

December 13, 2024

David S. Jackson, Ph.D.
Interim Executive Vice President and Provost
University of Nebraska System
djackson@nebraska.edu

Dear Provost Jackson,

I am writing to support the creation of the Emergency Nurse Practitioner (ENP) Certificate Program at the University of Nebraska Medical Center (UNMC). This program will address critical shortages in emergency healthcare, particularly in underserved areas of Nebraska, by equipping Family Nurse Practitioners (FNPs) with advanced skills and knowledge to deliver high-quality care.

The 16-credit hybrid program, aligned with the American Academy of Emergency Nurse Practitioners (AAENP), is consistent with UNMC's mission of transforming lives and meets the demonstrated demand for specialized emergency care providers.

This innovative program will enhance healthcare delivery statewide and establish UNMC as a leader in advanced emergency nursing education. We have reviewed and approved the proposal and request your review, approval by the Chief Academic Officers, and presentation to the Board of Regents.

Sincerely.

H. Dele Davies, MD, MS, MHCM

Interim Chancellor



December 13, 2024

H. Dele Davies, MD Interim Chancellor, University of Nebraska Medical Center

#### Dear Chancellor Davies:

I am writing to support the creation of the Emergency Nurse Practitioner (ENP) Certificate Program at the University of Nebraska Medical Center (UNMC). This innovative program, proposed by the College of Nursing, will fill a critical gap in emergency healthcare services, particularly in underserved areas across Nebraska.

The ENP program is a forward-thinking initiative designed to equip Family Nurse Practitioners (FNPs) and FNP students with the advanced skills and specialized knowledge necessary for delivering high-quality, competent emergency care. With a curriculum validated by the American Academy of Emergency Nurse Practitioners (AAENP), this program will advance the standard of care while addressing the growing shortage of emergency care providers.

Several factors make this program essential:

- Meeting Workforce Needs: Nebraska faces a shortage of emergency NPs.
- Comprehensive Education: 16-credit hybrid program
- Alignment with Institutional Goals: UNMC's mission of transforming lives.
- National and Regional Demand: Studies demonstrate strong interest and demand.

The ENP program is prepared to enhance healthcare delivery across Nebraska and establish UNMC as a leader in advanced emergency nursing education.

We have reviewed and approved this proposal. We request your review and approval.

Sincerely,

Jane Meza, Ph.D.

Jane Meza

Interim Vice Chancellor, Academic Affairs University of Nebraska Medical Center





October 10, 2024

Jane Meza, PhD Interim Vice Chancellor for Academic Affairs University of Nebraska Medical Center 985700 Nebraska Medical Center Omaha, NE 68198-5700

Dear Dr. Meza:

I am writing to express my support for the proposed development of an Emergency Nurse Practitioner (ENP) certificate program at the University of Nebraska Medical Center (UNMC) College of Nursing. This initiative, which has received approval from the College of Nursing Professional Graduate Nursing Affairs Committee on August 26, 2024, and the General Faculty Organization on September 16, 2024, represents a critical step forward in addressing the pressing shortage of emergency care providers in our state.

The need for this program is underscored by the results of a comprehensive needs assessment completed by the UNMC College of Nursing in early 2024. This assessment engaged hospital administrators, current nurse practitioners, recent graduates, and potential applicants to evaluate the demand for advanced emergency care training. The findings revealed that over 70% of Family Nurse Practitioner (FNP) students nearing graduation anticipate employment in emergency care settings, despite lacking formal training in this specialty. Moreover, 177 out of 221 surveyed nurse practitioners in Nebraska expressed a strong interest in attending a post-graduate ENP certificate program if it were available at UNMC. This overwhelming demand highlights the critical need for specialized training in emergency care to meet the evolving needs of Nebraska's healthcare system, particularly in rural and underserved areas.

The proposed ENP program is a 16-credit post-graduate certificate that will be completed over a 12-month period. The program is designed with a hybrid structure, combining online didactic instruction with hands-on practicum, simulation, and clinical experiences in diverse emergency settings across Nebraska. This comprehensive approach ensures that our graduates are not only academically prepared but also possess the practical skills required for the dynamic and high-pressure environment of emergency care.

The CON was recently awarded a \$122,376 grant from Women Investing in Nebraska for the development of the ENP program; additionally, funds of approximately \$48,000 were approved to be reallocated to the development and support of the ENP program.



Jane Meza, PhD October 10, 2024 Page Two

The proposed advanced specialty ENP program will obtain validation through the American Academy of Emergency Nurse Practitioners (AAENP), the representing professional organization. The ENP program will also comply with the UNMC CON national accreditation standards.

Moreover, the program has been thoughtfully designed to support the University of Nebraska's Five-Year Strategy by addressing the urgent workforce needs in Nebraska, particularly in rural and underserved areas. The ENP program will also foster inclusivity by recruiting a cohort of students, with a focus on supporting underrepresented groups in advanced nursing education. This commitment will ensure that our graduates reflect the communities they serve and are prepared to deliver culturally competent care.

In conclusion, the development of the ENP program is not only aligned with UNMC's mission to transform lives through premier educational programs and high-quality healthcare but also supports the broader strategic goals of the University of Nebraska. I am confident that this program will play a pivotal role in strengthening Nebraska's healthcare system and look forward to your support in advancing this important initiative.

Thank you for your consideration.

Sincerely,

Lepaine Sharp-McHenry, DNP, RN, FACDONA

Dean and Professor Imchenry@unmc.edu

# University of Nebraska Medical Center New Program

# I. Descriptive Information

Name of Institution Proposing New Program
University of Nebraska Medical Center (UNMC) College of Nursing (CON)
Name of Proposed Program
Emergency Nurse Practitioner (ENP) Certificate Program
Degree to be Awarded to Graduates of the Major
Post-graduate certificate (PGC)
Other Majors or Degrees Offered in this Field by Institution
UNMC College of Medicine UNMC College of Allied Health Professional Physician Assistant Program – Does not have a specialized emergency medicine program.  UNMC College of Nursing NP Tracks: Family Nurse Practitioner, Adult-Gerontology Acute and Primary Care, Pediatric Primary and Acute Care, Psychiatric Mental, Women's Health. –There are no specialized emergency
medicine care programs.
CIP Code [view codes] Emergency NP CIP Code 51.3816 (Emergency Room/Trauma Nursing)
Cubinat Code
Subject Code
NRSG
NRSG  Administrative Units for the Program
NRSG
NRSG  Administrative Units for the Program  The degree will be administered and housed within by the College of Nursing (CON), University of Nebraska of
Administrative Units for the Program  The degree will be administered and housed within by the College of Nursing (CON), University of Nebraska of Nebraska Medical Center (UNMC)
Administrative Units for the Program  The degree will be administered and housed within by the College of Nursing (CON), University of Nebraska of Nebraska Medical Center (UNMC)  Proposed Delivery Site
Administrative Units for the Program  The degree will be administered and housed within by the College of Nursing (CON), University of Nebraska of Nebraska Medical Center (UNMC)  Proposed Delivery Site  Hybrid Program
Administrative Units for the Program  The degree will be administered and housed within by the College of Nursing (CON), University of Nebraska of Nebraska Medical Center (UNMC)  Proposed Delivery Site  Hybrid Program  Program will be Offered [full program, not individual courses]
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Administrative Units for the Program  The degree will be administered and housed within by the College of Nursing (CON), University of Nebraska of Nebraska Medical Center (UNMC)  Proposed Delivery Site  Hybrid Program  Program will be Offered [full program, not individual courses]  On-campus only Distance onlyx Both (on-campus and distance)  Date Approved by the Governing Board

# II. Details

# A. Purpose of the Proposed Program

The College of Nursing (CON) at the University of Nebraska Medical Center (UNMC) proposes to establish an advanced practice specialty program as a post-graduate certificate titled Emergency Nurse Practitioner (ENP)

Program. The program will seek validation through the American Academy of Emergency Nurse Practitioners (AAENP).

The CON is committed to addressing the critical shortage of emergency care providers in Nebraska, specifically underserved areas, by developing an innovative ENP certificate program. This forward-thinking initiative is designed to equip Family Nurse Practitioners (FNPs) and FNP students with the advanced knowledge and specialized skills essential for delivering competent high-quality emergency care. By expanding the capabilities of FNPs through this certificate program, we will not only enhance the competency of emergency care providers but also significantly increase access to emergency services across Nebraska, particularly in underserved areas and expand Nebraska's' workforce.

# B. Description of the Proposed Program

#### Structure:

The CON proposes to develop a validated advanced specialty post-graduate ENP certificate program tailored to provide nurse practitioners (NPs) who work in emergency care settings with the knowledge and skills to deliver safe and competent care. The proposed ENP certificate program is a 16-credit hybrid program delivered over three consecutive semesters, completed in 12 months (Table 1). The program will require students to complete didactic, clinical and practicum courses. Didactic education delivery will primarily online via distance learning with both asynchronous/synchronous learning with planned seminars, guest lectures and collaborative learning. Clinical and practicum content will be on-campus and through the utilization of clinical practice sites in Nebraska. Participants of the ENP program will be required to attend on-campus education once every semester for all three semesters totaling 60 hours across the duration of the program. This will provide innovative and immersive learning through hands-on skills, objective structured clinical examinations (OSCEs), high-fidelity simulation, and integration of advanced technology such as artificial intelligence and virtual reality. Students will also be required to complete a minimum of 360 hours of direct supervised clinical hours through clinical partners. Students will be evaluated for competency through multiple modalities in the program including examinations, scholarly projects, case studies, OSCEs, self, peer, faculty, and preceptor evaluations of the student completed at regular intervals through program completion. The plan of study and courses for the proposed program have been reviewed and approved by the Professional Graduate Nursing Affairs Committee on August 26, 2024 (See Appendix A, Letter of Support – Dr. Lepaine Sharp-McHenry, Dean College of Nursing) and the Graduate Faculty Organization on September 16, 2024 (See Appendix A).

#### Objectives:

The mission of the ENP program is to prepare ENP participants through didactic and clinical knowledge required to provide safe and competent emergency care across the lifespan, acuity continuum, and providing life-stabilizing interventions when indicated. The ENP participants will develop competency with advanced diagnostic reasoning, risk stratification, and medical decision across the lifespan incorporating trajectory of acuities in the context of the patient's developmental stage. Comprehensive curricula and sequencing are designed to support ENP-specific knowledge, domains, and competencies to prepare graduates for national ENP practice and certification. Nationally, ENP programs are not individually accredited but evaluated by the representing professional organization. Specific to ENP practice, the respective professional organization is the American Academy of Emergency Nurse Practitioners (AAENP). To ensure quality education, the ENP program will obtain validation from AAENP. An official validation is required to meet the education criteria for the American Academy of Nurse Practitioners Certification Board (AANPCB) certification exam and will allow graduates of the ENP program to sit for this board certification upon successful completion. The program's validation requires renewal every 5 years to allow for regular review and refinement of the program to reflect new developments within the discipline.

# Primary Student Learning Outcomes:

Emergency Nurse Practitioner graduates are sought-after for diverse emergency care settings, urgent care clinics, mobile care models, and pre-hospital care including emergency medical services (EMS). ENPs require specialized knowledge, skills, and abilities to provide emergency care across the lifespan. The primary student learning

outcomes are reflective of the ENP competencies and standards for practice while aligning with advanced-level nursing education sub-competencies and specialty competencies.

#### The goals of the ENP program are:

- 1. Graduates will deliver evidence-based care in emergency care settings with demonstrated competency in advanced clinical knowledge and skills necessary to assess, diagnose, and manage acute and life-threatening conditions in diverse patient populations across the lifespan.
- 2. Graduates will foster strong leadership abilities and teamwork in interdisciplinary emergency settings, enabling graduates to lead emergency response teams, advocate for patient-centered care, and collaborate effectively with other healthcare professionals.
- 3. Promote lifelong learning and professional development in advanced emergency nursing and engagement with emerging research and advancements in emergency medicine, ensuring that graduates remain at the forefront of the field throughout their careers.

**Core Competencies:** The proposed ENP curriculum is based on the AAENP-defined competency domains. Each domain contains specific competency performance and outcome indicators listed below:

# 1. Medical Screening:

- a. Performs a medical screening examination for all patients presenting for care.
- b. Obtains an appropriate history pertinent to the presenting complaint.
- c. Performs a pertinent, developmentally appropriate physical examination.
- d. Identified differential diagnoses requiring immediate intervention.
- e. Identifies the potential for rapid physiologic and/or mental health deterioration or life-threatening instability.
- f. Initiates measures to maximize patient safety throughout the emergency care encounter.
- g. Evaluates assigned triage level for appropriateness based on a medical screening examination.

# 2. Medical Decision Making:

- a. Formulates differential diagnoses to determine emergent versus non-emergent conditions.
- b. Prioritizes differential diagnoses using advanced clinical reasoning, with consideration of the likelihood for morbidity or mortality.
- c. Evaluates need for and results of diagnostic testing based on evidence-based recommendations to ensure patient safety.
- d. Implements clinical decision-making for management plan development.

#### 3. Patient Management:

- a. Ensures safety of the patient and care team during delivery of emergency care.
- b. Formulates an individualized, dynamic plan of care to address the stabilization and initial treatment of emergent and non-emergent conditions.
- c. Provides emergency stabilization of patients experiencing physiologic and/or mental health deterioration or life-threatening instability.
- d. Prescribes therapies based on current, evidence-based recommendations for emergency care.
- e. Performs diagnostic, procedural, and therapeutic interventions based on current, evidence-based recommendations.
- f. Reassesses and modifies plan of care based on the dynamic patient condition (change to only one action).
- g. Optimizes patient-centered care through interprofessional partnerships and communication.
- h. Collaborates with patients, families, significant others, and healthcare teams to provide safe, effective, and individualized culturally competent care.
- i. Provides disaster and mass casualty patient management.
- j. Assesses health literacy in patients and families to promote informed decision-making and optimal participation in care.
- k. Ensures documentation of patient encounters to ensure safe transitions of patient care.

#### 4. Patient Disposition:

- a. Develops a plan for safe, effective, and evidence-based disposition plan using shared decision-making with patients and families.
- b. Implements appropriate patient disposition responsive to demographic trends.
- c. Communicates patient information effectively to ensure safe transitions in care.
- d. Selects appropriate intra- and inter-facility patient transport modality.

# 5. <u>Professional, Legal, and Ethical Practices:</u>

- a. Incorporates current knowledge and evidence to guide practice and care delivery.
- b. Manages patient presentation and disposition in accordance with provisions of the EMTALA Provides care in accordance with legal, professional, and ethical responsibilities.
- c. Actively leads and/or participates in interdisciplinary disaster preparedness and response (change to only one action).
- d. Identifies needs of vulnerable populations and intervenes appropriately (change to only one action).
- e. Records essential elements of the patient care encounter to facilitate correct coding and billing. Integrates culturally competent care into practice.
- f. Provides family-centered care protective of vulnerable persons and populations across the life span.
- g. Documents essential elements of patient care in accordance with regulatory and institutional standards.
- h. Functions as leader, mentor, educator, and/or policy developer to advocate for and ensure delivery of equitable emergency care.
- i. Contributes to research, quality improvement, and translational science to advance the body of knowledge in emergency care.

#### **Skills and Procedural Content:**

Common skills and procedures performed by NPs within emergency care settings were identified in the most recent ENP practice analysis (PSE, 2021) and provide importance of recognitions into academic programs. In the setting of competency-based education, faculty must provide didactic knowledge to identify the need for and ability to safely perform procedures but also to assess student progression towards competence in procedural skills.

# C. Admissions

#### <u>Criteri</u>a:

Admission criteria will align with the UNMC CON admission policies as applicable. Specific to the ENP program applicants must hold a current, unencumbered license as a Registered Nurse (RN) in the state of Nebraska or in a compact state. Applicants must have a master or doctoral degree and be licensed as a FNP or must be a registered nurse with a bachelorette degree pursuing a FNP in either the master or doctoral track at the UNMC CON. Completion of graduate-level courses in advanced pathophysiology, advanced pharmacology, and advanced health assessment with a grade of B or higher. Applicants may be required to complete additional coursework in emergency care or related fields as part of the admissions process if they do not meet specific prerequisites. Applicants with experience in emergency care settings are preferred but not required. This can include nursing experience in prehospital settings, emergency medical services and transport, urgent care, emergency departments, critical access facilities, and critical care. All applicants must hold current Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS) and Advanced Trauma Life Support (ATLS). Incoming Non-FNP certified applicants must have Trauma Nursing Core Curriculum (TNCC) with the intent on completing ATLS while in the ENP program.

#### Selection:

Applicants must provide three professional references, with at least one reference from a healthcare provider familiar with the applicant's clinical experience and potential for success in the ENP program. A written personal statement is required, outlining the applicant's motivation for pursuing the ENP certification and response to specific questions addressing educational and professional goals including the applicant's area of practice interest. Selected applicants will be invited for an interview. The selection process involves a holistic review of academic achievements, clinical experience, and personal qualities. Special consideration is given to those with emergency

care backgrounds, a commitment to serving underserved populations, and a dedication to rural high-quality emergency care. Faculty representing the ENP program will recommend applicants for admission to the CON Professional Graduate Nursing Affairs Committee (PGNA).

#### Advisors:

Upon matriculation, each ENP participant will be paired with an academic advisor. This advisor will play an integral role in the participants academic journey, ensuring correct enrollment, planning course sequences, and fulfilling the required clinical hours. Advisors will be experienced, doctorally prepared faculty members, preferably with FNP certification, to provide consistent guidance to students concurrently enrolled in both the ENP and FNP programs. The dual enrollment advising structure ensures that students meet the distinct clinical hour requirements for both the ENP and FNP components of their programs. Throughout the program, advisors will meet with participants to monitor academic progress, address any clinical challenges, and provide the necessary support for success. This proactive, continuous advising model is designed to enhance participant outcomes by offering personalized guidance from enrollment through to the completion of clinical hours and beyond. The academic advisor will also assist in navigating program policies, departmental procedures, and university regulations, ensuring that participants stay on track for successful program completion.

#### Recruitment:

The program will actively participate in outreach initiatives, such as attending career fairs, conducting informational webinars, and partnering with nursing organizations and other educational institutions, to attract prospective applicants. With the sparse amount of academic ENP programs, this will allow UNMC to form clinical partnerships that may allow for automatic acceptance into the UNMC ENP certificate program upon completion of an accredited FNP program outside the University of Nebraska system. Scholarships and financial aid will be offered to support participants from diverse backgrounds, with an emphasis on those who may face financial barriers to pursuing advanced education. Additionally, the first cohort of participants will be awarded a stipend as part of the Women Investing in Nebraska (WIN) Grant the CON received for the ENP program development.

#### Retention and Success Strategies:

To align with retention strategies within the CON, the ENP program will offer mentorship opportunities when available, pairing incoming participants with experienced NPs and faculty mentors to provide guidance, support, and professional development. Student services and access to academic success coaches can aid with tutoring, study groups, and workshops on time management and test-taking skills. These services are available to all students within the CON, with targeted support for those participants from underrepresented backgrounds. Regular check-ins with faculty advisors will ensure that students are progressing satisfactorily and have access to resources needed to succeed in the program. The program will continuously monitor participant performance and provide early intervention for those facing academic or personal challenges. Feedback from participants will be used to enhance the program's support services and ensure an inclusive, supportive learning environment.

# D. New Courses

There are three new didactic courses and one new clinical course that need to be implemented for the ENP program as described in Table 3. These courses are designed to comprehensively prepare participants for the challenges of emergency care, equipping them with the necessary skills and knowledge to become proficient ENPs. Each course builds on the previous one, ensuring a robust and well-rounded education in emergency nursing. There will be no impact to course subject codes with the creation of the ENP program. The CON operates under the same subject code 'NRSG'.

Table 3: ENP Cur	riculum	
Course	Course Title & Descriptions	Credit
Number		Hours
NRSG 655	Emergency Care & Trauma I  This is the first of three didactic courses in the Emergency Nurse Practitioner  (ENP) program, designed to equip students with the foundational knowledge	3

is designed to expand upon the foundational knowledge and skills required to deliver emergency care and trauma management across the lifespan and acuity spectrum. The course will emphasize selected body systems, including the relevant procedures and skills essential for advanced practice in emergency settings.  Emergency Care & Trauma III	3
NRSG 656  Emergency Care & Trauma II  This second didactic course in the Emergency Nurse Practitioner (ENP) program is designed to expand upon the foundational knowledge and skills required to deliver emergency care and trauma management across the lifespan and acuity spectrum. The course will emphasize selected body systems, including the relevant procedures and skills essential for advanced practice in emergency settings.  Emergency Care & Trauma III	3
This second didactic course in the Emergency Nurse Practitioner (ENP) program is designed to expand upon the foundational knowledge and skills required to deliver emergency care and trauma management across the lifespan and acuity spectrum. The course will emphasize selected body systems, including the relevant procedures and skills essential for advanced practice in emergency settings.  Emergency Care & Trauma III	3
NDCG 6E7	
this course builds on the foundational knowledge and skills essential for delivering emergency care and trauma management across the lifespan and acuity spectrum. The focus will be on selected body systems, encompassing the relevant procedures and skills necessary for advanced practice in emergency settings.	3
Emergency Care Practicum & Clinical Inquiry	1-7
Total Program of Study	

# E. Plan of Study

Participant cohorts will begin each Spring semester, and participants will complete a plan of study with three consecutive semesters within the program over a 12-month length of study (Table 3a.). In year two, the CON is proposing the addition of a Fall start, offering a twice a year admission which will increase yearly graduates. Participants in the Fall cohort will complete plan of study with three consecutive semesters within the program over a 12-month length of study (Table 3b.). Specific sequencing has been mapped out for participants who will be dually enrolled in a Master of Nursing (MSN), Doctor of Nursing (DNP), or Family Nurse Practitioner (FNP) program.

Table 3a: Plar SPRING STAR	n of Study – Proposed Schedule Post-Graduate Certificate T	
	Course: Number and Name	Credits
Spring Y1	NRSG 655 Emergency Care & Trauma I	3
	NRSG 658 Emergency Care Practicum & Clinical Inquiry (60 direct/20 indirect)	2 (variable)
Summer Y1	NRSG 656 Emergency Care & Trauma II	3
	NRSG 658 Emergency Care Practicum & Clinical Inquiry (120 direct/20 indirect)	2 (variable)
Fall Y1	NRSG 657 Emergency Care & Trauma III	3

NRSG 658 Emergency Care Practicum & Clinical Inquiry (180 direct/20 indirect)	3 (variable)
Total Credits	16

Table 3b: Pla	n of Study – Proposed Schedule Post-Graduate Certificate	
	Course: Number and Name	Credits
Fall Y1	NRSG 655 Emergency Care & Trauma I	3
	NRSG 658 Emergency Care Practicum & Clinical Inquiry (60 direct/20 indirect)	2 (variable)
Spring Y1	NRSG 656 Emergency Care & Trauma II	3
	NRSG 658 Emergency Care Practicum & Clinical Inquiry (120 direct/20 indirect)	2 (variable)
Summer Y1	NRSG 657 Emergency Care & Trauma III	3
	NRSG 658 Emergency Care Practicum & Clinical Inquiry (180 direct/20 indirect)	3 (variable)
	Total Credits	16

#### F. Accreditation

The baccalaureate, master's, and doctorate of nursing practice degrees and post-graduate advanced practice registered nurse (APRN) certificates at UNMC CON are accredited by the Commission on Collegiate Nursing Education (CCNE). The college was given ten-year accreditation at the conclusion of the CCNE visit in 2018. The next CCNE site visit is scheduled for Spring 2028.

The ENP is a specialty program. National accreditors of nursing programs do not accredit specialty programs; however, specialty programs should follow the college's accreditation standards. Respective professional organizations are tasked with monitoring of these programs. The professional organization for ENP programs is AAENP, which serves as the primary reviewing body for academic ENP programs to ensure quality in ENP education. The proposed ENP program at UNMC will obtain the validation recognition required to meet the education criteria for the AANPBC certification examination. Additionally, the ENP program will incorporate the 2021 American Association of Colleges of Nursing (AACN) Essentials, assuring students receive a comprehensive and up-to-date education that meets the highest standards in nursing education and providing a solid foundation for future practice.

#### G. Partnerships

Each of our five nursing divisions spanning Nebraska border to border have collaborative clinical education relationships with medical centers, hospitals, outpatient clinics, physician networks, nursing homes and other health system facilities that allow for practical experiences for participants within the state. There are currently over 1,500 clinical agreements within and outside of Nebraska. The ENP program participants can complete required clinical hours per validation guidelines in a variety of settings that may include but are not limited to emergency departments, free-standing emergency centers, mobile integrated services, emergency medical services, and urgent cares.

# III. Review Criteria

#### A. Centrality to UNMC Role and Mission

The proposed ENP certificate program at UNMC CON will align closely with UNMC's mission, vision, and strategic goals, reinforcing the institution's commitment to excellence in healthcare education and service.

# Mission

UNMC's mission emphasizes transforming lives through premier educational programs, innovative research, and the highest quality healthcare. The ENP program supports this mission by providing advanced, specialized training for FNPs and FNP participants, equipping them with the knowledge and

skills needed to deliver safe, high-quality, and competent emergency care. This program is an extension of UNMC's commitment to health equity and the development of a well-prepared healthcare workforce, particularly in critical and underserved areas such as emergency medicine.

#### Vision

UNMC envisions itself as a world-renowned health sciences center that advances community health, prepares the best-educated health professionals, and integrates innovative healthcare solutions. The ENP program contributes directly to this vision by preparing highly skilled ENPs who will be vital contributors to the healthcare system, addressing urgent health needs, and providing leadership in emergency care settings. This program also aligns with UNMC's goal of embracing belonging and inclusion ensuring that the healthcare workforce reflects the diverse communities it serves.

#### **ITEACH Values**

The ITEACH values—Innovation, Teamwork, Excellence, Accountability, Courage, and Healing—are foundational to UNMC's strategic plan. The ENP program embodies these values by fostering innovation in emergency care education, promoting teamwork through interdisciplinary collaboration, striving for excellence in clinical practice, and instilling a sense of accountability and courage in dealing with complex and high-stakes medical situations. The program's curriculum and training are designed to prepare ENPs who are not only clinically proficient but also capable of leading initiatives that improve patient outcomes and healthcare delivery in emergency settings.

Additionally, the development of an ENP program addresses many of the objectives listed in the *UNMC Strategic Plan* including the following:

- 1.4- Continuously evolve resources for the Interprofessional Experiential Center for Enduring Learning (iEXCEL)
- 1.5- Prepare UNMC health professionals to be lifelong learners and leaders
- 1.6- Assure UNMC Digital Campus technology and support is continually advanced for all academic units at UNMC
- 1.7- Establish additional training pathways for all UNMC Colleges and institutes
- 2.7 Utilize the UNMC Rural Health Center to assess and enhance rural Nebraska health care
- 3.1- Build relationships with our clinical partners to improve health outcomes by implementing new care models
- 3.2- Utilize interprofessional practice to provide optimal patient care environments
- 4.4 Strengthen the Global Center for Health Security impact in research, practice, and education
- 4.5 Promote UNMC as the multimedia information resource for rural, national, and global health
- 4.6- Strengthen state-wide programs to reduce rural and urban health care disparities

#### B. Relationship of the ENP Program to the NU Five-Year Strategy

The proposed ENP program at the UNMC aligns closely with the University of Nebraska (NU) *Five-Year Strategy*, which emphasizes several key priorities that the ENP program directly supports. A priority focus of the *Five-Year Strategy* is addressing the urgent and growing workforce needs in Nebraska, particularly in high-skill, high-demand fields such as healthcare. Results of a needs assessment completed by the College of Nursing highlighted that 22 out of 23 responding healthcare organizations in Nebraska report current or previous provider shortages in their emergency department (Appendix C). These health care facilities utilize NPs to fill these provider shortages despite knowing many of these providers have not received formal emergency care training. Many of these facilities do not require these NPs to achieve or maintain national board certification with their ENP. Many of our rural facilities are utilizing NPs due to their unique ability to practice across diverse settings meeting the healthcare needs of their communities. The ENP program is designed to prepare NPs to meet the critical need for emergency care providers across the state, particularly in rural and underserved areas.

#### Alignment with NU Five-Year Strategy:

<u>Strategy One - Accessible, Affordable, and Attainable Education:</u> The strategy highlights the importance of providing high-quality, affordable, and accessible education to all Nebraskans. Results of a feasibility study conducted by Encoura Eduventures Research (Appendix D) show that compared to competitor profiles, UNMC's proposed tuition and number of credit hours is on-par and competitive with public institutions' offerings (Table 3).

Table 4: Competitor Profil	les for Total Tuition &	Cost per Credit Hour	
Based on AY 2024-2025			
Institution	Credits	Cost Per Credit	Estimated Total Tuition
UNMC	16	\$682 (resident)/\$1231	\$10,912/\$19,696
		non-resident	
Northern Colorado	16	\$910*	\$14, 560
Western University of	12	\$1,022*	\$12, 264
Health Sciences			
Rocky Mountain	16	\$1,202*	\$19,264
Arizona State	15	\$970 (resident)/\$1,514	\$14,550/\$22,710
		(non-resident)	

Students pay the same cost per credit hour regardless of residency status

Strategy Two – Talent Development: The ENP certificate program is competency-based and responsive to the needs of prospective employers. The ENP program provides an opportunity for FNPs and FNP participants to advance their knowledge, skills, and abilities to be leaders in advanced emergency nursing by providing safe, high-quality, and competent emergency care. The remote learning platform allows participants to obtain a quality education without the need to interrupt employment commitments but allows for once a semester on-campus intensives offered through state-of-the art facilities to refine skills and competency. The ENP program is designed to train FNPs to meet the critical need for emergency care providers across the state, particularly in rural and underserved areas while developing the confidence and skills many NPs desire currently working in emergency care settings. Increased confidence, skills, and expansion of current practice abilities were among the top themes identified in the needs assessment surveying personal and work-related reasons for attending a post-graduate ENP certificate program (Appendix C).

Strategy Three - Culture, Diversity, and Inclusion: The ENP program also aligns with the NU goal of fostering an inclusive environment where diverse ideas and backgrounds are welcomed. The ENP program will foster an environment where participants feel values and welcome. The program will continuously refine policies and procedures to support participants. The program will continuously evaluate the admissions process to promote a comprehensive approach to accepting participants into the program. By training nurse practitioners to serve in diverse communities across Nebraska, the program supports UNMC's commitment to addressing the social determinants of health, ensuring that all populations have access to high-quality emergency care. The UNMC CON is committed to providing premier nursing education programs for all students. Part of this commitment is the integration of global health practice and research through the nursing curriculum. The CON Office of Global Health Programs allows students the opportunity to participate in international experiences, delve into another's culture's health system, and expand their understanding of being a global citizen. CON faculty engage in research and scholarship around the world and aim to create lasting change in the care for all people around the globe.

<u>Strategy Four – Partnerships:</u> The Five-Year Strategy also underscores the importance of strategic partnerships. The ENP program will invest time in cultivating partnerships, educators, and practitioners, whenever possible, in designing and implementing instructional material. Collaborations between UNMC and healthcare institutions within Nebraska, to provide students with real-world training and

experience. Within the CON an Associate Dean for Transformational Practice and Partnerships is an innovative nurse leader who plays an instrumental role in addressing the needs and challenges of a rural population providing a vision for academic/practice partnerships. The Morehead Center for Nursing Practice serves as an advocate for CON faculty in an innovative approach: the right clinical practice can achieve work-life balance while modeling for their students' firsthand what extraordinary care looks like. The Morehead Center, clinical practice is not in addition to an academic appointment, but a mindful part of it. The Center fosters relationships between health care businesses and CON faculty to provide professional clinical coverage. The Center facilitates contracts between clinical practices and faculty. The Center supports CON faculty in seeking partnerships for community-based activities across Nebraska. These partnerships will be crucial in ensuring that graduates are well-prepared to meet the challenges of emergency medicine, thereby amplifying the impact of UNMC's educational and healthcare initiatives.

Strategy Five – Efficiency and Effectiveness: The ENP program within the CON will operate with common sense and prudence. The ENP program will be highly effective and efficient in meeting the growing needs for advanced practice professionals because of its emphasis on competency-based education. To support the development and upstart costs associated with the ENP program, \$49,000 in grant funding was reallocated from another program that is currently being sunset. Additionally, the ENP program has received an additional \$122,376 in grant funding through the Women Investing in Nebraska organization. The program is designed to leverage the University of Nebraska's existing resources to minimize program expenses. The program's effectiveness will be assessed through rigorous review procedures as required by program validation. A long-term plan will be developed to sustain and expand the projected program assets, including the faculty and information technology infrastructure. The program will maintain a 5-year rolling balanced budget.

#### C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

Providing a post-graduate ENP certificate is consistent with the vision and major statewide goals outlined in the Nebraska Coordinating Commission for Postsecondary Education *Comprehensive Statewide Plan* for Postsecondary Education. The proposed certificate program supports several of the statewide goals and outcomes outlined in the *Plan*, including:

Be responsive to the workforce development and ongoing training needs of employers and industries to sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state: The ENP plan of study is intentionally designed to elevate the role of practicing FNPs and FNP students by providing the didactic, clinical, and practicum needed to advance the level of practice in the field. The ENP certificate program aims to address the workforce expectations for nurse practitioner competencies and provides the hybrid format that allows training to any geographic region through the distance education platform.

Serve the state by preparing individuals for productive, fulfilling lives and by developing and nurturing the citizens and future leaders of Nebraska: The ENP program emphasizes the development of advanced clinical practice, education, and leadership competencies to prepare ENPs as a leader with a cross-disciplinary skill set.

Assess evolving needs and priorities in a timely manner and will be prepared to change and adopt new methods and technologies to address the evolving needs and priorities of the students and people of Nebraska: The ENP program will deliver a high-quality educational experience that demonstrates improvement in participant outcomes. For example, all learning and evaluation tools will be linked to program competencies, and participants, faculty and prospective employers will be regularly surveyed to ensure that the program's competencies are responsive to the changing health care landscape in Nebraska and nationally.

Be effective in meeting the needs of students and the state, will be efficient in its expenditure of the state's resources, and will be accountable for developing and sustaining exemplary teaching, learning, research, and public service: The program will use outside grant funding for the upstart costs; however, the ENP program is designed to leverage the existing resources of the University of Nebraska system to

minimize program expenses. Program outcomes will be assessed regularly with the goal of continuous improvement.

#### D. Evidence of Need and Demand

#### **Evidence of Need:**

Currently almost 80% of emergency departments (EDs) in the United States utilize NPs and physician assistants to provide care (Wu & Darracq, 2021). From 2012 to 2018, ENP numbers increased by nearly 9% (Marco et al., 2021). Between 2019 and 2022, the number of NPs working in emergency care settings increased by over 50%, totaling approximately 27,000 NPs (American Association of Nurse Practitioners 2019, 2022). It is anticipated that the ENP presence will experience an 8% annual growth rate through 2030 (Marco et al., 2021).

A survey of 23 healthcare facilities in Nebraska, including 4 general acute emergency departments, 18 critical access hospitals, and 1 categorized as "other," provided insight into their emergency care practices and staffing needs. Twenty-two of the facilities have emergency departments that care for both adults and children, and 13 hold trauma designations, including 1 Level I, 1 Level II, 2 Level III, and 14 Level IV. Current ER staffing relies on physicians, nurse practitioners (NPs), and physician associates, but 8 facilities are experiencing ER provider shortages, with 7 others having faced recent shortages. Notably, 18 out of 23 facilities do not require NPs to maintain national board certification for working in the ER, while 4 were unsure of certification requirements.

Support for the development of an ENP program is strong, with 22 out of 23 facilities expressing a willingness to offer scholarships, tuition assistance, pay increases, retention bonuses, or employment for NPs who successfully complete the program. Facilities anticipate utilizing ENPs across 18 critical access ERs, 3 general acute ERs, 6 urgent care centers, and 2 emergency medical services settings. Additionally, 15 facilities expressed clear intent to hire ENP graduates. Clinical partnerships for ENP student rotations are also promising, with 9 facilities confirming willingness to serve as partners and 12 considering it depending on census levels and case exposure. Letters of support from stakeholders, prospective students, and current NPs working in emergency care setting (Appendix E) and the Dean of the College of Nursing (Appendix A) provide further supporting evidence for the value of an ENP certificate program.

Recent or soon to be graduating UNMC FNPs and students were surveyed. Forty-three current students and one recent graduate revealed a strong interest in emergency care employment and post-graduate certification. Sixteen respondents plan to work in critical access emergency rooms (ERs), 6 in general acute ERs, and 9 in urgent care settings. Additionally, 45-65% anticipate employment that will require them to provide services in various emergency care settings. In terms of further education, 34 out of 44 surveyed have considered obtaining a post-graduate certificate in emergency care, and 39 expressed interests in completing an ENP program at UNMC if it was offered. Of these 39 ENP prospects, 16 are hoping to do so concurrently with their FNP studies. Furthermore, 29 respondents plan to attend the program within a year of graduation, and 36 agreed they would be willing to participate in on-campus intensives each semester. Prospective FNP participants were also screened during their admission interviews. Among 36 interviewed students for FY24, twenty-three of the participants expressed interest in an ENP program and confirmed they would attend if UNMC offered this specialty track.

# **Evidence of Demand:**

In terms of demand, the results were equally compelling. A survey of 221 Nurse Practitioners (NPs) in Nebraska, including Family Nurse Practitioners (FNPs), Adult-Gerontology NPs, Pediatric NPs, Psychiatric-Mental Health NPs, and other specialties, revealed diverse practice areas. The respondents primarily work in primary care (83), urgent care (45), general ER (56), critical access ER (50), hospitalist roles (57), and other settings (39). Of the respondents, 145 NPs reported experience in an emergency care setting, but only 20 hold national board certification as an Emergency Nurse Practitioner (ENPs). This is concerning because emergency care demands specialized skills due to high acuity, variety and unpredictability of cases and with lack of formal emergency care training and board certification, the competency of NPs working in these areas is uncertain. As the ENP role

evolves there are many employers moving to requiring an NP to have their ENP to work in their emergency care setting from a medicolegal perspective. NPs who do not have their ENP working in an emergency care setting are working outside of their training, education and certification. Of the 20 NPs holding national board certification in Nebraska, eight achieved this through portfolio, 4 through academic programs, and 1 through a fellowship. Of the 145 NPs that work in an emergency care setting, half of the respondents (103) work in critical access or rural emergency department where they are often a sole, independent provider, which highlights the need for formal emergency care training in our state to supply high-quality and competent emergency care providers. Interest in further education was high, with 109 out of 220 NPs having considered a post-graduate ENP certificate program. Specifically, 178 out of 220 respondents (120 "yes" and 58 "maybe") expressed interest in an ENP program developed by UNMC. Additionally, 188 NPs would attend on-campus intensives each semester, and 136 are willing to complete required clinical hours, especially if these hours can be completed within their communities.

The CON obtained a feasibility study completed by Encoura Eduventures Research exploring an ENP graduate certificate program which provides valuable insights into the program's viability. The competitive analysis showed that institutions offering ENP certificates employed a hybrid format with some on-campus sessions. While enrollment numbers are relatively small, the ENP field is growing, and competitors like Arizona State University and Western University of Health Sciences have started offering similar programs. Additionally, national, and regional labor market data reveal sturdy growth projections for nurse practitioners, with an anticipated 41% national increase and 35% regional increase by 2034. This growth, coupled with the increasing need for specialized emergency care skills, underscores the potential demand for such a program. UNMC's proposal for a hybrid ENP certificate program is well-positioned in terms of affordability compared to private peers. However, the report advises caution with enrollment projections and suggests streamlining on-campus requirements to attract a wider range of students. UNMC can also pursue partnerships with Universities outside of NU that may allow for FNP students to have auto-acceptance into the UNMC ENP program or potentially allow for a concurrent enrollment while completing their FNP at an outside eligible FNP program. Overall, the feasibility study supports moving forward with the program, emphasizing the need to clearly communicate the career benefits and value proposition to prospective students to ensure successful enrollment.

#### E. Avoidance of Unnecessary Duplication

To ensure the proposed Emergency Nurse Practitioner (ENP) program at UNMC does not unnecessarily duplicate existing programs, a thorough examination of similar programs within UNMC, the University of Nebraska system, and comparable programs regionally and nationally is essential.

#### University of Nebraska Medical Center and University of Nebraska:

UNMC already offers various NP programs including tracks for Family, Adult-Gerontology, and Pediatric care training. However, none of these programs specifically focus on emergency care, which involves unique competencies and training for patients presenting to emergency care settings with diverse and undifferentiated presentations across the lifespan and acuity continuum, providing stabilizing emergency care. The ENP program will address the educational gap for family nurse practitioners and students by offering a specialized curriculum designed to equip nurse practitioners with the skills necessary for emergency settings, especially in rural settings and critical access hospitals.

Across the University of Nebraska system, while there are healthcare-related programs, none are explicitly designed to prepare nurse practitioners for emergency care at the graduate level. This distinction ensures that the ENP program will provide a unique educational offering that complements rather than duplicates existing programs within the system.

# <u>Regional and National Programs:</u>

**Regional Comparisons:** Regionally, neighboring states like Wyoming, South Dakota, Colorado, Iowa, Kansas, and Missouri offer advanced nursing programs with NP tracks, only one offers the ENP specialty program. This is the University of Northern Colorado in Greeley, Colorado. The next nearest programs include Rocky Mountain University of Health Professionals in Utah, University of South Alabama, University of Texas, Samford University in Alabama, and Loyola University in Illinois. The healthcare

needs in Nebraska, especially in rural and underserved areas, require a targeted approach to emergency care that regional and national programs may not fully address. Nationally, several universities offer Emergency Nurse Practitioner programs, but these are typically concentrated in larger, urban centers. The proposed ENP program is designed to meet Nebraska's specific needs, ensuring that it serves a unique role within the regional and national educational landscape.

# F. Adequacy of Resources:

#### Faculty and Staff Resources:

The CON faculty is actively engaged in teaching, research, practice, and service. The 145 faculty members in the college include 13 tenure track faculty, 50 clinical track faculty, 72 emeritus faculty, and 57 adjunct faculty. There are 11 endowed chairs. In addition to faculty, the college has 72 full-time staff.

The ENP certificate program will be supported by a Program Director, existing CON faculty that are ENP board certified, and administrative support personnel. Recruitment of ENP board certified faculty will be evaluated as the program's enrollment evolves. The program's funding model includes a dedicated Program Director housed in the CON Western Division Campus. The CV of the projective Program Director is included as Appendix F. In addition, dedicated administrative staff will help to support the program through the CON. Administrative staff are located across all five CON campuses who provide support in all areas of student services, administrative assistance, distance learning, online testing, technical support, research, and grants. Additionally, within the student services department, the CON offers academic success coaches across all campuses that can help with study skills, test taking strategies, school/life balance, and navigating challenges in and out of the classroom. The administration staff within the CON will manage recruitment and admission processes. There is instructional technology support housed within the college as well as in the UNMC IT department. The CON Office of Academic Programs will support the program in validation, accommodations, remediation, curriculum mapping, and assessment best practices.

#### Instructional Equipment, Informational and Library Resources:

Given the hybrid delivery of the program, the resources of the Leon S. McGoogan Health Sciences Library will be vitally important. As one of the nation's major health science libraries, it serves the information needs of UNMC students, faculty, and staff, as well as licensed Nebraska health professionals and residents of the state. The library provides timely access to high quality collections of print and electronic materials, including over 42,000 print volumes and an extensive collection of anatomical models. The library website serves as the gateway to electronic information resources. Online journals, books, bibliographic and other databases are available, and many resources may be accessed using mobile devices. Online resources include nearly 39,000 journal titles and nearly 69,000 full-text books. Librarians are available to assist with the use of the library and its collections, including assistance developing search strategies for the online databases, completing online searches, authorship level of participation in preparation of systematic reviews on request, retrieving factual information and verifying citations, and storing online references using bibliographic management software. In addition, the library offers one-on-one or group instruction in locating and managing information. Requests for these services may be submitted in person, by telephone or email, or sent via text or chat. The E-Gallery houses an everexpanding library of e-Learning modules available to students anytime and anywhere.

In recent years, the UNMC has made significant investments in technology to support the growing demand for distance education, to facilitate curriculum revision, including "flipped classroom" and hybrid delivery models, and to provide students opportunities for hands-on learning through simulation training. Audio visual (AV) and information technology (IT) components totaling more than \$875,000 have been purchased and installed in Bennett Hall, Wittson Hall, and the Michael F. Sorrell Center for Health Science Education. The College of Allied Health Professionals (CAHP) has a Director of Distance Education who is available to train and support the faculty with distance learning pedagogy, and CAHP offers online courses exploring learning theory, best practices in teaching, the design and application of educational research, and investigation of the uses of instructional technology in health professions education and distance learning.

There are many other resources available to faculty including the UNMC's Office of Academic Affairs' Interactive e-Learning Program and the Go2Knowledge online training platform. The Interactive e-Learning Program has a mission to inspire, guide and support faculty, staff, and student partners in the creation of engaging digital

experiences for diverse audiences. Through the program, faculty have created hundreds of e-Learning modules which serve as open-access resources for teaching and learning. The Go2Knowledge online training platform is designed to provide on-demand instruction for the on-the-go learner. The platform offers a wide variety of training options from 6 different categories, including technology & online learning, student success, teaching & learning, student populations, institutional effectiveness, and campus safety & security.

#### Physical Resources:

The **Davis Global Center/iEXCEL** is a state-of-the art 192,000 square foot simulation facility allowing for a transformational program with an innovative model for healthcare education, training, and research. The **Sorrell Simulation** lab is a 7,750 square foot facility offering an interdisciplinary environment used to enhance clinical skills through simulation and observed structured clinical examinations. Additionally, University of Nebraska at Kearney and UNMC have partnered for the development of the **UNK-UNMC Rural Health Education Building**, a cutting-edge facility that will grow the state's rural health care workforce and help communities thrive. This will be a 110,000 square foot facility with targeted completion late 2025, occupancy early 2026. These physical facilities will serve as the site for on-campus intensives for the ENP program. The ENP certificate will be administered on the UNMC Western Division Nursing campus in Scottsbluff and will include the Director's office and faculty office space. These offices and conference rooms are conducive to work associated with planning, scholarly activities, and student counseling. These areas are equipped with all necessary technology for providing synchronous and asynchronous distance education.

#### **Budget Projections:**

The ENP program has planned its staffing, operational costs, and educational resources based on projected growth and external funding. Faculty needs are aligned with revised workload standards, with FTE projections increasing from 0.66 in FY1 to 1.17 by FY5 as student enrollment grows and the program transitions to twice-yearly admissions. Support staff costs will also increase incrementally, with 0.1 FTE allocated in FY3 and rising to 0.15 FTE by FY4 to meet expanding administrative demands. Initial operating expenses include travel to Omaha for OSCEs and simulations, faculty development, and marketing efforts. In FY1, marketing will peak at \$22,500, while simulation activities through the IEXCEL Center will incur costs starting at \$5,468 in the first year, increasing annually by 10%. Additionally, \$60,000 in grant funding will be allocated for critical equipment and supplies to support hands-on student training. The ENP program is currently exploring a license and subscription with SonoSim that would allow ENP participants to check-out individual equipment to continue competency development at home and via distance. Through this external grant funding, allocations of \$1,500 stipends per student in the first cohort, totaling \$15,000. Another \$3,500 from the grant will support guest speakers, workshops, and supplemental learning activities. These strategic allocations ensure the program's alignment with academic standards and the evolving needs of students across five fiscal years. For detailed expense projections, see Table 1: ENP Program Projected Expenses and to Appendix G for expense narrative

The ENP program received \$122,376 in October 2024 from the Women Investing in Nebraska Grant, along with \$49,000 reallocated from a sunset program within the College of Nursing. The program aims to admit 10 resident students in FY1, with tuition rates starting at \$702 per credit and growing by 3% annually. Twice-yearly admissions will begin in FY3, gradually increasing participants until reaching 15 students per cohort. Aligning with the CON, a course fee of \$75 per semester will be obtained which can cover material and resources for course delivery, software licenses, digital tools, and supplemental learning materials. Comparable to other programs within the CON, a laboratory fee of \$155 will be applied to each clinical and practicum course (three total) in the ENP program. These laboratory fees specifically related to NRSG 658 support hands-on training by covering the costs of equipment, consumables, and simulation tools needed for practical learning. See Table 2: Revenue Sources for Projected Expenses and Appendix H for revenue narrative

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TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

•												
	(FY	(FY 2025-2026)	(FY	(FY 2026-2027)	(FY	(FY2027-2028)	(FY2	(FY2028-2029)	(FY2	(FY2029-2030)		
		Year 1		Year 2		Year 3		Year 4		Year 5		Total
Personnel	FTE	Cost	FTE	Cost	FTE (	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty 1	99'0	\$102,946	0.75	\$120,493	1.07	\$177,061	1.17	\$199,417	1.17	\$205,399	1.17	\$805,316
Professional												0\$
Graduate assistants											0	0\$
Support Staff 2					0.1	\$9,684	0.15	\$15,411	0.15	\$15,873	0.15	\$40,968
Subtotal	99.0	\$102,946	0.75	\$120,493	1.17	\$186,745	1.32	\$214,828	1.32	\$221,273	1.32	\$846,285
Operating												
General Operating <sup>3</sup>		\$30,925		\$18,020		\$19,063		\$19,820		\$20,215		\$108,043
Equipment 4		\$60,000				\$10,000		\$12,500		\$12,500		\$95,000
New or renovated space												
2		\$5,468		\$9,024		\$19,848		\$21,816		\$23,994		\$80,150
Library/Information												
Resources <sup>6</sup>		\$1,320		\$1,584		\$3,036		\$3,564		\$3,960		\$13,464
Other 7		\$18,500		\$3,500		\$7,000		\$7,000		\$7,000		\$43,000
Subtotal		\$116,213		\$32,128		\$58,947		\$64,700		\$67,669		\$339,657
Total Expenses	99.0	\$219,159.14	0.75	\$152,621.29	1.17	\$245,692.04	1.32	\$279,527.56	1.32	\$288,941.50	1.32	\$1,185,941.54
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FOOTNOTES are for guidance only. Please provide your own footnotes where appropriate and delete ours.

NOTE: All items requiring explanation may be included on Appendix G

<sup>&</sup>lt;sup>1</sup> See Appendix G

<sup>&</sup>lt;sup>2</sup> See Appendix G

<sup>&</sup>lt;sup>3</sup> See Appendix G

<sup>&</sup>lt;sup>4</sup> See Appendix G

<sup>&</sup>lt;sup>5</sup> See Appendix G

<sup>&</sup>lt;sup>6</sup> See Appendix G

#### Appendix G

# Projected Expenses Narrative

#### Faculty

Faculty for the prospective ENP program are housed within the College of Nursing (CON) on the Western Division (WND) campus. Faculty needs have been calculated using the CON Faculty Workload Standards and Guidelines, which were revised in February 2024. Salary projections are based on the compensation for a doctorally-prepared clinical assistant professor, with a benefits package of approximately 29.9% and a 3% annual salary increase. Below is a summary of the faculty full-time equivalent (FTE) projections by fiscal year (FY).

In FY1, an FTE projection of 0.66 is required to support program operations. This allocation covers the coordination of both didactic and clinical courses, didactic teaching, the program specialty coordinator role, and clinical group monitoring. Additionally, new course development will receive FTE support during FY1. This projection is sufficient for managing 10 students, with the academic year consisting of two semesters.

In FY2, the FTE projection will increase to 0.75 to accommodate the coordination of didactic and clinical courses, didactic teaching, program specialty coordination, and clinical group monitoring. Additional FTE will be allocated for new course development during the fall semester. Student enrollment will increase to 12 students, with one cohort continuing throughout the year.

By FY3, the FTE projection will rise to 1.07 to support increased enrollment and the introduction of twice-a-year admissions. This projection will continue to cover course coordination, teaching, program leadership, and clinical monitoring responsibilities. With student enrollment increasing to 23 students, additional faculty will need to be hired by FY3 to manage both the expanded cohort and the new admission cycle.

In FY4, an FTE projection of 1.17 will be needed to manage the coordination of courses, teaching, and clinical supervision. The twice-a-year admission cycle will continue, and student enrollment is expected to increase to 27 students. The additional FTE will ensure that both the academic and clinical components remain well-supported.

For FY5, the FTE projection will remain at 1.17 to sustain the ongoing needs of the program. With student enrollment growing to 30 students and the twice-a-year admission cycle in place, the FTE allocation will continue to support course coordination, teaching, program leadership, and clinical group monitoring.

This strategic increase in FTE across the first five years ensures that the ENP program remains aligned with student growth, curriculum demands, and the academic standards set by the College of Nursing.

#### Personnel

The College of Nursing (CON) will absorb the cost of support staff in FY1 and FY2 as the ENP program establishes itself and gradually increases student enrollment. During these initial years, the program will prepare for expansion to a twice-a-year admission model, ensuring a smooth transition with sufficient administrative support.

In FY3, the ENP program will allocate 0.1 FTE for support staff, covering essential services such as Student Services, Admissions, Finance Operations, and Academic Success Coaching. This allocation ensures that students receive adequate academic and administrative support as enrollment increases and the program adopts the new admission cycle.

By FY4 and FY5, the ENP program will further expand the support staff allocation to 0.15 FTE to accommodate the growing student population. This increase will ensure continued support across student services, admissions, finance, and academic success initiatives, maintaining the high standards of student care and operational efficiency as enrollment stabilizes at higher levels.

# **General Operating Expenses**

The general operating expenses for the ENP program include faculty travel for on-campus Objective Structured Clinical Examinations (OSCEs) and simulations at the Global Davis Center, as well as fees for program validation and administration. Faculty members are based at the Western Division Campus, which currently lacks the necessary facilities to host on-campus intensives, requiring faculty travel to other campuses. Below is a breakdown of the projected expenses by fiscal year (FY).

In FY1, the program will incur a one-time \$2,000 fee to the CCNE for adding the post-graduate APRN certificate program and a \$2,000 validation fee to the AAENP, which is renewable every five years. Faculty will need to travel from Scottsbluff, NE, to Omaha, NE, for two trips, each involving a 898-mile round-trip at a reimbursement rate of 25¢ per mile, totaling \$225. Lodging costs are estimated at \$125 per night, with four nights required per trip, for a total of \$1,000. Meal expenses are projected at \$50 per day, totaling \$300 for both trips. Faculty development expenses include \$2,000 for continuing education, which can cover conference registration, travel, lodging, and meals, along with \$175 for annual ENP faculty membership dues. Marketing expenses for the first year are expected to be \$22,500, supported by grant funding, which will cover website creation, promotional videos, conference exhibits, and outreach efforts. Projected texbooks and teaching supplies in the ENP program are not offered through the McGoogan Library and desk copies are not available from the publisher. Anticipated textbooks will cost around \$500 per faculty in the ENP program. The total operating expenses for FY1 are estimated at \$30925.

In FY2, travel expenses will increase as two faculty members will need to make three trips to Omaha for campus activities. The 898-mile round-trip at 25¢ per mile will total \$1,347. Lodging costs are expected to rise slightly to \$127.75 per night, amounting to \$3,066 for four nights per trip. Meals are estimated at \$51.50 per day, totaling \$947 for three days of travel across the three trips. Faculty development expenses will remain at \$2,000 for continuing education, while membership dues will increase slightly to \$180. Marketing expenses will decrease to \$10,000 to support ongoing website maintenance, social media campaigns, conference exhibits, and outreach initiatives for upcoming admissions. Projected textbooks for FY2 is \$500. The total operating expenses for FY2 are projected to be \$18020.

In FY3, operating expenses will account for two faculty members traveling twice per semester to accommodate biannual admissions. Travel costs for 898 miles round-trip, across three semesters, will total \$2,694. Lodging expenses will increase to \$136.25 per night, amounting to \$6,540 for four nights per trip. Meals are estimated at \$54 per day, totaling \$1,944 for three days of travel each semester. Continuing education expenses will increase to \$2,200, and membership dues will rise to \$185. Marketing expenses are projected to decrease to \$5,000, focusing on website maintenance, social media outreach, press releases, and conference exhibits. Projected textbooks and teaching material is \$500. The total operating expenses for FY3 are estimated to be \$19063.

In FY4, travel and lodging expenses will remain consistent with FY3, with travel costs of \$2,694 and lodging estimated at \$140 per night, totaling \$6,720. Meals are projected at \$56 per day, amounting to \$2,016. Faculty development funding will remain at \$2,200, with professional membership dues increasing to \$190. Marketing expenses will stay at \$5,000 for website maintenance, social media outreach, press releases, and exhibits. Project textbook and teaching material is projected \$1000 – new editions are anticipated for FY4. The total operating expenses for FY4 are expected to be \$19820.

In FY5, travel expenses for faculty will remain consistent at \$2,694 for three semesters of travel. Lodging costs will increase slightly to \$140 per night, totaling \$6,912 for four nights per trip. Meal expenses will rise to \$58 per day, amounting to \$2,016 for the year. Continuing education expenses will increase to \$2,400, and membership dues will rise to \$195. Marketing expenses will continue at \$5,000 to support outreach efforts. The projected textbook and teaching materials are anticipated \$500. The total operating expenses for FY5 are projected to be \$20215.

#### Equipment

In FY1, \$60,000 will be allocated for the purchase of essential equipment and supplies that are not available or provided by the IEXCEL Center. This funding, made possible through an external grant, will ensure the ENP program is equipped with critical tools to enhance student learning

and clinical training. These purchases may include high-fidelity simulation task trainers, suturing kits, airway management equipment, central line insertion kits, and consumable supplies such as IV tubing and wound care materials. The ENP program is exploring SonoSim, which is currently used at the IEXCEL center. The ENP program would purchase individual trainers that could be checked-out to student during their academic year. This investment will support hands-on skill development, ensuring students are prepared for real-world emergency scenarios.

#### New or Renovated Space

The ENP program will utilize the IEXCEL Center for standardized patients, simulations, and Objective Structured Clinical Examinations (OSCEs). Once the Rural Health Education Building in Kearney, NE, becomes operational, it will also serve as an additional site for simulations and training. Based on the fees charged by other specialty programs using the IEXCEL Center, the estimated cost for the ENP program is projected at \$2,734.49 per semester in FY1, with a 10% increase each year to account for inflation and additional resource needs. These costs include facility fees, standardized patient services, replacement tissues for skills procedures (required every 8-10 students), and simulation staff assistance.

FY1: \$2,734.49 per semester  $\times$  2 semesters = \$5,468

# Library

Library resources are estimated at \$8.25 per credit per student.

#### Other

The ENP program has allocated part of its external grant funding to provide financial support for the first cohort of students. In FY1, each student will receive a \$1,500 stipend, totaling \$15,000 for the cohort. An additional \$3,500 from the grant will be used to fund guest speakers, workshops, and supplemental learning activities, enhancing the educational experience for students and aligning with program goals.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - UNMC CON ENP Certificate Program

	FY(2025-2026)	(FY2026-2027)	(FY2026-2027)	(FY2026-2027) (FY2026-2027) (FY2027-2028)	(FY2028-2029)	
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Existing Funds 1	\$171,376					\$171,376
Required New Public Funds	\$0					\$0
1. State Funds	0\$					\$0
2. Local Tax Funds (community						
colleges)	\$0					\$0
Tuition and Fees <sup>2</sup>	\$67,821	\$135,422	\$271,897	\$359,953	\$413,993	\$1,249,086
Other Funding						\$0
1						\$0
2						\$0
3						\$0
Total Revenue	\$239,197	\$135,422	\$271,897	\$359,953	\$413,993	\$1,420,462

FOOTNOTES are for guidance only. Please provide your own footnotes, where appropriate, and delete ours.

1. \$122,376 was received in October 2024 from a Women Investing in Nebraska Grant for to UNMC CON for the development of the Emergency Nurse Practitioner Program. \$49,000 was reallocated from a previous program within the CON that has been sunset at this time.

In Fiscal Year 3 (FY3), the ENP program will begin offering twice-yearly admissions, providing a start time in both the Spring and Fall semesters. Each Spring and assumed annual growth in the tuition rate of 3%. The Emergency Nurse Practitioner (ENP) program plans to admit 10 resident participants in Fiscal Year 1 (FY1). Fall cohort will gradually increase by 2-4 participants annually until the program reaches full capacity with 15 participants in both the Spring and Fall cohorts. See <sup>2</sup> The professional graduate base tuition rate for the 2024-2025 academic year is \$682 per credit for residents and \$1,231 per credit for non-residents, with an Appendix H for Revenue Narrative on tuition and fee calculation.

NOTE: Where appropriate, show calculations and/or formulas that were used to project new revenue; e.g. number of new students projected multiplied by tuition and fees CCPE; 11/19/08

#### Appendix H

# Revenue Sources for Projected Expenses

#### **Existing Funds**

\$122,376 was received in October 2024 from a Women Investing in Nebraska Grant for to UNMC CON for the development of the Emergency Nurse Practitioner Program. \$49,000 was reallocated from a previous program within the CON that has been sunset at this time.

#### **Tuition and Fees**

The professional graduate base tuition rate for the 2024-2025 academic year is \$682 per credit for residents and \$1,231 per credit for non-residents, with an assumed annual growth in the tuition rate of 3%. The Emergency Nurse Practitioner (ENP) program plans to admit 10 resident participants in Fiscal Year 1 (FY1). In Fiscal Year 3 (FY3), the ENP program will begin offering twice-yearly admissions, providing a start time in both the Spring and Fall semesters. Each Spring and Fall cohort will gradually increase by 2-4 participants annually until the program reaches full capacity with 15 participants in both the Spring and Fall cohorts.

**Fiscal Year 1 (2025-2026):** The first spring cohort (SC1) is projected to start January 2026 and anticipates admitting 10 in-state students. Total tuition \$702 (resident) x 10 students x 10 credits (Spring 2026 & Summer 2026) = \$70,246. Tuition remission with 50% waiver in FY 1 projected to be \$7025. A projected course fee of \$75 per semester and lab fee of \$155 per semester is included in total tuition and fees. This calculation is \$75 per semester x 10 students = \$1500 in FY1 for projected course fee and \$155 per lab course (NRSG 658) per semester = \$155 x 10 students x 2 semesters = \$3,100. **Total revenue from tuition and fees minus tuition remission is** \$67,821.

Fiscal Year 2 (2026 – 2027): Tuition and fees are based on the completion of SC1 and the beginning of the second spring cohort (SC2) which will include 10 in-state students and 2 non-resident students. Tuition generated from SC1 = \$723 (resident tuition) x 10 students x 6 credits = \$43,380. The tuition generated from SC2 = \$723 (resident tuition) x 10 students x 10 credits equaling \$72,300 plus \$1,305 (non-resident tuition) x 2 students x 10 credits equaling \$26,100. The total fiscal year tuition combing SC1 and SC2 totals \$141,780 minus a projected tuition remission of \$14,178. A course fee of \$75 per semester and lab fee of \$155 per lab course will be applied to both SC1 and SC2. The course fee calculation for SC1 includes \$75 x 10 students x 1 semester equaling \$750. Course fee calculation for SC2 includes \$75 x 12 x 2 semesters equaling \$1800. Total course fee collected in FY2 is \$2550. Lab Fee for SC1 includes \$155 x 10 students x 1 semester equaling \$1550 and calculation for SC2 includes \$155 x 12 students x 2 semester equaling \$3720. The total lab fee in FY2 totals \$5270. Total revenue from tuition and fees minus tuition remission is \$135,422.

Fiscal Year 3 (2027-2028): Tuition and fees are based on the completion of SC2 and the beginning of the third spring cohort (SC3) and first fall cohort (FC1). The SC3 will include 12 in-state students and 3 non-resident students. The FC1 will admit 8 in-state students. Tuition from SC2 includes \$743 (resident tuition) x 10 students x 6 credit hours + \$1342 (non-resident tuition) x 2 students x 6 credit hours = \$60,684. Tuition from SC3 includes \$743 (resident tuition) x 12 students x 10 credits + \$1342 (non-resident tuition) x 3 students x 10 credits = \$129,420. The total tuition generated from SC2 and SC3 in FY3 totals \$190,104. For SC2 a course fee of \$75 per semester x 12 students equals \$900 and a lab fee of \$155 per lab course x 12 students equals \$1860. For SC3 a course fee of \$75 per semester x 2 semesters x 15 students equals \$2,250 and a lab fee of \$155 per lab course x 15 students x 2 semesters equals \$4650. Total course and lab fee for SC2 and SC3 in FY3 totals \$9660.

For FC1 tuition is calculated \$743 (resident tuition) x 8 students x 16 credits (FY includes Fall, Spring, Summer for this cohort) totaling \$95,104. A course fee of \$75 per student per semester totals \$1800. A lab fee of \$155 per student per lab course x three lab courses totals \$3750.

Total tuition in FY3 is calculated based on tuition received from SC2, SC3, and FC1 totaling \$285,208 minus tuition remission of \$28,521. Total course fees in FY is \$4950 and total lab fee is \$10,260. The total revenue from tuition and fees, minus tuition remission in FY3 totals \$271,897.

Fiscal Year 4 (2028-2029): Tuition and fees based on the completion of SC3 and beginning of the fourth spring cohort (SC4) which will include 12 in-state students and 3 non-resident students. Fall cohort 2 (FC2) will enroll 10 in-state students and 2 non-resident students. Tuition from SC3 includes \$764 (resident tuition) x 12 students x 6 credits plus \$1379 (nonresident tuition) x 3 students x 6 credits totaling \$79,830. Tuition from SC4 includes \$764 (resident tuition) x 12 students x 10 credit + \$1379 (non-resident tuition) x 3 students x 10 credits = \$133050. The total tuition generated from SC3 and SC4 in FY4 totals \$212,880. For SC3 a course fee of \$75 per student per semester equals \$1125 and lab fee of \$155 per lab course per student equals \$2325. For SC4 a course fee of \$75 per semester per student equals \$2250 and lab fee of \$155 per student per lab course equals \$4650. Total course and lab fees for SC3 and SC4 total \$10,350.

For FC2 tuition is calculated \$764 (resident tuition) x 10 students x 16 credits + \$1379 (nonresident tuition) x 2 students x 16 credits totaling \$166,368. Course fee of \$75 per student x semester totals \$2700 and lab fee of \$155 per student per lab course equals \$5580. Total course and lab fee for FC2 totals \$8280

Total tuition in FY4 is calculated based on tuition received from SC3, SC4, and FC2 which totals \$379,248 minus tuition remission of \$37,925. Total course fees in FY4 total \$6075 and lab fees of \$12555. The total revenue in FY4 from tuition and fees minus tuition remission totals \$359,953.

Fiscal Year 5 (2029-2030): Tuition and fees based on the completion of SC4 and beginning of the fifth spring cohort (SC5) which will include 12 in-state students and 3 non-resident students. Fall cohort 3 (FC3) will enroll 12 in-state students and 3 non-resident students. In FY5 both the spring and fall cohorts will be at capacity. Tuition from SC4 includes \$784 (resident tuition) x 12 students x 6 credits + \$1416 (nonresident tuition) x 3 students x 6 credits. This totals \$81,936. Tuition from SC5 includes \$784 x 12 students x 10 credits + \$1416 x 3 students x 10 credits. This totals \$136,560. Course Fees for SC4 include \$75 per student per semester equaling \$1125 and a lab fee of \$155 per lab course per student \$2325. SC5 includes a course fee of \$75 per student per semester equaling \$2250 and a lab fee of \$155 per lab course per student equaling \$4650. Total lab and course fee for SC4 and SC5 total \$10,350.

For FC3 tuition is calculated \$784 (resident tuition) x 12 students x 16 credits + \$1416 (nonresident tuition) x 3 students x 16 credits totaling \$ 218,496. The course fee of \$75 per student per semester equals \$3375 and lab fee of \$155 per student per lab course totals \$6975.

Total tuition in FY5 is calculated on tuition received from SC4, SC5, and FC3 which totals \$436,992 minus tuition remission of \$43,699. Total course fees in FY5 total \$6,750 and lab fee total of \$13,950. The total revenue in FY5 from tuition and fees minus tuition remission totals \$413,993.



10-24-2023

University of Nebraska Medical Center – College of Nursing 1601 East 27th Street, Scottsbluff, NE, 69361

Cozad Community Hospital

300 E. 12th St. P.O. Box 108 Cozad, NE 69130 Ph. (308) 784-2261 Fx. (308) 784-4691

Cozad Community
Medical Clinic

1803 Papio Lane Cozad, NE 69130 Pb. (308) 784-3535 Fx. (308) 784-3534

Cozad Community
Physical Therapy

303 E. 12th St. P.O. Box 108 Cozad, NE 69130 Ph. (308) 784-2231 Fx. (308) 784-3449

Cozad Community
Hospital Foundation

300 F. 12th St. P.O. Box 108 Cozad, NE 69130 Ph. (308) 784-2261 Fx. (308) 784-4691

# Dear Board of Regents,

About a year and a half ago I came to the realization as the newly minted CEO of a Critical access hospital that experienced Nurse Practitioners (APRN's) and Physician Assistants (PA's) who have the skill set to cover the Emergency Department (ED) are hard to come by. However, there seems to be a large number of APRN's that have put themselves on the fast track to that degree and have very little real life clinical experience, especially in the ED. Our Health system has had several opportunities to hire these new graduates. Unfortunately, they would bring little to the table as result of their inability to take ED call independently. With the projected loss of MD's due to retirement in rural communities in the next 5-10 years I feel that rural Nebraska has an impending crisis on its hands. If there are not enough safe, competent, APRN's and PA's to provide ED care, eventually the remaining MD's will burn out due to the increased demand of covering primary and/or backup call. This may cause them to relocate to urban areas with greater shared intellectual resources. I felt that we need to have established quality ED training programs to train inexperienced APRN's and PA's so they can safely function in an ED setting in a rural community.

I visited about this with our local State Senator, Matt Williams. He thought this was a great idea. I also talked to Mike Sitorious, MD, who cochairs UNMC's Rural Advisory Committee with Roger Wells, PA, regarding the need for additional ED training. Later I visited Dr. Kyle Meyer, Dean of the College of Allied Health at UNMC, and Dr. Lepaine Sharp-McHenry, Dean of the College of Nursing at UNMC. I told each one of them that I felt we needed a structured training program to ensure that APRN's and PA's have the skills necessary to provide safe competent care in the Emergency Department as sole providers for rural Nebraska. This would allow us to prepare to fill the upcoming void of skilled ED providers that we are going to see as rural MD numbers begin to shrink. I ask them if we could find some form of funding to establish a training program while partnering with facilities in Central and Western NE. At the time they expressed interest in being part of the discussion.

The above is my personal story in attempting to start the discussion about fulfilling the medical needs of our rural Nebraska communities. I grew up in Hyannis NE. The closest hospital is an hour away. I know what "real" rural looks like. The time is NOW. We cannot wait 5-7 years when half of the MD's in rural NE are projected to retire. It is my opinion that we are headed for a real

We treat you like family.



Cozad Community
Hospital

300 E. 12th St. P.O. Box 108 Cozad, NE 69130 Ph. (308) 784-2261 Fx. (308) 784-4691

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Cozad Community
Hospital Foundation

300 E. 12th St. P.O. Box 108 Cozad, NE 69130 Ph. (308) 784-2261 Fx. (308) 784-4691 crisis in rural Nebraska. Cozad Community Health Systems supports the development of an Emergency Nurse Practitioner (ENP) program for the University of Nebraska Medical Center. As the primary public medical school in Nebraska, I believe it is the duty of the Regents to utilize UNMC to address the medical educational needs of all Nebraska.

The state of Nebraska, like many other states, has faced healthcare provider shortages further affected by the global COVID-19 pandemic. Nurse practitioners (NPs) have positively improved these shortages across the state and currently at our facility, in specific regards to emergency care settings such as the emergency department and urgent care settings. As a facility, we need to continue utilizing NPs in these settings; however, recognize that traditional academic training for NPs does not include specific Emergency and Trauma Care education. As we continue to evolve with our facility recognizing the need to employ and staff NPs in these settings, we support the education an NP will gain by completing an academic ENP program allowing our NPs to practice with appropriate standards of care and learning advanced nursing procedures specific to the emergency department for critical patients.

Cozad Community Health System recognizes that NPs that obtain a ENP have additional training specific to emergency and trauma care in addition to their core family nurse practitioner (FNP) training which will allow them to practice among multiple settings for our facility. This will be a solution to improving operating margins and staffing provider that can provider expanded services in our community; therefore, improving access to care.

It is an honor to provide a letter of support for the ENP program at the University of Nebraska Medical Center. If you have any questions, please do not hesitate to contact me.

Sincerely,

Robert Dyer, PT, DPT, OCS, WCC

CEO

Cozad Community Health System

308-784-2219

robertd@cozadhealthcare.com

We treat you like family.



April 12, 2024

University of Nebraska Medical Center - College of Nursing
Attn: Emergency Nurse Practitioner Certificate Program Development/Project Lead: Haley Hays
1601 E 27th Street
Scottsbluff, NE 69361

Dear University of Nebraska Medical Center or Whom it Concerns:

I am writing today to offer my sincere support of the University of Nebraska Medical Center's consideration for an Emergency Nurse Practitioner (ENP) Post-Graduate Certificate curriculum. I am currently employed as a provider for our emergency department and have been in this role for nearly three years. Prior to my role strictly in emergency medicine, I worked in our medical clinic and had the responsibility of emergency department call coverage one day per week and every sixth weekend. I am fortunate to work for a critical access hospital that recognizes the importance and efficiency of assigned emergency department providers.

Prior to becoming a nurse practitioner, I was blessed to work for over two decades as a flight nurse with one of the most well-respected air ambulance services in Nebraska. I absolutely believe that experience prepared me for my current role in emergency medicine far more than my family nurse practitioner education or ensuing practice. As a matter of fact, one of my greatest concerns leaving my post-graduate studies was that I felt completely inadequate in the area of hospital medicine as a whole. So many nurse practitioners follow a similar path and work in small, rural settings where we must function in the clinic, emergency department, and inpatient setting. Unfortunately, not every nurse practitioner has the good fortune to have prior work experience in an autonomous, challenging environment like flight nursing. The world of emergency medicine has become very specialized and patient expectations continue to increase in this area. Having an ENP academic program here in Nebraska would not only set our state apart from many others, it would demonstrate UNMC's recognition of the uniqueness of emergency medicine and its vital importance for medical providers in rural America. It is my sincere hope that my alma mater will fulfill my desire to have such a program available in the very near future.

Sincerely,

Douglas Wulf, MSN, FNP-C, APRN-NP

**Emergency Department Provider** 



W: 308.832.3400 F: 308.832.3417





May 13, 2024

University of Nebraska Medical Center (UNMC) Board of Regents 3835 Holdredge Street Lincoln, Nebraska 68583

Dear UNMC and Board of Regents,

With great enthusiasm, I write this letter to express my strong support for the University of Nebraska Medical Center's College of Nursing post-graduate Emergency Nurse Practitioner (ENP) Certificate program. This program, which will play a vital role in our healthcare community, is essential in meeting the increasing demand for emergency care.

As a healthcare professional residing in rural Scottsbluff, Nebraska, which serves a county-wide population of 35,699 as of 2022, I can attest that access to emergency medicine-based healthcare is limited to local and surrounding urgent care facilities and emergency departments. Scotts Bluff County, NE, encompasses 739.6 square miles of land area and is the 32nd largest county in Nebraska by total area. The increased distance provides a barrier to quick access to emergency-based care due to distance; therefore, many facilities for emergency care are located in small rural towns with staffing dependent upon Medical Doctors (M.D.) and ENPs. As the demand for emergency care increases as projected, the demand for emergency-trained healthcare providers continues to increase. However, this increase is becoming a challenge to rural communities, and the demand for emergency-trained healthcare providers is increasing. As stated in an article written by Balentine and Leary, "The 2023 match saw 555 emergency medicine (EM) residency positions go unmatched. This increase from the previous year, when 219 positions were initially unclaimed, signifies medical students' waning interest in the specialty, triggering alarm and introspection across the field" (2023).

Thank you for considering my support for the post-graduate Emergency Nurse Practitioner (ENP) Certificate program at the University of Nebraska Medical Center's College of Nursing. I believe that establishing this program will be highly beneficial for communities of all sizes and can help meet the current and projected demands for emergency based care and will assist in delivering accessible, excellent, high-quality patient care.

Sincerely yours,

Lisa L. Salisbury, RN, BSN, MSN

Balentine, J., & Leary, J. (2023, November 7). Fewer physicians are pursuing emergency medicine. The DO. https://thedo.osteopathic.org/2023/11/fewer-physicians-are-pursuing-emergency-medicine/

Melissa Leibnitz 360044 Highway 26 Minatare, Ne 69356 May 2, 2024

University of Nebraska Medical Center College of Nursing
Attn: Emergency Nurse Practitioner Certificate Program Development/Project Lead: Haley Hays
1601 E 27<sup>th</sup> Street
Scottsbluff, NE 69361

Dear University of Nebraska Medical Center or whom it concerns:

As the role of the advanced practice nurse (APRN) continues to evolve, there is a growing need for special attention and recognition to be placed on the intricacies of APRNs practicing in emergency medicine. Emergency medicine requires a unique skill set of rapid assessment, recognition, and treatment utilizing invasive interventions to offer prompt intervention to reduce morbidity and mortality.

With the shortage of emergency department physicians, rural Nebraska critical access hospitals utilize APRNs in the emergency department who are either family practice, acute care practitioners or both. Few are trained as an emergency nurse practitioner (ENP). It is not required at this time for these APRNs to be credentialed in emergency medicine and are often only trained as family practice APRNs. I have witnessed first-hand as a flight nurse in Western Nebraska, the implications of the knowledge, experience, and skill gap that these practitioners face. A program that specifically trains and promotes internship in the emergency department is highly needed to prevent poor outcomes, provider burnout, and reduce morbidity and mortality of those seeking emergency care.

Unlike most advanced practice roles, patients that present to the emergency department may present in extremis with very little information known about the patient and providers must provide prompt intervention based on assessment findings alone which is a unique skill set. In addition, the APRNs that are practicing in the rural emergency departments are the sole provider in the facility functioning without other providers such as 24-hour anesthesia to assist with difficult airways or another provider to assist with invasive skills such as chest tubes, intubation, central lines, and cardiopulmonary resuscitation. These facilities also lack nurses and function with limited resources such as blood products and ground transport. Often these facilities may wait hours for air transport to assist with patient care and to transfer the patient to a higher-level of care; leaving the practitioner with a variety of tasks and decisions to manage solely on their own. APRNs practicing in these roles must have confidence and exposure to these situations and

Recipient Name May 2, 2024 Page 2

training that is specific to emergency medicine so that they utilize only the resources needed and hone their assessment and interventions specific to emergent conditions.

The state of Nebraska has a unique history in emergency medicine dating back to the formation of the Advanced Trauma Life Support (ATLS) course by Dr. Styner in 1978. He was a a surgeon who crashed his airplane in rural Nebraska with his family onboard. He witnessed first-hand the deficiency of emergency medical care and interventions at the scene of the accident and at the small hospital he and his family were taken to. After this event along with fellow collogues, developed the first trauma course in the nation that is now recognized nationwide. Just like his vision, UNMC can envision itself recognizing the unique need of training APRNs in emergency medicine as a post graduate certificate to promote the best care for both the rural and urban populations. UNMC is known for its academic excellence and can be a leader in the development of an elite, post-graduate ENP program that is essential for APRNs practicing in emergency medicine.

As a soon to be graduate from UNMC with my DNP as a family nurse practitioner, I will be seeking a post-graduate degree as an ENP so that I can complete my goal of becoming an ENP and providing care in rural Nebraska. My hope is that UNMC will be able to offer this opportunity to its former graduates to improve health care outcomes for Nebraskans.

Best regards,

Melissa Leibnitz UNMC Graduate FNP Student Michaela Gulzow, DNP, APRN, ENP-C, FNP-C 314 Renee Road Doniphan, NE 68832 04/12/2024

University of Nebraska Medical Center College of Nursing
Attn: Emergency Nurse Practitioner Certificate Program Development/Project Lead: Haley Hays
1601 E 27<sup>th</sup> Street
Scottsbluff, NE 69361

Dear University of Nebraska Medical Center or whom it concerns:

I am proud to say I am certified as an emergency nurse practitioner and practice emergency medicine in the state of Nebraska. Regarding emergency specific care, I had practiced at a rural health care facility, Brown County Hospital, from 2019-2022. Currently, for the past two years, I work at Mary Lanning Healthcare in the emergency department. Since 2020, I continue to provide locum tenens coverage for Webster County Hospital.

It is to my understanding there is an initiative to develop a specific emergency nurse practitioner program at the University of Nebraska Medical Center. It is important to recognize expertise in emergency care for nurse practitioners as there is a shortage and will continue to be a shortage of healthcare providers in the rural setting. Since 2015, when nurse practitioners gained full practice authority in Nebraska, critical access hospitals have been able to capitalize on hiring nurse practitioners to staff the clinic, hospital, and emergency departments. For nurse practitioners to engage in full practice of their scope and to meet the highest standards of excellence; it is important to possess the core fundamentals of those specific settings.

I graduated with my Doctor of Nursing Practice from Creighton University in 2019 and became certified as a family nurse practitioner. It was within my first year, I realized it was imperative to master emergency medicine competencies. I was fortunate to gain the required hours and complete the education required for the ENP certificate examination. I had explored post-certificate programs in Nebraska, but unfortunately there was not a program. I feel it would have enhanced my learning experience at that time.

As I journey into my years as an expect nurse practitioner, I have watched primary care trained colleagues struggle with emergency medicine. It is an expert field that requires an individual to make critical decisions in a matter of seconds. It is imperative for Nebraska to have a certification program to provide nurse practitioners emergency care specific knowledge and skills to care for patient of all ages and acuities.

This program is essential. I am in full support of the development of the ENP certificate program.

If there are any questions about this letter of support, you can contact me.

Sincerely,

Michaela Gulzow

Michaela Gulzow, DNP, APRN, ENP-C, FNP-C MichaelaOstdiek14@gmail.com 308-390-9795

Ashlee Denny 2108 South 35th Ave Omaha, NE, 68105 May 15, 2024

University of Nebraska Medical Center College of Nursing
Attn: Emergency Nurse Practitioner Certificate Program Development/Project Lead: Haley Hays
1601 E 27<sup>th</sup> Street
Scottsbluff, NE 69361

Dear University of Nebraska Medical Center or whom it concerns:

It is with a great deal of enthusiasm that I submit this letter of support for the Emergency Nurse Practitioner Certificate Program's development through the University of Nebraska Medical Center. I feel that development of this program is essential to furthering Nurse Practitioner (NP) education for those seeking to work in the Emergency Department (ED) or Urgent Care setting. Through this program, NPs will learn how to practice independently in time sensitive situations while providing life-saving care. The Emergency Nurse Practitioner Certificate program is a necessary step in gaining competence to work in high acuity settings such as the ED, as there is a lack of NP residencies that specialize in this field in Nebraska. The Family Nurse Practitioner (FNP) certification is required to work in most EDs, yet most of the clinical hours for FNP are in outpatient Primary Care settings. The FNP degree alone does not prepare NPs to transition to working in the ED independently. I have eight years of experience working in the ED before becoming a FNP and would like to one day go back to working in the ED as an NP. I support the development of this program and would like to participate if it were to come to realization.

Sincerely,

Ashlee Denny DNP, APRN, FNP-BC

Ashley Vontz MSN, APRN, FNP-C 71847 Maureen Dr. McCook, NE 69001 April 10, 2024

University of Nebraska Medical Center College of Nursing Attn: Emergency Nurse Practitioner Certificate Program Development/Project Lead: Haley Hays 1601 E 27<sup>th</sup> Street Scottsbluff, NE 69361

Dear University of Nebraska Medical Center or whom it concerns:

I am writing in support of the development of the Emergency Nurse Practitioner program at the University of Nebraska Medical Center. As a current full time nurse practitioner practicing in rural Nebraska, I cover some of the emergency department shifts at my local critical access ED. The only specific training I have had towards this type of work has been on the job training. As part of my master's degree Family Nurse Practitioner training, there is no specific training on emergency room cares. The ENP program would close this gap, so I could provide even better coverage to the population that I serve. I am the solo provider in the ED at the time, so I would only hope to have better outcomes for patients and feel more confident in my practice.

Again, I work in rural healthcare, and this is a population that nurse practitioners are going to have to continue to fill in the gap for as we have continued issues recruiting physicians to these areas. Please let us be able to fill in the gap to the best of our ability with the appropriate knowledge and training with an ENP certification as well. As we see our population aging rapidly and our elderly population about to expand greatly, please allow use nurse practitioners to gain knowledge and confidence in treating our ED patients with more complete care.

Please consider allowing the ENP certification program at UNMC to come to fruition. Thank you for your time.

Sincerely,

Ashley Vontz MSN, APRN, FNP-C

Michael V DiMucci, RN, MSN, FNP-C 826 Trenton LN N Plymouth, MN 55441 Phone: 612-805-8676

4/15/2024

University of Nebraska Medical Center College of Nursing
Attn: Emergency Nurse Practitioner Certificate Program Development/Project Lead: Haley Hays
1601 E 27<sup>th</sup> Street
Scottsbluff, NE 69361

Dear University of Nebraska Medical Center or whom it concerns:

I want to lend my voice of support for the development of a credentialed, board-certified program for Emergency Nurse Practitioners.

I have practiced as a Board-Certified Family Nurse Practitioner for over 20 years. Prior to being an FNP-C, I worked as an RN in level I and II trauma centers as well as a Flight Nurse on ground, helicopter, and airplane units.

While I helped staff emergency departments as an "Urgent Care" provider, I have realized over the years how much I lacked in emergency medicine theory and practice.

I fully support the development of an actual ENP program in Nebraska.

Sincerely,

Michael V DiMucci

RN, MSN, FNP-C

Michall Mucci APRN CNP