be scheduled for the earliest practicable date upon the return of faculty to contract. Both parties will be notified in writing of any postponement and the rescheduled date.

Initial Notification to the Student

When notifying the student of the alleged charge(s) and the initiation of proceedings, the Associate Dean will provide the student with the following:

- A copy of the alleged charge(s) of violation and any initial supporting documents that accompanied the report.
- A copy of SON-407: Professional Code of Conduct for Students Enrolled at the Fay W. Whitney School of Nursing.
- A copy of SON-408: Procedures for Violations of the Professional Code of Conduct.
- An explanation of the difference between a Professional Conduct Conference and a Professional Conduct Hearing, and a request for the student's written response indicating whether they dispute the charge(s) within five (5) business days of notification.

Materials Submission

Both parties (complainant and respondent) are invited to submit written materials, documentation, or statements to the Associate Dean no later than five (5) business days before the scheduled conference or hearing. The Associate Dean reviews and redacts all submitted materials as appropriate to protect confidentiality and ensure fairness before distributing them to all parties and panel members. The panel may consider all relevant evidence submitted, including hearsay evidence such as emails, text messages, and other electronic communications. Formal rules of evidence do not apply to these proceedings.

No later than three (3) business days before the scheduled conference or hearing, the Associate Dean will provide all parties and panel members with:

- All submitted evidence and supporting documents, redacted as appropriate by the Associate Dean.
- The names of all individuals who will serve on the panel, so that any conflict of interest concerns may be raised prior to the proceeding.
- The names of any witnesses who will participate, and a brief summary of the information each witness is expected to provide.
- An agenda for the proceeding outlining the order and structure of the conference/hearing.

Any conflict of interest concern regarding a panel member must be submitted in writing to the Associate Dean within two (2) business days of receipt of the panel member list. The Associate Dean's determination on any conflict of interest concern is final.

To protect the integrity of the process, the student respondent shall not contact any individual identified as a panel member regarding the pending conference or hearing. Normal academic interactions unrelated to the case are not restricted by this provision.

Materials Submission for Professional Conduct Code Conference:

If new evidence related to the charge(s) becomes available after the student has submitted their written response indicating they do not dispute the charge(s), the complainant must submit that evidence to the Associate Dean as soon as practical. The Associate Dean will review the new evidence and determine whether it is material — meaning it could reasonably affect the student's decision to dispute or not dispute the charge(s). If the Associate Dean determines the evidence is material, the Associate Dean will notify the student of the new evidence and provide the student three (3) business days to reconsider their decision. If the student elects to dispute the charge(s) following review of the new evidence, the matter will convert to a Professional Conduct Hearing and be rescheduled accordingly; the twenty (20) business day scheduling window resets from the date the student elects to dispute the charge(s). If the student confirms their decision not to dispute, or does not respond within three (3) business days, the Conference will proceed as scheduled with the full evidence set. If the Associate Dean determines that the new evidence is cumulative or minor, it will be added to the record without reopening the student's decision.

Materials Submission for Professional Conduct Code Hearing:

For matters proceeding to a Professional Conduct Hearing, either party may submit additional evidence or materials to the Associate Dean up to five (5) business days before the scheduled hearing, according to the Materials Submission deadline above. No new evidence may be introduced at the hearing itself without prior submission to the Associate Dean. The Associate Dean has discretion to rule on the admissibility of any late-submitted evidence.

Note on Redaction: The Associate Dean is responsible for redacting materials to remove information that could introduce bias or that is not relevant to the specific allegation at hand. This process is designed to protect the integrity of panel deliberations and the rights of both parties.

Legal Counsel

A student who wishes to have legal counsel present at a Conference or Hearing must notify the Associate Dean in writing no later than three (3) business days before the scheduled proceeding, providing the name of counsel. Legal counsel serves in a support capacity only and may not speak, question witnesses, or otherwise actively participate in the proceedings. Legal counsel counts as the student's designated support person; no additional support person may be present if legal counsel attends. The University reserves the right to have legal representation present when a student is accompanied by legal counsel.

Section I: Professional Conduct Conference (Non-Disputed Charge)

A Professional Conduct Conference is conducted when the respondent does not dispute the charge(s). The conference is designed to be an efficient, structured process for acknowledging the violation and determining appropriate sanctions.

By electing a Professional Conduct Conference, the respondent admits responsibility for

the alleged violation and waives the right to further hearings regarding the admitted misconduct. The purpose of the Conference is solely to determine appropriate sanctions.

Panel Composition

The panel for a Professional Conduct Conference consists of the Student Affairs Committee (SAC), and a student representative who is appointed by SAC to serve on the panel. The respondent has the right to identify one (1) FWWSO faculty member who is not already a member of the SAC to participate on the Conference panel; this faculty member must be identified and submitted to the Associate Dean at least five (5) business days before the scheduled conference. The respondent must communicate their request to the desired non-SAC faculty representative. The Associate Dean is responsible for confirming the availability of the respondent-selected faculty member and notifying them of their participation on the panel. Neither the individual who filed the Report of Professional Code of Conduct Violation nor the FWWSO Dean may serve as a panel member. The SAC Chair serves as the presiding officer of the conference. If the SAC Chair has a conflict of interest, another SAC member without such a conflict must serve as presiding officer. The Associate Dean serves as a non-voting, non-presiding support person responsible for timekeeping and official recording.

Panel members are required to maintain strict confidentiality regarding all proceedings, deliberations, and findings. Panel members shall not discuss the matter with any individual outside of the deliberating panel. In the event of a tie vote, the matter shall be returned to the panel for further deliberation. If a tie vote persists after further deliberation, the outcome defaults to no sanction and the matter is referred to the FWWSO Dean for review.

Appropriate accommodation(s) will be made for students who have documented disabilities through the University of Wyoming Disability Support Services (uwyo.edu/udss).

Behavioral Guidelines

Conferences will not be adversarial in tone or fact. Rather, they will be conducted in a way that provides the panel and all parties an opportunity to ensure that all pertinent information is heard. No side conversations are permitted during the conference. The SAC Chair may dismiss any person from the conference room who becomes disorderly during proceedings. The Associate Dean will document the behavior and the action taken and will retain that documentation with the record of the proceedings.

Conference Procedure

1. The SAC Chair convenes the conference, introduces all participants, reviews the procedures, time allocations, and Behavioral Guidelines with all parties, emphasizes that disorderly or disruptive behavior will not be tolerated and that the Chair has authority to dismiss any person who becomes disorderly, has authority to call a recess, and reminds all parties of the importance of confidentiality, that information shared during the conference is not to be disclosed outside the proceeding, and that no side conversations are permitted. The Associate Dean serves as timekeeper for all timed portions of the conference.
2. The SAC Chair presents the charge(s) and confirms that all parties have received and had opportunity to review the materials distributed in advance of the conference. The SAC Chair invites any procedural questions before proceedings begin.

3. The complainant is given up to ten (10) minutes to make a statement. Following the statement, panel members and the respondent may question the complainant for up to five (5) minutes. Any party, including panel members, may motion the Chair to extend the questioning period; the Chair has discretion to grant or deny the motion.
4. The respondent is given up to ten (10) minutes to make a statement. Following the statement, panel members and the complainant may question the respondent for up to five (5) minutes. Any party, including panel members, may motion the SAC Chair to extend the questioning period; the SAC Chair has discretion to grant or deny the motion.
5. The complainant is given up to three (3) minutes for a closing statement.
6. The respondent is given up to three (3) minutes for a closing statement.
7. The SAC Chair may extend any time allocation as appropriate to ensure a fair and complete proceeding.
8. The Associate Dean is responsible for initiating, maintaining, and securing the official recording of the conference. This recording constitutes the sole official record of the proceeding. Any recording made by any other party is unauthorized, will not be recognized as an official record, and will not be admissible in any subsequent proceedings. The official recording is retained per the records retention schedule in this policy.
9. After both parties have been heard, the SAC Chair excuses all non-panel members. The Associate Dean remains present during deliberation in a non-voting recording capacity. The panel, led by the SAC Chair, deliberates privately.
10. The panel votes on recommended sanctions by majority vote. The Associate Dean is not eligible to vote.
11. The Associate Dean documents the panel's recommended sanctions and forwards the record to the FWWSO Dean within two (2) business days of the conference.
12. The FWWSO Dean reviews the panel's recommended sanctions, makes the final determination, and issues the Notice of Decision to all parties within five (5) business days of receipt of the record from the Associate Dean.
13. The student respondent shall not contact any individual identified as a panel member regarding the case at any time, including after the conclusion of the proceeding. Any questions or requests for information, including procedural questions, must be directed to the Associate Dean. Normal academic interactions unrelated to the case are not restricted by this provision.

The respondent and complainant may each bring one (1) support person **OR** legal counsel to the conference. Neither support persons nor legal counsel may speak on behalf of either party, question witnesses, or otherwise actively participate in the proceedings. See Legal Counsel section above for notice requirements.

Failure to Appear for Conference

If a student fails to appear for a scheduled Professional Conduct Conference, the proceeding will continue in the student's absence. The complainant retains the right to make a statement and respond to questions from the panel. The panel will consider all available materials, including the report of violation, accompanying evidence, the complainant's statement, and the student's prior written response (if any). Because the student did not dispute the charge(s), the panel will proceed to deliberate and recommend sanctions to the FWWSO Dean.

The FWWSO Dean will issue a Notice of Decision to all parties. The student's right to appeal the sanction(s) to the College of Health Sciences is preserved.

Conference Appeal:

A student who participates in a Professional Conduct Conference, or who fails to appear, may appeal only the sanction(s) imposed. Because the student has not disputed the charge(s), the findings of the conference are final and not subject to appeal. To initiate a sanction appeal, the respondent must notify the FWWSO Dean in writing within fifteen (15) business days of receipt of the Notice of Decision. The FWWSO Dean will forward the appeal to the College of Health Sciences. Appeal grounds are limited to those defined in Section III. The College of Health Sciences' determination on the sanction appeal is final within the College; further appeal follows University of Wyoming procedures per Section III.

Section II: Professional Conduct Hearing (Disputed Charge)

A Professional Conduct Hearing is conducted when the respondent disputes the charge(s). The hearing is a more formal process that includes the opportunity to present witnesses and to challenge the evidence.

Panel Composition

The panel for a Professional Conduct Hearing consists of the SAC, and a student representative who is appointed by SAC to serve on the panel. The respondent has the right to identify one (1) FWWSO faculty member who is not already a member of the SAC to participate on the Hearing panel; this faculty member must be identified and submitted to the Associate Dean at least five (5) business days before the scheduled hearing. The Associate Dean is responsible for confirming the availability of the respondent-selected faculty member and notifying them of their participation on the panel. Neither the individual who filed the Report of Professional Code of Conduct Violation nor the FWWSO Dean may serve as a panel member. The SAC Chair serves as the presiding officer of the hearing. If the SAC Chair has a conflict of interest, another SAC member without such a conflict must serve as presiding officer. The Associate Dean serves as a non-voting, non-presiding support person responsible for timekeeping, official recording, and maintaining the written record of the proceeding.

Panel members are required to maintain strict confidentiality regarding all proceedings, deliberations, and findings. Panel members shall not discuss the matter with any individual outside of the deliberating panel. In the event of a tie vote on findings or sanctions, the matter shall be returned to the panel for further deliberation. If a tie vote persists after further deliberation, the outcome on findings defaults to no finding of violation and the matter is referred to the FWWSO Dean for review.

Appropriate accommodation(s) will be made for students who have documented disabilities through the University of Wyoming Disability Support Services (uwyo.edu/udss).

Behavioral Guidelines

Hearings will not be adversarial in tone or fact. Rather, they will be conducted in a way that provides the panel and all parties an opportunity to ensure that all pertinent information is heard. No side conversations are permitted during the hearing. The SAC Chair may dismiss any person from the hearing room who becomes disorderly during proceedings. The Associate Dean

will document the behavior and the action taken and will retain that documentation with the record of the proceedings.

In the course of any hearing or deliberation process, the SAC Chair, or Associate Dean, is authorized to request the appearance of any student, faculty, staff member, or other employee of the University as a witness, or to request additional evidence or materials deemed relevant to a decision by the panel.

Each party may present a maximum of two (2) witnesses. Witnesses must be identified in advance per the Materials Submission requirements above. Witnesses are permitted to be present in the hearing room only during the portion of the hearing in which they are presenting their statement and answering questions; they must wait outside the hearing room at all other times. If a witness is unable to appear in person or virtually, their written statement may be submitted to the Associate Dean in advance, according to the materials submission deadline, and may be admitted at the Associate Dean's discretion.

Hearing Procedure

1. The SAC Chair convenes the hearing, introduces all participants, reviews the procedures, time allocations, and Behavioral Guidelines with all parties, emphasizes that disorderly or disruptive behavior will not be tolerated and that the Chair has authority to dismiss any person who becomes disorderly, and reminds all parties of the importance of confidentiality, that information shared during the hearing is not to be disclosed outside the proceeding, and that no side conversations are permitted. The Associate Dean serves as timekeeper for all timed portions of the hearing.
2. The SAC Chair presents the charge(s) and confirms that all parties have received and had opportunity to review the materials distributed in advance of the hearing. The SAC Chair invites any procedural questions before proceedings begin.
3. The complainant is given up to ten (10) minutes to present their opening statement. Following the statement, panel members, and the respondent, may question the complainant for up to five (5) minutes. Any party, including panel members, may motion the SAC Chair to extend the questioning period; the SAC Chair has discretion to grant or deny the motion.
4. The complainant's witnesses, if any, are called one at a time by the SAC Chair. Each witness is given up to five (5) minutes to present their statement, after which panel members, and the respondent, may question the witness for up to five (5) minutes. Any party, including panel members, may motion the SAC Chair to extend the questioning period; the SAC Chair has discretion to grant or deny the motion. Witnesses are present in the hearing room only during their own statement and questioning.
5. The respondent is given up to ten (10) minutes to present their opening statement. Following the statement, panel members and the complainant may question the respondent for up to five (5) minutes. Any party, including panel members, may motion the SAC Chair to extend the questioning period; the SAC Chair has discretion to grant or deny the motion.
6. The respondent's witnesses, if any, are called one at a time. Each witness is given up to five (5) minutes to present their statement, after which panel members and the complainant may question the witness for up to five (5) minutes. Any party, including panel members, may motion the SAC Chair to extend the questioning period; the SAC

Chair has discretion to grant or deny the motion. Witnesses are present in the hearing room only during their own statement and questioning.

7. The complainant is given up to five (5) minutes for rebuttal. Rebuttal is limited to responding to new points raised by the respondent or the respondent's witnesses; no new evidence or arguments may be introduced.
8. The panel is given up to ten (10) minutes to ask questions of either or both parties, directed by the SAC Chair. Any panel member may motion the SAC Chair to extend the panel questioning period; the SAC Chair has discretion to grant or deny the motion.
9. The respondent is given up to three (3) minutes for a closing statement.
10. The complainant is given up to three (3) minutes for a closing statement.
11. The SAC Chair may extend any time allocation as appropriate to ensure a fair and complete proceeding.
12. The Associate Dean is responsible for initiating, maintaining, and securing the official recording of the hearing. This recording constitutes the sole official record of the proceeding. Any recording made by any other party is unauthorized, will not be recognized as an official record, and will not be admissible in any subsequent proceedings. The official recording is retained per the records retention schedule in this policy. The Associate Dean also maintains a written record of the proceeding.
13. After all parties have been heard, the SAC Chair excuses all non-panel members. The Associate Dean remains present during deliberation in a non-voting recording capacity. The panel, led by the SAC Chair, deliberates privately.
14. The panel applies the preponderance of the evidence standard: a finding of violation is appropriate if it is more likely than not that the alleged conduct occurred.
15. The panel votes by majority vote on both the finding (violation/no violation) and, if a violation is found, on recommended sanctions.
16. The Associate Dean documents the panel's findings and recommended sanctions and forwards the record to the FWWSO Dean within two (2) business days of the hearing.
17. The FWWSO Dean reviews the panel's findings and recommended sanctions, makes the final determination, and issues the Notice of Decision to all parties within five (5) business days of receipt of the record from the Associate Dean.
18. The student respondent shall not contact any individual identified as a panel member regarding the case at any time, including after the conclusion of the proceeding. Any questions or requests for information, including procedural questions, must be directed to the Associate Dean. Normal academic interactions unrelated to the case are not restricted by this provision

The respondent and complainant may each bring one (1) support person **OR** legal counsel to the hearing. Neither support persons nor legal counsel may speak on behalf of either party, question witnesses, or otherwise actively participate in the proceedings. See Legal Counsel section above for notice requirements.

Failure to Appear for a Hearing

If a student fails to appear for a scheduled Professional Conduct Hearing, the proceeding will continue in the student's absence. The complainant retains the right to make a statement,

present witnesses, and respond to questions from the panel. The panel will consider all available materials, including the report of violation, accompanying evidence, the complainant's statement, and any written materials submitted by the student. The panel will deliberate and make findings and a recommended sanction using the preponderance of the evidence standard. The FWWSN Dean will issue a Notice of Decision to all parties. The student's full appeal rights to the College of Health Sciences are preserved.

Multiple Accused Students

If a case involves more than one accused student, the Associate Dean, in consultation with the SAC Chair, may elect to hear the cases together. In that event, separate findings and determinations shall be made for each accused student.

Sanctions

The panel may impose any sanction or combination of sanctions appropriate to the nature, severity, and circumstances of the violation. Sanctions are not presumptively sequential — the panel exercises judgment based on the totality of the circumstances, including the student's prior conduct history, the impact of the conduct on others, and evidence of acknowledgment and remediation. Sanctions may also be deferred or made conditional at the panel's discretion — for example, a more serious sanction may be held in abeyance pending successful completion of a remediation plan. Sanctions include, but are not limited to, the following:

- **Reprimand:** A written notice that the student's conduct is inconsistent with the Professional Code of Conduct, placed in the student's FWWSN file. The notice will indicate that future violations may result in more serious sanctions.
- **Remediation Plan:** A structured plan requiring specific corrective actions within a defined timeframe.
- **Grade Penalty:** A reduced or failing grade for an assignment, examination, or course, as appropriate to the nature of the violation.
- **Restitution:** In cases involving damaged, stolen, or misappropriated property, a student may be required to reimburse by dollar amount, by transfer of property, or by the provision of services to the University or a member of the University community in an amount not to exceed actual expenses, damages, or losses incurred.
- **Community Service:** A student may be required to render a designated number of hours of specified service and/or complete specified activities that benefit UW, the FWWSN, or the community.
- **Mandatory Leave of Absence:** A student may be required to take a leave of absence and will be subject to FWWSN leave of absence policies upon return.
- **Suspension:** A temporary separation from the FWWSN program for a specified period of time. Suspended students are not eligible for the privileges and services provided to currently enrolled students, including residing in university-owned or recognized student housing, registering, attending class, or using other University services or facilities.
- **Dismissal:** Permanent separation from the FWWSN program. A dismissed student may or may not be eligible for readmission, as determined through the proceedings.

Guidance for Panel Deliberation on Sanctions: Factors the panel may consider include: (1) the severity of the violation and its actual or potential impact on patients, peers, faculty, or the

program; (2) the student's prior conduct history, including prior SIP documentation; (3) whether the student acknowledged responsibility; (4) evidence of remediation or corrective action already taken; (5) the student's overall standing in the program. Sanctions may be combined (e.g., a formal warning plus a remediation plan). The panel should state the rationale for the sanction(s) selected in its findings.

Section III: Appeals

A respondent who disagrees with the findings or sanctions in a Notice of Decision may appeal to the College of Health Sciences (CHS). To initiate an appeal, the respondent must notify the FWWSO Dean in writing of their intent to appeal within fifteen (15) business days of receipt of the Notice of Decision. The FWWSO Dean will forward the written notice of appeal, the written record of the proceeding, and the Notice of Decision to the College of Health Sciences. The appeal submission must specify the grounds for the appeal.

Grounds for Appeal:

The right of student appeal at the College level is limited to allegations of prejudice, capricious or arbitrary determination of findings or sanctions, or capricious or arbitrary treatment during the proceeding. The burden of proof is on the student. For an appeal to be successful, one of these conditions must be clearly evident. Students should carefully consider their ability to document the basis for appeal before proceeding. Students have the right to raise an appeal and expect that every effort will be made to resolve it without prejudice or fear of reprisal. Grounds are defined as follows:

- **Prejudice:** Adverse, preconceived judgment about the student based on personal characteristics or group membership.
- **Capricious Determination:** Applying different standards to students in similar circumstances without legitimate reason, or determining findings or sanctions in a manner inconsistent with the standards articulated in SON-407
- and SON-408. Evidence of procedural error(s) that materially affected the outcome, or new evidence not available at the time of the proceeding, may be raised as evidence of capricious determination.
- **Capricious Treatment:** Unpredictable or inconsistent actions during the proceeding that affected the student in an adverse way.

The College of Health Sciences Dean will review the written record and the appeal submission and may elect to resolve the matter informally, render a decision based on the record, or convene the College of Health Sciences Student Appeals Board (CHSSAB) to hear the matter. The CHS will notify all parties of the outcome within fifteen (15) business days of receipt of the forwarded appeal from the FWWSO Dean. The CHS may affirm, modify, or reverse the findings or sanctions, or may remand the matter for a new proceeding.

Further Appeal:

If the respondent wishes to appeal the College of Health Sciences decision, further appeal may be made to the University of Wyoming Office of Academic Affairs per College of Health Sciences procedures. Students should reference the current CHS Appeals Policy for applicable timelines and requirements.

Filing an appeal does not automatically stay the implementation of sanctions. A stay of

sanctions pending appeal may be requested in writing to the FWWSO Dean at the time the appeal is submitted.

Status During Appeal:

In cases of suspension or dismissal where a notice of appeal has been filed within the required time, the respondent may petition the FWWSO Dean in writing for permission to continue attending classes and clinical experiences pending the final determination of the appeal. The FWWSO Dean may permit the respondent to continue under such conditions as may be designated, provided that such continuance will not disrupt the University or constitute a danger to the health, safety, or welfare of the University or community. Any final disciplinary action imposed shall be effective from the date of the final decision by the College of Health Sciences.

Records Retention

The following records retention schedule applies to all Professional Code of Conduct proceedings:

- **Notice of Decision:** Retained in the student's permanent educational record at the FWWSO for seven (7) years from the date of issuance.
- **Conference and Hearing recordings:** Retained for one (1) year from the date of the conference, or until all appeal deadlines have passed, whichever is longer.
- **Submitted materials (redacted and original):** Retained for three (3) years from the date of the proceeding, or until all appeal deadlines have passed, whichever is longer.
- **Written hearing records:** Retained for three (3) years from the date of the hearing, or until all appeal deadlines have passed, whichever is longer.

All records are maintained by the Project Coordinator, Sr. and are subject to applicable University of Wyoming records retention policies. Records containing student information are subject to FERPA and are accessible only to authorized individuals with a legitimate educational interest.

Approved: 11/30/2016, 2/14/2024, 2/27/2026, 5/6/2026

Academic And Clinical Performance Policy (SON-404)

Purpose

The purpose of this policy is to be a guide for students and faculty to optimize understanding of performance concerns. The Progressive Student Improvement Plan (SIP) system, as outlined in SON-426, is used to address concerns and provide guidance to promote student success.

Definitions

- **Conference Note:** An informal documentation tool used by faculty to document minor concerns or first-time issues. A Conference Note does not constitute a formal Student Success Plan. See SON-426 for full description.
- **Student Success Plan:** A formal, written intervention plan that specifies the nature of the concern, an action plan, timeline, and potential consequences. Student Success Plans

are initiated at Step 1 or Step 2 of the Progressive Student Improvement Plan process. See SON-426 for full description.

- **Level I Clinical Concern:** Actions of a serious nature with potential to jeopardize client safety and result in danger and/or harm to clients in any setting. Level I Clinical Concerns are treated as Clinical Misconduct violations and are addressed directly through Step 3 of the SIP process (SON-426) and the Professional Conduct Code Violation procedures (SON-408).
- **Level II Clinical Concern:** Actions with less potential to cause harm but that require formal intervention through the SIP process. Such concerns may result in actions ranging from a Student Success Plan to course failure.

Policy Statement

The FWWSON is committed to early identification and intervention for student performance concerns, in both academic and clinical settings, with the goal of promoting student success. When performance concerns arise, the faculty member will initiate the Progressive Student Improvement Plan (SIP) process as outlined in SON-426.

All documentation related to academic and clinical performance concerns become part of the student's permanent educational record at the FWWSON and may be referenced if future concerns arise.

Process/Procedure

Academic Concerns

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

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

- The faculty member will initiate the appropriate step of the Progressive Student Improvement Plan (SIP) as outlined in SON-426, in collaboration with the course coordinator (or program director/associate dean if appropriate).
- When a Student Success Plan is indicated per SON-426, the faculty member will meet with the student to collaboratively develop the plan. The Student Success Plan will specify an action plan with a timeframe and potential outcomes and consequences of the concern. The student and faculty member will sign the plan.
- Follow-up conference(s) to review the student's progress will occur according to the timeline of the plan. Documentation will be attached to the original Student Success Plan.
- Students are expected to accept individual responsibility and accountability for their learning; failure to do so may affect the student's ability to be successful in the course.
- Escalation of concerns, including repeated academic concerns or academic misconduct, will follow the automatic escalation triggers defined in SON-426. This may result in advancement through the SIP steps and/or a formal report of violation of the Professional
- Conduct Code (SON-407 and SON-408).
- All documentation will become part of the student's permanent educational record at

the FWWSON.

Clinical Concerns

Clinical performance concerns and the 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. Due to the seriousness of these concerns, all Level I Clinical Concerns are considered Clinical Misconduct violations of the Professional Conduct Code for Students Enrolled at the FWWSON (SON-407). Level I Clinical Concerns bypass Steps 1 and 2 of the SIP process and are addressed directly at Step 3 per SON 426 and the Procedure for Violation of the Professional Conduct Code (SON-408). 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 SON-405).

Level II Clinical Concerns

...are actions with less potential to cause immanent harm. Such concerns may result in actions ranging from a Student Success 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 their 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.
- Fails to accurately represent patient care hours, and/or falsifies documents related to tracking of clinical hours

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.
- Are reported as Clinical Misconduct violations and addressed at Step 3 of the SIP process (SON-426) per the Professional Conduct Code for Students Enrolled at the FWWSON (SON-407) and the Procedure for Violation of the Professional Conduct Code (SON-408).

Level II Concerns

- The student will receive verbal feedback from the faculty regarding the clinical concern(s).
- The faculty member will initiate the appropriate step of the Progressive Student

Improvement Plan (SIP) as outlined in SON-426, in collaboration with the program director (or Associate Dean if appropriate).

- When a Student Success Plan is indicated per SON-426, the faculty member will meet with the student to collaboratively develop the plan. The Student Success Plan will specify an action plan with a timeframe and potential outcomes and consequences of the concern. The student and faculty member will sign the plan.
- Follow-up conference(s) to review the student's progress will occur according to the timeline of the Student Success Plan. Documentation will be attached to the original Student Success Plan.
- Escalation of repeated or unresolved clinical concerns will follow the automatic escalation triggers defined in SON-426. Repeated clinical concerns, failure to address or correct clinical concerns, or clinical misconduct may result in a report of violation of the Professional Conduct Code (SON-407 and SON-408.).
- All Student Clinical Success Plans will become part of the student's permanent educational record at the FWWSON.

Approved: 12/11/09, 3/1/2017, 3/27/2024, 5/6/2026

**Fay W. Whitney School of Nursing
Academic Student Success 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. This document will become part of the student's educational record at the FWWSON.</i>
Student Signature:
Date:
Faculty Signature:
Date:
Note: for students with disabilities: The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu . It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss "]

Fay W. Whitney School of Nursing Clinical Student Success 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. This document will become part of the student's educational record at the FWWSON.</i>	
Student Signature: Date:	
Faculty Signature: Date:	
Note: for students with disabilities: The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss"]	

Student Dismissal from a Clinical Agency/Facility (SON-423)

Purpose

The purpose of this policy is to clarify actions when a student is dismissed by a clinical agency / facility and unable to continue clinical rotations.

Definitions

- **Clinical Agency / facility:** any site that has a Memorandum of Understanding (MOU) with the school to provide students clinical experience hours as required for their education within any program in the Fay W. Whitney School of Nursing (FWWSON).

Policy Statement

The FWWSON provides nursing education to our students in collaboration with clinical agencies / facilities that engage in MOUs with the school. These clinical agencies / facilities welcome our students as guests who must abide by the policies, procedures, and requirements of those agencies.

If a student is dismissed from a clinical agency / facility by that agency / facility, the student will no longer be able to return to that agency / facility for the remainder of their educational experience hours. The student will not be guaranteed placement, or the ability to be placed in another clinical facility. Additionally, when a student is dismissed from a clinical agency / facility, the Professional Conduct Code report of violation process will be initiated by the course faculty.

Process/Procedure

1. Upon receiving notification of student dismissal from a clinical agency / facility, the course faculty will notify the student of the dismissal.
2. This notification meeting is documented on the Clinical Student Success Plan form as found in the Student Handbook (per SON 404 Academic and Clinical Performance Policy). The student will be notified that the consequences of the clinical dismissal will include a) immediate removal from the clinical setting; b) not be guaranteed placement, or the ability to be placed in another clinical facility; and c) the initiation of the Procedures for Violations of the Professional Conduct Code process (Policy SON 408).
3. Upon receiving notification of the dismissal from a clinical agency / facility, the student will submit any ID badge from the agency / facility to the FWWSON main office within 48 hours or to the agency, as applicable. (per SON 422).

Approved: FSA 2/18/2026

Agency Identification Badge Policy (SON-422)

Purpose

The purpose of this policy is to clarify how agency identification badges will be handled at the end of clinical rotations

Definitions

- **Agency:** any facility where students are completing experiences that is external to the Fay W. Whitney School of Nursing.
- **Identification (ID) Badge:** a badge that is issued by the agency to a student to facilitate identification and access while on premises for authorized clinical experiences.

Policy Statement

At the end of the semester, or term, all students must return agency issued ID badges. Students will be instructed on how to return badges based on the specific agency where students are completing clinical rotations. This return of ID badges will facilitate safekeeping of badges to prevent unauthorized access to clinical agencies when the student is not in that clinical setting. If a student is dismissed from a clinical setting, their ID badge must be returned to the Fay W. Whitney School of Nursing within 48 hours.

Process/Procedure

1. All agency issued ID badges must be checked in prior to the last day of finals week. At the end of the semester / term, all students must return their agency issued ID badges to lead course faculty or identified agency personnel.
2. Failure to return an agency issued ID badge by the last day of finals week will result in an incomplete course grade.
 - a. Incomplete course grade will be removed upon return of the agency issued ID badge.
 - b. Failure to return an agency issued ID badge will result in the Fay W. Whitney School of Nursing notifying the clinical agency that the badge has been lost.
 - c. The cost for replacement of an agency issued ID badge that has been reported as lost will be paid for by the student. Subsequent onboarding that may be required due to the lost badge must be completed by the student prior to the incomplete grade being removed and starting further clinical experiences.

If a student has been dismissed from a clinical setting, the following procedures must be followed:

1. The student will be notified of their dismissal from the clinical setting by course faculty.
2. The student must return their agency ID badge to the Fay W. Whitney School of Nursing office (or clinical agency) within 48 hours of the dismissal from the clinical setting.
 - a. Failure to return an agency issued ID badge will result in the Fay W. Whitney School of Nursing notifying the clinical agency that the badge has been lost/not surrendered.

Approved: FSA 12/3/2025

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 (SON-405)

Purpose

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

Policy Statement

What

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

Who

All students within the FWWSN.

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: Screen at the request of the practice site.
- MS & DNP students: Screen prior to program admission; screen upon request of the clinical site.
- All students. For cause; screen at the request of the practice site, faculty, and/or staff regarding concerns of impairment.

Process/Procedure

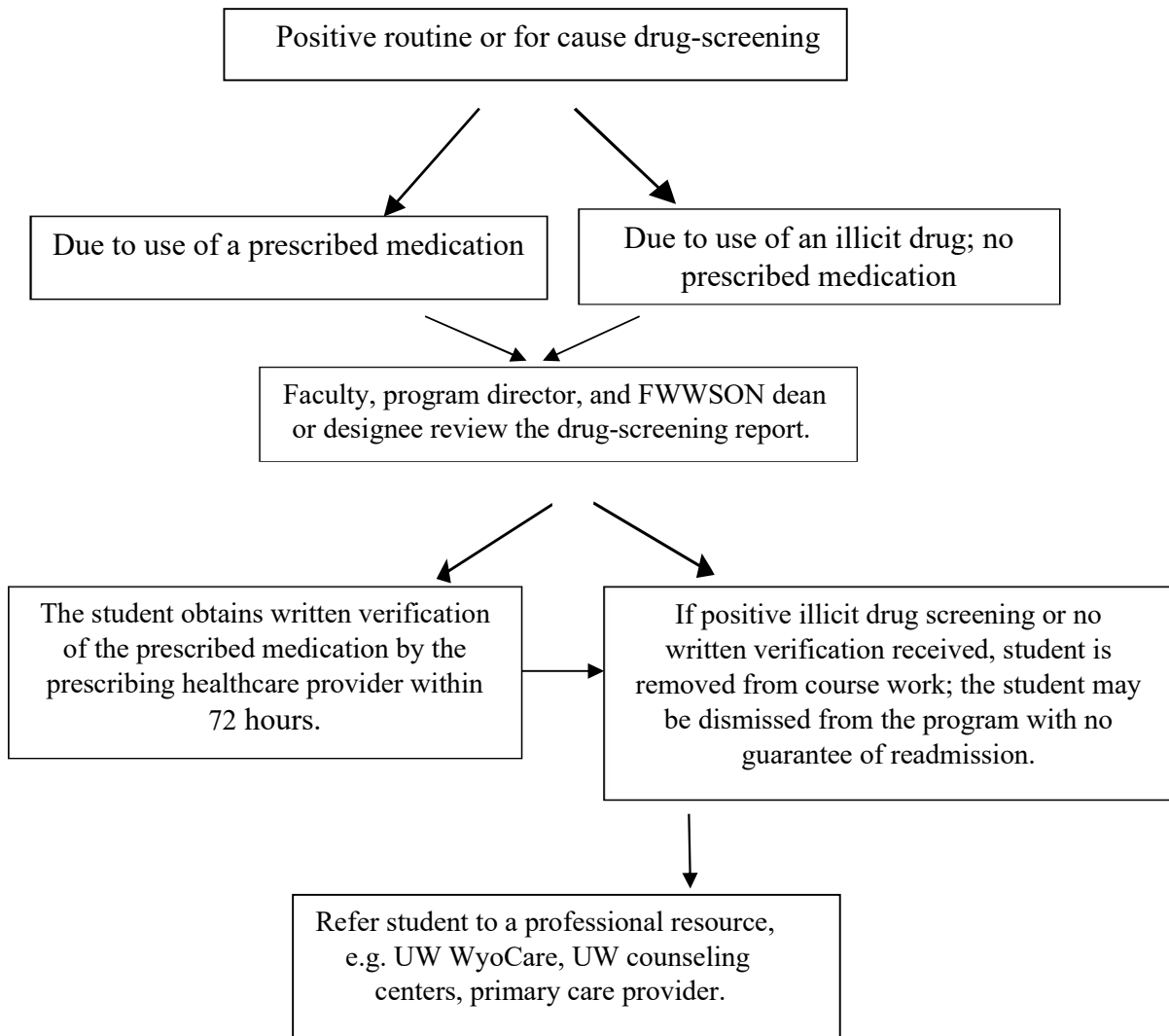
Drug Screening Results

- 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 FWWSN personnel.
- Reporting required. FWWSN 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 FWWSON. 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 FWWSN 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 FWWSN program is not guaranteed.

Approved: 3/13/2012, 4/17/2019, 2/14/2024

School of Nursing Incomplete Grade Policy (SON-424)

Purpose

This policy establishes guidelines for requesting and approving incomplete grades in all undergraduate and graduate courses, consistent with University of Wyoming Regulation 2-106: Assignment of Grades. An incomplete grade (I) is a temporary grade reserved for unusual or unexpected circumstances that prevent course completion and should not be used to accommodate poor planning or extend deadlines in the absence of unanticipated events.

I. Incomplete Grades in Didactic Courses (Undergraduate and Graduate)

Policy Statement

Students may request an incomplete grade only when unusual or unexpected circumstances have prevented completion of required coursework during the normal semester timeframe. An incomplete grade is not appropriate simply to allow additional time to complete a course in the absence of unusual or unanticipated events.

Procedure

Timing: Students must submit a formal written request for an incomplete grade to their course faculty prior to the last day of the semester.

Required Documentation: The written request must include:

- Detailed description of the unusual or unexpected circumstances that prevented completion of course requirements
- Supporting documentation (when applicable) (e.g., excused absence letter from the Dean of Students)
- List of completed course requirements and those remaining
- Detailed timeline specifying when and how remaining course requirements/assignments will be completed

Review Process:

- Course faculty will review the request and consult with the Program Director as appropriate
- The review will assess whether circumstances meet the criteria for "unusual or

- unexpected" as defined by University policy
- Appropriate faculty must be available to support the student during the approved completion period

Decision and Timeline

Students will be notified in writing of the approval or denial of their incomplete grade request.

If approved: Students must complete all remaining course requirements within 120 calendar days beyond the end of the semester, consistent with University of Wyoming Regulation 2-106. The incomplete grade will revert to the grade earned based on completed work if requirements are not completed by the specified deadline.

If denied: Students who have not completed required coursework by the last day of the semester will receive the grade earned based on completed work.

II. Incomplete Grades in Undergraduate Clinical Courses

Policy Statement

Students may request an incomplete grade only when unusual or unexpected circumstances have prevented completion of required clinical days during the normal semester timeframe.

Unexcused absences are not eligible for incomplete grades. Students are expected to attend all scheduled clinical days consistent with the undergraduate clinical attendance policy.

Eligibility Requirements

To be considered for an incomplete grade in a clinical course, students must meet the following criteria:

- Students must not have missed the first week of clinical or clinical orientation during the semester
- Students must have had no more than one clinical absence during the semester, consistent with the undergraduate clinical attendance policy
- Students must be able to demonstrate that unusual or unexpected circumstances prevented completion of clinical requirements
- Students have documentation of an excused absence from the Dean of Students office if applicable
- Students must have documentation of timely communication with clinical faculty throughout the semester and evidence that any absence from clinical time was approved by clinical faculty.

Clinical Site Requirements and Considerations

Students receiving an incomplete grade must continue at the same clinical site assigned during the clinical course for which the incomplete is requested, as this represents an extension of the semester's clinical experience.

The incomplete grade request must include:

- Written confirmation from the clinical agency that they agree to continue working with the student beyond the final day of the semester
- Verification of the clinical site's availability during the proposed completion timeline

Faculty will consider the following when reviewing incomplete grade requests:

- Clinical site willingness and availability to accommodate the student
- Potential impact on other students' clinical opportunities and learning experiences
- Whether the extension would interfere with another student scheduled to begin at that clinical site in a subsequent semester
- Availability of appropriate clinical faculty to supervise the student during the approved completion period
- How the timeline to complete clinical hours may impact subsequent clinical course progression, time to graduation, and clinical faculty availability

Procedure

Timing: Students must submit a formal written request for an incomplete grade to their clinical faculty prior to the last day of the semester.

Required Documentation: The written request must include:

- Detailed description of the unusual or unexpected circumstances that prevented completion of clinical days
- Supporting documentation (when applicable) (e.g., excused absence letter from the Dean of Students)
- Written confirmation from the clinical agency verifying their agreement and availability to continue working with the student beyond the original semester timeframe

Review Process:

Clinical faculty will review the request and consult with the appropriate Program Director as appropriate. The review will assess:

- Whether circumstances meet the criteria for “unusual or unexpected” as defined by University of Wyoming Regulation 2-106
- Whether the student has maintained satisfactory clinical attendance (no more than one excused absence during the semester and did not miss the first week of clinical or clinical orientation)
- Potential impact on other students' clinical opportunities and learning experiences if the extension would interfere with another student scheduled to begin at that clinical site in a subsequent semester
- Availability of appropriate clinical faculty to supervise the student during the approved completion period
- Clinical site agreement with additional clinical days
- That the student's liability coverage through UW Risk

Management remains active for the duration of the incomplete period, including any stipulations that apply

Decision and Timeline

Students will be notified in writing of the approval or denial of their incomplete grade request.

If approved: Students must complete all remaining clinical days within 120 calendar days beyond the end of the semester, consistent with University of Wyoming Regulation 2-106. Students must meet both the clinical day requirements AND minimum competency requirements during the incomplete period to obtain a satisfactory grade. The incomplete grade will revert to an "Unsatisfactory"/failing grade if all course requirements (to include demonstration of minimum clinical competency) are not satisfactorily completed by the specified deadline.

If denied: Students who have not completed all clinical requirements and competencies by the last day of the semester will receive an "Unsatisfactory"/failing grade for the clinical course.

III. Incomplete Grades in Graduate Clinical Courses

Policy Statement

Students may request an incomplete grade only when unusual or unexpected circumstances have prevented completion of required clinical hours during the normal semester timeframe. Circumstances that do not qualify for an incomplete grade include, but are not limited to:

- Personal travel or vacation plans
- Limited availability due to work, childcare, personal preference, or personal scheduling conflicts
- Failure to arrange schedule to accommodate preceptor availability
- Unexcused absences from scheduled clinical experiences
- Insufficient clinical days due to voluntary schedule restrictions

Students are expected to prioritize clinical requirements each semester and make themselves fully available to participate in clinical experiences for scheduled clinical days or when their assigned preceptor is working to ensure course clinical hours are met.

Course Requirements Prior to Incomplete Grade Consideration

All clinical course assignments must be completed and submitted by the last day of the semester. This includes, but is not limited to:

- All course assignments and coursework
- Preceptor evaluations
- Site evaluations
- Self-assessments
- Any other required documentation

The only work remaining during an incomplete period should be the

completion of clinical hours. Students must continue all standard clinical documentation requirements during the incomplete period, specific to the assigned course. For DNP students, this includes documenting all direct patient care hours in Typhon within 72 hours of each clinical encounter and submitting a signed Clinical Rotation Hour Verification Form via email to the supervising clinical faculty each week to track progress toward completion of course requirements.

Any exceptions to these requirements must be explicitly arranged with and approved by the clinical faculty prior to the last day of the semester. Students who have not completed all required assignments by the semester's end will not be eligible for an incomplete grade.

Preceptor Requirements and Considerations

For students in precepted clinical experiences, students receiving an incomplete grade must continue working at the same clinical site and with the same preceptor(s) assigned during the clinical course for which the incomplete is requested, as this represents an extension of the semester's clinical experience.

The incomplete grade request must include:

- Written confirmation from the clinical preceptor that they agree to continue working with the student beyond the final day of the semester
- Verification of the preceptor's availability to supervise the student during the proposed completion timeline
- Verification of the clinical site's availability and willingness to host the student during the proposed completion timeline.

Faculty will consider the following when reviewing incomplete grade requests:

- Preceptor willingness and availability to continue supervision
- Potential impact on other students' clinical opportunities and learning experiences
- Whether the extension would interfere with another student scheduled to begin working with that preceptor in a subsequent semester
- Availability of appropriate clinical faculty to supervise the student during the approved completion period
- How the timeline to complete clinical hours may impact subsequent clinical course progression, time to graduation, and clinical faculty availability

Procedure

Timing: Students must submit a formal written request for an incomplete grade to their clinical faculty prior to the last day of the semester.

Required Documentation: The written request must include:

- Detailed description of the unusual or unexpected circumstances that prevented completion of clinical hours
- Supporting documentation (when applicable) (e.g., excused absence letter from the Dean of Students)
- Number of clinical hours completed and hours remaining

- Confirmation that all other course requirements have been completed
- Detailed timeline specifying when and how remaining clinical hours will be completed, including proposed clinical schedule
- Written confirmation from the clinical preceptor/agency verifying their agreement and availability to continue working with the student beyond the original semester timeframe

Review Process:

Clinical faculty will review the request and consult with the Faculty Lead and/or Program Director as appropriate. The review will assess:

- Whether circumstances meet the criteria for "unusual or unexpected" as defined by University of Wyoming Regulation 2-106 and Graduate School policy
- Potential impact on other students' clinical opportunities and learning experiences (i.e., if the extension would interfere with another student scheduled to begin working with that preceptor or clinical site in a subsequent semester)
- Whether students have patterns of unexcused absences or documented limited availability (students with such patterns will not be approved for an incomplete grade)
- Availability of appropriate clinical faculty to supervise the student during the approved completion period
- Preceptor/agency agreement and availability for additional clinical hours
- That the student's liability coverage through UW Risk Management remains active for the duration of the incomplete period, including any stipulations that apply

Decision and Timeline

Students will be notified in writing of the approval or denial of their incomplete grade request.

If approved: Students must complete all remaining clinical hours within 120 calendar days beyond the end of the semester, consistent with University and Graduate School policy. Students must meet both the clinical hour requirements AND minimum, competency requirements during the incomplete period to obtain a satisfactory grade. The incomplete grade will revert to an "Unsatisfactory"/failing grade if all course requirements (to include demonstration of minimum clinical competency) are not satisfactorily completed by the specified deadline.

If denied: Students who have not completed required clinical hours by the last day of the semester will receive an "Unsatisfactory"/failing grade for the clinical course.

Approved: FSA 2/28/2026

Grade Appeal Process (SON-406)

Purpose

Students have the right to appeal the grades of Fay W. Whitney School of Nursing (FWWSN) academic personnel when they feel their grade has been miscalculated, or allegations of capricious or arbitrary academic evaluation, or capricious or arbitrary treatment. Students should first attempt to resolve the issue with the instructor directly. If the student is not satisfied with the outcome, an appeal can be made to the Student Affairs Committee of the FWWSN and will proceed according to the process outlined below.

Definitions

- **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.

Policy Statement

FWWSN Appeal

The appeal is presented to the Chair of the Student Affairs Committee or designee no later than twenty (20) business days after notification of the grade. A written appeal shall consist of a letter to the Chair of the Student Affairs Committee or designee presenting the action being appealed, the basis of the appeal, and any supporting documents.

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

Process/Procedure

Composition of the Grade Appeal Panel:

1. Student Affairs Committee*
2. A faculty member selected by the student*
3. A student representative appointed by the Student Affairs Committee

*The faculty member who assigned the grade to the student, the Associate Dean, and the Dean may not serve as members of the Grade Appeal Panel.

The Chair of the Student Affairs Committee or Designee Will:

1. Serve as chair and coordinator of the grade appeal process.
2. Schedule the hearing with the Grade Appeal Panel members, including the student, and instructor who assigned the grade

3. Inform the student and the instructor who assigned the grade about the hearing process and invite them to submit the following 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).
4. Distribute all received materials to the Grade Appeal Panel, student, and instructor at least three (3) business days prior to the hearing.
5. Preside over the appeal hearing; ensure procedural conduct consistent with fairness; maintain confidentiality except as required by administrative or other legal process.
6. 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.
7. Submit the Appeal Panel's findings, recommendations, and rationale to the Dean in writing within five (5) business days of the hearing. All Grade Appeal Panel members shall sign the findings and recommendation.

Grade Appeal Hearing Procedures:

1. The hearing may take place in person, or by secure audio/visual conference. Appeal hearings will not be recorded.
2. The Chair of the Student Affairs Committee, or designee, shall call the meeting to order, and ask the Grade Appeal Panel members, the student, and the instructor to identify themselves. The Chair shall emphasize the importance of confidentiality of the hearing and related records; review the procedures to be followed; and 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 Chair of the Student Affairs Committee, 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 (10 minutes maximum, 5-minute warning)
 - Student's witness statements (5 minutes maximum, 1 minute warning —per witness, maximum 2 witnesses)
 - Instructor opening statement (10 minutes maximum, 5-minute warning)
 - Instructor's witness statements (5 minutes maximum, 1 minute warning —per witness, maximum 2 witnesses)
 - Student response (5 minutes maximum, 2-minute warning)
 - Instructor response (5 minutes maximum, 2-minute warning)
 - Questions by the Grade Appeal Panel (10 minutes—with chair, or designee entertaining motion(s) for another 10 minutes as needed) Final response by student (2 minutes maximum)
 - Final response by instructor (2 minutes maximum)
 - Student and instructor will both be asked to leave the conference.
 - The Grade Appeal Committee will meet privately for a confidential vote. The Chair of the Student Affairs Committee, or designee, will submit recommendations to the Dean, or designee, within five (5) business days of

the hearing. The FWWSON Dean, or designee, will notify the student of the final sanction(s).

4. Hearsay is permissible with relevancy and credibility as determined by the Grade 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 grading decision or action was based on mathematical error, prejudice, 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 Chair of the Student Affairs Committee, 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 (maximum of two witnesses each). Witnesses will be permitted to testify for a period not to exceed 5 minutes, although the Chair of the Student Affairs Committee, or designee may entertain motion(s) for another 5 minutes per witness as needed) Witnesses will be present during the hearing only when they are giving statements and answering questions. If witnesses are not able to appear, their written statements may be admissible as determined by the Chair of the Student Affairs Committee or designee.
8. In the course of any hearing, the Chair of the Student Affairs Committee, 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 they deem 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 Grade Appeal Panel’s recommendation will be made accordingly.
10. Hearings will not be adversarial in tone or fact. Rather, they will be conducted in a way that provides the Grade 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. Votes will be cast anonymously, and a majority vote is required to reach a recommendation.

The Dean, or designee Will:

1. Receive the written findings, recommendation, and rationale of the Grade Appeal Panel.
2. Make a final decision within ten (10) business days after receipt of the Appeal Panel’s findings and recommendation.
3. Notify the student and instructor in writing of their 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 below.

College of Health Sciences Guidelines and Procedures for Student Academic Appeals

References

- UW SAP [2-100](#), Course Syllabus Requirements
- UW Regulation [2-121](#), Change of Grades
- UW Regulation [2-114](#), Student Academic Dishonesty
- UW Regulation [4-2](#), Discrimination and Harassment
- UW Regulation [11-1](#), Student Conduct

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 UW SAP [2-100](#), Course Syllabus Requirements.

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 UW Regulation [2-121](#), Change of Grades.

Each academic unit in the College of Health Sciences shall have its own written procedures for resolution of student disputes arising from decisions or actions of faculty, staff and/or administrators as per accreditation standards. If the student disagrees with the outcome, the student may appeal to the Dean of the College of Health Sciences. The appeal will be forwarded to the Associate Dean for Student Affairs and will proceed according to the appeals procedures outlined in this policy.

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 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 a student to appeal at the college level is limited to allegations of prejudice, capricious evaluation, capricious treatment, or unprofessional conduct related to an academic evaluation or academic decision, including evaluations arising from didactic coursework, clinical rotations, practica, internships, or other required experiential learning activities.

Definitions

- **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.
- **Unprofessional conduct:** behavior by a student that falls substantially below the established standards of professional responsibility, ethical conduct, or program-specific professionalism expectations applicable to the academic program, including conduct occurring in clinical rotations, internships, practica, or other supervised experiential learning settings, when such conduct results in an academic evaluation, grade, or academic decision subject to appeal.

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 the grounds for appeal 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 of Health Sciences-level appeals of academic evaluations and decisions (including final course grades and experiential learning evaluations) and not those that involve charges of academic dishonesty or allegations of discrimination based on a protected class. Policies and procedures involving cases of academic dishonesty fall under the jurisdiction of UW Regulation [2-114](#), Student Academic Dishonesty. Students and faculty involved in appeals of academic dishonesty charges should follow the process and procedure detailed in UW Regulation [2-114](#). Any allegations of discrimination or retaliation based on a protected class as defined in UW Regulation [4-2](#), Discrimination and Harassment will be referred to the University's Equal Opportunity Report and Response unit and will not be heard under the processes set forth in this College of Health Sciences appeal policy.

Allegations of student unprofessional conduct that do not result in an academic evaluation or academic decision are addressed under other applicable University or program policies and are not subject to appeal under this policy.

Jurisdiction

The Dean of the College of Health Sciences retains ultimate authority over all student academic appeals. The Associate Dean for Student Affairs (ADSA) will coordinate and administer the appeals process, serve as the primary point of contact, and ensure that all documents, communications, and procedural steps flow through their office. The ADSA does not serve as a voting member of the College of Health Sciences Student Appeals Board (CHSSAB).

This policy applies to academic appeals arising from student performance and professional conduct expectations in all components of College of Health Sciences programs, including classroom instruction, laboratories, clinical rotations, internships, field placements, practica, and other supervised experiential learning required for program completion.

When the Dean determines that a formal hearing panel is necessary to address an allegation within the jurisdiction of this policy, a CHSSAB will be convened as outlined below. The Dean may alternatively resolve the matter informally or issue a decision based on the record without convening the CHSSAB. Notice of any resolution or decision rendered without CHSSAB review will be provided to all parties within fifteen (15) business days of receipt of the formal appeal.

College of Health Sciences Student Appeals Board (CHSSAB)

The Student Affairs Committee shall serve as the CHSSAB, consistent with the bylaws of the College of Health Sciences. The CHSSAB consists of three academic personnel elected to three-year staggered terms.

The Chairperson of the CHSSAB shall be the current chair of the Student Affairs Committee, elected by the CHSSAB members. Exception: If the chairperson is a faculty member from the unit in which the grievance originated, another Student Affairs Committee member from outside that unit must serve as chair.

Conflicts of Interest

If any CHSSAB member—academic personnel or student—has a conflict of interest (e.g., unavoidable commitment, emergency, or personal knowledge of the underlying facts), the ADSA, in consultation with the Dean, will review the circumstances and determine whether the conflict is unmanageable. When a conflict exists, the ADSA may appoint an ad-hoc replacement member to ensure impartiality.

Basic Authority and Responsibilities

- The CHSSAB has final authority over procedural matters related to the hearing.
- The CHSSAB may recommend affirmation or reversal of the decision under appeal and may propose additional actions as appropriate.
- The CHSSAB will submit its written recommendation(s), including findings of fact, to the Dean within five (5) business days of the hearing. The Dean may extend this timeline at their discretion.

Professional Conduct

All parties involved in the academic appeal process are expected to respect the rights of all members of the University community and to refrain from willful disruption of the educational process or interference with the orderly processes of the institution.

- Communicate respectfully and in good faith throughout the process.
- Refrain from intimidating, retaliatory, harassing, or disruptive behavior.
- Comply with established timelines, procedures, and directives.

Conduct that interferes with the integrity or orderly administration of the appeal may result in reasonable procedural limitations by the CHSSAB Chairperson to maintain order and may be referred to the appropriate University office for review under applicable University Regulations and policies.

Procedures

Initiating the Appeal (Timeframe)

An appeal of a School or Division's decision arising from student performance or professional conduct must be submitted by the student to the Dean of the College of Health Sciences or designee no later than fifteen (15) business days after the student receives the final decision.

Within fifteen (15) business days of the receipt of a written appeal, the Dean of the College of Health Sciences, in consultation with the ADSA, shall determine whether there is

jurisdiction under this policy for informal review by the Dean of the College of Health Sciences or formal review by the CHSSAB.

- If the appeal does not fall within the jurisdiction for informal or formal review, the ADSA shall notify the student that the matter will not be heard due to a lack of jurisdiction.
- If the appeal falls within the jurisdiction of an informal review by the Dean, the Dean shall notify the student and the appellee of the resolution or decision within fifteen (15) business days of receipt of the formal appeal.
- If the appeal falls within the jurisdiction of a formal review by the CHSSAB, the ADSA shall notify the student and appellee and include a notice of the time and place of the hearing.

Filing the Appeal

A written appeal shall consist of a letter to the Dean of the College of Health Sciences, presenting the action being appealed, the basis of the appeal, and any supporting documents. The written appeal will not be considered filed until all required materials are provided. An appeal must include the following:

- Evidence that all normal channels of relief in the School or Division for adjustment of the action being appealed have been exhausted.
- A copy of the final decision rendered by the School or Division with the date of such decision and the date that the student received notification of the decision.
- The grounds for appeal (prejudice, capricious evaluation, capricious treatment, or unprofessional conduct) and a clear statement of how the ground(s) apply.
- 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 or Division level.
- Relevant course or experiential learning materials (e.g., syllabus, amendments, grading rubrics, evaluation forms, competency checklists).
- Relevant supporting materials (e.g., copies of any non-UW pertinent policies or procedures applicable to the appeal).
- A list of witnesses (if any) the student intends to call at the hearing.

Exchange of Hearing Documentation

The ADSA will provide the appellee with a copy of the written appeal, any supporting documents, and a list of the student's proposed witnesses within five (5) business days of receipt.

The appellee may make a written reply to the ADSA within five (5) business days of receipt of the student's appeal materials but is not required to do so.

The appellee must notify the ADSA of any proposed witnesses the appellee intends to call at the hearing and provide supporting documents no less than five (5) business days before the hearing.

The appellee's materials (including any written reply), and the student's materials, will be made available to the CHSSAB and both parties at least three (3) business days before the hearing.

Hearing

The ADSA will schedule the hearing and inform all parties and the CHSSAB of the date, time, and place.

Disqualification of Members

Any member of the CHSSAB may recuse themselves or request any other member be disqualified for just cause by notifying the ADSA at least five (5) business days before the hearing. The decision whether to disqualify or not is made by the Dean of the College of Health Sciences.

Recorder

The ADSA is responsible for compiling and disseminating all materials for the CHSSAB members to review. The ADSA will record the hearing and its outcome and provide a copy of the recording to the student, if requested. The ADSA will forward the recordings and related materials which comprise the case file to the Dean within five (5) business days of the conclusion of the hearing.

Hearing Procedures

The CHSSAB shall have the final authority in all procedural matters. The CHSSAB Chairperson shall be responsible for creating and distributing an agenda for the hearing to the ADSA, the student, appellee, and the CHSSAB members one (1) business day before the hearing.

The CHSSAB Chairperson has the authority to maintain professional decorum during the hearing, including issuing warnings, setting reasonable behavioral boundaries, pausing proceedings, or removing individuals whose conduct is disruptive or inconsistent with professional standards.

Unless otherwise noted or agreed upon prior to the hearing, the order for the proceedings will be:

1. Hearing is called to order by the CHSSAB Chairperson.
2. Student opening statement justifying the appeal (15 minutes maximum, 5-minute warning).
3. Appellee opening statement (15 minutes maximum, 5-minute warning).
4. Student response and presentation of witness(es) (15 minutes maximum, 2-minute warning).
5. Appellee response and presentation of witness(es) (15 minutes maximum, 2-minute warning).
6. Final response by student (2 minutes maximum).
7. Final response by appellee (2 minutes maximum).
 - CHSSAB may ask questions at any time during the hearing and extend the above time limitations in its sole discretion.
 - Hearsay is permissible with relevancy and credibility as determined by the CHSSAB.
 - Additional evidence or materials not previously submitted to the ADSA by the published deadlines/timelines will not be accepted.
 - 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 one or more of the grounds for appeal.
 - Each party may be accompanied by one advisor, as defined in UW Student Code of Conduct, during the proceedings. The advisor may not speak on behalf of the

party and may not otherwise participate in the hearing. The advisor must conduct themselves in a manner consistent with University standards of professionalism. Any party intending to have an advisor present must notify the ADSA no fewer than three (3) business days prior to the hearing.

- Witnesses will be permitted to testify during the allotted student or appellee response time. Written statements by witnesses may also be admissible as determined by the CHSSAB. Witnesses will be present during the hearing only when they are giving statements and answering questions.
- The CHSSAB 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.
- In the event the student does not appear, the matter shall be resolved by default decision of the applicable division or school, based on the record before it, including any written statements submitted. The CHSSAB's recommendation, if applicable, will be made accordingly.
- Hearings will not be adversarial in tone or fact; they will be conducted to ensure all pertinent information is heard.

Immediately following the hearing, the CHSSAB will take the matter under submission and retire to vote. All materials provided to the ADSA by the relevant parties will be available to the CHSSAB during deliberation. This deliberation period will not be recorded. A majority vote is required to reach a recommendation. The CHSSAB will record its decision on the record but is not required to record individual votes.

Implementation of Decision

The Dean of the College of Health Sciences will review the materials and written record of the hearing along with the recommendation of the CHSSAB.

The Dean will make a final decision regarding the case to affirm or reverse, in whole or in part, including modifying any recommended sanction. The Dean will notify the relevant parties (i.e., student, appellee, CHSSAB, and the ADSA) of the decision in writing within ten (10) business days of receipt of the record and recommendation by the CHSSAB.

The Dean shall be responsible for implementing the decision.

Further Appeal

If the student desires to appeal the College of Health Sciences decision, they must file an appeal with the Office of Academic Affairs within ten (10) business days of receipt of the Dean's notification of the decision. If an appeal is initiated by the student, the CHSSAB findings report, including decision and all relevant materials, will be forwarded to the Office of Academic Affairs within thirty (30) business days pursuant to the Office of Academic Affairs policy.

Maintenance of the Appeals Record

A file of the appeal, consisting of the written evidence, the CHSSAB's decision and recommendation, 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 seven (7) years from the date of the incident except in cases of suspension (10 years) and dismissal (permanent retention). All other copies of the written evidence shall be destroyed immediately

following the hearing.

Approved: 5/19/06; 3/6/07; 8/27/13; 7/22/14; 01/25/21; 2/3/26

Exceptions To Scholastic Requirements (SON-409)

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 a 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 [SoN Fillable Petition for Exception](#).

Approved: 2/26/2020, 2/14/2024

SECTION 4: GENERAL INFORMATION

Advisors

Students are assigned an academic adviser in the School of Nursing. Advisors 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 FWWSN 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 Academic Records (SON-421)

Policy Statement

- Academic personnel may access student files for advising, instruction, or other legitimate educational purposes.
- Student academic records are also available through WyoWeb/Banner
- Students requesting access to School of Nursing student records should follow-processes for Public Records Request based on the Wyoming Public Records Act. See information found at the following website, including applicable fees: <https://www.uwyo.edu/generalcounsel/wyoming-public-records-act.html>

Approved: 9/17/2025

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 FWWSN, 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.

Technical Standards for Education and Practice and Reasonable Accommodations Policy (SON-403)

Purpose

The Fay W. Whitney School of Nursing upholds requirements and standards set by the School, University, and Clinical Partners to ensure the safety of students, staff, faculty, patients, and community members. Therefore, all FWWSN students must meet essential eligibility requirements for participation in the nursing program with which they are enrolled. By accepting admission and enrolling in an academic program at the FWWSN, students certify that they have read this policy and will adhere to all technical standards for admission and progression in their academic program through graduation.

Policy Statement

This policy reviews FWWSN's expectations and procedure for the student's participation in and ongoing adherence to required technical standards in the classroom, simulation, and all clinical settings. Nursing education requires the accumulation of scientific knowledge to be accompanied by the simultaneous acquisition of skills and professional attitudes and behaviors for students to be successful. All courses in the curriculum must be completed successfully and competently to build on the student's previous knowledge. The FWWSN does not discriminate on the basis of disability. If an otherwise qualified student with a disability does not meet the necessary technical standards, reasonable accommodation(s) will be considered. Specific essential abilities and/or technical standards have been identified by the School of Nursing in accordance with Section 504 of the Rehabilitation Act of 1973 and the 2008 Americans with Disabilities Act Amendment (ADAA). Students are responsible for seeking assistance at the University and making their needs known.

Process/Procedure

Technical Standards for Education and Practice

All undergraduate and graduate students admitted to the University of Wyoming Fay W.

Whitney School of Nursing must verify their ability to meet the Technical Standards for Education and Practice with or without accommodation(s) on initial admission to their academic program and as needed throughout their academic program until they graduate. In courses or programs without clinical components and/or having no direct client care, these Technical Standards may be modified by the program admission committee.

Technical standards considered essential by the FWWSN include the following (examples offered are not exhaustive of necessary requirements):

Observation/Communication

1. Auditory, visual, and tactile ability sufficient to observe, monitor, assess, and respond to patient health needs in a variety of clinical settings
2. Capacity to use data for demonstrations and oral presentations, and use visual images, sounds, and verbal and non-verbal communication to inform patient care
3. Ability to record information accurately and clearly in oral and written form.
4. Ability to utilize nonverbal and verbal skills to communicate effectively, efficiently, and sensitively with patients and colleagues.

Physical/Motor

1. Physical abilities sufficient to move throughout clinical settings, execute motor movements, and perform manually based diagnostic procedures (i.e., palpation, auscultation, percussion, etc.) required to provide general and emergency patient care.
2. Gross and fine motor abilities sufficient to provide therapeutic nursing interventions that are safe and effective and that maintain safety and security standards.
3. Sensory motor skills sufficient to meet the requirements specific to the specialty scope of practice.

Intellectual—conceptual, integrative, and quantitative

1. Critical thinking sufficient for clinical and academic judgment
2. Sophisticated problem-solving skills, including calculation, reasoning, analysis, and synthesis; ability to learn through a variety of modalities, including classroom, simulation, and clinical settings, individual and team-based learning, preparation of oral and written reports, and use of technology to support academic work
3. Ability to integrate and assimilate complex information from multiple sources in varying amounts, and multiple educational experiences in a timely fashion in order to formulate accurate diagnosis and management plans
4. Ability to comprehend spatial relationships and three-dimensional relationships of structures

Behavioral/Social

1. Interpersonal ability to interact appropriately, sensitively, and compassionately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds

2. Ability to adhere to the Fay W. Whitney School of Nursing Personal Conduct Policy in academic and clinical settings
3. Ability to demonstrate appropriate judgment in decision-making, in order to maintain safety and security of patients and to behave appropriately with patients, staff, students, and supervisors
4. Ability to function effectively under physically demanding workload, long hours, and in times of physical and mental stress; display flexibility and openness for changing environments
5. Ability to engage in respectful, mature, and healthy client-provider relationships.

Reasonable Accommodations

An applicant and/or student who discloses a disability will be considered for admission, readmission, and/or continuation in a program 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 an applicant or student discloses a disability, the provision of reasonable accommodations will be considered to assist the individual in meeting the required FWWSON Technical Standards for Education and Practice. An applicant whose response indicates 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/>).

Persons interested in enrolling in a nursing program at the FWWSON are offered a realistic view of the vigorous demands of the School of Nursing's theoretical and practicum curriculum while at the same time investigating reasonable accommodation. Whether or not the requested accommodation is reasonable will be determined on a case- by-case basis.

If a student is, at any time throughout their academic program in the FWWSON, unable to adhere to the technical standards required by their program the student is required to notify their faculty immediately and prior to attending their classroom, simulation, and/or clinical setting to avoid disruption and/or penalty related to progress in their program.

If you have any questions regarding the FWWSON Technical Standards for Education and Practice and/or your ability to meet them, please contact the FWWSON at 307-766-4312.

Approved: 11/13/ 2022, 2/14/2024

Workers' Compensation

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

- Workers' Compensation claim must be filed within 10 days of any clinical related injury/accident.
- Student should notify their clinical instructor immediately of an injury/accident.
- The student or clinical instructor should notify the OSHA Officer in the FWWSON as soon as possible.

- Obtain a Wyoming Employee Report of Injury from the department staff member or Human Resources (HR) Department, 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 FWWSN.
- For employees/instructors, the form is turned in to the department staff to complete and sign the Employer Certification.
- For employees/instructors, the department staff will deliver the completed report to HR.
- If a student is physically unable to comply, anyone may complete and file the report on the student's behalf.
- Prescription for work related injuries/accidents may be filled at Student Health Services. Failure to comply with these deadlines could result in a denial of benefits.

Exposure Control Plan

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

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

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

School of Nursing Admissions Process (SON 417)

Purpose

The purpose of this policy is to define the processes for student admissions to programs in the School of Nursing.

Definitions

- **Admission Criteria:** Criteria approved by faculty that students must meet for entrance into a School of Nursing program.

Policy Statement

Faculty in the School of Nursing have responsibility for determining standards for student admissions into each program in the School of Nursing. When student enrollment is limited in a nursing program because of clinical sites and/or faculty availability, faculty in each program determine the process for accepting applications and reviewing applicants to select among those who have applied for acceptance into respective programs.

Process/Procedure

1. The Dean of the Fay W. Whitney School of Nursing, in collaboration with program teams, determines enrollment capacity for each program in the school annually.
2. When applications exceed enrollment limits for any program, the program faculty determine the process for application and review processes to select among applicants each year. Programs may or may not select applicants for wait lists. Application records are maintained as required by university archive policies.
3. Any student admitted to the School of Nursing must meet ALL admission criteria approved by faculty. Admission acceptance letters will only indicate FULL acceptance for any student who meets all qualifications for the program to which the student applied. Any student who does not meet all qualifications for admission, i.e. acceptable background check, acceptable drug screen, completion

of required pre-requisite or degree requirements, etc., will be given a letter of **CONDITIONAL** admission. Full admission will not be granted until all required admission criteria are met.

Approved: 3/26/2025

Readmission Policy (SON-410)

Purpose

The FWWSO supports any individual wishing to achieve completion of their academic program. The FWWSO encourages any individual requesting readmission to a SoN program to thoroughly review the readmission procedures outlined in this policy. Any individual seeking readmission is encouraged to meet with the Program Director and/or Assistant Dean of Student Affairs.

Policy Statement

An individual requesting readmission may be required to schedule a readmission hearing with the Student Affairs Committee depending on the reason(s) for dismissal.

- Readmission to a nursing program is not automatic or guaranteed. 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 be required to repeat previous coursework and/or clinical.

Process/Procedure

A readmission hearing may be requested only one time per student per program. Request for readmission must be submitted at least 16 weeks (about 3 and a half months) prior to the semester in which the readmission is sought.

1. Students seeking readmission to a FWWSO program may waive the requirement for a Student Affairs Committee readmission hearing if the student meets all the following criteria and their Readmission Waiver is accepted:
 - a. No academic dishonesty charges
 - b. No Professional Code of Conduct charges
 - c. No prior Clinical Concerns (Level I or Level II)
 - d. No outstanding fees
2. Students that meet criteria to waive their right to a readmission hearing are required to submit a Readmission Hearing Waiver to the Student Affairs Committee. (Readmission Waiver Form)
3. The Waiver will be reviewed by the Student Affairs Committee who will then consider the Program Director's review and/or if the above criteria are met.

Exceptions to the required Readmission Hearing:

- Previous Basic BSN Direct Admits seeking readmission into the nursing program will reapply to the program through the non-freshman admission nursing application process and not the readmission process.

Readmission requiring a Student Affairs Committee hearing:

The purpose of a readmission hearing is to provide individuals who have been dismissed from a SoN academic program for any cause an opportunity to seek readmission.

Responsibilities: Individual Seeking Readmission

1. Submit request for readmission hearing via confidential, electronic email, addressed to the Student Affairs Committee chair to include:
 - a. the program to which seeking readmission,
 - b. an explanation of the circumstances that led to withdrawal or dismissal,
 - c. proposal supporting satisfactory completion if readmitted, and
 - d. name of one advocate, e.g., faculty member, family, friend, colleague (apart from legal counsel). Selection of an advocate is optional. (See Readmission Hearing Process and Procedures, 6. below.)
2. The request for a readmission hearing must be submitted at least 16 weeks prior to the semester in which the readmission is sought.
3. The Student Affairs Committee chair notifies the student seeking readmission of the date and time of the hearing.
4. The student may submit any additional information to the Student Affairs Committee chair a minimum of four (4) business days prior to the hearing.
5. The student must attend the readmission hearing; be prepared to present their case, and answer questions from the Readmission Hearing Panel.

Responsibilities: 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 collected data/information to the Student Affairs Committee Chair a minimum of four (4) business 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.
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 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. The importance of confidentiality is reviewed. If the hearing is audio and/or video recorded, the official recording will be done by the SoN.
4. Readmission Hearing Panel members, the individual seeking readmission, and faculty and/or program director identify themselves.
5. SoN program director and/or faculty are excused.
6. The individual seeking readmission is invited to present their case. The individual may bring an advocate, e.g., faculty member, family, friend, colleague (except for 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 their advocate are excused from the hearing.
7. The program director and/or faculty are asked to rejoin the hearing and share their information. The Readmission 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 finalizes 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 of the School of Nursing (SON) 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.

Approved: 5/20/1994, 2/07/2003, 5/29/2009, 9/04/2001, 9/25/2013, 11/29/2017, 4/17/2019, 10/09/2019, 11/1/2023

Progressive Student Improvement Plan (SON-426)

Purpose

The purpose of this policy is to establish a clear, consistent, and progressive system for addressing student performance and professional conduct concerns at the Fay W. Whitney School of Nursing (FWWSON). The Progressive Student Improvement Plan (SIP) system provides a structured three-step process with defined escalation criteria, ensuring that students receive early support and clear expectations, and that faculty have consistent guidance for documentation and escalation.

Definitions

- **Conference Note (Step 0):** An informal documentation tool used by faculty to document minor concerns or first-time issues. A Conference Note does not constitute a formal Student Success Plan. Conference Notes are tracked in the SIP Tracking log and maintained in the student's permanent FWWSO educational record. A Conference Note may trigger escalation to a formal Student Success Plan when thresholds are met.
- **Student Success Plan — Step 1:** The first formal step of the SIP process. A written intervention plan that specifies the nature of the concern, a specific action plan, a timeline, and the consequences of failure to meet the plan requirements. A Step 1 plan remains in the student's permanent educational record.
- **Student Success Plan — Step 2:** The second formal step of the SIP process. Issued when escalation criteria are met (see Process/Procedure). Includes all Step 1 elements plus a formal Risk for Non-Progression letter signed by the Program Director and Associate Dean, and mandatory scheduled check-in meetings.
- **Risk for Non-Progression:** A formal status, documented through a letter issued at Step 2, indicating that the student is at risk of failing to progress in their nursing program. The letter explicitly states that any further violations will result in Step 3 proceedings.
- **Step 3 — Professional Conduct Code Violation Proceedings:** Formal proceedings initiated through the Student Affairs Committee per SON-408. Step 3 may result in sanctions including dismissal from the program.
- **Level I Clinical Concern:** Actions of a serious nature with potential to jeopardize client safety. Level I Clinical Concerns bypass Steps 1 and 2 and are addressed directly at Step 3. See SON-404 for full definition.
- **Level II Clinical Concern:** Actions with less potential to cause imminent harm but require formal intervention. Addressed beginning at Step 1 of the SIP process. See SON-404 for full definition.
- **SIP Tracking Log:** A confidential log documenting all Conference Notes and Student Success Plans for each student. The log is maintained in the FWWSO permanent educational record. The log is reviewed whenever new documentation is received and is used to identify escalation triggers.
- **SIP Review Period:** The rolling twelve-month period used to evaluate escalation trigger thresholds. Conference Notes and Student Success Plans issued within the current SIP Review Period are counted toward automatic escalation triggers. Documentation outside the SIP Review Period remains in the student's permanent educational record and does not automatically count toward escalation triggers; however, the Program Director, in consultation with the Associate Dean, may extend the SIP Review Period beyond twelve months when circumstances warrant — including but not limited to patterns of clinical concern across multiple clinical courses, repeated professional conduct issues, or other factors that indicate a broader pattern of concern. In all cases, the student's full SIP history will be available to the Program Director and Associate Dean for context when evaluating new concerns.

Policy Statement

The Progressive Student Improvement Plan system is the primary mechanism for addressing student concerns related to academic performance, clinical performance, and professional conduct at the FWWSO. The SIP system is designed to intervene early, document

consistently, and escalate predictably — ensuring that students are not surprised by dismissal proceedings and that faculty have clear guidance at each stage.

The SIP process may be used for academic, clinical, or professional conduct concerns, or any combination thereof. Faculty may begin at Step 0 or at a higher step depending on the nature and severity of the concern.

Automatic escalation triggers are non-discretionary. When a trigger threshold is met, the next step must be initiated, regardless of faculty or program director discretion. This ensures consistent and equitable application across all students and courses.

All SIP documentation becomes part of the student's permanent educational record at the FWWSO and may be referenced in future proceedings.

Step 2 Risk for Non-Progression status remains active until the student has successfully met all requirements of the Step 2 Student Success Plan and has demonstrated sustained improvement for the remainder of the SIP Review Period in which the Step 2 was issued. Upon successful completion, Risk for Non-Progression status is lifted; however, all documentation remains permanently in the student's educational record. If a new concern arises in a subsequent SIP Review Period, the Program Director will review the student's full SIP history to determine whether prior patterns warrant initiating at a higher step than would otherwise be indicated.

Process/Procedure

Step 0: Conference Note

A Conference Note is an informal documentation tool for minor concerns or first-time issues. It does not constitute a formal Student Success Plan and is intended to encourage early faculty documentation without triggering formal disciplinary processes.

Appropriate uses include, but are not limited to:

- Low exam scores or individual course grades below program thresholds
- Tardiness (first occurrence)
- Minor unprofessionalism or disruptive behavior
- Failure to complete required paperwork on a single occasion
- Apathy, disengagement, or unprofessionalism observed in a single instance

Process:

- The faculty member meets with the student to discuss the concern and completes the Student Conference Note form within five (5) business days of the incident.
- The student and faculty member sign the Conference Note. Signing does not indicate agreement with the concern.
- A copy is sent to the Project Coordinator, Sr. for entry into the SIP Tracking Log in the FWWSO educational record.
- Conference Notes are not shared with the Student Affairs Committee unless escalation to Step 3 is initiated.

Step 1: Student Success Plan — Formal Intervention

Step 1 is the first formal step of the SIP process and is used for serious concerns, repeated behaviors following a Conference Note, Level II clinical concerns, and professional conduct violations.

Step 1 is **required** when:

- A serious concern is identified that warrants formal intervention, regardless of prior Conference Notes.
- A student has accumulated 2 or more Conference Notes for the same type of concern.
- A student has accumulated 3 or more Conference Notes across different courses within the same semester.
- A student has failed to meet the expectations raised in a Conference Note.
- A Level II Clinical Concern is identified.

Process:

- The faculty member consults with the Program Director to review the student's SIP history prior to completing a Step 1 plan.
- The faculty member, in collaboration with the program director and/or associate dean as appropriate, develops a Student Success Plan (Step 1) with the student within five (5) business days of the incident.
- The plan specifies a detailed description of the concern, specific measurable requirements for improvement, a timeline, scheduled follow-up dates, and the consequences of failure to meet the plan.
- The student and faculty member sign the plan. The Program Director's signature is required. Associate Dean's signature is obtained as appropriate.
- A copy is filed in the student's permanent record and submitted to the Project Coordinator, Sr. for the SIP Tracking Log.
- The plan explicitly states that failure to meet Step 1 requirements, or any additional violation while on Step 1, will result in automatic advancement to Step 2.

Step 2: Student Success Plan + Risk for Non-Progression

Step 2 is the second formal step of the SIP process and carries formal Risk for Non-Progression status. It is the most serious intervention short of formal conduct proceedings.

Step 2 is automatically **required** when any of the following occurs:

- A student receives a second (2nd) Student Success Plan within the same semester (any type — academic, clinical, or professional conduct).
- A student fails to meet the requirements of a Step 1 plan.
- A student receives a third (3rd) Student Success Plan at any point during their enrollment in the nursing program.

Process:

- The Program Director is notified immediately when a Step 2 trigger is identified.
- The faculty member, in collaboration with the Program Director, develops a Student Success Plan (Step 2) with the student. The plan includes all Step 1 elements plus a summary of prior interventions.
- The Program Director issues a formal Risk for Non-Progression letter to the student. The letter is co-signed by the Associate Dean and explicitly states that any further violations will automatically result in Step 3 proceedings.

- The student is required to attend mandatory scheduled check-in meetings with the Course Faculty throughout the Step 2 period.
- Signatures are required from the student, faculty member, Program Director, and Associate Dean.
- A copy is filed in the student's FWWSO permanent record.

Step 3: Professional Conduct Code Violation Proceedings

Step 3 initiates formal Professional Conduct Code Violation proceedings through the Student Affairs Committee per SON-408. Step 3 may result in sanctions including, but not limited to, suspension or dismissal from the program.

Step 3 is automatically **required** when any of the following occurs:

- A student receives a third (3rd) Student Success Plan within the same semester.
- A student fails to meet the requirements of a Step 2 plan.
- A student commits any additional violation of professional conduct standards while on Step 2 Risk for Non-Progression status.
- A student receives a fourth (4th) Student Success Plan at any point during their enrollment in the nursing program.
- A Level I Clinical Concern is identified (Step 3 is initiated directly, bypassing Steps 0, 1, and 2).

Process:

- The faculty member or Program Director notifies the Associate Dean immediately when a Step 3 trigger is identified.
- A formal Report of Professional Conduct Code Violation is filed per the procedures outlined in SON-408.
- The student is notified in writing of the alleged violation and the initiation of formal proceedings.
- All proceedings, timelines, hearing procedures, and possible sanctions are governed by SON-408.

Automatic Escalation Triggers — Summary

The following table summarizes all automatic escalation triggers. Automatic triggers are non-discretionary.

When This Occurs	Required Action
2 Conference Notes in same course	Faculty should consider Step 1 Success Plan
3 Conference Notes across courses in same semester	Program Director review; Step 1 Success Plan required
2nd Student Success Plan in the same semester	AUTOMATIC: Step 2 + Risk for Non-Progression letter
Failure to meet Step 1 requirements	AUTOMATIC: Step 2 + Risk for Non-Progression letter
3rd Student Success Plan during program enrollment	AUTOMATIC: Step 2 + Risk for Non-Progression letter

3rd Student Success Plan in the same semester	AUTOMATIC: Step 3 — Conduct Code Violation proceedings
Any violation while on Step 2 Risk for Non-Progression status	AUTOMATIC: Step 3 — Conduct Code Violation proceedings
Failure to complete Step 2 requirements	AUTOMATIC: Step 3 — Conduct Code Violation proceedings
4th Student Success Plan during program enrollment	AUTOMATIC: Step 3 — Conduct Code Violation proceedings
Level I Clinical Concern (patient safety)	AUTOMATIC: Direct to Step 3 — bypass Steps 1 and 2

Note: Escalation trigger thresholds are evaluated within a rolling twelve-month SIP Review Period. The Program Director, in consultation with the Associate Dean, may extend the review period beyond twelve months based on the nature and pattern of concerns. All SIP documentation remains in the student's permanent record regardless of the review period in effect.

Program Director Responsibilities

- Review the SIP Tracking Log whenever new documentation is received to identify whether escalation triggers have been met.
- Consult with faculty prior to issuance of any Step 1 plan to ensure the student's full SIP history is considered.
- Be notified immediately when a Step 2 or Step 3 trigger is identified.
- Sign all Step 2 plans and co-sign the Risk for Non-Progression letter with the Associate Dean.

Faculty Responsibilities

- Document concerns promptly. Conference Notes must be completed within five (5) business days of the incident; Step 1 plans must be completed within five (5) business days.
- Consult with the Program Director before issuing a Step 1 plan to review the student's SIP history.
- Meet with the student face-to-face (in person or remote) to discuss all concerns and plans.
- Be specific in documentation — include dates, observed behaviors, and the policy or standard not met.
- Conduct mandatory scheduled check-in meetings with students on Step 2 status according to the timeline established in the Step 2 Student Success Plan, and document the outcome of each check-in.
- Submit copies of all Conference Notes and Student Success Plans to the Project Coordinator, Sr., for filing

in the student's FWWSO record and entry into the SIP Tracking Log.

- Follow up on action plans according to the specified timelines.

Approved: 5/26/2026

Clinical Placement Policy (SON-416)

Purpose

To create a FWWSON clinical placement policy ensuring the administrative capacity to address the Federal Department of Education requirement for timely and geographically accessible clinical placements for all matriculated nursing students (graduate and undergraduate). The FWWSON has the administrative capability and clinical partner support to provide all matriculated nursing students (undergraduate and graduate) with the geographically accessible clinical placements required for completing the nursing program of study and that these placements will be timely (within 45 days of the completed didactic coursework for the program of study).

Policy Statement

The FWWSON is committed to fostering high-quality precepted clinical experiences for matriculated students in each nursing program. Clinical placements in the rural state of Wyoming are competitive. The FWWSON maintains affiliation agreements with many healthcare agencies and practice sites throughout the state and actively fosters relationships with clinical partners throughout the state in order to seek opportunities to expand opportunities for FWWSON nursing student clinical placements.

FWWSON faculty and staff coordinate clinical placements for all nursing students (see Policy UG-015: Preceptor Selection, Orientation, & Evaluation and Policy GR 211: DNP Clinical Placement Policy for program specific clinical placement policies and procedures). Clinical placements are arranged by the Undergraduate and Graduate Clinical Coordinators throughout the state of Wyoming considering a number of variables, including: student preferences, student's geographic location, student's learning needs, and the availability of preceptors and clinical sites in a given region. Clinical Coordinators also consider variables such as access for faculty site visits, professional recommendations, and prior student feedback when considering placements with a preceptor and/or clinical site.

Regulatory requirements vary state-to-state and must be considered when placing students in clinical sites outside of Wyoming. As such, out of state clinical placements cannot be guaranteed.

The Clinical Coordinators (undergraduate and graduate) work closely with clinical faculty and FWWSON staff to ensure potential preceptors and clinical sites are vetted and finalized (i.e. site affiliation agreements signed, preceptor qualification verification, and clinical onboarding completed) for each student in each clinical rotation.

Process/Procedure

- Undergraduate Students: See Policy [UG-015 – Preceptor Selection, Orientation, Evaluation](#)
- Graduate Students: See Policy [GR 211 – DNP Clinical Placement](#)

Approved: 12/11/2024

Clinical Compliance Policy (SON-412)

Purpose

The purpose of this policy is to outline requirements and processes for students in clinical

programs to ensure compliance with agreements with clinical agencies.

Policy Statement

The Fay W. Whitney School of Nursing (FWWSON) follows the requirements established by our clinical partners, as well as Centers for Disease Control guidelines and recommendations for immunizations for healthcare providers. Students notified of acceptance to any of the FWWSON programs must provide official documentation of each of the items listed below before admission can be finalized. All requirements must remain current throughout enrollment in the program. Students are responsible for tracking and updating their documentation with FWWSON when their requirements expire, particularly if a requirement expires during an academic year. Costs for all immunizations, lab work, travel and/or any accommodations are the student's responsibility.

FWWSON students that have not completed and maintained the required health records within the FWWSON online compliance platforms are not permitted to participate in clinical experiences and may be affected by sanctions related to missed clinical and/or late assignments based on the program handbook/course syllabus.

*Students that are noncompliant with these clinical requirements may experience course interruption due to missed clinical opportunities which could result in a delayed or indefinite extension of their graduation date.

Process/Procedure

1. *Prior* to participating in any clinical experiences, the following must be obtained and documentation must be uploaded and approved in the FWWSON student's approved online compliance platform:
 - Proof of updated background check, as required by individual facilities per policy
 - Proof of current health insurance coverage. Health insurance alternatives, even if they meet criteria for the Affordable Care Act, are not accepted.
 - Proof of Flu vaccination; submit documentation by the last Monday in October
 - *Must be completed between September 1 and October 31 each year*
 - Proof of Covid vaccine OR a valid exemption and testing per facility policy
 - Proof of current Basic Life Support [BLS] for Healthcare Providers (American Heart Association)
 - Tuberculin Skin Testing (TST, TB or PPD) or Interferon Gamma Release Assay (IGRA)
 - MMR: Proof of two (2) immunizations or positive titer
 - Varicella: Proof of two (2) immunizations or a positive titer
 - Adult Tetanus, Diphtheria, Pertussis (Tdap)
 - Hepatitis B: Proof of 3-dose series, and titer
 - Additional clinical requirements may be necessary based on individual clinical agencies
2. Staff in the School of Nursing will alert students who need to complete requirements to finalize admission and/or to attend a first clinical experience.
3. Students must maintain compliance throughout their program of study. Staff will alert students and faculty when a student's compliance documentation is set to expire.

Students with expired compliance items are not allowed into clinical settings until the compliance is uploaded and approved in the online system. A student risks being administratively dropped from clinical courses for failure to meet FWWSON and agency specific requirements, and for failure to maintain their clinical records required by the FWWSON.

References

[Vaccine-Specific Recommendations | ACIP Recommendations | CDC](#)

[Immunization Schedules | Vaccines & Immunizations | CDC](#)

Approved: Spring 2021, Fall 2022, 3/26/2025, 8/21/2025

Clock Hours – Clinical and Clinical Simulation (FS-621)

Policy Statement

Ratio of credit to clinical hours, including clinical simulation hours, is 1:2.5 for the undergraduate program (1 credit =37.5 hours). Clinical simulation may not exceed 50% of clinical hours in any pre-licensure clinical course.

Ratio of credit to clinical hours is 1:4 (1 credit =60 hours) for the graduate program.

Approved: 11/1/2023, 3/26/2025, 8/21/2025, 5/6/2026

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 (SON-411)

Purpose

The purpose of this policy is to define steps for students seeking a leave of absence in the School of Nursing.

Definitions

- **Cohort:** a group of students who begin an academic program and graduate at the same time.

Policy Statement

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 in writing.

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 written approval statement shared with the student. Students who are considering a leave of absence must be aware that returning to clinical course sequencing may be limited by clinical space availability. Any student who returns from an approved leave of absence must meet the requirements of the program at the time of return from the leave of absence, which may include a changed program of study. Programs may require repeating a previously completed course and/or a skill refresher independent study requirement to return from a leave of absence. The student will be responsible for covering the cost of any of these requirements. Graduate students must be continuously enrolled per university guidelines and will register for an hour of continuous registration credit in NURS 5940 if needed to be enrolled in the last semester prior to graduation. All Leave of Absence documentation is filed in the School of Nursing student file. When a student's enrollment is interrupted without an approved leave of absence, the student must reapply for admission to the appropriate program.

All undergraduate students studying in a cohort model and all graduate students must maintain continuous enrollment during the fall and spring semesters, and summer semester if program of study indicates as such (i.e. DNP). All non-cohort students should follow University and program policies to maintain enrollment in their program of study.

Approved: June 2020, 3/26/2025.

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 students may have a semester loan).

Nursing Organizations

STUDENT NURSES' ASSOCIATION (SNA)

A 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

The International 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	Class Papers	Lab Reports
Lecture Notes	Fiction	Grants
Essay Exams	Masters' Thesis	Job Application
Research Papers	Dissertations	Articles for Publication
Footnoting	Letters	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	Getting Started	Proofreading
Focusing	Rewriting	Providing evidence
Developing Topics	Editing	Understanding assignments
Organizing ideas	Problem solving	

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: GRADUATE PROGRAMS

Catalog Statement and Goals

It is the student's responsibility to be familiar 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 a 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 regarding to the standard of work required for continuance in graduate studies. Rules and regulations can be found in the current University of Wyoming Catalog.

All graduate degrees 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.

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.

Advanced Nursing Program Outcomes

MS Program Outcomes (GR-202)

Policy Statement

At the completion of the MS program, students will be able to:

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 populations in a variety of settings.

Approved: FSA 4/13/2022, 3/20/2024, FSA 3/26/2025

DNP Program Outcomes (GR-209)

Policy Statement

At the completion of the DNP program, students will be able to:

1. Engage in evidence-based practice to optimize health outcomes and
2. Engage in leadership activities to promote excellence in rural health care.

Approved: 4/13/2022, 3/27/2024

Advanced Nursing Program Core Concepts (GR-210)

Purpose

To articulate concepts embedded in the graduate curriculum for transparency to students and stakeholders.

Definitions

- **Core Concepts:** common attributes associated with graduate nursing education.

Policy

Graduate Core Concepts

1. Transformation:
Includes learning, education, leadership, and nursing as a whole; engaging creativity with theory and evidence-based practice to result in professional identity development, critical reflection and cognitive flexibility.
2. Rural/ity/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.

Approved: Initial approval date unavailable, FSA 3/27/2024

Changing Options Policy (GR-206)

Policy Statement

Once admitted to a graduate program (MS or DNP), students are not permitted to change between the MS and DNP programs without completing the formal admission process.

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 MS options is being considered, the student should have a conversation with his or her academic 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 DNP options is being considered, the student should have a conversation with his or her academic 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.

Approved: Initial approval date unavailable, 3/27/2024

Admission Requirements (GR-201)

MS Admission Criteria	DNP Admission Criteria
Minimal Criteria: • Minimum of 3.0 Grade Point Average (GPA) • Earned Bachelor of Science in Nursing (BSN) from a nationally accredited nursing program awarded by a regionally accredited institution. • Current, active, unencumbered registered nurse (RN) license. • For the final semester practicum, RN licensure is needed in the state where the practicum will take place. • Proof of completion of an undergraduate statistics course with a minimum letter grade of C. • An application through the Admissions Office with three letters of recommendation, essay, and resume, as well as an interview are required. • Students offered admission into the College of Health Sciences are required to obtain and pay for a criminal background check for final admission. The results of your criminal background check may determine if you will be admitted to the program. The background check can be obtained from https://www.viewpointscreening.com/uwyo. • Submission of an initial negative 10-panel drug screen for final admission. (Must be negative on first screening and all subsequent screenings).	Minimal Criteria: • Minimum of 3.0 Grade Point Average (GPA) • Earned Bachelor of Science in Nursing (BSN) from a nationally accredited nursing program awarded by a regionally accredited institution, or anticipated graduation from a nationally accredited BSN program from a regionally accredited institution by the first day of classes. • Active, unencumbered Wyoming RN license by May 1 of first spring semester of the program • An application through the Admissions Office with three professional letters of recommendation, essay, and resume, as well as an interview are required. • Students offered admission into the College of Health Sciences are required to obtain and pay for a criminal background check for final admission. The results of your criminal background check may determine if you will be admitted to the program. The background check can be obtained from: https://www.viewpointscreening.com/uwyo • Submission of an initial negative 10-panel drug screen for final admission. (Must be negative on first screening and all subsequent screenings).

NOTE: The CHS Student Background check and policy is available here: <http://www.uwyo.edu/hs/vp-screening/>. Students are reminded that the policy requires: “you must inform the Dean of the College if you are convicted of a crime while enrolled in your training program.”

Approved: 4/13/2022, 5/10/2023, 4/19/2024

College of Health Sciences Student Criminal Background Check Policy

Original Adoption: 2005 Revised: March 2009, August 2013, August 2026

I. POLICY STATEMENT

Students enrolled in academic or professional training programs within the College of Health Sciences are frequently placed in educational and clinical settings serving highly vulnerable populations, including but not limited to minors/children, individuals with disabilities, and the elderly. Clinical and practice training sites – including but not limited to schools, hospitals, pharmacies, and social agencies – mandate criminal background checks for all students participating in clinical/training activities. Accordingly, the College of Health Sciences requires background checks for all admitted and provisionally admitted applicants to ensure the safety of these populations and compliance with site requirements.

II. APPLICABILITY

This policy applies to and must be distributed to the following parties:

- Vice Presidents, Deans, Directors, and Appointing Authorities.
- Chief Administrative Officers, Managers, and Supervisors overseeing students.
- Applicants for admission and current students within the College of Health Sciences.

III. PROCEDURAL REQUIREMENTS

A. Student Notification and Disclosure

All students seeking admission to clinical or educational programs shall be advised of their obligation to obtain and fund a background check. The following formal statement shall be included in all program application materials:

“Students seeking admission into or admitted to a program in the College of Health Sciences are required to obtain and pay for a criminal background check. These background checks are routinely required by schools, hospitals, and other agencies that participate in the clinical/practice education of our students. The results of your criminal background check may determine if you will be admitted to or can continue in a program that you have been admitted to. You must inform the Dean of the College if you are convicted of a crime while enrolled in your training program. Depending on the requirements of your program, you may also be required to update your criminal background check each year (e.g., experiential application/placement). Each training site will be informed that you have completed a background check prior to your placement at that site.”

B. Scope of Screening

Background checks must be procured by the College approved vendor or through the Wyoming Professional Teaching Standards Board (PTSB), when PTSB is appropriate, and must include:

- Social Security Number verification;
- Seven-year search of national, federal, and multi-county or statewide felony and related misdemeanor records;
- Violent Sexual Offender and Predatory Register search; and
- U.S. General Services Administration Office of Inspector General (GSA/OIG) List of Excluded Individuals/Entities (GSA List of Parties Excluded from Federal Programs).

IV. DATA PRIVACY AND RECORD MANAGEMENT

1. **Submission:** Reports must be submitted directly from the screening agency to the Dean of the College (or designee).
2. **Storage:** Reports shall be maintained in electronic files by the provider. No background check information shall be stored in the student's permanent educational file.
3. **Authorized Access:** Access is restricted to the President (or designee), Dean of the College (or designee), Program Dean/Director (or designee), UW General Counsel, and the Director of Risk Management.
4. **Dissemination:** No information will be released without written student consent. The College will not release copies of the report to the student; however, students may access and print their own reports via the College's approved vendor portal.
5. **External Reporting:** Clinical facilities will be notified only that a student has "completed and passed" the check. The College will not release specific results to facilities; students may provide their own reports if required by the site.

V. REVIEW OF ADVERSE FINDINGS

A. Administrative Review

If a negative background report is returned, the student must obtain a copy from the agency for a formal review with the Dean (or designee). The student will be informed that the program may refuse clinical/training education placement based on these findings.

B. Criteria for Disqualification

A negative report includes, but is not limited to, crimes against persons (e.g., battery/assault), crimes of dishonesty (e.g., theft/embezzlement), and substance abuse-related crimes.

1. Mandatory Exclusion (7-Year Scope)

Conviction of the following within seven years of application generally results in denial of admission or dis-enrollment:

- **Violent Crimes:** Murder, Manslaughter, Arson, Abduction, Kidnapping, Robbery, Maiming.
- **Felonies:** Felony Assault, Felony Battery, Felony Burglary, Felony DUI, Felony Weapons offenses, and Felony Controlled Substances.
- **Integrity/Financial:** Felony Credit Card Fraud, Felony Theft/Larceny (5-year scope for Felony Theft/Larceny), Embezzlement, Perjury, and Counterfeiting.
- **Sexual Offenses:** Regardless of timeframe: rape, molestation, incest, and any sex offense involving a minor or elderly person.

2. Discretionary Review

- Misdemeanor convictions (e.g., DUI, Harassment, Simple Battery, or Bribery) require a formal review by the Dean (or designee) and may result in a recommendation for the student to change majors outside of the College of Health Sciences.

3. Pending and Non-Conviction Records

- **Pending Cases:** Participation may be delayed until the final disposition of outstanding charges.
- **Non-Convictions:** Any prior sexual offense resulting in a non-conviction requires mandatory secondary review.

College of Health Sciences Student Acknowledgement and Disclosure Form

I. Required Disclosure Statement

"Students seeking admission into or admitted to a program in the College of Health Sciences are required to obtain and pay for a criminal background check. These background checks are routinely required by schools, hospitals, and other agencies that participate in the clinical/practice education of our students. The results of your criminal background check may determine if you will be admitted to or can continue in a program that you have been admitted to. You must inform the Dean of the College if you are convicted of a crime while enrolled in your training program. Depending on the requirements of your program, you may also be required to update your criminal background check each year (e.g., experiential application/placement). Each training site will be informed that you have completed a background check prior to your placement at that site."

II. Acknowledgement of Policy and Procedures

By signing below, I acknowledge and agree to the following:

- **Mandatory Screening:** I understand that I must obtain and pay for a background check through the *College approved vendor* or the Wyoming PTSB, when PTSB is appropriate, as a condition of my admission or continued enrollment.
- **Timing:** I acknowledge that each program in the College of Health Sciences will have their own unique timing for when a background check must be completed to be fully admitted into a program and/or to complete the course of study. It is my responsibility to research and understand the unique timing of the program(s) that I am pursuing.
- **Scope of Search:** I authorize a search that includes SSN verification, a 7-year criminal record search (felony and misdemeanor), Sex Offender registries, and GSA/OIG federal exclusion lists.
- **Reporting Requirements:** I understand the background check must be submitted directly from the agency to the Dean of the College.
- **Ongoing Duty to Disclose:** I agree to immediately notify the Dean of the College if I am convicted of any crime while enrolled in a College of Health Sciences program.
- **Adverse Results:** I understand that a "negative" background report—including crimes against persons, dishonesty, or substance abuse—may result in a program refusing to accept me for clinical training or my dis-enrollment from the College.
- **Records Access:** I understand that while the College will not release copies of the report to me, I may obtain and print my own report directly through the **Certiphi** Screening application process.
- **Clinical Site Notification:** I understand that clinical facilities will be informed that I have completed and passed a background check, but specific results will not be released to the facility by the College without my written consent.

III. Disclosure of Pending Charges

Do you currently have any pending or unresolved criminal cases? ☐ YES ☐ NO

(Note: Pending cases may delay admission or program participation until final disposition.)

Student Name (Printed): _____

Student Signature: _____ Date: _____

Academic Program: _____

Page 3 to be retained by academic unit for 7 years after signature date for administrative purposes

Programs of Study

Programs of study are available on the School of Nursing website as follows:

MS Program of Study (GR-203.1):

<https://www.uwyo.edu/nursing/programs/ms-program/26ms.pdf>

Approved: 4/13/2022; 3/20/2024, 3/26/2025

DNP Programs of Study (GR-204.):

FNP: <https://www.uwyo.edu/nursing/programs/dnp/26dnpfmy.pdf>

PMHNP: <https://www.uwyo.edu/nursing/programs/dnp/26dnppsh.pdf>

Approved: 2/10/2021, 10/30/2023, 3/20/2024, 3/26/2025

Eligibility of Courses for Credit Toward the DNP or MS Degree (GR-212)

Purpose

To determine eligibility of course(s) that may be used for credit to apply toward graduate degree programs.

Definitions

- **Students:** All graduate students (MS and DNP) enrolled within the FWWSN.

Policy Statement

Transfer of graduate hours will be considered in accordance with the University of Wyoming School of Graduate Education policy on *Coursework Applied to Graduate Degree* (<https://acalogcatalog.uwyo.edu/content.php?catoid=13&navoid=1121#coursework-applied-to-graduate-degree>). Per UW regulation:

“To transfer graduate hours earned at another institution to a graduate program at UW, the student must provide an official transcript from the institution where the credits were earned. This official transcript must be part of the student’s permanent file. The student must also provide evidence that the course was approved for graduate credit at the institution where the course was taken. Credits earned must be from a regionally accredited institution where the nursing program is accredited by an approved nursing accreditation body.”

No more than 9 credit hours (from another regionally accredited institution with an accredited nursing program) may be considered for transfer credit toward the UW graduate program (MS or DNP). Transferred hours must carry a B (3.000) or better (A=4.000) for consideration. Transfer hours taken for satisfactory/unsatisfactory (or pass/ fail) grades are not acceptable on a program of study.

Approval of courses are documented by the program director and a record is stored in the student’s school of nursing file.

Process/Procedure

MS

All School of Nursing MS courses offered are eligible to be applied towards a Master's degree if the student was classified with the university as a graduate student at the time the course was taken. However, if a course outside of nursing is taken prior to admission to the MSN program, the course may not, or may, be considered to be transferred into the MSN program as an elective based upon review. Transfer courses must be at the graduate level. Exceptions are set by the Office of the Registrar and policies documented in the University Bulletin. Courses taken at other universities will be reviewed. A maximum of nine credit hours may be transferred for a master's degree. A grade of "B" or better must be earned in all transfer work.

Regarding the MSN program, it is possible for a student to transfer between tracks (education and/leadership) with the approval of the MSN program director.

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 practice 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 courses 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, they 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 non-UW 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).

Approved: Initial approval date unavailable, FSA 3/27/2024

Graduate Student Expectations (GR-215)

Purpose

The Fay W. Whitney School of Nursing (FWWSN) at the University of Wyoming has an obligation to educate students who are accountable to the highest ethical and professional standards. 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.

It is critical that graduate students be familiar with and utilize the information and skills outlined in Handbook Section 2 (Communication—SON 402.1) and Handbook Section 3 (Professional Behavior—SON 407.1 & 408.1).

Definitions

- Graduate Student: All graduate students (MS and DNP) enrolled at the FWWSN.

Policy Statement

FWWSN faculty and staff are also expected to utilize the same professional communication and behaviors outlined in the handbook. In addition, FWWSN 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.

Email

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.
- Mentoring and Academic Advising

- Early during the first semester, each graduate student will be assigned a primary academic 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. In addition, each student will be assigned a faculty mentor who will also facilitate student's success in the program and provide career counseling.
- Academic and Clinical 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 in the graduate programs 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.

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 study.

Tuition and Fees

Tuition rates are determined by the University of Wyoming Board of Trustees and

are subject to change. Tuition rates are established each fiscal year (July 1st – June 30th), and secured for the Fall, Spring, and Summer semesters following trustee vote. Additional program fees may apply to specific courses.

Tuition rates are found in the UW fee book: https://www.uwyo.edu/budget-finance/financial-affairs/_faffles/docs/fee-book/studentfeebook-fy-2026-05.05.2025.pdf

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

Full-Time Status

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

Important Graduation Information

Students should familiarize themselves with and follow the Graduation Process on the Graduate Student Resources web site at: <https://www.uwyo.edu/uwgrad/graduate-degree-timeline.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.

Students are responsible for filing the required graduation form and paying the corresponding fee in the semester in which they intend to graduate. This is accomplished by submitting an Anticipated Graduation Date Form electronically through WyoWeb by the published deadline. This must be submitted by October 15 for fall commencement and April 1 for spring commencement in order to be included in all graduation information mailings and for your name to appear in the spring Commencement Program.

- Graduate students are required to be enrolled during the semester they graduate. If all required coursework is completed, students are allowed to enroll in an hour of continuous registration credit (NURS 5940) to meet this requirement. Both ‘courses’ are charged a reduced tuition rate.
- 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).
- Students can be individually hooded by a graduate faculty member during the University of Wyoming’s Commencement ceremony. Another highlight is the School of Nursing Convocation at which time nursing graduates are recognized and School of Nursing Awards are presented.
- 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.

Approved: 11/2/2023, 9/18/2024

Academic Advising

Early during the first semester, each graduate student will be assigned a primary faculty 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 (GR-205)

Policy Statement

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. Additionally, receiving an unsatisfactory (U) grade in a clinical course due to a sanction for violation(s) of the Professional Conduct Code (SON 407.1), is treated with the same severity as an F grade in a didactic course and will result in immediate dismissal from the program.

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.

For courses that are graded satisfactory/unsatisfactory (S/U), students must have an average course grade greater than or equal to 80% and earn a complete on all complete/incomplete assignments. If the average course score is below 80% or a grade of an “incomplete” is earned on any assignment, the student will be given a “U” grade for the course. 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.

Graduate Grading Scale

100-89.5% = A

89-79.5% = B

79-69.5% = C
69-59.5% = D
<59.5% = F

Process/Procedure

Graduate Program Dismissal

Students may be dismissed from the FWWSOON graduate program for the following reasons:

- a. Sanction for violation(s) of the Professional Conduct Code (SON 407.1) as listed in the Graduate Handbook
- b. Failure to maintain academic standards as listed in the above Scholastic Requirements (SON 205.2)
- c. Failure to maintain continuous enrollment without an approved leave of absence.
- d. Failure to renew an RN license or loss of RN licensure, or having an encumbered RN license.
- e. Failure to meet the technical standards as outlined in the student handbook.
- f. Violation of the student drug-screening and impaired student policy as outlined in the student handbook.
- g. Violation of patient/client confidentiality as outlined in the student handbook.

Readmission to the program will follow the guidelines for the SON readmission policy as outlined in the student handbook.

Approved: FSA 4/13/2022, 11/1/2023, FSA 5/7/2025

Academic Concerns

The graduate programs use the Academic/Clinical Performance Policy (SON 404.2) 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 in the graduate programs should reference primary (original) sources (e.g., research studies, original theories), NOT secondary sources (e.g., clinical databases, review articles, textbooks).

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 (SON 407.1).

Late Assignments (GR-207)

Purpose

To define expectations of graduate students submitting assignments for courses in their program of study.

Policy Statement

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 11:59 pm 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. In many instances, a "0" grade on a course assignment may result in failure of the course. 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. Technical difficulties are not considered student emergencies; late assignments due to technical difficulties will earn a "0" grade. 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.

Approved: Initial approval date unavailable, FSA 3/27/2024

SECTION 6A: DNP SPECIFIC INFORMATION

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.

Course Participation

Active participation is critical for successful progression through the DNP program.

Attendance is required between 8:30-11:30am 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. Students will be notified of dates for campus-intensive sessions at the beginning of each 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.

Attendance and Excused Absence Policy (GR-213)

Purpose

The DNP program is a full-time graduate program of study. Curriculum is delivered both asynchronously and synchronously. Active participation in synchronous and asynchronous course material is essential for successful progression of the DNP program.

Definitions

- Time Commitment: The DNP program is a full-time graduate program of study and should be approached as a 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 weekly webinar activities and may need additional preparation time for this.**

Policy/Procedure

Active participation and attendance are required for all scheduled Weekly Webinars and On-Campus Sessions. Unexcused absences are unprofessional and may result in course failure and/or violation of the Student Professional Conduct Code (SON 407). See below for student expectations:

Orientation:

All new DNP students must attend an on-campus new student orientation, the date of which will be shared with incoming students on or before June 1st. Failure to attend all aspects of orientation will result in dismissal from the program.

Weekly Webinars:

Throughout the DNP program, students will participate in synchronous web-based webinars on Wednesday mornings between 8:00am-12:00pm (Mountain Time). Wednesday webinars are used for the DNP seminar courses and to facilitate other courses students are enrolled in during that semester. Active participation is required for all scheduled webinars. In order to actively participate, students will need to have access to a computer with internet connection, a web-cam (turned on for the entire webinar), and a microphone/headset. Students should treat webinar as one would treat an on-

campus traditional course. Students should be in a quiet private location to ensure the privacy and confidentiality of their peers and the course content. Professionalism should be maintained (i.e. not driving, in bed, in a shared workroom, etc.). Only university-excused absences will be recognized (See University Regulation 2-108); as such students should have back-up plans in case of technical difficulties (e.g., going to a local library if home-based internet service is down).

On-Campus Course Participation

Active participation is critical for successful progression through the DNP program. Attendance is required for on-campus sessions associated with didactic courses. Students will be notified of dates for on-campus sessions at the beginning of each 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.

Trauma-Informed Care:

During 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 teaching assistants will be employed.

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.

Excused Absence Policy for On-Campus Sessions

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, simulated patients (SPs) scenarios, and objective structured clinical exams (OSCEs). Instructional activities, SP scenarios, and OSCEs are resource and time intensive and cannot easily be reoffered.

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. Students will need to demonstrate mastery of missed content for successful course completion. If a student is not able to access an appropriate alternative learning activity (e.g., attending a related workshop or webinar) the student may need to take a course incomplete or leave of absence in order to participate in the missed learning activity the next semester it offered.

Students who experience an unplanned, emergent event should immediately contact the course faculty member.

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.

Approved: Initial approval date unavailable, 3/27/2024, 8/22/2024, FSA 5/6/2026

Simulated Patients and OSCE Remediation Policy (GR-214)

Purpose

To clarify DNP student expectations for on campus evaluations of student competency.

Policy Statement

Simulated patient (SP) scenarios and objective structured clinical exams (OSCEs) are resource and time intensive and cannot easily be reoffered.

If a student participates in, but does not pass an initial simulated patient scenario or OSCE, they will need to remediate the simulated patient 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: Attendance and Excused Absence Policy (GR 213).

Approved: Initial approval date unavailable, 3/27/2024

Clinical Practice Requirements (GR-217)

Policy Statement

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](#)
- [AANP Scope of Practice](#)
- [AANP Standards of Practice](#)

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

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

Clinical Practica

Students may have several practice sites throughout the program, and you must be familiar with the FWWSO 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 for as a student. These clinical placements are made possible through the cooperation of many participating nurse practitioners and other advanced 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 a DNP 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.

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 may 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. Remediation activities may require additional travel to Laramie or Cheyenne so you can benefit from in-person faculty support and evaluation. 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 4-6 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 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 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 of the first year in the DNP program 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 May 1st of the second 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.

Clinical Attendance

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 with 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 undergarments, 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 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 truthful, 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 a 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), clinical experiences with faculty in their practice sited, preceptor evaluations, clinical documentation, and case studies. Additionally, clinical faculty will maintain regular contact with preceptors via phone, email, Zoom, and/or site visits. Patient simulations 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. Strict professional standards of confidentiality are required in the context of live simulated experience, when practicing with peers, and standardized patients.

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.

Approved: FSA 8/2/2023, 2/14/2024, DNP 10/9/2024

DNP Clinical Placement Policy (GR-211)

Purpose

A Doctor of Nursing Practice (DNP) clinical placement policy outlining the administrative capacity to address the Federal Department of Education requirement for timely and geographically accessible clinical placements for all graduate nursing students. The Fay W. Whitney School of Nursing (FWWSN) and the DNP program have the administrative capability and clinical partner support to provide all DNP students with the geographically accessible clinical placements required for completing the DNP program of study. All clinical practica placements are coordinated by FWWSN faculty and staff to ensure timely student progression (placements assured within 45 days of the completed didactic coursework for the program of study).

Policy Statement

Clinical placements in the rural state of Wyoming are competitive. The FWWSN maintains affiliation agreements with many healthcare agencies and practice sites throughout the state, and actively fosters relationships with clinical partners throughout the state in order to seek opportunities to expand opportunities for FWWSN nursing student clinical placements.

Placements for DNP students' clinical rotations are coordinated by the DNP Clinical Coordinator, course faculty, and staff. Multiple variables are considered when making clinical placements, including student preferences, student geographic location, student learning needs, and the availability of preceptors and clinical sites in a given region. The DNP Clinical Coordinator also considers variables such as access for faculty site visits, professional recommendations, and prior student feedback when considering placements with a preceptor and

clinical site.

The FWWSO is committed to preparing students for rural healthcare experiences and all students sign an attestation upon admission indicating the understanding and ability to travel and/or relocate for clinical placements.

Students are NOT to arrange their own clinical placements without faculty involvement. All students (FNP/PMHNP) will complete a pre-clinical advising form indicating clinical interests, preferred geographic regions, and preferences for any specific clinical sites. Although the DNP Clinical Coordinator welcomes student involvement in expanding potential preceptor and clinical agency networks, students are not to pursue, formally request, or otherwise commit to a clinical placement without explicit approval from the DNP Clinical Coordinator. Contacting a potential preceptor and/or clinical agency without this explicit approval is a violation of the Professional Conduct Code for Students Enrolled at the Fay W. Whitney School of Nursing (SON 407) and subject to consequences per Procedures for Violations of the Professional Conduct Code (SON 408).

It is the role of the DNP Clinical Coordinator and FWWSO staff to coordinate legal site agreements for new clinical sites and verify all potential preceptors. This process is time and labor intensive; therefore, all clinical requests should be communicated to the DNP Clinical Coordinator (using the appropriate forms) well in advance of the clinical practica course(s). See Process/Procedure below.

Faculty only arrange clinical placements in Wyoming; however, students may explore clinical placements in states surrounding Wyoming (i.e., Colorado, Idaho, Montana, Nebraska, South Dakota, Utah), as long as the state allows clinical rotations for students from the University of Wyoming (UW), without requiring UW clinical faculty to have APRN licenses in these states. As of September 1, 2024, the only surrounding states that meet these criteria are Colorado, Idaho, and Utah. Unfortunately, Montana, Nebraska, and South Dakota are NOT allowing UW nursing student rotations. Be aware, state regulations change frequently, thus faculty cannot guarantee any out of state rotation for students.

To explore a clinical placement in a surrounding state, students must follow the below process for Out of State Clinical Placements. Note, out-of-state clinical placements must be completely secured (including completion of UW/clinical agency legal contracts) by the following dates; otherwise, faculty will coordinate placements in Wyoming:

- Summer semester - December 15th
- Fall semester - April 15th
- Spring semester - August 15th

Students who refuse an arranged clinical placement(s) will not receive an alternative placement. Students who decline faculty-coordinated clinical placements are at risk of delays in academic progress, course failure and/or dismissal from the program.

Process/Procedure

Clinical Placements in Wyoming

1. Upon admission, all DNP students (FNP/PMHNP) sign attestation of understanding and agreement to the requirement for travel and/or relocation for clinical placement(s).
2. In year two of the DNP program, all DNP students (FNP/PMHNP) complete a pre-clinical advising form indicating clinical interests, preferred geographic regions within Wyoming, and preferences for any specific clinical sites.
 - a. All DNP students (FNP/PMHNP) meet with the DNP Clinical Coordinator for a

- Pre-Clinical Advising meeting to review the pre-clinical advising form and discuss anticipated clinical mapping for the practica courses.
- b. Students wishing to explore specific clinical sites/preceptors should discuss these interests during the Pre-Clinical Advising Meeting to determine if the appropriate legal contracts exist and/or need to be updated.
 3. Students are NOT to pursue, formally request, or otherwise commit to a clinical placement without explicit approval from the DNP Clinical Coordinator.
 - a. **Contacting a potential preceptor and/or clinical agency without explicit approval is a violation of the Professional Conduct Code for Students Enrolled at the Fay W. Whitney School of Nursing (SON 407) and subject to consequences per Procedures for Violations of the Professional Conduct Code (SON 408).**
 4. The DNP Clinical Coordinator will formally communicate final clinical practica placement(s) in advance of each semester.
 - a. The FWWSN staff will support each student with the completion of on-boarding requirements for the clinical site(s). The student is responsible for the cost of any additional site requirements (i.e. updated drug screen, additional vaccinations, etc.). It is the student's responsibility to ensure that all on-boarding requirements are completed prior to the start of clinical hours.
 - b. Once a student receives final placement notification, it is the student responsibility to reach out to the preceptor(s) to coordinate a clinical schedule that aligns with the preceptor/agency availability and needs.
 5. Students who refuse an arranged clinical placement(s) will not receive an alternative placement. *Students who decline faculty-coordinated clinical placements are at risk of delays in academic progress, course failure and/or dismissal from the program.*

Out-of-State Clinical Placements:

Regulatory requirements vary state-to-state and must be considered when placing students in clinical sites outside of Wyoming. Regulatory requirements are subject to change at any time. As such, out of state clinical placements cannot be guaranteed.

1. Upon admission, all DNP students (FNP/PMHNP) sign attestation of understanding and agreement to the requirement for travel and/or relocation for clinical placement(s).
2. In year two of the DNP program, all DNP students (FNP/PMHNP) complete a pre-clinical advising form indicating clinical interests, preferred geographic regions in Wyoming, and preferences for any specific clinical sites. Students who wish to pursue clinical placements outside of Wyoming should indicate this in the pre-clinical advising form.
 - a. All DNP students (FNP/PMHNP) meet with the DNP Clinical Coordinator for a Pre-Clinical Advising meeting to review the pre-clinical advising form and discuss anticipated clinical mapping for the practica courses. Potential out-of-state clinical sites and preceptors will be discussed at this time.
 - i. If the out-of-state clinical site is located in an eligible state that allows UW nursing student rotations, and the DNP Clinical Coordinator deems the site appropriate, the clinical site may be pursued further by the student. Students will be required to provide contact information for the out-of-state clinical site and preceptor.

3. Using the Clinical Practicum Dashboard (on WyoCourses), the student completes an “Out-of-State Clinical Placement Request” form, which is automatically submitted to the DNP Clinical Coordinator.
 - a. A separate Out-of-State Clinical Placement Request Form must be submitted for ***each*** clinical site being requested. All information listed in the form must be included for the site to be considered.
 - i. Completed forms are required for all out-of-state placement requests; however, **the submission of an Out-of-State Clinical Placement Request Form does NOT confirm or guarantee a placement.**
 - b. The DNP Clinical Coordinator and FWWSO administration will verify continued eligibility of the requested state with the appropriate Board(s) of Nursing.
 - c. If an out-of-state placement request is deemed eligible and appropriate, the DNP Clinical Coordinator will contact the potential/requested preceptor to verify willingness/ability to precept for our program.
 - i. If the potential preceptor confirms willingness/ability to precept, a Preceptor Qualifications Form (PQF) link: https://uwyo.sjcl.qualtrics.com/jfe/form/SV_87YJsqq81ld6UXI must be completed/submitted by the preceptor.
 1. The DNP Clinical Coordinator and/or FWWSO staff verify eligibility of the potential preceptor.
 2. Preceptor orientation materials are then sent to the preceptor for review.
4. Once a PQF is received, and preceptor qualifications have been verified, the DNP Clinical Coordinator will verify if the requested clinical site has an existing/current site agreement, OR if this potential site requires a new or updated legal site agreement.
 - a. For sites requiring new affiliation agreements, a contracting request is sent to the proposed clinical site. Once the site administration verifies, signs, and returns the contractual agreement, the contract is sent to the UW Legal Department for final review.
 - i. **NOTE: The contracting process may take several months to complete, and a contractual agreement may never be reached/confirmed for some clinical sites. All documentation (including PQF, finalized site contract, and communication with potential/proposed preceptors) must be completed by the deadlines listed below for an out-of-state clinical placement to proceed.** If all documents are finalized/complete prior to the designated deadlines below, scheduling of the out-of-state clinical rotation can proceed:
 - **Summer semester - December 15th**
 - **Fall semester - April 15th**
 - **Spring semester - August 15th**
5. For placement requests **NOT finalized by the designated deadlines**, the DNP Clinical Coordinator will proceed with a clinical placement in Wyoming for that semester’s practicum course.
6. The DNP Clinical Coordinator will formally communicate final clinical practica placement(s) in advance of each semester.

- a. The FWWSO staff will support each student with the completion of on-boarding requirements for the clinical site(s). The student is responsible for the cost of any additional site requirements (i.e. updated drug screen, additional vaccinations, etc.). It is the student's responsibility to ensure that all on-boarding requirements are completed prior to the start of clinical hours.
 - b. Once a student receives final placement notification, it is the student's responsibility to reach out to the preceptor(s) to coordinate a clinical schedule that aligns with the preceptor/agency availability and needs.
7. Students who refuse an arranged clinical placement(s) will not receive an alternative placement. *Students who decline faculty-coordinated clinical placements are at risk of delays in academic progress, course failure and/or dismissal from the program.*

Approved: 8/2/2023, 12/11/2024

DNP Program Preceptor Selection, Orientation, and Evaluation Policy (GR-208)

Purpose

To solicit evaluation data in support of program improvement for clinical courses utilizing preceptors.

Definitions

- Preceptors: In the DNP program are nurse practitioners, certified nurse midwives (CNMs), physician assistants (PAs), and have responsibility for mentoring, counseling, teaching, and contributing to the evaluation of a student.

Policy Statement

Selection

Preceptors are selected by the FNP and PMHNP clinical coordinators and must meet the following qualifications:

- Have an unencumbered license as a nurse practitioner, certified nurse midwife (CNM), physician, or physician assistant (PA).
- Have at least one year's experience as a nurse practitioner, CNM, physician, or PA working with family, adult health, women's health, or pediatric populations (i.e., FNP, ANP, WHNP, PNP), 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. PQFs and documentation of current, unencumbered licensure are currently stored on the Typhon electronic database.

Process/Procedure

Orientation

Clinical coordinators from both the FNP and PMHNP concentrations oversee all aspects of the clinical placement process in Wyoming, from identifying appropriate populations and recruiting preceptors/sites, to initiating the contract and preceptor-qualification process. Out-of-state clinical placements will follow the process outlined in GR-209 (Clinical Placement Policy). For all placements, Clinical 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, videoconferencing, 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.

Preceptors are contacted for direct student feedback at the following intervals for each rotation: 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 feedback regarding student performance is also shared with individual students by the clinical faculty.

Evaluation of preceptors and clinical agencies

At the completion of each clinical experience, students will evaluate the preceptor(s) and clinical agency (agencies) where clinical hours were completed. Clinical coordinators use this student feedback on preceptors and agencies to help inform decisions about future clinical rotations with the preceptor and/or clinical agency. Evaluation data of preceptors and clinical agencies are reviewed each semester by the DNP faculty subcommittee, including data from both students and clinical 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: DNP Team 4/30/2018, 3/27/2024