

Nurse-Led Forum for Vaccine Confidence

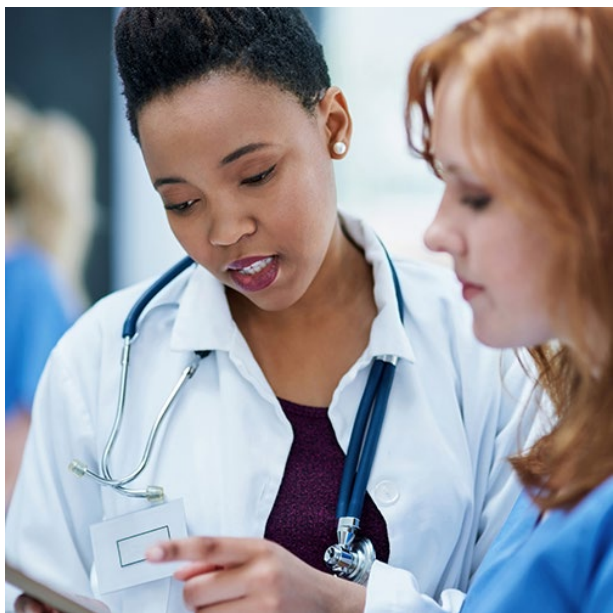
Building Partnerships to Support COVID-19 Vaccine Rollout

Friday, March 5, 2021 at 1:00 pm ET



**NATIONAL
NURSE-LED CARE
CONSORTIUM**
a **PHMC** affiliate

National Nurse-Led Care Consortium



The **National Nurse-Led Care Consortium (NNCC)** is a membership organization that supports nurse-led care and nurses at the front lines of care.

NNCC provides expertise to support comprehensive, community-based primary care and public health nursing.

- Policy research and advocacy
- Program development and management
- Technical assistance and support
- Direct, nurse-led healthcare services

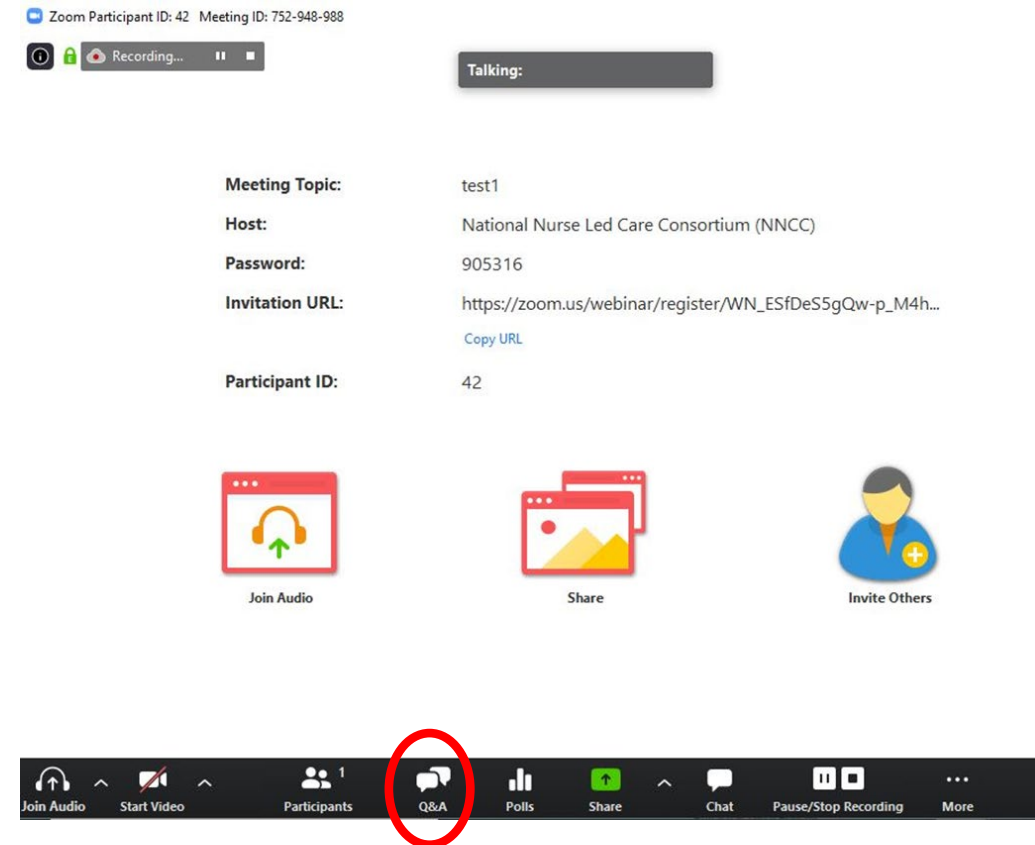
Housekeeping Items

Question & Answer

- Click Q&A and type your questions into the open field.
- The Moderator will either send a typed response or answer your questions live at the end of the presentation.

Continuing Education Credits

- Please complete the evaluation survey after today's training.
- Certificate will arrive within 2 weeks of completing the survey.



Nurse-Led Vaccine Confidence Project

NNCC is partnering with the Centers for Disease Control and Prevention (CDC) to build COVID-19 vaccine confidence among nurses and the communities they serve.

Through this project, NNCC strives to:

- Empower nurses with the necessary information to engage with care teams and communities about COVID-19 vaccines
- Provide learning opportunities to share up-to-date guidance, support peer engagement among nursing colleagues, and strengthen the nursing role
- Amplify the nursing voice by featuring everyday nurse champions through our podcast and other media.

Visit nurseledcare.org to learn more!



Nurse-Led Forum for Vaccine Confidence

Our aims are to create a bi-weekly forum to:

- Explore questions around vaccine hesitancy
- Share strategies for building confidence in COVID-19 vaccines among nurses and communities they serve
- Learn perspectives from the field and promising practices for vaccine communications, partnerships, and decision-making

This webinar was funded in part by a cooperative agreement with the Centers for Disease Control and Prevention (grant number NU50CK000580). The Centers for Disease Control and Prevention is an agency within the Department of Health and Human Services (HHS). The contents of this resource center do not necessarily represent the policy of CDC or HHS, and should not be considered an endorsement by the Federal Government.

COVID Vaccine Updates – Johnson & Johnson

- Feb 27- FDA issued an Emergency Use Authorization for J&J vaccine
- Feb 28 - CDC's Advisory Committee on Immunization Practices provided official recommendation that endorsed the safety and effectiveness

Check out: [CDC - Information About Johnson & Johnson's Janssen COVID-19 Vaccine](#)

About the COVID-19 Vaccines

Millions of Americans have been vaccinated to protect themselves against the COVID-19 virus. If you're wondering which vaccine is best for you, the short answer is **whichever one is available to you upon eligibility**. All the FDA-approved vaccines are safe and effective.

WHAT'S THE DIFFERENCE BETWEEN THE VACCINES?

All available COVID-19 vaccines have been shown to be highly effective at preventing serious impacts of the virus including hospitalizations and deaths. Their differences are primarily the dosage schedule and how they can be transported and stored, as shown below.

	PFIZER-BIONTECH	MODERNA	JOHNSON & JOHNSON
TYPE	mRNA	mRNA	Viral vector
DOSES	2	2	1
PEAK EFFECTIVENESS*	7 days after the second dose*	14 days after the second dose*	28 days after the single dose*
STORAGE TEMPERATURE	Requires ultra-cold storage	Requires cold storage	Can be stored at temperature of regular refrigerator

*All three vaccines begin to protect you soon after being administered, including with the first dose.

What We Know About the 3 COVID Vaccines

- The way we talk about vaccines matters.
- All 3 vaccines are effective in preventing COVID-related hospitalizations and deaths.
 - Pfizer vaccine - 95% effective at preventing the COVID-19 virus with symptoms
 - Moderna vaccine - 94% effective at preventing the COVID-19 virus with symptoms
 - J&J vaccine - 66% protective against moderate and severe disease overall worldwide, and 72% protective against cases in the U.S. 85% effective
- Cannot directly compare efficacy of one vaccine to another.
 - Different trials, places, and time.
 - Trials – different outcomes of interest
 - J&J was tested when COVID variants were in greater circulation.

Pop-Up Question

How do you prepare the healthcare and/or student workforce with accurate, up-to-date information on vaccines?

Speakers



Kae Livsey PhD, MPH, RN
Associate Professor, Associate Director,
School of Nursing
College of Health and Human Sciences
Western Carolina University



Jill Forcina, PhD, RN, CNE, CNL, OCN
Associate Director of Interprofessional
Education (IPE), Continuing Professional
Development (CPD) and Nursing
North Carolina Area Health Education
Centers



Kellie Bryant DNP, WHNP, CHSE
Executive Director of Simulation
and Assistant Professor
Columbia University School of
Nursing

Next Speaker



Kae Livsey PhD, MPH, RN

Associate Professor, Associate Director, School of Nursing
College of Health and Human Sciences
Western Carolina University

VIEW FROM THE FIELD: PERSPECTIVES ON ACTIVATING STUDENTS TO SUPPORT VACCINE EFFORTS

KAE LIVSEY, MPH, PHD, RN



ORGANIZING STUDENT VOLUNTEERS

- COURSE SPECIFIC EFFORT- REPLACING PRACTICUM TIME
- SERVICE-LEARNING EXPERIENCES
 - STUDENT REQUIREMENT
 - UNIVERSITY SERVICE-LEARNING CENTER
- OTHER CALLS FOR HELP FROM COMMUNITY PARTNERS
- UNIVERSITY VACCINE CLINIC EFFORTS



View from the field: Activating students to support vaccine efforts

PLAN

- See how public health organizes flow
- Define roles for various learners- even non-clinical
- Existing partners already have MOU

TRAIN

Coordinate with university to train for onboarding using standardized methods

Develop scripts as needed- esp teaching points

ORGANIZE

Rely on faculty to coordinate to avoid confusion among student volunteers

Faculty can oversee learners in various roles

Save staff effort for internal data input for billing

TEACH

Help learners see the big picture

Talk through rationale

Make sure the students are forming good habits

CONTACT INFO

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7034032468



RNs in
Primary Care

Next Speaker



Jill Forcina, PhD, RN, CNE, CNL, OCN

Associate Director of Interprofessional Education (IPE), Continuing
Professional Development (CPD) and Nursing
North Carolina Area Health Education Centers

Engaging Volunteers in NC COVID Response

Jill Forcina, PhD, RN, CNE, CNL, OCN
Associate Director, NC AHEC Program
March, 5 2021
National Nurse-Led Care Consortium

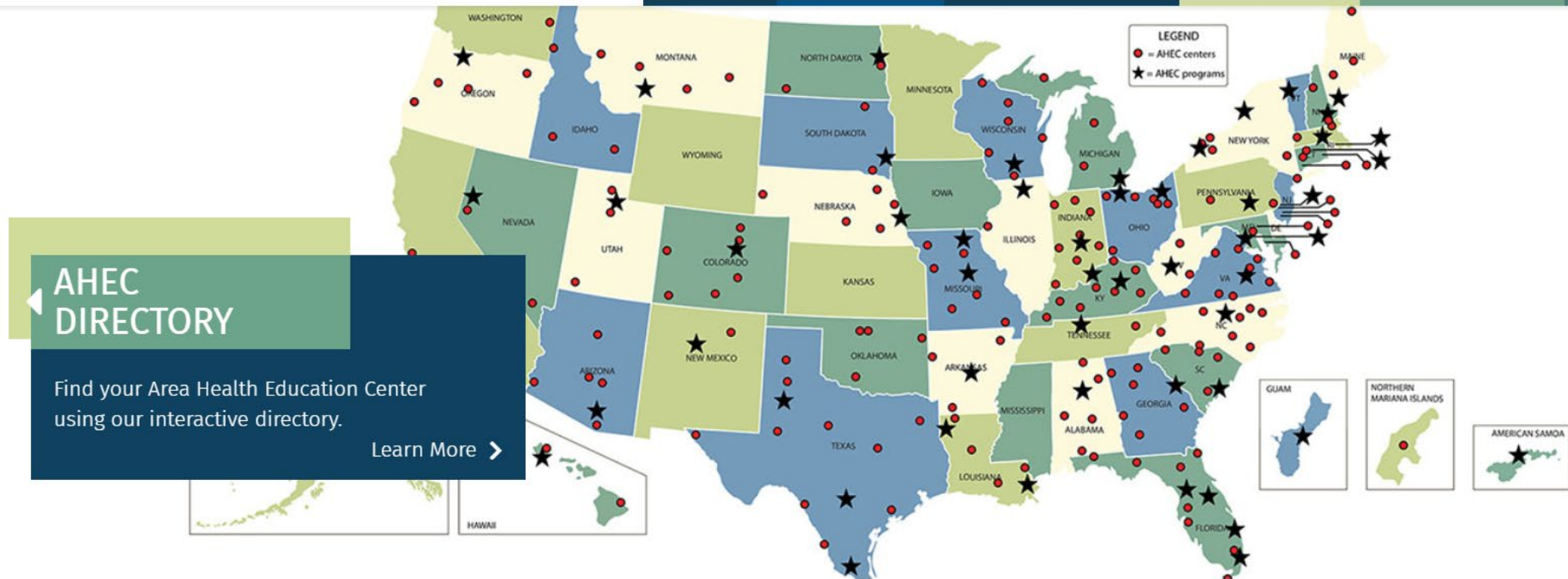


OBJECTIVES

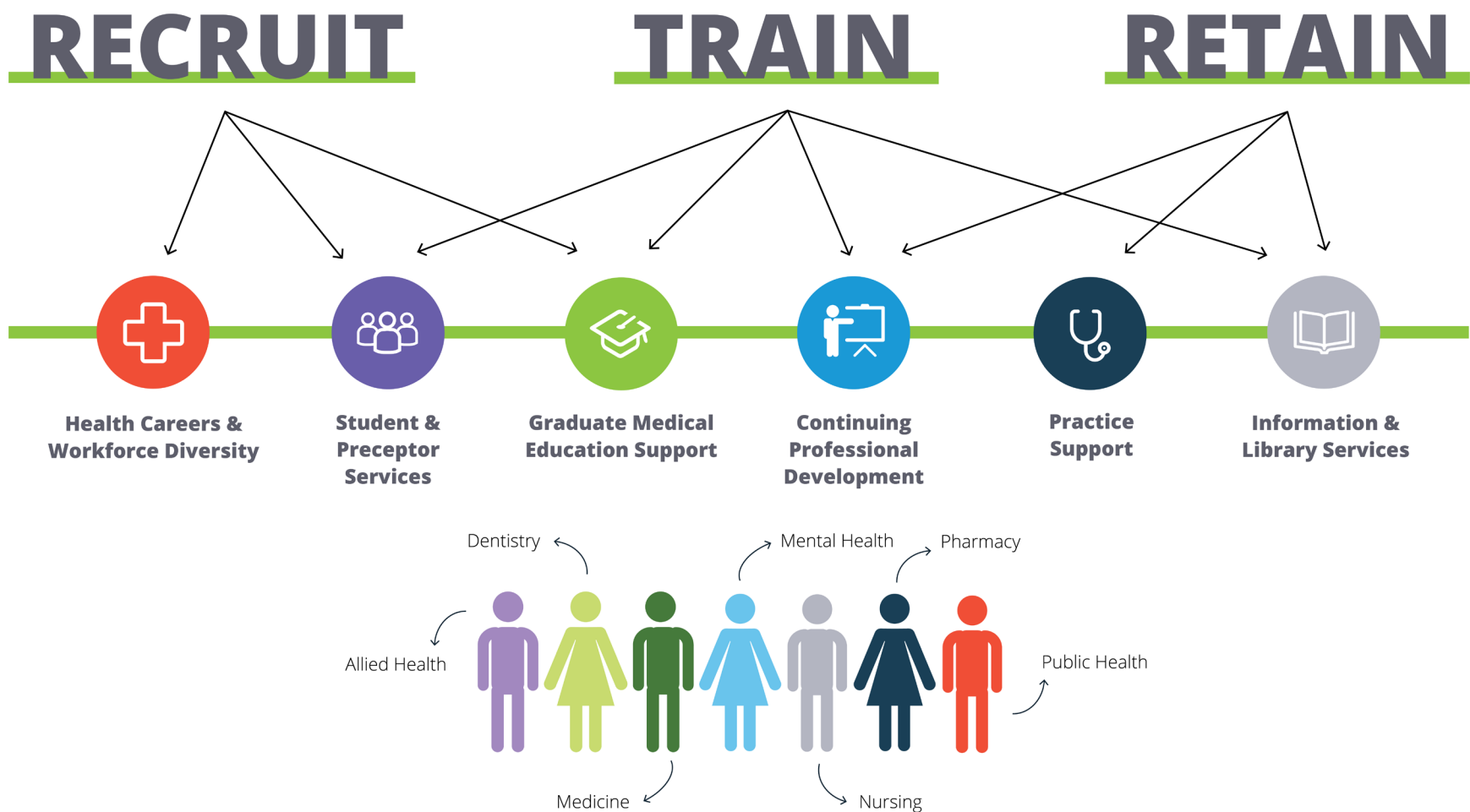
At the end of this presentation, participants will be able to:

- Describe the role of the NC AHEC Program in engaging volunteers in the NC COVID-19 response.
- Discuss the structure of the NC public health system and its effect on vaccine efforts.
- Identify opportunities for teamwork and collaboration across professions.





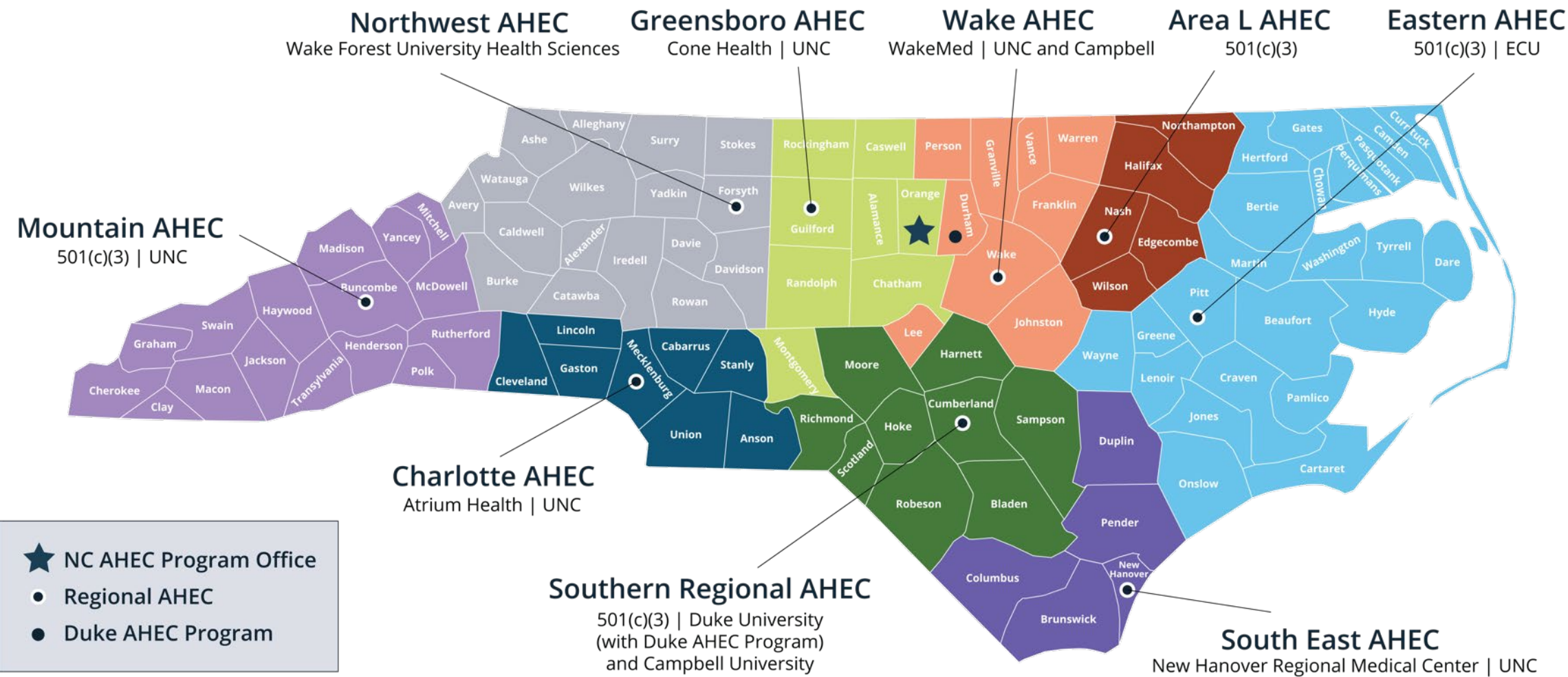
National AHEC



developing and supporting the workforce to create
A HEALTHY NORTH CAROLINA



NC AHEC PROGRAM - NINE REGIONS

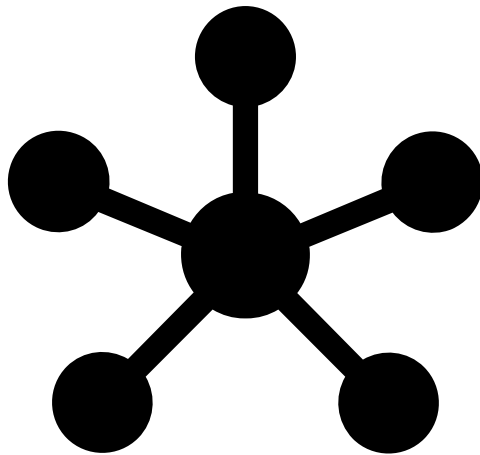


NC AHEC Vaccine Volunteer Support



- Centralized system through NC DHHS
- Decentralized system through NC AHEC in partnerships with other stakeholders
 - Faculty/student engagement
 - Licensed professionals database
- Statewide volunteer support
 - NC IPELC
 - Vaccine volunteer training

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North Carolina public health system

Autonomous, decentralized:
85 local health departments covering 100 counties

Centralized vaccine approach:



NORTH CAROLINA TERMS
TRAINING · EXERCISE · RESPONSE MANAGEMENT SYSTEM



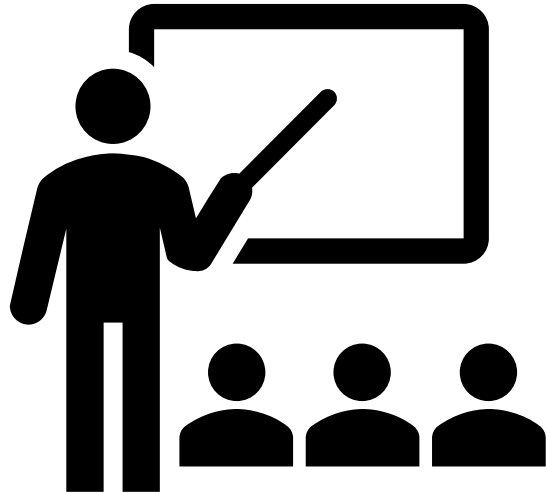
One account to register for trainings, exercises and response activities.

Have an Account? [Log In](#)

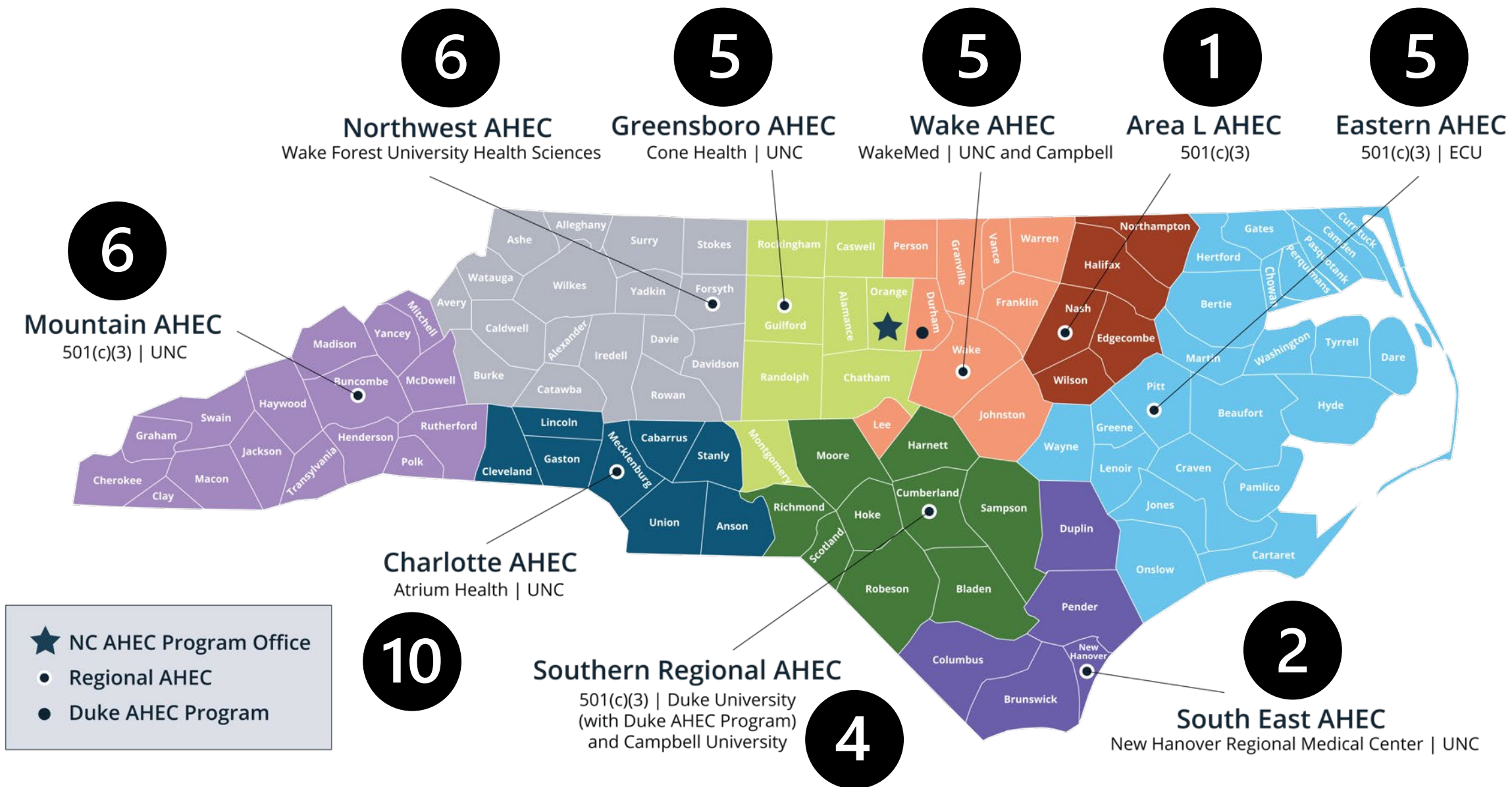
[Create Account Now](#)



NC AHEC Vaccine Volunteer Support



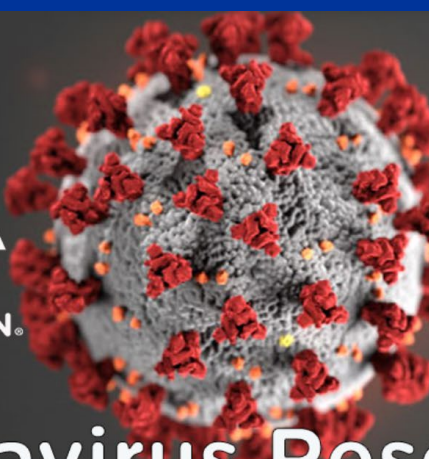
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"Section 3. Increasing the Pool of Professional Health Care Workers, Including Those Who Can Administer FDA-authorized COVID-19 Vaccines."

A. Regulatory flexibility to expand the health care workforce.

For the reasons and pursuant to the authority set forth above, the undersigned orders as follows:

1. Authority to meet extraordinary health care and vaccination needs.

a. To meet the goal of providing health care and saving lives in response to the wave of illness brought on by the COVID-19 pandemic, and to meet the need for additional health care workers to treat patients, as well as to administer FDA-authorized COVID-19 vaccines, the undersigned delegates to each professional health care licensure board the authority to waive or modify enforcement of any legal or regulatory constraints that would prevent or impair the following:

- i. Allowing persons to provide care, including but not limited to administering FDA-authorized COVID-19 vaccines, if they are licensed in other states, territories, or the District of Columbia, but not licensed in North Carolina.
- ii. Allowing persons to provide care, including but not limited to administering FDA-authorized COVID-19 vaccines, if they are retired or if their licenses are inactive.
- iii. Allowing skilled, but unlicensed volunteers to provide care, including but not limited to administering FDA-authorized COVID-19 vaccines.
- iv. Allowing students at an appropriately advanced stage of professional study to provide care, including but not limited to administering FDA-authorized COVID-19 vaccines.
- v. Allowing dentists licensed in North Carolina to administer FDA-authorized COVID-19 vaccines and to administer, by injection, epinephrine or diphenhydramine for the treatment of a severe allergic reaction to a COVID-19 vaccine.

b. Without limiting the foregoing, the undersigned delegates to each professional health care licensure board the authority to accomplish the goals listed in Subdivision (a)(i)-(iv) above by waiving or modifying any of the following regulations:

- i. The regulations on admission and licensure for the practice of medicine, at 21 N.C. Admin. Code Chapter 32.
- ii. The regulations on admission and licensure for the practice of nursing, at 21 N.C. Admin. Code Chapter 36.
- iii. The regulations on admission and licensure for the practice of midwifery, at 21 N.C. Admin. Code Chapter 33.
- iv. The admission and licensure regulations for the social worker profession, at 21 N.C. Admin. Code Chapter 63.
- v. The regulations on admission and licensure for the practice of respiratory care, at 21 N.C. Admin. Code Chapter 61.

- vi. The admission and licensure regulations for the pharmacy profession, at 21 N.C. Admin. Code Chapter 46.
 - vii. The regulations on admission and licensure for the practice of speech language pathology/therapy, at 21 N.C. Admin. Code Chapter 64.
 - viii. The regulations on admission and licensure for the practice of psychology, at 21 N.C. Admin. Code Chapter 54.
 - ix. The regulations on admission and licensure for the practice of clinical mental health counseling, at 21 N.C. Admin. Code Chapter 53.
 - x. The admission and licensure regulations for substance use disorder professionals, at 21 N.C. Admin. Code Chapter 68.
 - xi. The regulations on admission and licensure for the practice of occupational therapy, at 21 N.C. Admin. Code Chapter 38.
 - xii. The regulations on admission and licensure for the practice of physical therapy, at 21 N.C. Admin. Code Chapter 48.
 - xiii. The regulations on admission and licensure for the practice of recreational therapy, at 21 N.C. Admin. Code Chapter 65. The admission and licensure regulations for the profession of interpreters and transliterators, at 21 N.C. Admin. Code Chapter 25.
 - xiv. The admission and licensure regulations for the profession of nursing home administrators, at 21 N.C. Admin. Code Chapter 37.
 - xv. The admission and licensure regulations for the profession of assisted living administrators, at 10A N.C. Admin Code 13F. 1701.
 - xvi. The admission and licensure regulations for the perfusionist profession, at 21 N.C. Admin. Code Subchapter 32V.
 - xvii. Any regulations that are related to the provisions listed above.
- c. In each case, the professional health care licensure board shall have the authority to allow or not allow, in its discretion, these waivers or modifications, and the board shall have the authority to impose conditions on any persons authorized to provide care under this Subsection.

d. In the case of dentists administering FDA-authorized COVID-19 vaccinations, and without modifying the foregoing, the undersigned delegates to the Secretary, in consultation with the North Carolina Dental Board and the North Carolina Medical Board, the authority to accomplish the goals listed in Subdivision (1)(a)(v), above, by waiving or modifying legal or regulatory constraints on the administration of vaccines to the extent only that such legal or regulatory constraints may impede accomplishment of the goals listed in Subdivision (1)(a)(v) above.



February 9, 2021

EXECUTIVE ORDER NO. 193

EXTENDING CERTAIN HEALTH AND HUMAN SERVICES PROVISIONS IN PREVIOUS EXECUTIVE ORDERS AND DELEGATIONS OF AUTHORITY

REPORT TO THE STATE



NC AHEC Vaccine Volunteer Support



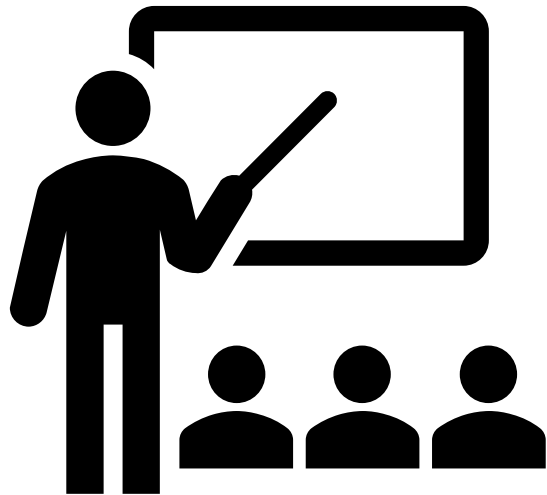
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NC IPELC

- Health Sciences Programs: 150
- Faculty Members: 2,917+
- Students: Over 10,000+



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Vaccine Volunteer Training

- Team-based approach
- Collaborative, interprofessional effort
- Foundational for all roles

To access:

<https://www.charlotteahec.org/continuing-professional-development/event.cfm?eventid=65572>

Or go to www.ncahec.net, click on Continuing Professional Development, Courses and Events, search “vaccine” as keyword and narrow the region to Charlotte AHEC



Volunteer Training for COVID-19 Vaccination Sites

Online module available to the public for statewide use

The NC AHEC Program, led by Charlotte AHEC, is offering an online module titled Volunteer Training for COVID-19 Vaccination Sites free to the public in North Carolina. This training provides a general introduction to what volunteers might expect onsite and can be supplemented with additional onboarding by their vaccination team.

- Describe basic volunteer functions within COVID-19 vaccination teams
- List typical tasks for different volunteer roles
- Identify resources for further training for specific roles

[Access the training](#)

This program is provided with support from the University of North Carolina at Chapel Hill, East Carolina College of Nursing, Pitt Community College, and the Orange County Local Health Department.



Lessons Learned and Key Takeaways

- #1 Public Health and IPEP
- Stakeholders
- Persistence
- PDSA
- Deep breaths



Contact me Jill_Forcina@ncahec.net

Next Speaker



Kellie Bryant DNP, WHNP, CHSE
Executive Director of Simulation and Assistant Professor
Columbia University School of Nursing

Implementing a COVID-19 Vaccine Administration Program for Nursing Students

Kellie Bryant DNP, WHNP, CHSE

Executive Director of Simulation & Assistant Professor



COLUMBIA

COLUMBIA UNIVERSITY
SCHOOL OF NURSING

NCSBN states “Partnerships with nursing education programs are encouraged. Student nurses who have been taught the principles of COVID-19 vaccine administration may do so under the supervision of faculty or other appropriate licensed practitioners.”

COVID-19 VACCINE

Nursing students in San Mateo County will soon be COVID-19 vaccinators, helping

Idaho college students help healthcare workers administer COVID-19 vaccine

“Nursing students are kind of a source of untapped potential,” one student said. “we are waiting hands, ready to jump in and help.”

Oklahoma coronavirus

Jan. 15, 2021

Oklahoma Career testing

According to the C available. In Oklah Career and Techno

The Oklahoma Sta additional appointn and advanced nurs districts have answ number of roles in

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U.S. States Enlist Medical, Nursing Students to Give Out COVID-19 Vaccine

By Reuters, Wire Service Content Dec. 24, 2020, at 6:01 a.m.



BRING ON THE MORNINGS. Folgers SAVE NOW

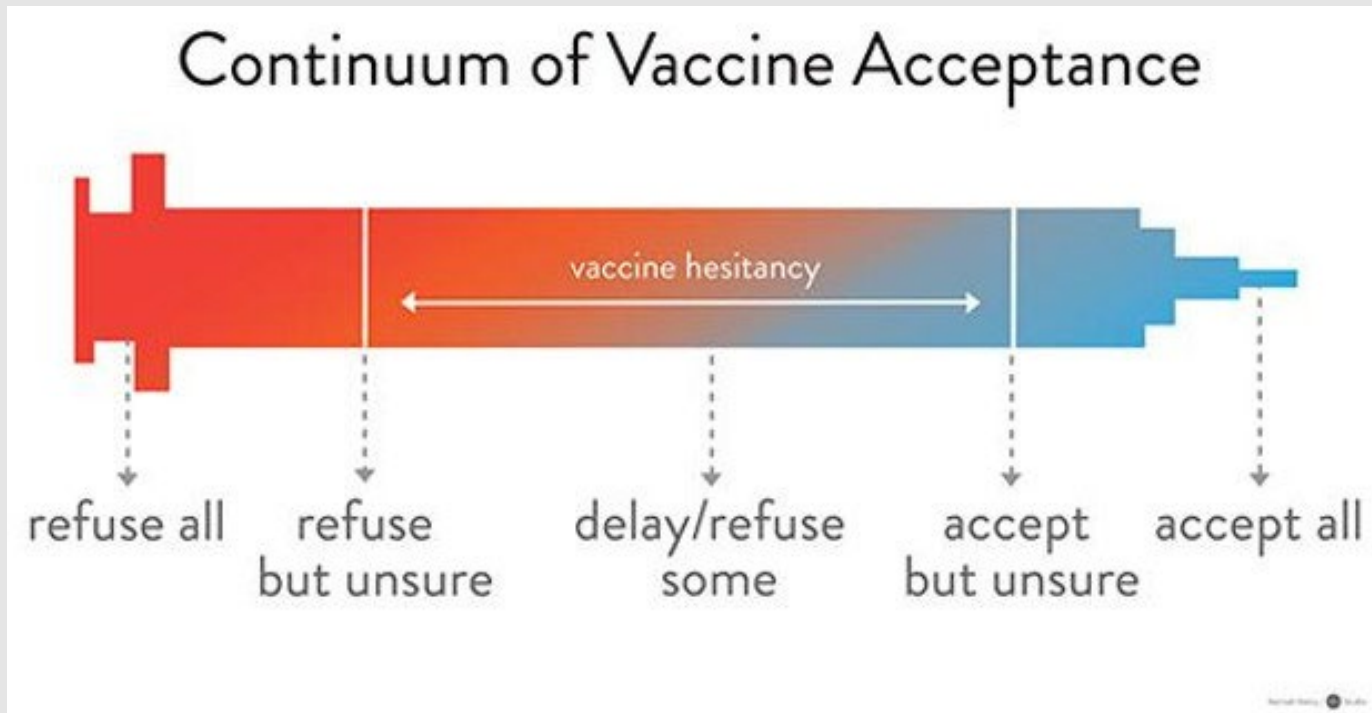
PUMP UP YOUR SAVINGS! Get a Quote

PHOTO: Fourth-year medical student Anna Roesler administers the Pfizer-BioNTech coronavirus disease (COVID-19)



Nursing students in San Mateo County will soon start helping administer coronavirus vaccines following ABC7's push to get the state involved.

Addressing Vaccine Hesitancy Among Students



- Small townhall webinars
- Education to address concerns and dispel myths

Resources

<https://www2.cdc.gov/vaccines/ed/covid19/SHVA/20000.asp>

Skills Checklist for Vaccine Administration

During the COVID-19 pandemic, the CDC recommends additional infection control measures for vaccination (see www.cdc.gov/vaccines/pandemic-guidance/index.html).

The Skills Checklist is a self-assessment tool for healthcare staff who administer immunizations. To complete it, review the competency areas below and the clinical skills, techniques and procedures outlined for each area. Score yourself in the Self-Assessment column. If you check Needs to Improve, you indicate further study, practice, or change is needed. When you check Meets or Exceeds, you indicate you believe you are performing at the expected level of competence, or higher.

Supervisors: Use the Skills Checklist to clarify responsibilities and expectations for staff who administer vaccines. When you use it to assist with performance reviews, give staff the opportunity to score themselves in advance. Next, observe their performance as they

administer vaccines to several patients, and score in the Supervisor Review columns. If improvement is needed, meet with them to develop a Plan of Action (see bottom of page 3) to help them achieve the level of competence you expect; circle desired actions or write in others.

The video "Immunization Techniques: Best Practices with Infants, Children, and Adults" helps ensure that staff administer vaccines correctly. (View at www.youtube.com/watch?v=WsZ6NEijfI8 or order online at www.immunize.org/dvd/.) Another helpful resource is CDC's Vaccine Administration eLearn course, available at www.cdc.gov/vaccines/hcp/admin/resource-library.html.

COMPETENCY	CLINICAL SKILLS, TECHNIQUES, AND PROCEDURES	Self-Assessment		Supervisor Review		PLAN OF ACTION
		NEEDS TO IMPROVE	MEETS OR EXCEEDS	NEEDS TO IMPROVE	MEETS OR EXCEEDS	
A Patient/Parent Education	1. Welcomes patient/family and establishes rapport.					
	2. Explains what vaccines will be given and which type(s) of injection(s) will be done.					
	3. Answers questions and accommodates language or literacy barriers and special needs of patient/parents to help make them feel comfortable and informed about the procedure.					
	4. Verifies patient/parents received Vaccine Information Statements (VISs) for indicated vaccines and has had time to read them and ask questions.					
	5. Screens for contraindications (if within employee's scope of work).					
	6. Reviews comfort measures and aftercare instructions with patient/parents, and invites questions.					
B Medical and Office Protocols	1. Identifies the location of the medical protocols (e.g., immunization protocol, emergency protocol, reporting adverse events to the Vaccine Adverse Event Reporting system [VAERS], reference material).					
	2. Identifies the location of epinephrine, its administration technique, and clinical situations where its use would be indicated.					
	3. Maintains up-to-date CPR certification.					
	4. Understands the need to report any needlestick injury and to maintain a sharps injury log.					
	5. Demonstrates knowledge of proper vaccine handling (e.g., maintains and monitors vaccine at recommended temperature and protects from light).					

CONTINUED ON THE NEXT PAGE ►

Adapted from California Department of Public Health, Immunization Branch



COVID-19 Vaccine Training Modules



[COVID-19 Vaccine Training: General Overview of Immunization Best Practices for Healthcare Providers](#)



[Moderna COVID-19 Vaccine: What Healthcare Professionals Need to Know](#) (Updated 2/11/21)



[Pfizer-BioNTech COVID-19 Vaccine: What Healthcare Professionals Need to Know](#) (Updated 2/23/21)

Vaccine Administration Training



Didactic Presentation

- Types of vaccines
- Screening process
- Preparing the vaccine
- Patient education
- Documentation
- Medical emergencies



Demonstration and Practice

- Review of IM administration
- Drawing up of vaccine
- Practice administering vaccine



Simulation

- Role play with partner
- Demonstrate vaccination process from screening to post vaccine administration
- Includes complicated scenarios



Necessary Documents



CPR Card



EPIC “COVID-19 Vaccine Distribution Training for Vaccinators”



4 Department of Health Modules



Skills Checklist for Vaccine Administrators

Implementation Plan

- Students self register once cleared
- Faculty assigned to each sessions
- Opportunity can be used for:
 - Clinical replacement
 - Volunteer hours
 - Service learning project
 - Paid opportunity through hospital/temp agency (RN)



Identifying Partners

- Hospitals
- Department of Health
- Community Health Centers
- Local Politicians
- Community based organizations
- Medical Reserve Corps
- Faith-based organizations



Share your Story

- Increases awareness
- Opens the door for new opportunities
- Increases volunteer pool
- Decreases vaccine hesitancy



Columbia Nursing @ColumbiaNursing · Feb 23

Spirits are high as vaccinations continue at [@armorynyc](#) in Washington Heights. Here, Assistant Professor [@kells333](#) and nursing students pose with other Columbia Student Service Corps members, medical students, and The Armory Medical Director Danielle Diaz.





Thank You

Contact Information

Kellie Bryant DNP, WHNP, CHSE

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Kells333



Kellie Bryant



Q&A



Nurse-Led Forum for Vaccine Confidence

**Empowering Nurses to Build Vaccine
Confidence Among Health Care Personnel**

Friday, March 19, 2021 at 1:00 pm Eastern Time



**NATIONAL
NURSE-LED CARE
CONSORTIUM**

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THANK YOU

Special thank you to all our NNCC members who make exceptional nurse-led programming possible.



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Find more free continuing education opportunities

NurseLedCare.org



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