# Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

## General Content Area: **Fundamentals**

<table>
<thead>
<tr>
<th>Suggested Environmental Health (EH) Content ideas to incorporate into existing courses</th>
<th>Teaching Strategies and Resources for immediate adoption and use. (i.e. Readings, questions, assessments, research articles, power points, etc.)</th>
<th>Related Environmental Health Competencies</th>
</tr>
</thead>
</table>
| **Define and recognize Environmental Health Risks**  
Recognition and avoidance of mechanical, biological, chemical and radiological hazards  
- Body mechanics  
- Needle stick prevention  
- Infection: multi drug resistance, nosocomial  
- Equipment cleaning  
- Chemicals used  
- Radiological exposure  
Understand and utilize important information/sources related to EH  
- Material Safety Data Sheet (MSDS)  
- Proper medication waste  
Proactive Involvement-protection of self and others  
- Personal care products  
- Battery recycling  
- Waste management | Application of all into clinical experiences  
Appropriate use and disposal of PPE  
Appropriate use of Red Bag Trash  
Identify which personal care products have ingredients that can have human health effects. See Environmental Working Group’s (EWG) Skin Deep Report site: [http://www.cosmeticdatabase.com/](http://www.cosmeticdatabase.com/)  
Discussion with patient regarding work history—with consideration of workplace exposure and possible contribution to health problems.  
NSNA Resolutions 2010 and 2011  
Stethoscope cleaning – product review-introduction to MSDS sheets  
**Italics:** Alliance of Nurses for Healthy Environments (ANHE) 2009  
**Underlined:** NLN Competencies  
Attains knowledge of EH concepts, such as implementation of EH strategies.  
Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.  
Applies knowledge of basic EH concepts to nursing assessments, prevention, and control strategies.  
Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.  
Reduces EH risks in the health care setting (chemical, biological, radiological and mechanical)  
Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.  
Advocates for the judicious and appropriate use of products used in health care.  
Communicates environmental risks and exposure reduction strategies to
Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

<table>
<thead>
<tr>
<th>Avoid scented products-including air fresheners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ergonomics</td>
</tr>
<tr>
<td>• Back Safety</td>
</tr>
</tbody>
</table>

<p>| health care consumers, families, colleagues and communities. Collaborates with others to create and implement strategies that promote health environments. Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities. Attains knowledge of EH concepts, such as implementation of EH strategies. Promotes a practice environmental that reduces EH risks of workers and healthcare consumers. Applies knowledge of basic EH concepts to nursing assessment, prevention and control strategies. Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context. Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving |</p>
<table>
<thead>
<tr>
<th>Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum</th>
</tr>
</thead>
</table>
| **Patient Health Assessment**  
**Environmental Health Exposure History**  
**Medical Model/ Review of Systems** | Conduct an environmental health history of an adult or fellow student using an interview tool: [http://www.atsdr.cdc.gov/csem/cluster/docs/exposure_form.pdf](http://www.atsdr.cdc.gov/csem/cluster/docs/exposure_form.pdf) | Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. |
| | **Listen to ANHE webinar: What does the Environment have to do with my Nursing Practice?**  
http://envirn.org.pg/pages/view/39679/2012-webinar-series Reflective discussion/paper~how do you think the environment is part of your nursing practice? | Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. |

- **Identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.**

- **Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.**
Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

**Content Area:** **Adult Health/Medical-Surgical Nursing**

<table>
<thead>
<tr>
<th>Environmental Heath (EH) Content</th>
<th>Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.)</th>
<th>Related Environmental Health Competencies</th>
</tr>
</thead>
</table>
| Risks discussed with each “disease” i.e. MI-include at least on EH risk to each disease | Teaching strategies around reducing exposure Assess for delirium and strategies to reduce ICU delirium in patients due to the light, sound and other stimuli Include interdisciplinary members i.e. discharge planning, social service-home environment Prevention education | **Bold:** ANA (2010) *Scope and Standards of Practice: Nursing*  
**Italics:** Alliance of Nurses for Healthy Environments (ANHE) 2009  
**Underlined:** NLN Competencies |
| Reinforce EH history done in earlier assessment course | | **Promotes a practice environment that reduces environmental risks of workers and healthcare consumers.** |
| Reducing exposure-home, work, community | | Collaborates with others to create and implement strategies that promote health environments. |
| Discharge Planning | | **Communicates EH risks and exposure reduction strategies to health care consumers, families, colleagues and communities.** |
| Developing Teaching tools | | **Attains knowledge of EH concepts, such as implementation of EH strategies.**  
**Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.**  
**Applies knowledge of basic EH concepts to nursing assessment, prevention and control strategies.**  
**Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.**  
**Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)**  
**Utilizes scientific evidence to determine if a** |
product of treatment is a potential environmental threat. Advocates for the judicious and appropriate use of products used in health care. Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities. Collaborates with others to create and implement strategies that promote health environments. Promotes a healthy environment that respects the diverse values, beliefs
Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.

Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.
## Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

<table>
<thead>
<tr>
<th>Gerontological Nursing</th>
<th>Chemical name and common exposures: See EnviRN.org A-Z list</th>
<th>Promotes a practice environment that reduces environmental risks of works and health care consumers. Communicates EH risks and exposure reduction strategies to health care consumers, families, colleagues and communities. Collaborates with others to create and implement strategies that promote health environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vulnerable population-age impacts susceptibility to environmental exposures</td>
<td>See Adult Health Content</td>
<td></td>
</tr>
<tr>
<td>• Delirium vs. dementia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

### General Content Area: Nutrition

<table>
<thead>
<tr>
<th>Environmental Heath (EH) Content</th>
<th>Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.)</th>
<th>Related Environmental Health Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather events and food/agriculture production</td>
<td>Research miles traveled from field to table Shopping trip-check country of origin for i.e. 5 produce items Vocabulary/terms: Organic Natural Pesticides Hormone free</td>
<td>Bold: ANA (2010) Scope and Standards of Practice: Nursing Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009 Underlined: NLN Competencies</td>
</tr>
<tr>
<td>Use of pesticides Antibiotics in animals Hormones use in animal food production Farmer’s markets-are they available in your area?</td>
<td></td>
<td>Attains knowledge of EH concepts, such as implementation of EH strategies Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies. Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context, Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.</td>
</tr>
</tbody>
</table>
Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity/Details</th>
<th>Outcome</th>
</tr>
</thead>
</table>
Discussion: how does nutrition effect the hospitalized client  
What can nurses do to model ‘good’ nutrition for our patients?  
What do you see in the clinical units for patients?  
How is the food served? On ‘china’ or disposables?  
Plasticware vs. silverware? Resusable, paper or Styrofoam cups?  
What do you see in the clinical units for staff?  
Healthy food choices? Reusable trays or disposable? | Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.  
Attains knowledge of EH concepts, such as implementation of EH strategies  
Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies. |
| Food production                | Movie Time!  
Have students watch and add to discussion or write reflective paper on a food related movie  
I.e. Supersize Me, Food Inc. Flow, Tapped |                                                                                                                                                        |
### Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

#### General Content Area: Introduction to Professional Nursing/Leadership/Trends

<table>
<thead>
<tr>
<th>Environmental Heath (EH) Content</th>
<th>Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.)</th>
<th>Related Environmental Health Competencies</th>
</tr>
</thead>
</table>
### Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health disparities exist related to social and physical environment (national and global)</td>
<td>-- See <em>Unnatural Causes</em> videos <a href="http://www.unnaturalcauses.org">www.unnaturalcauses.org</a> <a href="http://www.unnaturalcauses.org/media_and_documents_video.php">media_and_documents_video.php</a> -- See <em>Place Matters</em> and <em>Marshall Islands</em> videos</td>
</tr>
<tr>
<td>If an assignment requires student to use an advocacy piece then use EH examples for some cases, environmental justice</td>
<td></td>
</tr>
<tr>
<td>Research/participate in environmental ‘green’ committees of clinical experience sites as available</td>
<td></td>
</tr>
<tr>
<td>Research state nursing association for EH committee and attend as available</td>
<td></td>
</tr>
<tr>
<td>Implement strategies that promote health environments. Promotes a healthy environment that respects the diverse values, beliefs</td>
<td>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</td>
</tr>
<tr>
<td>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.</td>
<td></td>
</tr>
<tr>
<td>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.</td>
<td></td>
</tr>
<tr>
<td>Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.</td>
<td></td>
</tr>
<tr>
<td>Research/Evidence Based Practice</td>
<td>Students are welcome to join monthly calls of Alliance of Nurses for Healthy Environments (ANHE) Sub Committees. Please check ANHE website for dates/times of calls.</td>
</tr>
<tr>
<td>Evidenced based project based on environmental influences on human health</td>
<td>Attains knowledge of environmental health concepts, such as implementation of environmental health strategies. Utilizes scientific evidence to determine if a</td>
</tr>
</tbody>
</table>
Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

| Nurses can make a difference-Nurses and Climate change | Practice  
Policy  
Research  
Education  
NINR Research Agenda: (Promoting Health and Preventing Disease: Check areas of research emphasis Look at controversies-research the issues and debate each side.  
• Class project or opinion paper.  
  What is your stand on this issue based on the evidence?  
• How are issues presented by popular media?  
  product or treatment is a potential environmental threat.  
Utilizes scientific evidence and is guided by the precautionary principle.  
Attains knowledge of EH concepts, such as implementation of EH strategies. |  
| Listen to the webinar: Climate Change and the Role of the Nurse [http://envirn.org/pg/pages/view/39679/2012-webinar-series](http://envirn.org/pg/pages/view/39679/2012-webinar-series)  
Discussion/opinion paper-What do you see as your role as a nurse in climate change? What activities can you be involved in?  
Attains knowledge of EH concepts, such as implementation of EH strategies.  
Attains knowledge of environmental health concepts, such as implementation of environmental health strategies. |  
Class discussion/reflection paper  
How do you see the nurse’s role as an advocate for the working environment? Their community? |
## General Content Area: Pharmacology

| Environmental Heath (EH) Content | Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.) | Related Environmental Health Competencies  
**Bold:** ANA (2010) *Scope and Standards of Practice: Nursing*  
**Italic:** Alliance of Nurses for Healthy Environments (ANHE) 2009  
**Underlined:** NLN Competencies  

|  | Attains knowledge of environmental health concepts, such as implementation of environmental health strategies.  
Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat. |  

| Distinguishes between pharmacology and toxicology  
Polypharmacy/toxic chemicals and interactions  
What do we know?  
Chemical triggers for symptoms  
Pharmaceutical waste issues | Research procedure for testing of medications  
Wt/sex/age re: safety and efficacy  
FDA website: [http://www.fda.gov/Drugs/ResourcesForYou/Consumers/ucm143534.htm](http://www.fda.gov/Drugs/ResourcesForYou/Consumers/ucm143534.htm)  
Research medication disposal policy at clinical sites  
Research medication disposal options for community | Attains knowledge of environmental health concepts, such as implementation of environmental health strategies.  
Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.  

| Review ANHE Drug Disposal Presentation: June 7, 2012  

|  |  |  

---
### Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

#### General Content Area: **Pediatrics**

<table>
<thead>
<tr>
<th>Environmental Health (EH) Content</th>
<th>Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.)</th>
<th>Related Environmental Health Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vulnerability of children</td>
<td>Complete an ANA independent study module on <em>Children’s Environmental Health in Homes and Communities</em> <a href="http://nursingworld.org/mods/mod961/cehmfullNEW.htm">http://nursingworld.org/mods/mod961/cehmfullNEW.htm</a></td>
<td><strong>Bold: ANA (2010)</strong> <em>Scope and Standards of Practice: Nursing</em></td>
</tr>
<tr>
<td>Home environments</td>
<td>Conduct an environmental health history with the parent/caregiver of a child using interview questions: <a href="http://www.atsdr.cdc.gov/csem/pediatric/appendixc.html">http://www.atsdr.cdc.gov/csem/pediatric/appendixc.html</a></td>
<td><strong>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</strong></td>
</tr>
<tr>
<td>Integrated Pest Management (IPM)</td>
<td>Complete an ANA independent study module on <em>Children’s Environmental Health in Schools</em> <a href="http://nursingworld.org/mods/mod921/cesafull.htm">http://nursingworld.org/mods/mod921/cesafull.htm</a></td>
<td><strong>Underlined: NLN Competencies</strong></td>
</tr>
<tr>
<td>Indoor air quality in schools</td>
<td>Healthy Schools <a href="http://www.epa.gov/iaq/schools/index.html">http://www.epa.gov/iaq/schools/index.html</a></td>
<td></td>
</tr>
<tr>
<td>Toxic materials in homes and schools:</td>
<td>Autism/ADHD</td>
<td><strong>Collaborates with others to create and implement strategies that promote health environments.</strong></td>
</tr>
<tr>
<td>Toxic toys</td>
<td>ADHD: Avoid foods with artificial coloring (<a href="https://www.ncbi.nlm.nih.gov/pubmed/21829732">new research</a>)</td>
<td><strong>Attains knowledge of EH concepts, such as implementation of EH strategies.</strong></td>
</tr>
<tr>
<td>BPA and exposures to PVC, DEHP</td>
<td>Neurotoxins and organic brain syndrome</td>
<td><strong>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</strong></td>
</tr>
<tr>
<td>Food exposures</td>
<td>Mood changes with chemical exposures</td>
<td>Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.</td>
</tr>
<tr>
<td>Formaldehyde in housing and furniture</td>
<td>Research safer cleaning products</td>
<td><strong>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</strong></td>
</tr>
<tr>
<td>Common EH health issues for children:</td>
<td>Research availability of recycling at home, school,</td>
<td><strong>Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)</strong></td>
</tr>
<tr>
<td>Asthma triggers</td>
<td></td>
<td><strong>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</strong></td>
</tr>
<tr>
<td>Lead poisoning</td>
<td></td>
<td><strong>Advocates for the judicious and appropriate</strong></td>
</tr>
<tr>
<td>Pesticides and endocrine disruptors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

- Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.

  *Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.*

- Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

- Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.

- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for
### Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

<table>
<thead>
<tr>
<th>Anticipatory guidance to parents/guardians for safe living environments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asthma triggers</td>
<td>Advocates for the judicious and appropriate use of products used in health care.</td>
</tr>
<tr>
<td>Preschool lead exposure</td>
<td>Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.</td>
</tr>
<tr>
<td>Avoiding endocrine disrupters: pesticides</td>
<td>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.</td>
</tr>
<tr>
<td>In food, farms, yards, sports fields</td>
<td>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</td>
</tr>
<tr>
<td>Fluoride for dental</td>
<td>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.</td>
</tr>
<tr>
<td>Personal care products esp. for teens</td>
<td>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.</td>
</tr>
<tr>
<td>Avoid formaldehyde in furniture</td>
<td>Examine the evidence that underlies clinical</td>
</tr>
</tbody>
</table>
Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

| nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. |
## Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

### General Content Area: Well Baby and NICU

<table>
<thead>
<tr>
<th>Environmental Heath (EH) Content</th>
<th>Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.)</th>
<th>Related Environmental Health Competencies</th>
</tr>
</thead>
</table>
| Avoid PVC plastic and phthalate exposure | Research cleaning products and safer alternatives at MidAtlantic Regional Council Environmental Programs [http://www.marc.org/Environment/SolidWaste/HHW/saferalt.htm](http://www.marc.org/Environment/SolidWaste/HHW/saferalt.htm)  
Develop an educational lesson plan using information from one of the following web sites. Reducing Asthma Triggers: Healthy Homes II Asthma Project [http://www.kingcounty.gov/healthservices/health/chronic.asthma/past/HH2.aspx](http://www.kingcounty.gov/healthservices/health/chronic.asthma/past/HH2.aspx)  
Safety issues: Designing and Building Healthy Places: [http://www.cdc.gov/healthyplaces](http://www.cdc.gov/healthyplaces)  
National Safety Council [http://www.nsc.org/Pages/Home.aspx](http://www.nsc.org/Pages/Home.aspx)  
Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009  
Underlined: NLN Competencies  
Collaborates with others to create and implement strategies that promote health environments.  
Attains knowledge of EH concepts, such as implementation of EH strategies.  
Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers. Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.  
Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.  
Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)  
Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat. Advocates for the judicious and appropriate use of products used in health care. |

Communicates environmental risks and
| Breast feeding/formula | Research concerns with formula-pesticides, plastics, travel miles | Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities |

**Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum**

- Exposure reduction strategies to health care consumers, families, colleagues and communities.
- Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.
- Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.
- Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.
- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

- Body burden: breastfeeding
<table>
<thead>
<tr>
<th>Environmental Health into the Associate Nursing Degree Nursing Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How WIC supports breastfeeding</strong></td>
</tr>
<tr>
<td><strong>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.</strong></td>
</tr>
<tr>
<td><strong>Fetal alcohol syndrome</strong></td>
</tr>
<tr>
<td>Research concerns with maternal alcohol intake during pregnancy</td>
</tr>
<tr>
<td>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.</td>
</tr>
<tr>
<td>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.</td>
</tr>
<tr>
<td>Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.</td>
</tr>
</tbody>
</table>
**Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum**

**General Content Area: Obstetrics**

<table>
<thead>
<tr>
<th>Environmental Heath (EH) Content</th>
<th>Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.)</th>
<th>Related Environmental Health Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fetal Development</td>
<td>Do an audit of the products in clinical setting</td>
<td><strong>Bold:</strong> ANA (2010) <em>Scope and Standards of Practice: Nursing</em></td>
</tr>
<tr>
<td>Fetal Alcohol syndrome</td>
<td>Discuss how DES was given in the past and what the</td>
<td><strong>Italic:</strong> Alliance of Nurses for Healthy Environments (ANHE) 2009</td>
</tr>
<tr>
<td>Smoking-effect</td>
<td>results have been--use as segue to the problem of EDCs</td>
<td><strong>Underlined:</strong> NLN Competencies</td>
</tr>
<tr>
<td>Birth defects</td>
<td>Environmental Working Group (EWG) video</td>
<td><strong>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</strong></td>
</tr>
<tr>
<td>BPA (Bisphenol A)</td>
<td>“10 Americans”</td>
<td>Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.</td>
</tr>
<tr>
<td>Fish advisory in pregnancy/ heavy metals</td>
<td>Conduct a prenatal exposure assessment</td>
<td><strong>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</strong></td>
</tr>
<tr>
<td>Nutrition and food</td>
<td>Environmental Working Group (EWG) video</td>
<td>Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)</td>
</tr>
<tr>
<td>Cord blood studies</td>
<td>“10 Americans”</td>
<td><strong>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</strong></td>
</tr>
<tr>
<td>What was okay is not okay--DES (and link to EDC)</td>
<td>Conduct a prenatal exposure assessment</td>
<td><strong>Advocates for the judicious and appropriate use of products used in health care.</strong></td>
</tr>
<tr>
<td>“Skin deep” personal care</td>
<td>Environmental Working Group (EWG) video</td>
<td>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</td>
</tr>
<tr>
<td>Products; Baby wash</td>
<td>“10 Americans”</td>
<td></td>
</tr>
<tr>
<td>Nursery advocacy; products in the nurseries</td>
<td>Environmental Working Group (EWG) video</td>
<td></td>
</tr>
<tr>
<td>Tobacco smoke</td>
<td>Environmental Working Group (EWG) video</td>
<td></td>
</tr>
<tr>
<td>Carbon monoxide with Cooking</td>
<td>Environmental Working Group (EWG) video</td>
<td></td>
</tr>
<tr>
<td>Chemicals, especially Endocrine disrupters</td>
<td>Environmental Working Group (EWG) video</td>
<td></td>
</tr>
<tr>
<td>Alcohol—Fetal Alcohol Syndrome</td>
<td>Environmental Working Group (EWG) video</td>
<td></td>
</tr>
<tr>
<td>Over the counter drugs</td>
<td>Environmental Working Group (EWG) video</td>
<td></td>
</tr>
<tr>
<td>Military exposures: Agent Orange (dioxin)</td>
<td>Environmental Working Group (EWG) video</td>
<td></td>
</tr>
<tr>
<td>Gulf War exposures</td>
<td>Environmental Working Group (EWG) video</td>
<td></td>
</tr>
<tr>
<td>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

**Content Area: Public Health/Community Health**

<table>
<thead>
<tr>
<th>Environmental Health (EH) Content</th>
<th>Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.)</th>
<th>Related Environmental Health Competencies</th>
</tr>
</thead>
</table>
| Toxic environments in community (e.g. impact of noise upon schizophrenic; PTSD; delirium; Autism; ADHD) | Look at emerging evidence related to causative agents (e.g. dyes for ADHD) | **Bold:** ANA (2010) *Scope and Standards of Practice: Nursing*
**Italics:** Alliance of Nurses for Healthy Environments (ANHE) 2009
**Underlined:** NLN Competencies |
| Public health emergencies | PTSD and impact of noise, light, sounds
Have students sit in clinical unit for 10-15 minutes-listen for all noise (with eyes closed if possible)
Attempt to identify, reflect on how it might impact rest/sleep/healing, confused patient | **Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.** |
| Public health policy: Advocacy campaigns Govt. testimony | For environmental assessment of group home or shelter, use
Environmental Health and Safety Assessment tool: [http://envirn.org/pg/file/read/4387/home-environmental-health-amp-safety-assessment-tool](http://envirn.org/pg/file/read/4387/home-environmental-health-amp-safety-assessment-tool) | **Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.**
**Collaborates with others to create and implement strategies that promote health environments.** |
| Social Justice/Environmental Justice | Identify one chemical, look it up on the [www.toxnet.nlm.nih.gov](http://www.toxnet.nlm.nih.gov) website and identify how this may pose an added burden to a person with mental illness. | **Attains knowledge of EH concepts, such as implement Promotes a practice environment that reduces env healthcare consumers. Applies knowledge of basic EH concepts to nursing a strategies.** |
| | Self learning environmental links to ADHD [http://www.sph.emory.edu/PEHSU/html/health/adhd.htm](http://www.sph.emory.edu/PEHSU/html/health/adhd.htm) | **Assesses the practice environment for factors such negatively affect health.** |
| | Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat. | **Reduces environmental health risks in the health care and mechanical)** |
| | Advocates for the judicious and appropriate use of products used in health care. | **Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.** |
|---|
| **Integrated Pest Management** |
| Home assessments for: |
| Environmental hazards |
| Integrated pest management [http://www.epa.gov/pesticides/factsheets/ipm.htm](http://www.epa.gov/pesticides/factsheets/ipm.htm) |
| Management (IPM) Occupational Health |
| Healthy Schools |
| Sustainable air, water, land Climate change and health |
| Disposal of prescription medications |
| Have students write testimony and present in class, keeping in mind time limit of proceedings. If possible, have students present pro and another group con side. |
| Check the internet to see if your local or state health department has a division of environmental health; describe what it does and what professionals are employed, specifically the nurse’s role. |
| Conduct a windshield survey of environmental hazards |

**Assesses the practice environment for factors such as environmental health risks of workers and healthcare consumers.**

Promotes a healthy environment that respects the diverse circumstances of patients, their families and communities.

**Participates in strategies to promote healthy communities.**

Assesses the practice environment for factors such as environmental health risks of workers and healthcare consumers. Incorporates environmental risk factors across the life course and/or communities.

**Promotes a practice environment that reduces environmental health risks.**

Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.

Collaborates with others to create and implement strategies to promote health environments.

Communicates EH risks and exposure reduction strategies to healthcare consumers, families, colleagues and communities. Promotes one’s right to know about potentially harmful hazards to which people may be exposed. Uses scientific evidence and is guided by the precautionary principle. Advocates for healthy environments that include issues such as food/agriculture, the built environment, and chemicals/products. Advocates for environmental justice, including commitment to the health of vulnerable populations and the elimination of health disparities (AACN 2008, Baccalaureate Competencies, page 25, line 12).

Incorporate environmental health information, including national bio-monitoring of human exposure to environmental chemicals, into assessment of communities and populations. 

Assesses the practice environment for factors such as...
### Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the Agency for Toxic Substances and Disease Registry’s (ATSDR) on-line module, <em>A primer on health risk communication.</em></td>
<td>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</td>
</tr>
<tr>
<td>Then reflect on the injustices and discuss implications for population’s health status.</td>
<td>Communicates environmental risks and exposure reduction strategies to health care consumers,</td>
</tr>
<tr>
<td>Atlanta, GA.: Author. Retrieve from</td>
<td><em>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.</em></td>
</tr>
<tr>
<td>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.</td>
<td>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</td>
</tr>
<tr>
<td>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality</td>
<td></td>
</tr>
</tbody>
</table>
## Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

| Carbon Monoxide Poisoning Prevention | Create a teaching project for a community setting regarding Carbon Monoxide poisoning prevention  
Assess visited home environments for Carbon Monoxide detectors  
Site for information: [http://epitracking.cdc.gov/showCarbonMonoxideLanding.action](http://epitracking.cdc.gov/showCarbonMonoxideLanding.action)  
Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.  
Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.  
Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.  
Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.  
Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.  
Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an |
Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.