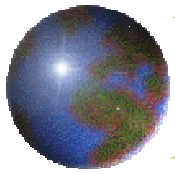


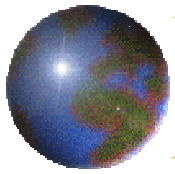
*Health & Environment
Partnership: Incorporating
Environmental Health Into
Health Care*

**Leyla Erk McCurdy
The National Environmental Education &
Training Foundation
Washington, DC**



Health & Environment Partnership

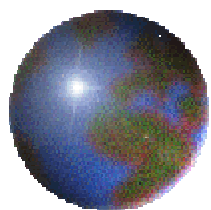
- ✿ **The goal of the Health & Environment Partnership is to incorporate environmental health into health professional's education and practice in order to improve health care and public health, with a special emphasis on protecting children and other populations disproportionately effected by environmental pollutants.**



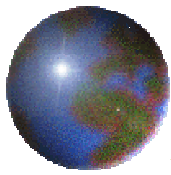
The Need for Health Care

Provider Environmental Education

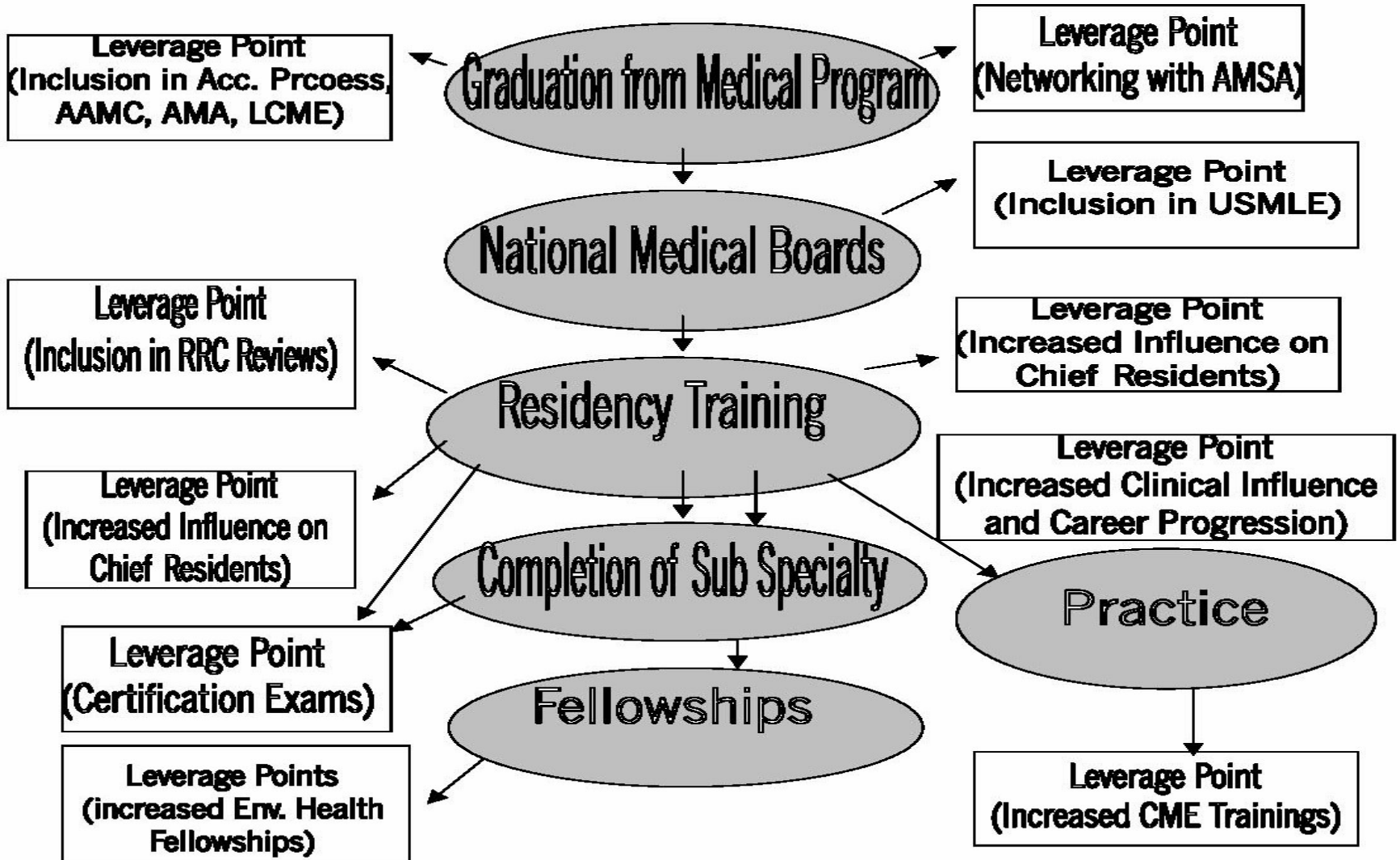
- ❖ **Although environmental health risks are a leading cause of illness and death, the average health professional receives minimal environmental training. Even when environmental factors are identified as a source of a health problem there is often little knowledge about how to address or prevent the problem.**
- ❖ **75% of medical schools require only about seven hours of study in environmental medicine over four years (1994). (1)**
- ❖ **1994-95, the Institute of Medicine issued specific recommendations to integrate environmental health education into medical and nursing professions. (2,3)**

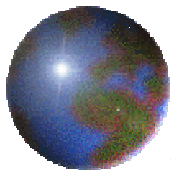


*Action Agenda for
Incorporating Environmental
Health Into Pediatric Medical
& Nursing Education
Standards*

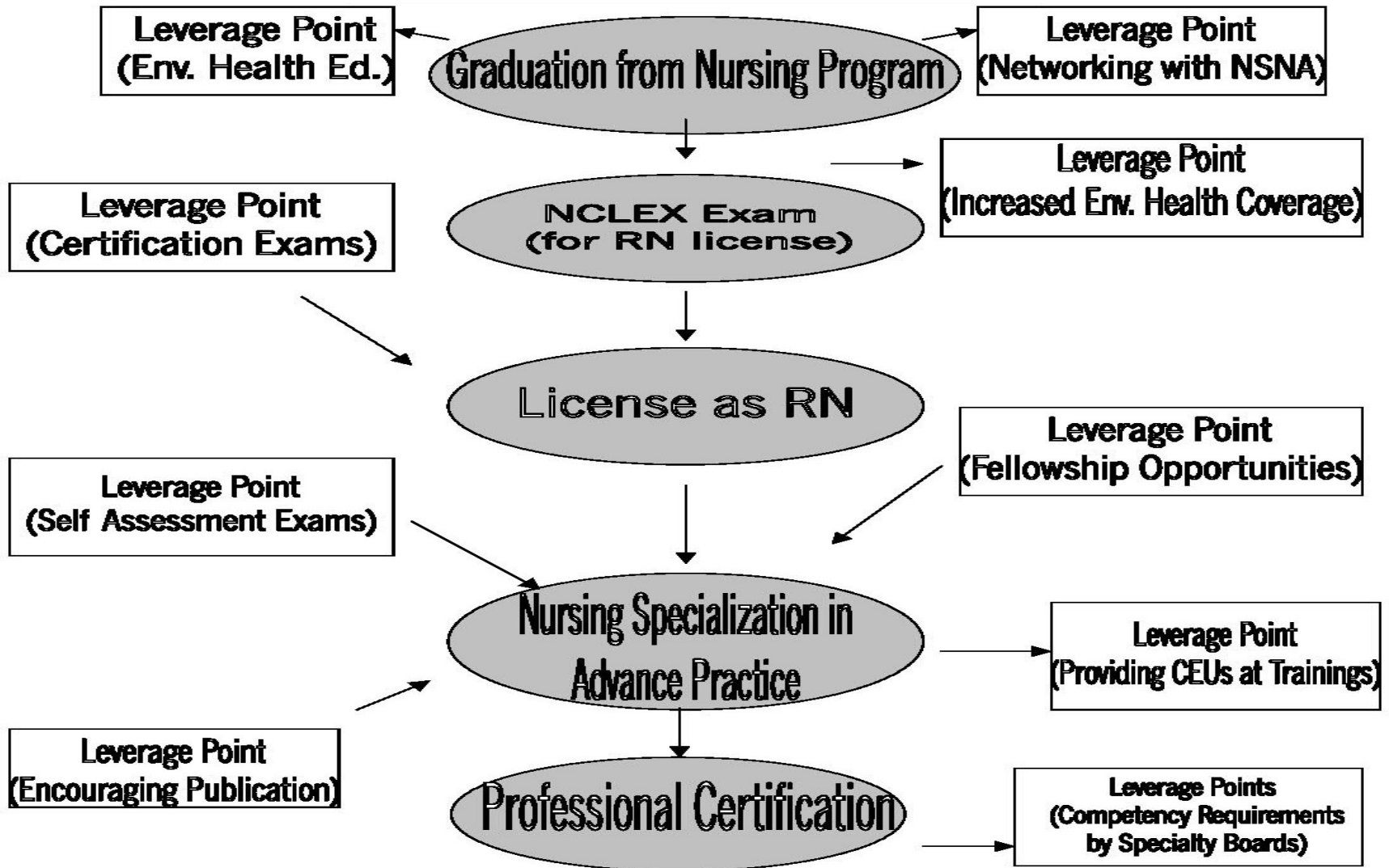


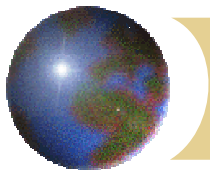
Medical Education Structure & Possible Leverage Points





Nursing Education Structure & Possible Leverage Points

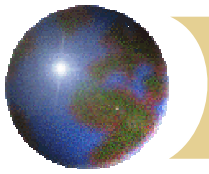




National Strategies for Health Care Providers: Pesticides Initiative



- **An initiative of The National Environmental Education & Training Foundation (NEETF) and the U.S. EPA's Office of Pesticide Programs, in collaboration with the U.S. Departments of Health & Human Services (DHHS), Agriculture (USDA), and Labor (DOL).**

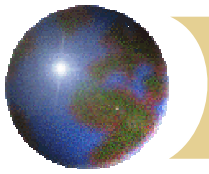


Vision

- ✚ **The Initiative is a long-term effort involving a wide range of stakeholders.**

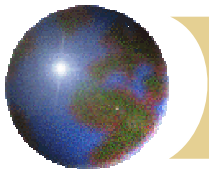
- ✚ **The goal of the Initiative is to improve the recognition, management and prevention of health effects from pesticide exposures.**

- ✚ **The initiative is set in the broader context of environmental health and holds as its preamble the following recommendations, adopted from the Institute of Medicine:**
 - ✚ **Environmental health concepts will be reflected in all levels of education of primary care providers.**



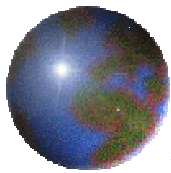
Vision (cont.)

- ❑ **Interdisciplinary approaches will be used when educating primary HCP's to draw upon the expertise from various environmental health disciplines.**
- ❑ **Environmental health content will be an integral part of lifelong learning and continuing education of primary HCP's.**
- ❑ **Professional associations, public agencies and private organizations will provide more resources and educational opportunities to enhance environmental health in primary care practice.**

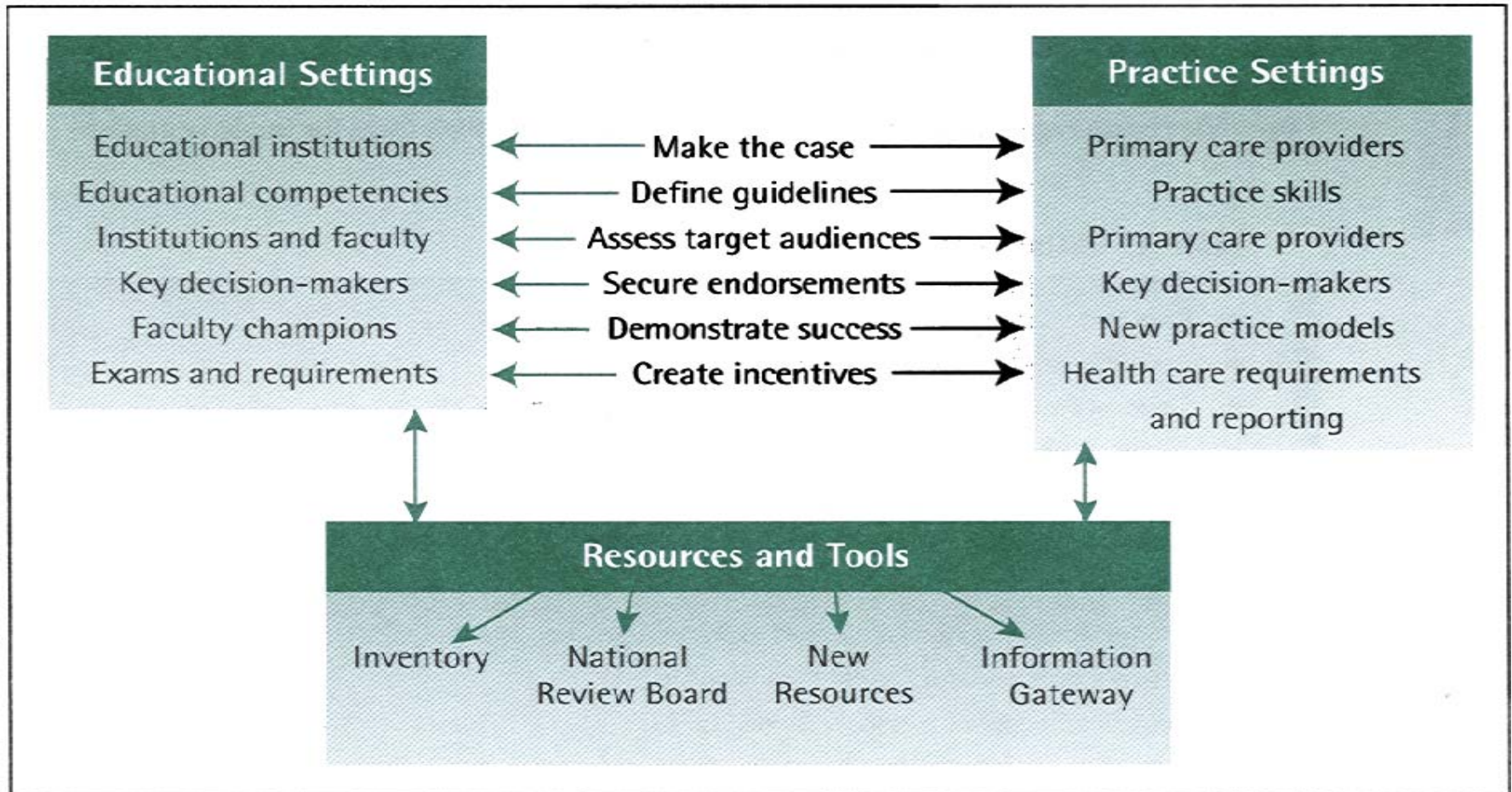


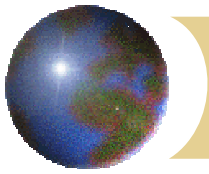
Target Audience

- **Primary HCP's:**
 - **Physicians**
 - **Nurses**
 - **Nurse Practitioners**
 - **Physician Assistants**
 - **Nurse Midwives**
 - **Community Health Workers**
- **Decision-making Bodies, such as:**
 - **Professional Associations**
 - **Curriculum Committees**
 - **Accrediting Institutions**
 - **Faculty and Administrators**
 - **Residency Review Committees**
 - **Institutions Governing Health Care Practice and Requirements**



Strategic Framework

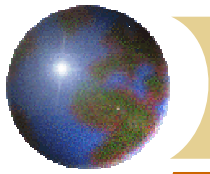




Implementation Strategies for Educational Settings

- **Make the Case for Change in Educational Settings**
- **Define Competencies and Integration Strategies for Curricula**
- ⊗ **Assess Educational Settings**
- ⊗ **Secure Official Endorsements**
- ⊗ **Strengthen and Build Faculty Champions**
- ⊗ **Create Teaching Incentives**

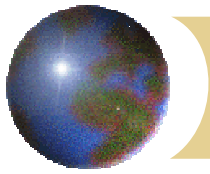
➤ **Priority project**



Implementation Strategies for Practice Settings

- **Make the Case for Practitioners**
- **Define Practice Skills and Guidelines**
- **Assess Knowledge and Skills of Practitioners**
- ⊗ **Secure Official Endorsements**
- ⊗ **Demonstrate Model Programs**
- ⊗ **Create Incentives for Change**

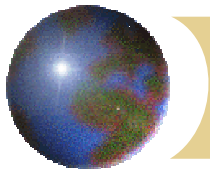
➤ **Priority project**



Implementation Strategies for Resources and Tools

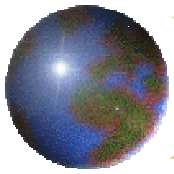
- **Inventory Existing Resources**
- **Establish National Review Board to Evaluate Resources**
- **Create an Information Gateway**
- ⊕ **Develop Teaching/Learning Resources for Educational Settings**
- ⊕ **Develop New Resources for Practice Settings**

➤ **Priority project**



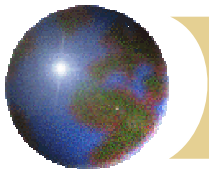
Competency Guidelines for Medical & Nursing Education

- I. Knowledge and Concepts of Pesticides**
- II. Diagnosis and Assessment**
- III. Treatment, Intervention, and Referrals**
- IV. Risk Communication**
- V. Reporting Requirements and Regulations**



Practice Skills Guidelines for Medical & Nursing Practice

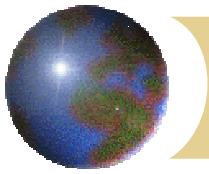
- I. Taking an Environmental History**
- II. Knowledge of Key Health Principles**
- III. Awareness of Community and Individual Pesticide Risk Factors**
- IV. Clinical Management of Pesticide Exposure**
- V. Reporting Pesticide Exposure and Supporting Surveillance Efforts**
- VI. Providing Prevention Guidance and Education to Patients**



Assessment of Practitioners

Pediatric Health Care Providers **Pilot Study**

- **Conducted for NEETF by PEHSU at George Washington University**
- **Surveys and focus groups: urban, suburban and rural clinicians (pediatricians and pediatric nurse practitioners) and nurses in the mid-Atlantic.**

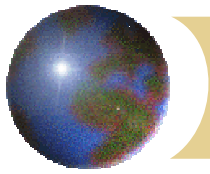


Assessment of Practitioners (cont.)

Pilot Study Conclusions

Pediatric HCP's:

- **are uncertain whether pesticides are a problem for their community.**
- **do not feel well prepared to handle issues of pesticides.**
- **tend not to inquire about issues with which they are not comfortable.**
- **rely heavily on other resources to manage pesticide issues, such as emergency rooms and poison control centers.**

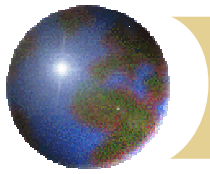


Assessment of Practitioners (cont.)

Pilot Study Conclusions (cont.)

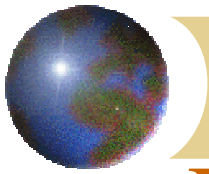
Pediatric HCP's:

- **have limited time to devote to CE in general, and pesticide/EH issues specifically.**
- **prefer in-person expert methods of training over self-administered materials.**
- **prefer methods that incorporate relevant pesticide education into already popular formats, such as practitioner-oriented journals and conferences over pesticides specific conferences and workshops.**



National Forum in 2003

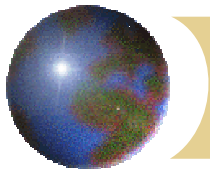
- **Planned for Spring 2003 in Washington, DC. The audience includes HCP's, key decision-makers from various agencies and organizations, and other stakeholders. Forum will launch the Initiative, showcasing pesticides as a model for other environmental health issues.**
- **Forum will build national consensus; secure endorsement from key stakeholders; pave the way for the strategic next steps needed to move forward a common national vision for environmental health outreach to HCP's; and build a nationwide network of HCP's committed to incorporating environmental health into primary care education and practice.**



Expected Outcomes

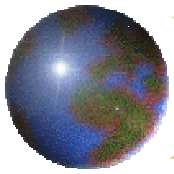
By 2010:

- **Professional associations, decision-making bodies, academic institutions, and practice settings have endorsed the need to address health conditions associated with pesticide exposures.**
- **The need for educating HCP's about the health effects of pesticide exposures is an accepted part of primary health care education and practice.**
- **Education and practice settings have integrated an endorsed set of educational competencies and practice skills for primary HCP's on pesticide exposures.**



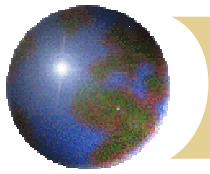
Expected Outcomes (cont.)

- **Tools and resources are being used by HCP's to recognize, manage, and prevent health effects from pesticide exposures.**
- **A faculty champion is positioned and funded in over 100 academic educational institutions.**
- **Certification, licensing, and accreditation requirements include topics related to the issue of health effects related to pesticide exposures.**



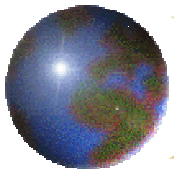
Expected Outcomes (cont.)

- **Incentives in the health care system have increased the attention that primary care providers pay to the recognition, management, and prevention of health effects from pesticide exposures.**
- **Resource materials are easily located in the leading sources of information for the health care community (e.g., professional journals, newsletters, central Internet sites, professional meetings).**



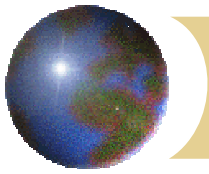
Expected Outcomes (cont.)

- **Over 100 pilot primary care practices serve as models for effectively integrating recognition management and prevention of pesticides exposures.**
- **An Internet gateway effectively guides health care providers and professional organizations to informational and educational resources on the issues.**



Conclusion

- **Initiative will prepare health care providers to protect the public from the health effects of pesticides.**
- **Initiative provides a global model for integrating other environmental health issues into health care provider education and practice.**



References

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2. Institute of Medicine, 1995b. Pope, A.M., M.A. Snyder, and L.H. Mood, eds. *Nursing, Health, & the Environment*, IOM Report, Division of Health Promotion and Disease Prevention, National Academy Press, Washington, D.C.
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4. American Medical Association. Report 4 of the council on scientific affairs, educational and informational strategies for reducing pesticide risks (resolutions 403 and 404). 1994.