



NJSSNA Spring Conference  
March 15 & 16, 2024



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

#NJSSNA2024

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## NJSSNA 2024 Spring Conference – Poster Presentations Information

### An Enduring Change Plan: A Sustainable Substance Abuse Initiative for the Borough of Hillsdale, NJ

**Description:** This initiative was introduced to the Hillsdale Public Schools in Hillsdale, NJ in January of 2016 and remains ongoing. Its creation was the result of a community health needs assessment in which quantitative and qualitative data demonstrated the increased incidence and prevalence of heroin-related morbidity and mortality in the community. A logic model was developed to provide further direction for the initiative.

The poster will present the original initiative along with updates through December 2023. Its focus is on intervening at the elementary and middle school levels through community-wide education, the establishment of a permanent medication drop box in the borough, and ongoing collaboration with community stakeholders. The project aims to increase community awareness of substance abuse, promote safe disposal of medication, encourage the use of strategies to promote healthy decision-making and reduce substance abuse-related morbidity and mortality by intervening earlier.

Outcomes, using the Mobilizing for Action through Planning and Partnership Evaluation Tool, will be presented and recommendations for future directions will be discussed. Finally, implications for school nursing practice as well as funding support will be highlighted.

### Learning Objectives:

1. Recognize the school nurse's role as a change agent in the community.
2. Explain the components of a nurse-driven initiative to serve as a model for improving population health.
3. Analyze evidence-based strategies to address health-related issues in the community.

**Implications for School Nursing:** School nurses are ideally positioned to perform community health assessments and develop initiatives that will improve population health. By examining this Enduring Change Plan and adapting its design to meet individual community needs, school nurses can implement similar initiatives that will promote the health of the populations they serve.

### **Rose Catton MSN, RN, NJ/PA-CSN**



Rose has 44 years of diverse nursing experience. Prior to her 24 years as a CSN, she held positions in critical care, pediatric, and clinical research nursing. A diploma graduate of Northeastern Hospital School of Nursing in Philadelphia, Rose earned her BSN at Felician College in Rutherford, NJ and MSN in Community/Public Health Nursing from Rutgers University in Newark, NJ. An invited member of Sigma Theta Tau International Nursing

Honor Society, she holds dual membership in the Mu Theta Chapter-at-Large and Alpha Tau Chapters. She has served on the Bergen County Department of Health's Strategic Planning Committee and is a speaker for its county health initiatives. Professional activities include 10 years on the Hillsdale Board of Health, 13 years on the Bergen County Medical Reserve Corps and 2 years as the Hillsdale Municipal Alliance Chairperson. Rose received the New Jersey Governor's Teacher Award in 2005 and the Hillsdale Board of Education Clinical Excellence Award in 2009.

Along with her Johnson & Johnson (J&J) School Health Leadership Team, Rose received the 2015 Team Recognition Award at the National Association of School Nurses Conference in 2016. As lead author, she presented the team's poster entitled, "A Substance Abuse Initiative for the Borough of Hillsdale, NJ." She is a 2015 Fellow of the J&J School Health Leadership Program and later served as a mentor for the program.

As a passionate community and public health advocate, Rose looks forward to continued partnerships with county, state, and national school nurse associations. She has been an active member of the Bergen County School Nurses Association (BCSNA), New Jersey State School Nurses Association (NJSSNA), and the National Association of School Nurses (NASN) for 24 years. She is currently serving in her 11th year on the Executive Board of the BCSNA. She served as Treasurer of NJSSNA from 2018-2023 and is now in her first year as its Executive Director. Other memberships include Sigma Theta Tau, the New Jersey State Nurses Association, and the American Nurses Association.

## Toolkit on Mindfulness for School Nurses

**Description:** Poster presentation- depicting the DNP project, background and purpose, design, framework, methods, education program, results, and conclusion.

### Learning Objectives:

1. Understand the process of developing a toolkit on Mindfulness for School Nurses
2. Understand the evaluation process of a toolkit.
3. Understand the impact of participation in research.

**Implications for School Nurses:** It is important for school nurses to understand how their involvement in the research process impacts their fellow nurses and most importantly the future of school nursing.

### Margarida Cruz DNP, RN, NCSN

My name is Margarida Cruz. I have been a registered nurse for 28 years. I graduated from Bloomfield College, NJ with a BSN degree. I have worked inpatient med/surg, outpatient charity care clinics and for the past 19 years, as a high school nurse. Upon transitioning to school nursing, I obtained a school nurse certification and MSN degree from Kean University, NJ. I recently completed the terminal degree of DNP at Monmouth University in January 2024.

## Understanding the Alarming Rise in Disordered Eating and Body Dissatisfaction: What School Nurses Need to Know

**Description:** Did you know? 42 % of first- to third-graders want to be thinner. 81% of 10-year-old children are afraid of being fat. 46 % of 9- to 11-year-old girls are sometimes or even very often on a diet. 1 in every 4 dieters will go on to develop an eating disorder. The statistics are in, and they are concerning! Eating disorders have the second-highest mortality rate of any psychiatric illness, for which there is a huge lack of training, education, support, resources, and general awareness. Eating disorders considerably impair physical health and disrupt psychological functioning. This is now the opportune time to rethink prevention and early identification in this time of crisis.

This presentation will provide an in-depth education for school nurses on the most misunderstood and complex mental illness that is affecting our students. Nurses will learn how

to recognize a problem and enable early intervention, the ways nutrition misinformation and diet culture is affecting students' daily lives and self-esteem, and how we can move forward with empowering strategies for sustainable long-term health behaviors.

Teaching inclusive nutrition can help prevent students from developing disordered eating. Such education encompasses five key areas: navigating social media misinformation, encouraging mindful eating, building body image resilience, reducing weight stigma and bullying, and supporting self-care behaviors. Implementing such prevention programs is a one strategy to help combat this crisis. Our children's future depends on it.

### **Learning Objectives:**

1. The school nurse will how social media misinformation and diet culture messages impact a student's thinking, behaviors, mental and emotional health.
2. The school nurse will understand the link between diet and nutrition on stress, depression, and anxiety.
3. The school nurse will feel confident with the skills, strategies, and resources to screen and help those currently struggling with food and body.

**Implications for School Nursing:** School nurses can play a vital role in addressing the rising number of eating disorders among children. The earlier the disorder is detected, the easier the treatment. A prevention program in schools is the first effective step in helping to pinpoint potential problems early and can ultimately save lives.

**Lauren Dorman , MS RD CDE** (MS, RD Masters in Nutrition & Registered Dietitian) ,



A Registered Dietitian, Lauren Dorman is a Nutrition Therapist who has 21 years of experience working alongside children and adults struggling with body image and self-esteem, as well as disordered and emotional eating. She is also a certified diabetes educator. After graduating from Pennsylvania State University, where she earned a Bachelor's degree in Nutrition, she obtained a Master's degree in Nutrition from Rutgers University. Lauren is the owner of the company Don't Diet Dietitian, through which she offers both individual and group counseling. She founded "Students, Don't Diet", speaking regularly at webinars, conferences, wellness events and providing professional development workshops for school districts. Nutrition is complex, an abstract topic that is not based on a child's developmental readiness. Nutrition education taught in concrete ways has the potential to cause harm to students up to age 12. The "Students, Don't Diet" mission is to improve children's mental, physical, and emotional well-being. She believes that schools deserve to have access to a Registered Dietitian – an expert in nutrition science who can help navigate nutrition misinformation, teach sustainable health habits, internal



regulation, and a self-care behavioral approach toward one's relationship with food, mind, and body.

### Developing Novel Partnerships to Improve Childhood Asthma and School Absenteeism

**Description:** Asthma is a leading cause of school absenteeism. Approximately 7 million students miss  $\geq 15$  school days per year. Chronic absenteeism has been shown to impact graduation rates and long-term health outcomes. Complications from asthma disproportionately affect non-Hispanic Black and Hispanic children of any race. Social determinants of health (SDOH) impact asthma diagnosis and management. Previous research has demonstrated improved asthma management and decreased school absenteeism when school nurses are enabled to provide asthma-related care.

In this multi-phase study, we seek to: 1.) Measure SDOH and their impact on asthma-related school absenteeism. 2.) Explore the impact of asthma-based collaborations between pharmacy-based APNs and school nurses on asthma management and school absenteeism. Phase 1 includes a retrospective data review of children aged 5-17 years old hospitalized with a primary diagnosis of asthma. Quantitative evaluation will assess the impact of several SDOH. Based upon the results of phase 1, phase 2 will pair school nurses caring for children at risk with local pharmacy-based APNs to address asthma management and asthma-related school absences.

This study may help to provide insight into the relationship of pharmacy-based APNs with school nurses and their dyad relationship on asthma-related management and absenteeism. This study is in progress. Phase 1 results are pending and expected in Summer 2024.

#### **Learning Objectives:**

1. Identify asthma as a leading cause of school absenteeism
2. Identify 2 outcomes related to chronic school absenteeism
3. Identify hospitalization for asthma in 5-14-year-olds by county of residence for 2 NJ counties.

**Implications for School Nursing:** This study will help to provide insight into the role of the school nurse and the importance of collaborative relationships with families and other health care providers. SDOH that impacts students with asthma will be explored. Impact of relationships between pharmacy-based APNs and school nurses and their dyad relationship on asthma related absenteeism will be explored.

**Dr. Minnette Markus-Rodden PhD, RN, CPNP-AC** is the nurse scientist for RWJUH Barnabas Health. She holds a PhD in Nursing. She has worked for more than twenty years as an advanced practice nurse in the specialty of pediatric critical care. In this role, she has cared for hundreds of children with life-threatening asthma exacerbations. She has worked in the PICU at RWJUH for 18 years as a faculty member of RWJMS Department of Pediatrics.

**Catherine Grano PhD, RNC-OB, CSN-NJ**



Dr. Catherine Grano is a Clinical Instructor at Rutgers University, School of Nursing. She holds a PhD in Nursing. She has over 24 years of experience as a nurse, 14 of which includes school and public health nursing.

**Dr. Kathleen Soriano** is the nursing director of the pediatric and adolescent units at RWJUH. She holds a PhD in Nursing. She has over 35 years of nursing experience, the majority of which has been in pediatric nursing leadership.

**Dr. Haiqun Lin** is a Professor in Biostatistics with a primary appointment in School of Nursing and a secondary appointment in School of Public Health. She holds a PhD in Biometry and Statistics. She has more than twenty years of experience as an investigator for multiple federal grants and has served as PI, MPI, and co-I in NIH funded research projects. She is a seasoned health outcome researcher with expertise in analyzing longitudinal, multilevel and administrative data with irregular observation intervals and outcome-dependent missing data. She will be directly involved in design, analysis, execution, interpretation, and dissemination of this proposed study for this project.

**Jacob Hanna, BS** is a recent Rutgers University graduate. Jacob is currently employed at RWJUH as an EKG technician. He has prior work experience as a clinical care technician and pharmacy technician.

Jacob is proficient with Microsoft Office Suite platforms and is dedicated to improving the health and wellness of patients.

## NASN'S "Every Student Counts"

**Description:** NASN's "Every Student Counts" is a National Initiative to collect data from school nurses from throughout the US. Data points include asthma and seizures. The Data also looks at the role of school nurses and statistics related to staffing. This year the work will be coordinated with the School Nurse Consultant Lorraine Borek at the NJ Department of Education.

### Learning Objectives:

1. Understand the need for collecting data for "Every Student Counts"
2. Articulate the data points being collected for the 2024-2025 School Year.
3. Understand why data is important to staffing ratios.

**Implications for School Nursing:** It is important for school nurses to understand why collecting data is important to school nurse's practice. NASN's "Every Student Counts" is a National Initiative to collect data from school nurses from throughout the US. Data points include asthma, seizures and staffing ratios. This year the work will be coordinated with the School Nurse Consultant Lorraine Borek at the NJ Department of Education.

### Laura Jannone EdD, RN, CSN-NJ, FNASN, FNYAM



Dr. Laura Jannone has been a nurse since 1976. She was a practicing School Nurse for 10 years prior to opening the School Nurse Certificate and MSN in School Nursing Program at Monmouth University in 2000. She is a Fellow of the National Association of School Nurses (FNASN) and the NY Academy of Medicine. She has presented and published nationally and internationally at School Nurse International. She is the Standards & Practice Chair for NJSSNA. Although she retired from teaching at Monmouth University in 2021, she is an Adjunct Associate Professor, and an Academic Community Leader at the School of Professional Studies, CUNY. She has been on 3 medical missions to Haiti and one medical mission to the Dominican Republic. She also served as the COVID-19 Outreach Coordinator for the VNA of Central Jersey. She is currently a Councilwoman for the Borough of Red Bank serving a 2-year term.

## Youth Tobacco Use: What to Look For and How You Can Help!

**Description:** The Rutgers Center of Excellence in Rapid Surveillance of Tobacco is an FDA/NIH funded initiative based here in New Brunswick that is monitoring tobacco product use across the US. In this presentation, we will share the latest findings on which products are popular among youth, as well as how school nurses can be a part of this initiative through our school confiscated products initiative.

### Learning Objectives:

1. Describe current trends in youth tobacco use
2. Identify youth-appealing products
3. Explain how they can contribute to this initiative

**Implications for School Nurses:** Youth tobacco use remains an issue, particularly with novel e-cigarette and nicotine products. School nurses are among those on the frontlines working with students. This presentation will provide information on which products are popular among youth, including identifying novel, youth-appealing products. This presentation will also provide a resource for school nurses to inform FDA/NIH efforts in real-time to contribute to national data collection and enforcement efforts through our school confiscated products initiative.

### Jessica Jensen PhD, CHES



Dr. Jessie Jensen is a tobacco regulatory scientist and core member of the Rutgers Institute for Nicotine & Tobacco Studies. Dr. Jensen leads the youth confiscation survey as part of the Center for Rapid Surveillance of Tobacco (CRST). Caitlin Uriarte is a Research Specialist at the Rutgers Institute for Nicotine & Tobacco Studies and leads our college tobacco surveillance efforts and has particular expertise in vape products.

### Caitlin Uriarte, Research Specialist



Caitlin Uriarte is a Research Specialist at the Rutgers Institute for Nicotine & Tobacco Studies and leads our college tobacco surveillance efforts and has particular expertise in vape products.

**Description:** Please peruse this fully secure and encrypted real time virtual health office, that I created, for our high school staff and parents to procure medical forms and information in designated secure permitted areas in an expediently updated manner. All health disparities listed are defined in simple terms and parents can upload any medical absences to any of the nurses' emails listed.

The (MCL) Medical Concerns List is compiled of students in alphabetical order with their grade level listed. Their health disparities are color-coded, listed are medications in our possession and given in school (self-carried or administered by a nurse), and if a nurse or delegate is required for Field Trips. Stage 2 Real Evacuations (not drills) list the students with fragile health care needs who must proceed to our elementary school across the street with a delegated staff member. All teachers sign off on their assigned students and if a 504/IEP or both exists. Students are also listed as religiously exempt from Immunizations. This is an expedient way to share health information for those individuals who need to know when healthcare emergencies surface.

### **Learning Objectives:**

1. Increase in cost efficiency.
2. Increase in productivity (time management in real time format).
3. Direct digital email address for expedient health care services and cloud-based access.

**Implications for School Nursing:** A virtual Health office is paramount in sharing real time medical information (which can easily be edited by designated personnel) and is fully encrypted and confidential to be shared with designated school staff only. This is vital with emergencies that have taken place in the last decade. Parents are able to upload secure confidential documents to the school nurse and procure district medical forms and information.

### **Dr. Denise Makri Werzen PUBH CH HP RN MT(ASCP)CSN HT PhD MS BS**

I am a Registered Medical Technologist (ASCP), a Registered Nurse, NJ Certified School Nurse Health Teacher with Advanced Standing, and Doctor of Public Health: Community Health. I have a diverse healthcare background of 35 years ranging from clinical laboratories, ER nursing, Past Director of Diamond Institute for Reproduction, ART, GIFT, IVF program (Humana Hospital: Indianapolis, Indiana),

pharmaceutical senior research pre-clinical Oncology drug development, Drug Safety (Med Watch SAE reporting to the FDA) and School Nursing 20 years presently as the Sr. Nurse at West Orange High School since 2011.

I am currently the President of Essex County School Nurses Association since 2020 before my Presidency position in ECSNA, I was the program Events Coordinator. I am an active member of the American Public Health Association, American Society of Clinical Pathologists, American Society of Reproductive Medicine and an active member and advocate for the New Jersey School Nurses Association since 2004. I disseminate peer-reviewed medical health care knowledge to my colleagues and introduce innovative tools to keep abreast of 21st technology to school nurses. I am an undergraduate of FDU Teaneck, NJ: BS Medical Technology, Minor Biology. I am a graduate of FDU Dental School Hackensack NJ: MS Human Physiology (Molecular Biology) 1990 Thesis: A Comprehensive Approach to Endometriosis: Surgical, Chemotherapeutic, Prophylactic and Monoclonal Antibody Research Bergen Community College AAS in Nursing 1998 Caldwell University Certified School Nurse/ Health Teacher in Advanced Standing 2004 Walden University Ph.D. Doctorate in: Public Health: Community Health 2022 Dissertation: Perceived Health/Safety Risks and Critical Thinking Skills in College Students using Social Media Networking.

### **School-Based Health Centers in New York: An Analysis of Chronic Health Condition Policies and Management**

**Description:** Children in the United States (US) spend nearly one-third of their day in school, and nearly 25% have a chronic health condition (CHC). Many will require CHC management assistance during the school day. However, there is little research on CHC policies and policy implementation in school health services specific to school-based health centers (SBHCs). This research aimed to study the delivery of specific health services in New York State by comparing the administration of selected health services for youth with CHCs among schools that had a SBHC with those that did not. Data from the 2020 School Health Profiles (SHP) Survey were analyzed in New York public secondary schools. Selected health services were compared, using chi-square statistics, according to the presence or absence of a SBHC.

Compared to schools without a SBHC, schools with a SBHC were significantly more likely to provide: (1) administration of daily medication (92.9% vs. 86.5%;  $p < .001$ ), (2) availability of rescue or stock medication (84.9% vs. 77.4%;  $p < .001$ ), (3) assistance with case management (83.1% vs. 67.2%;  $p < .001$ ), (4) family education for specific diseases (63.1% vs. 57.2%;  $p = .022$ ), (5) connection to community health services for students and families (84.2% vs. 76.5%;

p<.001), and (6) establishment of a protocol whereby students with a CHC were enrolled in an insurance plan, if eligible (79.6% vs. 66.8%; p<.001). This research analyzes New York public schools and suggests that all states collect and review fundamental data involving school health policies, practices, and implementation of both.

### **Learning Objectives:**

1. Describe the delivery of health services in U.S. schools, chiefly for those with chronic health conditions.
2. Compare the delivery of chosen health services for youth with chronic health conditions based on whether or not the school had a school-based health center.
3. Explain the importance of establishing and acting on school health policies to move from the idea phase to implementation.

**Implications for School Nursing:** This research implies that future study considers the complexity of elements connected with school-based health care to appreciate chronic health condition management. School nurses well-versed in school health services, including SBHCs, can enrich survey development and contribute to policy changes, interventions, and education programs for students and school personnel.

### **Ellen M. McCabe, PhD, RN, PNP-BC, FNASN**



Ellen M. McCabe, PhD, RN, PNP-BC, FNASN, is an assistant professor at Hunter Bellevue School of Nursing at the City University of New York. As a recognized leader in promoting equitable school health services, she researches chronic illness management in schools and the provision of school nursing services. Her scholarship embraces public health, children's mental health, and school health policies. She has

taught at the graduate and undergraduate levels and continues to practice clinically.

**Beth E. Jameson, PhD, RN, CNL, FNASN, CSN-NJ**, is a nurse scientist and assistant professor at Seton Hall University. She is a Certified Nurse Leader (CNL), New Jersey certified school nurse, and a certified instructor for Youth Mental Health First Aid. She has a distinctive educational focus on nursing research, epidemiology, and community/population health. Her major objective is to bring understanding and advocacy to the role of the school nurse; a role which frequently goes unnoticed as an integral contributor to the health and wellness of our nation's children. She is active in regional and national



professional nursing organizations, including NASN where she is a national presenter on the National Association of School Nurses (NASN) Focus on the Framework™: Quality Improvement.

**Laura Grunin, MSN, RN**, is a PhD student NYU Rory Meyers College of Nursing. She is currently a member of several research teams working on different studies, including the perspectives and experiences of school personnel regarding bullying and students with chronic health conditions, habitual physical activity patterns in a nationally representative sample of US adults, and sleep habit associations with HbA1C and HOMA-IR results using a nationally representative dataset of US adults. Laura's dissertation research will focus on the mental health of children and youth in school settings.

### **A School Nurse Toolkit: The Psychosocial Issue of Children with Cancer and their Families**

**Description:** The purpose was to develop and evaluate a toolkit of educational materials and resources on the psychosocial issues in children with cancer and their families. A convenience sample of ten participants was recruited from a Northeast school nurse association with an active or regular membership. The toolkit included a purpose, problem, and rationale with evidence-based interventions and educational resources. Informed consent was obtained. Participants evaluated the usefulness and focus of the toolkit using a 20-item instrument. The Statistical Package for the Social Sciences (SPSS) Version 28.0 was used with descriptive statistics. The mean scores were 3.00 to 3.80. The lowest mean (M=3.00) was applicable in current clinical practice and the highest score (M=3.80) was attributed to balanced and unbiased content. The psychological condition of children and their families are impacted by a cancer diagnosis. Registered nurses may support and assist families of children affected by cancer with coping strategies.

### **Learning Objectives**

1. Gain a greater understanding into the prevalence of psychosocial issues in children with cancer.
2. Identify translational nursing research affecting depression, anxiety, and post-traumatic stress in children with cancer and their families.
3. Support children with cancer through the utilization of evidence-based practice strategies to increase coping skills.

**Implications for School Nursing:** The current study supports empirical evidence and presents the toolkit to address the gap in evidence-based practice. The study findings identify the applicability and usefulness of the toolkit as a guide for school nurses. The implementation of toolkit strategies related to the communication of children with cancer and their families may decrease symptoms such as depression, anxiety, and post-traumatic stress syndrome.

### **Giuseppina Pagnotta DNP, MSN Ed, RN, NCSN, PED-BC**



My nursing education began with my RN diploma from Christ Hospital School of Nursing in 1990. I then graduated from New Jersey City University with my Bachelor of Nursing (1994) including my School Nurse Certification (1998). My education continued and I went on to complete a Masters in Health Administration at NJCU in 2002 and an MSN from Monmouth University (MU) in 2020. I have been a past presenter for a Substitute School Nurse Workshop at Monmouth University. Most recently (Jan 2024), I graduated from MU with my Doctor of Nursing Practice and a Post Master's Certificate in Nursing Education.

I currently work as an adjunct nursing professor for NJCU and a clinical educator for the Joint Hackensack Meridian Health/Middlesex College Nursing Program. My past roles included Communication Chair for the New Jersey State School Nurses Association and Speaker Committee for the Monmouth County School Nurses Association. I am currently the President of the Monmouth County School Nurses Association. I am a member of the Programming Committee for the New Jersey League for Nursing. My school nursing career has spanned more than 25 years and has covered positions from North to Central New Jersey school districts which include Newark, Fair Lawn, Freehold Boro, and Neptune. My skill set includes BLS Instruction, nursing seminars, workshop planning, Microsoft Excel, customer service, and nursing didactic and clinical education, as well as leadership. I am an avid lifelong learner.

### **Building the Science to Guide School Nurse Leadership Development Programs: An Integrative Literature Review**

**Description:** The purpose of this poster presentation is to present research that addresses the role of nurse leadership and nurse leader professional development. Nursing leadership is acknowledged abundantly in acute care setting literature (Flaig et al., 2020; Lacerenza et al., 2017; Ullrich et al., 2021). However, there is scarce knowledge and understanding of the evidence-based components of school nurse leadership development programs (LDPs). This

research is intended to contribute to advancing school nursing leadership research and improve outcomes based on scientific empirical evidence.

**Learning Objectives:**

1. Upon completion, participants will be able to define school nurse leadership, and understand its relevance in the school setting.
2. Upon completion, participants will be able to discuss the importance of school nursing leadership in the 21st century school nursing framework.
3. Upon completion, participants will be able to list and discuss at least 3 advantages of school nursing leadership.

**Implications for School Nursing:**

The science of nursing administration and leadership provides a foundation for nurse leaders' preparation and professional practice (Chipps et al., 2021; Cleary et al., 2020; Hughes et al., 2022). Effective nurse leaders contribute to nurse and organization outcomes such as staff retention, patient safety and relationships with staff and administration (Fischer, 2016; Heinen et al., 2019; McCay et al., 2018). In today's school settings, there are challenges to create healthy work environments that attract, retain, and promote school nurses' job satisfaction (Edmonson et al., 2021). It is critical to consider in the context of these challenges the quality of school nursing leadership in creating a supportive and healthy work environment with quality student academic outcomes.

**Cynthia Samuel PhD, RN, CSN-NJ**

Dr. Samuel is a Member of the Dean of School of Health and Medical Science Diversity Equity Inclusion and Social Justice Steering Committee at Seton Hall University, American Nurses Association Commission to Address Racism in Nursing, and American Academy of Pediatrics NJ Chapter DEI Committee. Dr. Samuel served as a Diversity Equity and Inclusion (DEI) Task Force Member for the National Association of School Nurses, and was awarded with the President's Recognition award in 2023 for her contributions

in helping create a comprehensive framework that embraces diversity, equity, and inclusion within NASN members and its leadership. Dr. Samuel is the current Standards and Practice Co-Chair, and Executive Board Member for the New Jersey State School Nurses Association. She also serves as Vice President of Education for the New Jersey State Nurses Association.

## Type 1 Diabetes Mellitus Following COVID-19 Vaccination: Counseling

**Description:** Introduction: COVID-19 vaccines reduce the rate of hospitalizations and death from COVID-19 infection. Emerging evidence of the development of T1DM post-COVID-19 vaccination poses concerns. It is essential to determine the prevalence of T1DM among vaccinated individuals and describe patient characteristics to help patients and providers make informed shared decisions regarding COVID-19 vaccination.

Inclusion criteria: This SR included case reports/series and observational studies that reported the incidence of T1DM following COVID-19 vaccination among participants of all ages and sexes.

Methods: Seven databases were searched to find published and unpublished literature. Two independent reviewers performed the screening of articles, appraisal, and the extraction of data. Random effect meta-analysis using JBI SUMARI was conducted to determine the prevalence of T1DM among COVID-19 vaccine recipients. Clinical-epidemiological characteristics of patients who developed T1DM following COVID-19 vaccination were synthesized narratively.

Results: 27 studies were included in the SR. Based on four studies included in the meta-analysis the prevalence of T1DM post-COVID-19 vaccination is 1% (Event rate 0.01; 95% CI; 0.000-0.043). The studies included in the meta-analysis were heterogeneous. Individuals who developed T1DM exhibited distinct genetic markers, a history of autoimmune diseases, or were undergoing treatment with biological agents.

Conclusion: The prevalence of T1DM following COVID-19 vaccination is low, which should not be a barrier to vaccination. Clinicians and patients should be aware of this potential complication and be informed accordingly. This information was used to create a script that clinicians could utilize to counsel their patients on T1DM after COVID-19 vaccination.

### Learning Objectives:

- 1: To find out how common T1DM is after COVID-19 vaccination.
- 2: To learn more about the people who develop T1DM after COVID-19 vaccination.
- 3: To develop a resource for school nurses to use when educating students, parents, and staff about T1DM after COVID-19 vaccination.

**Implications for School Nursing:** The information in the poster presentation shows that T1DM is rare after COVID-19 vaccination. School nurses can reassure parents, students, and staff about

vaccine safety and reduce vaccine hesitancy. School nurses can also use this information to educate students and staff about T1DM and develop resources for students with T1DM.

### **Katsiaryna Sikorskaya DNP, FNP-BC, CSN**

Katsiaryna Sikorskaya is a highly accomplished and passionate school nurse with a strong track record of success. She has a Doctor of Nursing Practice degree from Rutgers State University. She has also earned a Graduate School Nurse Certificate from Kean University and a BSN degree from Rutgers State University. Sikorskaya has a wealth of experience working with students of all ages, from elementary school to high school. She is currently a Certified School Nurse/New Brunswick Public School District. She has also worked as a School Nurse at Notre Dame High School and a Health Director at Lawrenceville Summer Scholars/Lawrenceville School.

Sikorskaya is a highly skilled and knowledgeable nurse. She is certified in EKG and Emergency Pharmacology, and has completed the Basic Life Support for Healthcare Providers training. She is also a member of several professional organizations, including the American Academy of Nurse Practitioners, Eastern Nursing Research Society, the National Association of School Nurses, New Jersey State School Nurses Association, and Middlesex County School Nurse Association.

Sikorskaya is also a dedicated volunteer and leader. She is a presenter at the Sigma Theta Tau 46th Biennial Convention and a COVID-19 vaccinator at the Juvenile Justice Commission in Monroe Township, NJ. She has also volunteered at the Mental Health Walk for Wellness and Recovery, Camp NEJEDA for Type 1 Diabetes, and Raritan Bay Medical Center Emergency Department.

Sikorskaya has received numerous awards and grants for her academic excellence and community service. She is a recipient of the Innovative Teacher Grant from the New Brunswick Public School District, the FNP Scholarship from CVS Health Foundation, the Helene Fuld Endowed Scholarship, the Dr. H. Shangold Excellence in Pediatric Nursing Award, and the New Jersey All-State Academic Team award. She is also a National Coca-Cola Leader of Promise Scholar and a Democracy House "Role Model of the Year" award winner. Sikorskaya is a rising star in the field of school nursing. She is passionate about providing high-quality care to students and helping them to achieve their full potential. She is also a committed advocate for social justice and health equity. Sikorskaya is a role model for other aspiring nurses and an asset to the school nursing community.