

# Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

## General Content Area: Fundamentals

<p>Suggested Environmental Health (EH) Content ideas to incorporate into existing courses</p>	<p>Teaching Strategies and Resources for immediate adoption and use. (i.e. Readings, questions, assessments, research articles, power points, etc.</p>	<p>Related Environmental Health Competencies</p> <ul style="list-style-type: none"> <li>• <b>Bold:</b> ANA (2010) <i>Scope and Standards of Practice: Nursing</i></li> <li>• <i>Italics:</i> Alliance of Nurses for Healthy Environments (ANHE) 2009</li> <li>• <u>Underlined:</u> NLN Competencies</li> </ul>
<p>Define and recognize Environmental Health Risks Recognition and avoidance of mechanical, biological, chemical and radiological hazards</p> <ul style="list-style-type: none"> <li>• Body mechanics</li> <li>• Needle stick prevention</li> <li>• Infection: multi drug resistance, nosocomial</li> <li>• Equipment cleaning</li> <li>• Chemicals used</li> <li>• Radiological exposure</li> </ul> <p>Understand and utilize important information /sources related to EH</p> <ul style="list-style-type: none"> <li>• Material Safety Data Sheet (MSDS)</li> <li>• Proper medication waste</li> </ul> <p>Proactive Involvement-protection of self and others</p> <ul style="list-style-type: none"> <li>• Personal care products</li> <li>• Battery recycling</li> <li>• Waste management</li> </ul>	<p>Application of all into clinical experiences Appropriate use and disposal of PPE Appropriate use of Red Bag Trash</p> <p>Practically Green Survey: <a href="http://www.practicallygreen.com/">http://www.practicallygreen.com/</a></p> <p>Identify which personal care products have ingredients that can have human health effects. See Environmental Working Group’s (EWG) Skin Deep Report site: <a href="http://www.cosmeticdatabase.com/">http://www.cosmeticdatabase.com/</a></p> <p>Discussion with patient regarding work history-with consideration of workplace exposure and possible contribution to health problems. Research exposure by job position <a href="http://hazmap.nlm.nih.gov/index.php">http://hazmap.nlm.nih.gov/index.php</a></p> <p>NSNA Resolutions 2010 and 2011 Stethoscope cleaning – product review-introduction to MSDS sheets</p> <p>ANHE webinar: Chemicals, The Environment and Health <a href="http://envirn.org/pg/pages/view/39679/2012-webinar-series">http://envirn.org/pg/pages/view/39679/2012-webinar-series</a></p>	<p><b>Attains knowledge of EH concepts, such as implementation of EH strategies.</b> <b>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</b> <i>Applies knowledge of basic EH concepts to nursing assessments, prevention, and control strategies.</i> <b>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</b> <i>Reduces EH risks in the health care setting (chemical, biological, radiological and mechanical)</i> <b>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</b> <b>Advocates for the judicious and appropriate use of products used in health care.</b> <b>Communicates environmental risks and exposure reduction strategies to</b></p>

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<ul style="list-style-type: none"> <li>• Avoid scented products-including air fresheners</li> <li>• Ergonomics             <ul style="list-style-type: none"> <li>○ Back Safety</li> </ul> </li> </ul>		<p><b>health care consumers, families, colleagues and communities.</b>  <i>Collaborates with others to create and implement strategies that promote health environments.</i>  <i>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.</i>  <b><i>Attains knowledge of EH concepts, such as implementation of EH strategies.</i></b>  <b><i>Promotes a practice environmental that reduces EH risks of workers and healthcare consumers.</i></b>  <i>Applies knowledge of basic EH concepts to nursing assessment, prevention and control strategies.</i>  <u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u>   <u>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,</u>   <u>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving</u></p>
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		<p><u>identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.</u></p> <p><u>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.</u></p>
<p>Patient Health Assessment Environmental Health Exposure History Medical Model/ Review of Systems</p>	<p>Conduct an environmental health history of an adult or fellow student using an interview tool: <a href="http://www.atsdr.cdc.gov/csem/cluster/docs/exposure_form.pdf">http://www.atsdr.cdc.gov/csem/cluster/docs/exposure_form.pdf</a></p>	<p><u>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.</u></p>
<p>The environment and nursing practice</p>	<p><i>Listen to ANHE webinar: What does the Environment have to do with my Nursing Practice?</i> <a href="http://envirn.org/pg/pages/view/39679/2012-webinar-series">http://envirn.org/pg/pages/view/39679/2012-webinar-series</a> <i>Reflective discussion/paper-how do you think the environment is part of your nursing practice?</i></p>	<p><u>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.</u></p>

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

<p>Environmental Health (EH) Content</p>	<p>Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.</p>	<p>Related Environmental Health Competencies  <b>Bold: ANA (2010) Scope and Standards of Practice: Nursing</b>  <i>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</i>  <u>Underlined: NLN Competencies</u></p>
<p>Risks discussed with each “disease” i.e. MI-include at least on EH risk to each disease  Reinforce EH history done in earlier assessment course</p> <p>Reducing exposure-home, work, community</p> <p>Discharge Planning</p> <p>Developing Teaching tools</p> <p>Delirium vs. Dementia</p>	<p>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</p> <ul style="list-style-type: none"> <li>• Tobacco smoke</li> <li>• Carbon monoxide (see Community Health)</li> <li>• Air pollution, particulate matter triggers, MI, stroke</li> <li>• Occupational exposures</li> <li>• Housing exposures: remodeling lead, mold, asbestos</li> <li>• Pesticides</li> <li>• Neurotoxins and Parkinson’s disease</li> </ul>	<p><b>Promotes a practice environment that reduces environmental risks of workers and healthcare consumers.</b></p> <p>Collaborates with others to create and implement strategies that promote health environments.</p> <p><b>Communicates EH risks and exposure reduction strategies to health care consumers, families, colleagues and communities.</b></p> <p><b>Attains knowledge of EH concepts, such as implementation of EH strategies.</b>  <b>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</b>  <i>Applies knowledge of basic EH concepts to nursing assessment, prevention and control strategies.</i>  <b>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</b>  <i>Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)</i>  <b>Utilizes scientific evidence to determine if a</b></p>

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		<p><b>product of treatment is a potential environmental threat.</b></p> <p><b>Advocates for the judicious and appropriate use of products used in health care.</b></p> <p><b>Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.</b></p> <p><b><i>Collaborates with others to create and implement strategies that promote health environments.</i></b></p> <p><b><i>Promotes a healthy environment that respects the diverse values, beliefs</i></b></p> <p><u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>
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	Chemical name and common exposures: See EnviRN.org A-Z list	
Gerontological Nursing <ul style="list-style-type: none"> <li>• Vulnerable population-age impacts susceptibility to environmental exposures</li> <li>• Delirium vs. dementia</li> </ul>	See Adult Health Content	<p><b>Promotes a practice environment that reduces environmental risks of works and health care consumers</b></p> <p><b>Communicates EH risks and exposure reduction strategies to health care consumers, families, colleagues and communities</b></p> <p><i>Collaborates with others to create and implement strategies that promote health environments.</i></p>

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## General Content Area: Nutrition

Environmental Health (EH) Content	Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.	Related Environmental Health Competencies <b>Bold: ANA (2010) Scope and Standards of Practice: Nursing</b> <i>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</i> <u>Underlined: NLN Competencies</u>
Weather events and food/agriculture production Use of pesticides Antibiotics in animals Hormones use in animal food production Farmer's markets-are they available in your area?	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	<p><b>Attains knowledge of EH concepts, such as implementation of EH strategies</b>  <i>Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.</i>  <u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u></p> <p><u>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,</u></p> <p><u>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.</u></p>

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		<p><u>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.</u></p>
<p>Healthy Food and Healthcare</p>	<p>Listen to the ANHE webinar  <a href="http://envirn.org/pg/pages/view/39679/2012-webinar-series">http://envirn.org/pg/pages/view/39679/2012-webinar-series</a>                      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?</p>	<p><b>Attains knowledge of EH concepts, such as implementation of EH strategies</b>  <i>Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.</i></p>
<p>Food production</p>	<p>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</p>	



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

Environmental Health (EH) Content	Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.	Related Environmental Health Competencies <b>Bold: ANA (2010) Scope and Standards of Practice: Nursing</b> <i>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</i> <u>Underlined: NLN Competencies</u>
<p>ANA Standards of Scope and Standards of Practice (2010)-Standard 16                      Legal issues with occupational hazards                      Social political role of the nurse                      Ecological model of health                      Healthy People 2020                      Health disparities</p>	<p>The 2010 ANA <i>Scope and standards of practice: Nursing</i> now includes Environmental Health Standard 16 for all RNs.  <a href="http://envirn.org/pg/groups/3755/environmental-health-scope-and-standards-of-practice/">http://envirn.org/pg/groups/3755/environmental-health-scope-and-standards-of-practice/</a></p> <p>Introduction to occupational health is necessary for health care workers  <a href="http://www.ewg.org/reports/nursesurvey">http://www.ewg.org/reports/nursesurvey</a></p> <p>View Toxtown website for hospital-and assess potential sources of toxic exposure  <a href="http://toxtown.nlm.nih.gov/flash/city/flash.php">http://toxtown.nlm.nih.gov/flash/city/flash.php</a></p> <p>Review Luminary Project for projects that nurses across the country and beyond have been involved in  <a href="http://www.LuminaryProject.org">www.LuminaryProject.org</a></p> <p>Ecological model of determinants of health includes environmental health: genetic/biological, health behavior, social and physical environment, health care system  <a href="http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicId=12">http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicId=12</a></p>	<p><b>Attains knowledge of EH concepts, such as implementation of EH strategies.</b>  <b>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</b>  <i>Applies knowledge of basic EH concepts to nursing assessment, prevention and control strategies.</i></p> <p><b>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</b>  <i>Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)</i></p> <p><b>Utilizes scientific evidence to determine if a product of treatment is a potential environmental threat.</b>  <b>Advocates for the judicious and appropriate use of products used in health care.</b>  <b>Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.</b></p> <p><i>Collaborates with others to create and</i></p>

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	<p>Health disparities exist related to social and physical environment (national and global)--See <i>Unnatural Causes</i> videos <a href="http://www.unnaturalcauses.org">www.unnaturalcauses.org</a> <a href="http://www.unnaturalcauses.org/media_and_documents_video.php">http://www.unnaturalcauses.org/media_and_documents_video.php</a> --See <i>Place Matters</i> and <i>Marshall Islands</i> videos</p> <p>If an assignment requires student to use an advocacy piece then use EH examples for some cases, environmental justice</p> <p>Research/participate in environmental ‘green’ committees of clinical experience sites as available</p> <p>Research state nursing association for EH committee and attend as available</p>	<p><i>implement strategies that promote health environments.</i></p> <p><i>Promotes a healthy environment that respects the diverse values, beliefs</i></p> <p><u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u></p> <p><u>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,</u></p> <p><u>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.</u></p> <p><u>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.</u></p>
<p>Research/Evidence Based Practice Evidenced based project based on environmental influences on human health</p>	<p>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</p>	<p><b>Attains knowledge of environmental health concepts, such as implementation of environmental health strategies.</b></p> <p><b>Utilizes scientific evidence to determine if a</b></p>

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	<ul style="list-style-type: none"> <li>• Practice</li> <li>• Policy</li> <li>• Research</li> <li>• Education</li> </ul> <p>NINR Research Agenda: (Promoting Health and Preventing Disease: Check areas of research emphasis Look at controversies-research the issues and debate each side.</p> <ul style="list-style-type: none"> <li>• Class project or opinion paper. What is your stand on this issue based on the evidence?</li> <li>• How are issues presented by popular media?</li> </ul>	<p><b>product or treatment is a potential environmental threat.</b></p> <p>Utilizes scientific evidence and is guided by the precautionary principle.</p> <p><b>Attains knowledge of EH concepts, such as implementation of EH strategies.</b></p>
<p>Nurses can make a difference-Nurses and Climate change</p>	<p>Listen to the webinar: Climate Change and the Role of the Nurse <a href="http://envirn.org/pg/pages/view/39679/2012-webinar-series">http://envirn.org/pg/pages/view/39679/2012-webinar-series</a> Discussion/opinion paper-What do you see as your role as a nurse in climate change? What activities can you be involved in?</p>	<p><b>Attains knowledge of EH concepts, such as implementation of EH strategies.</b></p> <p><b>Attains knowledge of environmental health concepts, such as implementation of environmental health strategies.</b></p>
	<p>ANHE webinar: Advocacy in Your Healthcare Institution <a href="http://envirn.org/pg/pages/view/39679/2012-webinar-series">http://envirn.org/pg/pages/view/39679/2012-webinar-series</a> Class discussion/reflection paper How do you see the nurse's role as an advocate for the working environment? Their community?</p>	

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## General Content Area: Pharmacology

Environmental Health (EH) Content	Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.	Related Environmental Health Competencies <b>Bold: ANA (2010) Scope and Standards of Practice: Nursing</b> <i>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</i> <u>Underlined: NLN Competencies</u>
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: <a href="http://www.fda.gov/Drugs/ResourcesForYou/Consumers/ucm143534.htm">http://www.fda.gov/Drugs/ResourcesForYou/Consumers/ucm143534.htm</a> Research medication disposal policy at clinical sites Research medication disposal options for community	<b>Attains knowledge of environmental health concepts, such as implementation of environmental health strategies.</b>  Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.
	Review ANHE Drug Disposal Presentation: June 7, 2012 <a href="http://envirn.org/pg/pages/view/57637/policyadvocacy-workgroup-minutes-june-7-2012">http://envirn.org/pg/pages/view/57637/policyadvocacy-workgroup-minutes-june-7-2012</a>	<b>Attains knowledge of environmental health concepts, such as implementation of environmental health strategies.</b>  Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.

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## General Content Area: Pediatrics

Environmental Health (EH) Content	Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.	Related Environmental Health Competencies <b>Bold: ANA (2010) Scope and Standards of Practice: Nursing</b> <i>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</i> <u>Underlined: NLN Competencies</u>
<p>Vulnerability of children</p> <p>Home environments</p> <p>Healthy Homes</p> <p>Integrated Pest Management (IPM)</p> <p>Indoor air quality in schools</p> <p>Toxic materials in homes and schools:</p> <p>Toxic toys</p> <p>BPA and exposures to PVC, DEHP</p> <p>Food exposures</p> <p>Formaldehyde in housing and furniture</p> <p>Common EH health issues for children:</p> <p>Asthma triggers</p> <p>Lead poisoning</p> <p>Pesticides and endocrine disruptors</p> <p>Neurological problems/heavy metal exposure</p> <p>ADHD Fluoride</p> <p>Personal care products</p> <p>Cosmetics for adolescents</p> <p>Sustainable living for families</p> <p>Cleaning products</p>	<p>Complete an ANA independent study module on <i>Children's Environmental Health in Homes and Communities</i> <a href="http://nursingworld.org/mods/mod961/cehmfullNEW.htm">http://nursingworld.org/mods/mod961/cehmfullNEW.htm</a></p> <p>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></p> <p>Complete an ANA independent study module on <i>Children's Environmental Health in Schools</i> <a href="http://nursingworld.org/mods/mod921/cesafull.htm">http://nursingworld.org/mods/mod921/cesafull.htm</a></p> <p>Healthy Schools <a href="http://www.epa.gov/iaq/schools/index.html">http://www.epa.gov/iaq/schools/index.html</a></p> <p>Autism/ADHD</p> <p>ADHD: Avoid foods with artificial coloring (new research)</p> <p>Neurotoxins and organic brain syndrome</p> <p>Mood changes with chemical exposures</p> <p>Research safer cleaning products</p> <p>Research availability of recycling at home, school,</p>	<p>Collaborates with others to create and implement strategies that promote health environments.</p> <p><b>Attains knowledge of EH concepts, such as implementation of EH strategies.</b></p> <p><b>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</b></p> <p>Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.</p> <p><b>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</b></p> <p>Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)</p> <p><b>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</b></p> <p><b>Advocates for the judicious and appropriate</b></p>

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	<p>community</p>	<p><b>use of products used in health care.</b></p> <p><b>Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.</b></p> <p><i>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.</i></p> <p><u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u></p> <p><u>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,</u></p> <p><u>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.</u></p> <p><u>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</u></p>
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<p>Anticipatory guidance to parents/guardians for safe living environments:          Asthma triggers          Preschool lead exposure          Avoiding endocrine disrupters: pesticides          In food, farms, yards, sports fields          Fluoride for dental products          Personal care esp. for teens          Avoid formaldehyde in furniture</p>		<p><u>patients, families, and communities.</u></p> <p><b>Advocates for the judicious and appropriate use of products used in health care.</b></p> <p><b>Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.</b></p> <p><i>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.</i></p> <p><u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u></p> <p><u>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</u></p> <p><u>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.</u></p> <p><u>Examine the evidence that underlies clinical</u></p>
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		<u>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.</u>
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## General Content Area: Well Baby and NICU

Environmental Health (EH) Content	Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.	Related Environmental Health Competencies <b>Bold: ANA (2010) Scope and Standards of Practice: Nursing</b> <i>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</i> <u>Underlined: NLN Competencies</u>
Avoid PVC plastic and phthalate exposure	<p>Research cleaning products and safer alternatives at MidAtlantic Regional Council Environmental Programs <a href="http://www.marc.org/Environment/SolidWaste/HHW/saferalt.htm">http://www.marc.org/Environment/SolidWaste/HHW/saferalt.htm</a></p> <p>Develop an educational lesson plan using information from one of the following web sites. Reducing Asthma Triggers:Healthy Homes II Asthma Project <a href="http://www.kingcounty.gov/healthservices/health/chronic/asthma/past/HH2.aspx">http://www.kingcounty.gov/healthservices/health/chronic/asthma/past/HH2.aspx</a></p> <p>Safety issues:Designing and Building Healthy Places: <a href="http://www.cdc.gov/healthyplaces">http://www.cdc.gov/healthyplaces</a> National Safety Council <a href="http://www.nsc.org/Pages/Home.aspx">http://www.nsc.org/Pages/Home.aspx</a></p> <p>NICU audit tool: <a href="http://noharm.org/lib/downloads/pvc/Alternatives_to_PVC_in_NICU.pdf">http://noharm.org/lib/downloads/pvc/Alternatives_to_PVC_in_NICU.pdf</a></p>	<p>Collaborates with others to create and implement strategies that promote health environments. <b>Attains knowledge of EH concepts, such as implementation of EH strategies.</b></p> <p><b>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</b> Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies. <b>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</b> Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical) <b>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</b> <b>Advocates for the judicious and appropriate use of products used in health care.</b></p> <p><b>Communicates environmental risks and</b></p>

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		<p><b>exposure reduction strategies to health care consumers, families, colleagues and communities.</b></p> <p><i>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.</i></p> <p><u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u></p> <p><u>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,</u></p> <p><u>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.</u></p> <p><u>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.</u></p>
Breast feeding/formula	Research concerns with formula-pesticides, plastics, travel miles Body burden: breastfeeding	<b>Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and</b>

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	How WIC supports breastfeeding	<p><b>communities.</b>  <i>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities.</i></p>
Fetal alcohol syndrome	Research concerns with maternal alcohol intake during pregnancy	<p><u>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.</u>  <u>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.</u>          Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.</p>

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## General Content Area: Obstetrics

Environmental Health (EH) Content	Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.	Related Environmental Health Competencies <b>Bold: ANA (2010) Scope and Standards of Practice: Nursing</b> <i>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</i> <u>Underlined: NLN Competencies</u>
<p>Fetal Development Fetal Alcohol syndrome Smoking-effect Birth defects BPA (Bisphenol A) Fish advisory in pregnancy/ heavy metals Nutrition and food Cord blood studies What was okay is not okay--DES (and link to EDC) “Skin deep” personal care Products; Baby wash Nursery advocacy; products in the nurseries Personal care product assessment (See article Russ, K. (2009). A review of the evidence: Health effects of personal care products, <i>Nursing for women’s health</i>, 13(5), 392-401. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1751-486X.2009.01457.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1751-486X.2009.01457.x/pdf</a></p>	<p>Do an audit of the products in clinical setting Discuss how DES was given in the past and what the results have been--use as segue to the problem of EDCs</p> <p>Environmental Working Group (EWG) video “10 Americans” <a href="http://www.youtube.com/watch?v=W5n4HhQr25Q">http://www.youtube.com/watch?v=W5n4HhQr25Q</a></p> <p>Conduct a prenatal exposure assessment <a href="http://envirn.org/pg/file/read/4389/prenatal-exposure-assessment-questionnaire-from-the-environmental-health-education-center">http://envirn.org/pg/file/read/4389/prenatal-exposure-assessment-questionnaire-from-the-environmental-health-education-center</a></p> <p><b>Teaching Project</b> Anticipatory guidance for pre-pregnancy and pregnancy: Tobacco smoke Carbon monoxide with Cooking Chemicals, especially Endocrine disrupters Alcohol—Fetal Alcohol Syndrome Over the counter drugs Military exposures: Agent Orange (dioxin) Gulf War exposures</p>	<p><b>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</b> Applies knowledge of basic EH concepts to nursing assessment, prevention, and control strategies.</p> <p><b>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</b></p> <p>Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)</p> <p><b>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</b></p> <p><b>Advocates for the judicious and appropriate use of products used in health care.</b></p> <p><u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u></p>

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		<p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>
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# Incorporating Environmental Health into the Associate Nursing Degree Nursing Curriculum

## Content Area: Public Health/Community Health

Environmental Health (EH) Content	Teaching Strategies and Resources (i.e. Readings, questions, assessments, research articles, power points, etc.	Related Environmental Health Competencies <b>Bold: ANA (2010) Scope and Standards of Practice: Nursing</b> <i>Italics: Alliance of Nurses for Healthy Environments (ANHE) 2009</i> <u>Underlined: NLN Competencies</u>
<p>Toxic environments in community (e.g. impact of noise upon schizophrenic; PTSD; delirium; Autism; ADHD)</p> <p>Public health emergencies Public health policy: Advocacy campaigns Govt. testimony</p> <p>Social Justice/Environmental Justice</p>	<p>Look at emerging evidence related to causative agents (e.g. dyes for ADHD)</p> <p>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</p> <p>For environmental assessment of group home or shelter, use Environmental Health and Safety Assessment tool: <a href="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</a></p> <p>Identify one chemical, look it up on the <a href="http://www.toxnet.nlm.nih.gov">www.toxnet.nlm.nih.gov</a> website and identify how this may pose an added burden to a person with mental illness.</p> <p>Self learning environmental links to ADHD <a href="http://www.sph.emory.edu/PEHSU/html/health/adhd.htm">http://www.sph.emory.edu/PEHSU/html/health/adhd.htm</a></p>	<p><b>Communicates environmental risks and exposures to consumers, families, colleagues and communities.</b></p> <p>Promotes a healthy environment that respects the diverse circumstances of patients, their families and communities Collaborates with others to create and implement strategies</p> <p><b>Attains knowledge of EH concepts, such as implementation of strategies</b> <b>Promotes a practice environment that reduces environmental health risks to healthcare consumers.</b> Applies knowledge of basic EH concepts to nursing and public health strategies.</p> <p><b>Assesses the practice environment for factors such as environmental health risks that negatively affect health.</b></p> <p>Reduces environmental health risks in the health care setting (e.g. environmental health risks in the health care and mechanical)</p> <p><b>Utilizes scientific evidence to determine if a product or process poses an environmental threat.</b></p> <p><b>Advocates for the judicious and appropriate use of resources</b></p> <p><b>Communicates environmental risks and exposures to consumers, families, colleagues and communities.</b></p>

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<p>Assess household products for ingredients that can have human health effects after viewing the U.S. Department of Health and Human Services Household Products data base. <a href="http://householdproducts.nlm.nih.gov/">http://householdproducts.nlm.nih.gov/</a></p> <p>Integrated Pest Management</p> <p>Home assessments for:          Environmental hazards          Integrated pest management  <a href="http://www.epa.gov/pesticides/factsheets/ipm.htm">http://www.epa.gov/pesticides/factsheets/ipm.htm</a>          Integrated pest management in schools  <a href="http://www.epa.gov/opp00001/ipm/">http://www.epa.gov/opp00001/ipm/</a>          Management (IPM) Occupational Health          Healthy Schools          Sustainable air, water, land Climate change and health          Disposal of prescription medications</p> <p>Anticipate the health effects of climate change on a local community.  <a href="http://www.noharm.org/global/issues/climate/health.php">http://www.noharm.org/global/issues/climate/health.php</a>          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.</p> <p>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.</p> <p>Conduct a windshield survey of environmental hazards</p>	<p><b>consumers, families, colleagues and communities.</b></p> <p>Promotes a healthy environment that respects the diverse circumstances of patients, their families and communities.</p> <p><b>Participates in strategies to promote healthy communities</b>  <b>Assesses the practice environment for factors such as those that negatively affect health</b>          Incorporates environmental risk factors across the life cycle and/or communities.</p> <p><b>Promotes a practice environment that reduces environmental health risks to healthcare consumers.</b>          Applies knowledge of basic EH concepts to nursing assessment and intervention strategies.</p> <p>Collaborates with others to create and implement strategies to reduce environmental health risks to  <b>Communicates EH risks and exposure reduction strategies to patients, families, colleagues and communities.</b>          Promotes one's right to know about potentially harmful environmental 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 air quality, food/agriculture, the built environment, and chemical safety.          Advocates for environmental justice, including communities of color, low-income populations and the elimination of health disparities (Appendix A page 25, line 12).</p> <p>Incorporate environmental health information, including environmental health assessment, into assessment and intervention strategies.</p> <p><b>Assesses the practice environment for factors such as those that negatively affect health</b></p>
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	<p>in a community after viewing The National Library of Medicine’s <i>ToxTown</i> <a href="http://toxtown.nlm.nih.gov/">http://toxtown.nlm.nih.gov/</a></p> <p>Complete the Agency for Toxic Substances and Disease Registry’s (ATSDR) on-line module, <i>A primer on health risk communication</i>. (Especially select the section entitled “Issues and Principles.”)  <a href="http://www.atsdr.cdc.gov/HEC/primer.html">http://www.atsdr.cdc.gov/HEC/primer.html</a></p> <p>Read the book or review the film about environmental injustice: book, <i>A Civil Action</i>, (1995) by Harr, J.; film by same title (1998). Then reflect on the injustices and discuss implications for population’s health status.</p> <p>Obtain information from Centers for Disease Control and Prevention (CDC). (2009). <i>Fourth national report on human exposure to environmental chemicals</i>. Atlanta, GA.: Author. Retrieve from <a href="http://www.cdc.gov/exposurereport/">http://www.cdc.gov/exposurereport/</a></p>	<p><b>as sound, odor, noise and light that negatively affect health.</b></p> <p><i>Reduces environmental health risks in the health care setting (chemical, biological, radiological and mechanical)</i></p> <p><b>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</b></p> <p><b>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.</b></p> <p><i>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities</i>  <u>Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</u></p> <p><u>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.</u></p> <p><u>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</u></p>
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		<p><u>care for diverse patients within a family and community context.</u></p> <p><u>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.</u></p>
Carbon Monoxide Poisoning Prevention	<p>Create a teaching project for a community setting regarding Carbon Monoxide poisoning prevention Assess visited home environments for Carbon Monoxide detectors</p> <p>Site for information: <a href="http://ephtracking.cdc.gov/showCarbonMonoxideLanding.action">http://ephtracking.cdc.gov/showCarbonMonoxideLanding.action</a> Review National Public Health Information Coalition’s information on Carbon Monoxide <a href="http://www.nphic.org/news/newsletters/cat_view/66-emergency-communications/101-carbon-monoxide/510-cdc-carbon-monoxide-poisoning-prevention-toolkit">http://www.nphic.org/news/newsletters/cat_view/66-emergency-communications/101-carbon-monoxide/510-cdc-carbon-monoxide-poisoning-prevention-toolkit</a></p>	<p>Promotes a healthy environment that respects the diverse values, beliefs, cultures, and circumstances of patients, their families and communities</p> <p><b>Communicates environmental risks and exposure reduction strategies to health care consumers, families, colleagues and communities.</b></p> <p><b>Assesses the practice environment for factors such as sound, odor, noise and light that negatively affect health.</b></p> <p><b>Promotes a practice environment that reduces environmental health risks of workers and healthcare consumers.</b></p> <p><b>Utilizes scientific evidence to determine if a product or treatment is a potential environmental threat.</b></p> <p><u>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.</u></p> <p><u>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an</u></p>

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		<p><u>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.</u></p>
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