



NJSSNA Spring Conference
March 15 & 16, 2024



Northeastern University
Bouvé College of Health Sciences
School of Nursing, School Health Academy

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NJSSNA 2024 Spring Conference – Speaker and Session Information

Empowering School Nurses: Strengthening Colleague Support Through Stress First Aid

Friday Evening

Abstract: This presentation delves into the necessity of Stress First Aid (SFA) specifically tailored to school nurses. In the unique and often high-pressure environment of school healthcare, the impact of stress on the well-being of nurses cannot be overstated. With the recent challenges imposed by the pandemic, stress levels among school nurses have surged, amplifying the strain on personal and professional spheres. This session explores why implementing the SFA framework is essential to mitigate the adverse effects of stress, offering insights into the specific stressors faced by school nurses and outlining effective strategies to support their mental and emotional well-being. Highlighting the importance of SFA as an indispensable framework for fostering resilience and sustaining the invaluable contributions of school nurses.

Learning Outcomes: The learner will be able to identify:

1. The purpose of Stress First Aid (SFA)
2. The Actions (7Cs) of SFA
3. How SFA can be used Individually and in Teams

Susan W. Salmond, EdD, RN, ANEF, FAAN



Dr. Salmond is a long-time academic nurse leader. She is currently the Executive Vice Dean and Professor at Rutgers, The State University of New Jersey, School of Nursing, overseeing all academic programs. Dr. Salmond has also been Program Director of the New Jersey Nursing and Emotional Well-Being Institute (NJ-NEW) since its inception in January of 2022. Prior to

that she was Program Director of Robert Wood Johnson Foundation's New Jersey Nursing Initiative (NJNI) – a role she served from 2013 to early 2022. The goal of the NJ-NEW is to promote a resilient and emotionally healthy nursing workforce in New Jersey. NJ-NEW has implemented two key evidence-based programs to contribute to this goal: Virtual Schwartz Rounds (VSR), which provide nurses a forum to share, discuss and problem-solve key challenges or stressors experienced within nursing practice and Stress First Aid (SFA), a train the trainer program designed to enhance both the individual nurse's ability to recognize and respond to stress and to change unit culture to make assessment and management of stress an

ongoing process. Dr. Salmond is directly involved in both programs and has taught the SFA program to five different cohorts.

Dr. Salmond's scholarship is varied with over 100 publications and 200 professional presentations. The focus of this work includes nurse well-being and burnout as well as transcultural health care and culturally competent approaches to nursing, racism and health disparities, population health, and the conduct of qualitative and mixed methods systematic reviews. Dr. Salmond received her BSN from Villanova University College of Nursing, which in 2012 presented her with its highest award, the College of Nursing Medallion. She is a 2012 inductee into the Hall of Honor at Seton Hall University College of Nursing, where she received her MSN with a specialization in chronic illness management. She earned her EdD from Teachers College, Columbia University. She has held certifications in nursing education, transcultural nursing, and leadership. She is a fellow of the American Academy of Nursing and a fellow of the National League of Nursing's Academy of Nursing Education.

Emerging Legal Issues in Student Health

General Session

Abstract: The legal responsibilities placed on school nurses to address the physical, social, emotional, and educational needs of students have never been greater. In this session, participants will learn about critical developments and emerging trends in school health law, including recently enacted statutes, the latest state and federal guidance, and recent case law. Topics to be addressed include rights and obligations related to the sharing of student health information, addressing grief, suicidal ideation and other mental health needs, requirements related to implementing health education standards, the role of the school nurse in addressing threat assessment and school security, and the latest developments related to addressing the needs of LGBTQIA+ students.

Learning Outcomes: The learner will be able to identify:

1. Understand the latest revisions in state law impacting school nursing responsibilities.
2. Understand when and how to properly share information with others regarding student health issues.
3. Understand the critical role of school nurses in addressing threat assessment and school security.

David Nash, Esq.



Mr. Nash currently serves as Director of Legal Education and National Outreach for the Foundation for Educational Administration. His responsibilities include coordinating the efforts of FEA to promote its wide array of professional learning courses, events, programs and services nationally. Mr. Nash is also responsible for overseeing legal education through the LEGAL ONE (Law, Ethics, Governance for All Leaders, including an Overview of New and Emerging issues) program. LEGAL ONE is an innovative program that provides school law professional development for school leaders and other educators. From 2003 to 2011, Mr. Nash served as legal counsel for the New Jersey

Principals and Supervisors Association. In that role, Mr. Nash provided legal assistance to NJPSA members for legal issues arising out of the performance of their duties. Mr. Nash also served as Assistant Director of Government Relations for NJPSA from 1994 to 2003. He currently teaches graduate level school law courses at Ramapo College and has previously taught at Rutgers University and New Jersey City University. Mr. Nash received his B.A. from Rutgers University and graduated with High Honors from Rutgers Law School in 2003. While at Rutgers Law School he served as an editor for the Rutgers Law Review. His prior civic involvement includes six years' service as a member of the Old Bridge Board of Education, including two years as board president, and service on the Board of Trustees for both Healing the Children New Jersey and Advocates for Children of New Jersey.

He is a contributing author to the book ***Student Discipline: A Prosocial Perspective***, 2016, Rowman & Littlefield; and a contributing author to the book ***School Nursing: The Essential Text***, Springer Publishers, 2021.

School Security Practices and Procedures for School Nurses

General Session

Abstract: School nurses are a critical component to promoting a safe and secure school. In this session, Dr. Gambino will share the essential components of a school nurse during school drills such as an evacuation, lock-downs, and reunifications. In addition, the presentation will cover content for the medically fragile students and those with different health response plans.

Learning Outcomes: The learner will be able to identify:

1. Best practices for school drills
2. Essential steps for preparing for a school crisis

Thomas Gambino, Ed.D



Thomas Gambino holds a Doctorate Degree in Education Leadership. He has been working as an Education Program Development Specialist with the New Jersey Department of Education since 2000.

In February 2012, Dr. Gambino responded to the New Jersey Governor's Office on Recovery request to join the New Jersey Department of Community Affairs to assist survivors of Superstorm Sandy who were displaced. In this 2-year temporary reassignment, Dr. Gambino contributed to the New Jersey Housing Mission and functioned as the Direct Housing Supervisor working with partners from FEMA, NJ Office of Emergency Management, American Red Cross, as well as other state and non-for-profit organizations to assist Superstorm Sandy survivors.

Presently, Dr. Gambino is with the New Jersey Department of Education's Office of School Preparedness and Emergency Planning. Working in this capacity, he visits schools and districts in the Southern Region of the State to review school security plans, observe and evaluate their drilling procedures and provide guidance to improve safety and security plans and procedures. In total, he has observed over 600 school lock-down drills and provided essential guidance in follow up and professional development training.

Abstract: The recent pandemic brought school nurses to new tables: We were invited, we came, we led - now what? Are we still at those tables? Are we still being invited? What if we take the initiative to identify the tables we need to be at, and we bring our own chairs? School nurses can, should, and must take our places as health care leaders in the communities where we live and work. School nurses are uniquely poised to bring together complex knowledge around health care, public health, social determinants of health, change theory and leadership in a way that supports equitable access to both health and education, and benefits all aspects of community health.

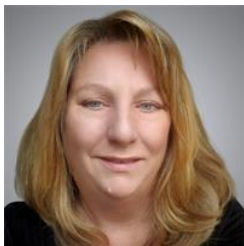
- NASN is poised to move, as an organization, to the next level of leadership
- NASN is committed to helping affiliate organizations move to the next level of leadership and
- NASN will help individual school nurses move their leadership to the next level too!

As a participant in this session you will learn how to articulate your why, identify your spheres of influence, create individual aspirational leadership goals, put your best self forward, and take your place at the table!

Learning Outcomes: The learner will be able to identify:

1. Define your current spheres of influence in the communities where you work and live
2. Identify all of the areas where you currently lead
3. Identify at least one aspirational goal related to your future leadership

Lynn Nelson, MSN, RN, NCSN



Lynn Nelson MSN, RN, NCSN has had a professional career spanning more than three decades, including the honor of currently serving as President Elect for the National Association of School Nurses. She is the Senior Director of Health Services and Integrated Student Supports at Capital Area Educational Service District #113, in Tumwater, Washington, where she has practiced since 2002. Her practice is grounded in the belief that providing quality service for children and families must include an intentional focus on equity in both the health and education arenas. As a strong advocate for helping students succeed academically by mitigating nonacademic barriers to success, she strives to develop and administer effective programming in both school health and dropout prevention, intervention and reengagement programming arenas. Her professional interests focus on health care policy, and in addition to currently serving as NASN President Elect, she is the immediate past NASN Director and a past Legislative Chair for the School Nurse Organization of Washington, and a former elected member of the Washington State Nurses Association Policy Council. In addition, she currently serves on the Thurston County Board of Health and is a member of the School Nurse Association of Washington, the Washington State Nurses Association, the Washington Association of School Administrators, and the National Association of School Nurses.

Abstract: In this session, all current insulin pumps and continuous glucose monitors (CGMs) available on the market will be presented and reviewed. Each device's features, algorithms, and technical details will be explained. Most importantly, tips and recommendations for device management in school will also be provided.

Learning Outcomes: The learner will be able to:

1. Identify different insulin pump therapies currently available
2. Identify current Continuous Glucose Monitor (CGM) systems currently available
3. manipulate current diabetes technology via hands on demonstration

Ashley Colnett, BSN, RN, CDCES, CSN



Ashley graduated with her BSN and completed her School Nurse certification at Seton Hall University. Ashley has practiced in various fields of nursing, including Postpartum, School Nursing, and Diabetes Education. Ashley has practiced as a nurse at Camp Neveda for over 10 years, serves on their Medical Committee, and is employed as their Education Coordinator. Ashley has been a Certified Diabetes Educator (now CDCES) since 2015, and continues to work with both the adult and pediatric populations for Type 1 and Type 2 diabetes. Ashley's diabetes educational career began with Atlantic Health, Robert Wood Johnson, and Hunterdon Healthcare System. Ashley is a CPT (certified pump trainer) for all the major pump companies and is no longer afraid of insulin pumps! (or CGMs for that matter). Ashley loves giving educational presentations and has been honored to be asked for various school districts over the years.

3 minutes-Are You Prepared? A Plan for 3 Major Life-Threatening Emergencies-Sudden Cardiac Arrest, Choking, and Traumatic Bleeding

Morning and Afternoon Breakouts

Abstract: It's 2:58 pm on a Friday before break. Excitement fills the classrooms and the halls. Your thoughts are with Family and all the errands you must take care of tonight. Then... your radio squawks... you can tell in an instant, this is not routine as the message is urgent and you hear the word, "unconscious".

The weight of the emergency is on your shoulders as the highest trained medical person and all eyes are looking for the Nurse to handle the emergency. The best definition of my job as a Paramedic was told to me by one of my Professors, "Hours of routines followed by moments of chaos". He then said, "I am here to train you to control the chaos". Our time together will examine best practices to respond to 3 types of emergencies, sudden cardiac arrest, choking, and traumatic bleeding that are all time dependent for the best patient outcome.

Learning Outcomes: The learner will be able to identify:

1. Current best practices to treat patients that are in sudden cardiac arrest, choking or experiencing traumatic bleeding.
2. An outline to bring back to their school to compare to their emergency protocols.
3. State-of-the-art equipment on the market to assist in these emergencies.

Jim Schatzle, MA candidate, BA, EMT



Jim Schatzle has been involved in the Emergency Medical Services field for over 40 Years, as an EMT, Firefighter, and Paramedic, interning at Johns Hopkins and Shock Trauma Center in Baltimore, MD. In 1994, Jim established TEAM LIFE, INC., a training and AED sales company in Colts Neck, NJ. Along with a highly motivated team of Healthcare Professionals, TEAM LIFE has trained Thousands of people in CPR, AED, and Advanced Classes.

Jim's goal is to empower people with knowledge and equipment to increase the chance of survival in times of emergencies – ANYONE CAN BE A HERO.

Tummy Time: Mastering Pediatric Enteral Tubes

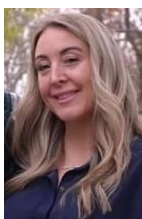
Morning and Afternoon Breakouts

Abstract: Gastrostomy tubes provide a stable long-term access allowing for nutritional support, medication administration and gastric decompression. Nasogastric tubes are also typically used to administer nutrition or medication to patients who are unable to tolerate oral intake or require a level of supplementation. This program will focus on pediatric indications for long term use of these devices, in addition to reviewing some common devices that are used once patients are discharged from the hospital. Placement verification, nursing assessment, and administration of medications and feedings will be demonstrated. Common complications and troubleshooting techniques significant to a school nurse will be reviewed. Participants will have the opportunity to utilize simulation to practice skills and demonstrate competency.

Learning Outcomes: The learner will be able to identify:

1. Participants will demonstrate medication administration through a gastrostomy tube and a nasogastric tube.
2. Participants will demonstrate placement verification procedures for a nasogastric tube and a gastrostomy tube.
3. Participants will identify components of enteral tube nursing assessment.

Adriana Senatore, MSN RN CPNP-PC



Adriana Senatore is Director of Professional Development Innovation and Practice at the Children's Specialized Hospital in New Brunswick, NJ. She is responsible for maintaining staff competencies for acute care newborn and long-term care sites. Adriana has worked in pediatric acute care settings in nurse educator and staff nurse roles since 2005 and was licensed as a Pediatric Nurse Provider in 2012. She has taught at Rutgers University and precepted students from Rutgers, Kean

University, Seton Hall University and Thomas Edison State University. In 2022, Adriana was awarded the Daisy Award Nurse Educator of the Year Award.

Adolescent Clinical Training for Youth Suicide Prevention (ACTS) for Nurses

Morning Breakout

Abstract: ACTS for Nurses is an in-person training to increase the confidence and competence in the identification and management of youth and adolescent suicide risk for nursing staff.

Suicide is now the second leading cause of death for youth ages 10-14. In spite of this alarming number, there has been scant attention in research studies or publications in professional journals. ACTS has been designed to provide nurses with information, and empower them to use and practice skills they already have. This course will cover content including considering risk assessment as crisis intervention, understanding youth and adolescent suicide, understanding risk factors and warning signs, and responding to and referring at-risk youth.

Learning Outcomes: The learner will be able to identify:

1. Identify the 5 characteristics of suicide.
2. Identify and utilize a helpful intervention for each of the 5 characteristics of suicide.
3. Identify the components of a safety plan and demonstrate making a safety plan.

Kalisha Smith, LCSW, Associate Clinical Director for SPTS has been privileged to work in the social service profession for the past 19 years, supporting youth experiencing acute mental health concerns and providing supervision of direct care staff to youth in crisis through the NJ Children's System of Care. Kalisha serves as the Associate Clinical Director of the Society for the Prevention of Teen Suicide where she provides training on the continuum of prevention to school districts, community organizations, and clinicians.

Susan Tellone, MSN, BSN, RN, CSN



Susan Tellone (she/hers) is a Certified School Nurse and health educator with a Master's degree in nursing and a Bachelor's degree in mental health and rehabilitation. She has been working as a psychiatric nurse for the past 38 years with an emphasis on suicide prevention. She worked in the Emergency rooms of Monmouth Medical as one of the first PESS (psychiatric emergency suicide screeners), and went on from there to teach for many years at the University of Medicine and Dentistry on various topics on mental health, but specifically the psychiatric screening law of New Jersey. In 2008 Susan took a position at Manasquan High School as a school nurse and educator and soon after that, her school experienced one of the larger teenage suicide contagions on record. During her tenure at Manasquan, as a response to the suicide contagion, Susan took on the roles of Crisis Coordinator, Anti-bullying specialist and Master Lifelines Suicide Prevention Trainer. She co-authored a Project Serv Grant (Schools against violence) and was able to get funding into her school to develop a Crisis plan based on the Lifelines Curriculum that became a national model. She presented this plan at the National Conference on Suicidality in Florida in 2009. She was also the keynote speaker at the Annual Conference for Safe and Drug Free Schools in Boston in 2010, and presenter at the REMS conference in Washington DC 2011, International Conference of Suicide Prevention in New York City 2012, NJEA teachers conference 2014, and most recently at the Mental Health America Conference in 2019. Susan continues to present both locally and Nationally on this topic. Susan and her crisis team focused on the rebuilding of Manasquan School District with a renewed emphasis on strength and resiliency of the students, faculty and community. Since retiring from education, Susan worked for three years as the Vice President of the Mental Health Association of Monmouth County. During her Vice Presidency at MHA Susan through County and grant funding was able to bring the Lifelines Suicide Prevention program to over 160 schools in Monmouth County. Presently she holds the position of the Clinical Director at Society for the Prevention of

Teen Suicide where she continues her passion for preventing suicide among our youth through education in schools and communities.

Big Problems from Small Bites – What's the Latest on Tick- and Mosquito-borne Diseases in New Jersey

Morning Breakout

Abstract: Tick-borne diseases (VBD) are increasing in incidence, along with the number and diversity of ticks found in New Jersey. Children seldom recall a tick bite and present with flu-like symptoms or an allergic reaction, any and all of which can be similar to a host of other illnesses. Could this be a vector-borne disease? If so, not seeking immediate treatment, as in the case of Rocky Mountain Spotted Fever, may lead to serious, sometimes fatal, outcomes. In the case of Lyme disease, failure to get prompt treatment may lead to chronic conditions. New Jersey is prime territory for tick exposure and bites, ranking third in the nation for tick-borne diseases. This presentation will highlight where ticks pose the greatest risk to students. It will define the diseases they transmit and highlight often baffling symptoms, some of which are specific to children. The presentation will also facilitate communication with parents, especially if immediate medical treatment is needed.

Learning Outcomes: The learner will be able to:

1. Identify when and where children are at risk for contracting tick or mosquito-borne diseases in New Jersey and in selected U.S. travel destinations.
2. Identify key symptoms of vector-borne diseases typically seen in children and counsel parents and others, as appropriate, on personal protection strategies and patient management.
3. Report increased skill to communicate key messages about the tick population in New Jersey and in other parts of the U.S.

Sandra J. Delack, M Ed, RN, NCSN-E, FNASN



Sandi has been practicing nursing for over 40 years and has 31 years of experience as a school nurse in RI. Sandi is certified in school nursing by both the state of RI and nationally, and is a proud Fellow of the National Association of School Nurses (NASN). Sandi has served as president of RI Certified School Nurse Teacher Association (RICSNTA), NASN, the National Certification Board for School Nurses (NBCSN), and as Vice President of the Accreditation Board for Specialty Nursing Certification (ABSNC). Presently, Sandi works as the Executive Director of NBCSN as well as an independent school health consultant and educator, delivering national presentations to school nurses, education students, and other professional groups. Sandi is a passionate advocate for school nursing and certification. Sandi has presented nationally on the topics of vector borne disease and Individualized Healthcare Plans.

The Impossible Obesity Epidemic in Children and Youth

Morning Breakout

Abstract: This presentation addresses the prevalence and multiple causes of obesity and overweight in children. The literature does not address the "lived experiences" of children who are obese, nor does it address the role of the school nurse in working with these children and families, such as skin irritation and hygiene issues. Interventions presented will go beyond the traditional dietary restrictions and activity markers. Obesity is a chronic condition and should be

afforded reasonable accommodations as needed by the student. There will be discussion of how obesity interferes with other chronic conditions as well as the morbidity associated with childhood obesity. The latest medication approaches will also be discussed.

Learning Outcomes: School nurses will be able to identify:

1. Three causes of obesity and overweight in children and youth
2. Three recommendations that the school nurse can provide to older students and families that address overweight
3. One school nurse intervention that can be implemented within the school to address obesity and overweight

Janice Selekmán, DNSc, RN, NCSN, FNASN



Dr. Janice Selekmán is Professor Emerita at the University of Delaware. She is best known as the Editor and Author of *School Nursing: A Comprehensive Text* as well as *School Nursing Certification Review*. Her BSN is from the University of Pittsburgh. Her MSN in Pediatric Nursing and her doctorate are from the University of Pennsylvania. She is a Nationally Certified School Nurse and is a Fellow in the National Academy of School Nursing. She speaks throughout the country and is a proud honorary member of the New Jersey State School Nursing Association.

Late to Bed, Late to Rise Makes Teens Healthy and Wise

Afternoon Breakout

Abstract: This presentation will focus on sleep during adolescence, which after infancy, is the second most critical time period for brain growth. The CDC calls insufficient sleep in adolescents a "public health concern." Our adolescents are chronically sleep deprived; this lack of sleep is associated with poor physical and mental health, increased risky behaviors and poor academic performance. Adolescents require 8 to 10 hours of sleep nightly to maintain optimal health and well-being, yet fewer than 5% get this required amount of sleep. Part of the reason for this is biological - normal changes in sleep patterns during adolescence include delayed sleep onset, so teens naturally go to sleep and wake up later than others. Part of the reason for this is environmental - middle and high schools begin so early that they do not align with adolescent's health needs. It is this latter reason that is modifiable and an area of intense focus across the country. When implemented, later start times have improved academic outcomes, decreased car accidents, lessened poor mental health, and optimized athletic performance. Session participants will learn to frame later school start as a significant public health intervention, similar to seat belts, that can help create a healthy and safe environment for our adolescents.

Learning Outcomes: The learner will be able to identify:

1. Describe current trends in youth tobacco use,
2. Identify youth-appealing products,
3. Explain how they can contribute to this initiative (CHANGE: Identify steps school nurses can take to support later start times)

Deborah Steinbaum, MD, MPH, FAAP



Dr. Steinbaum joined the PedatriCare Associates practice in Fair Lawn, New Jersey in 2012 after working in Northern New Jersey and New York City for many years as a pediatrician. She is a graduate of Harvard College and the Yale University School of Medicine. She is board certified in General Pediatrics and Child Abuse Pediatrics. She completed her residency and a subsequent fellowship at the Mount Sinai School of Medicine in New York City, where she also received a Masters in Public Health through a joint program with New York University. Following fellowship, she remained at Mount Sinai as an attending physician. Prior to becoming a physician, she worked for several years in San Francisco in health care administration and research, and she retains an avid interest in public policy. She is a member of the NJAAP Task Force on Adolescent Sleep and School Start Times.

Social Media's Impact on Students' Nutrition, Emotional Well-Being, and Physical Health

Afternoon Breakout

Abstract: School Nurses deserve to be educated by a Registered Dietitian—an expert in food and nutrition who can translate science into practical solutions. Because we eat multiple times a day, we must strive to develop a healthy relationship with food. So much misinformation exists on social media about both nutrition and health, which can be damaging to young minds both physically and mentally. Skewed information has the potential to negatively impact our thoughts, behaviors, and emotions, but it can be challenging and overwhelming to try to decipher what information is accurate and what is not.

Through this presentation, school nurses will gain direction and receive guidance in the school setting to help navigate conversations surrounding nutrition. As a result, they will begin to feel confident and capable so that their students can be fueled and nourished, allowing them to thrive in the classroom. While we certainly cannot completely shield them from these dangerous messages, we can provide them with the knowledge and resources that they need to become media-literate and recognize the potential harm they can cause. Nurses can support and guide students to analyze and become critical of the material they are exposed to. Together, we can redefine and rethink health education, creating lasting behavior changes for future generations.

Learning Outcomes: The learner will be able to:

1. Describe how social media can greatly affect a student's behavior and emotions around food, body, self, and mind.
2. Identify 3 of the less obvious signs and symptoms of a disordered relationship with food.
3. Identify 5 strategies in helping students become media literate which will better guide them toward positive health behavior changes

Lauren Dorman, MS, RD



Lauren Dorman is a Registered Dietitian, nutrition therapist for 20 years specializing in chronic dieters and disordered eating. She also enjoys working with families and children to create stress free mealtimes. Her clients know that diets don't work and have harmed their health and they are now free from the

cycle. She works on a self-care behavioral approach to healing one's relationship with food, body, and the mind. She is a speaker on many areas of nutrition including disordered eating, diabetes, and emotional eating.