

Incorporating Environmental Health Into Nursing Education Through Creation of a Faith-Based Clinical Initiative

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Nov. 7, 2007



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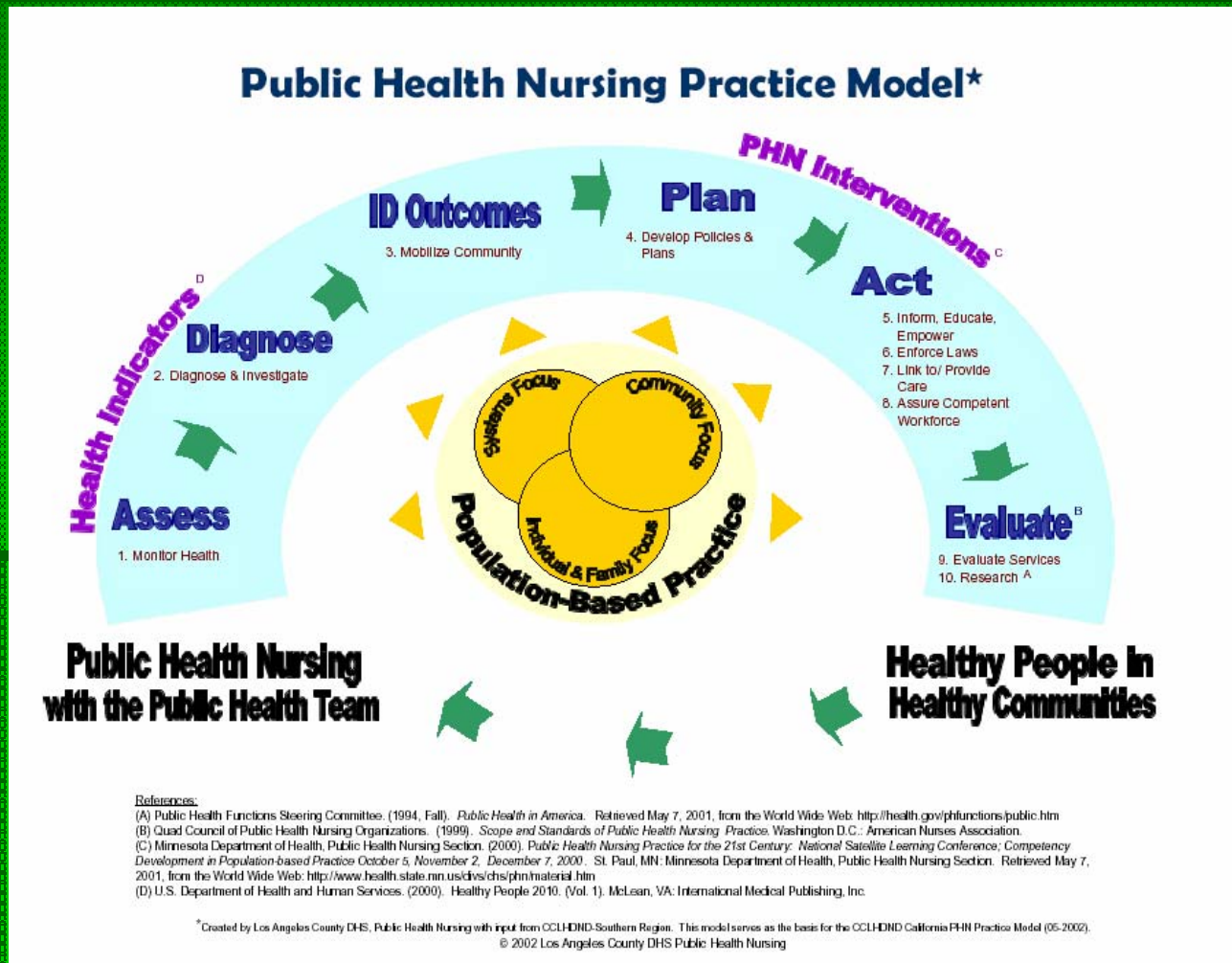
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Learning Objectives

- Following the presentation the audience will be able to:
 - Discuss reasons to include environmental health content in nursing clinical education
 - List steps in process of building a faith-based environmental initiative
 - Identify potential partners and support organizations

PHN Practice Model: Rebuilding the Bridge between PHN and EH



Service Learning

- Combine community service, preparation and reflection.
- In response to community-identified concerns
- Context in which service is provided
- Connection between their service and their academic coursework, and their roles as citizens.



Seifer SD. (1998). Service-learning: Community-campus partnerships for health professions education. *Academic Medicine*, 73(3):273-277.



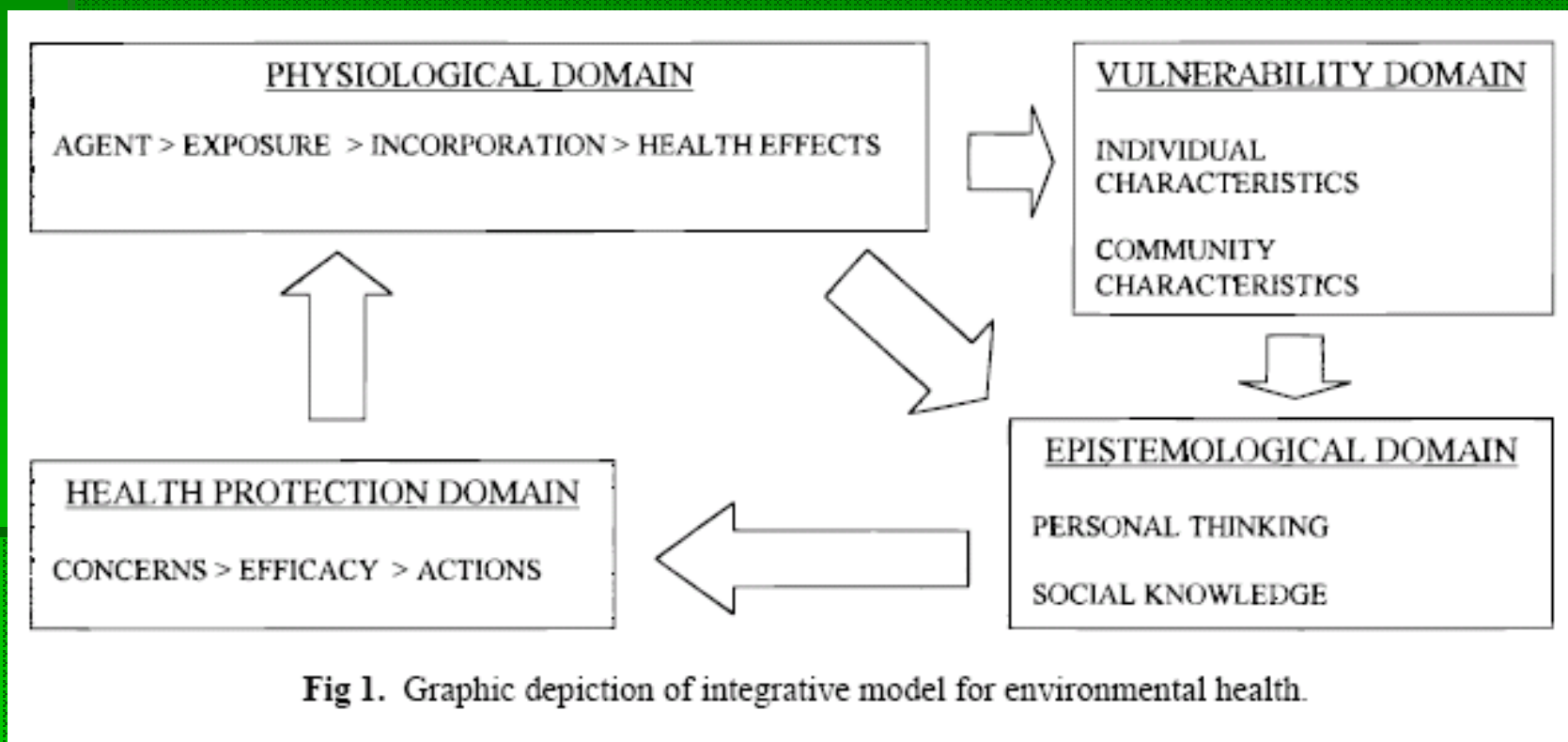
IOM Report

- *Nursing, Health and the Environment.* (Pope et al, 1995)
- Competencies for all nurses:
 - Basic Knowledge and Concepts
 - Assessment and Referral
 - Advocacy, Ethics, Risk Communication
 - Legislation and Regulation

Environmental Health Principles



- “Recognizes the significant risks to human health posed by environment hazards.
- Longstanding need to rebuild the bridge between public and environmental health in efforts to improve health status.
- Active integration of environmental health into public health nursing practice, education, research, and advocacy is strongly encouraged”
(<http://www.apha.org/membergroups/sections/aphasections/phn/benefits/>).

Integrative Model for EH Research (Dixon & Dixon, 2002)



Davis EH Home Assessment Tool (2007)

Home Environmental Health and Safety Assessment Tool

Assessment		Yes	No	N/A	Standard of Practice
	Home built before 1978	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> • Test homes built before 1978 for lead.
	Home tested for lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Living space in basement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> • Maintain home to prevent chipping or peeling paint
	Attached garage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Home radon test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> • Remove shoes indoors • Test first three floors of all homes for radon
	Home radon ventilation system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Living space in basement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> • Do not idle car in garage
	Combustion heating source	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> • Ensure proper venting of all combustion heating sources.
	Gas, kerosene or propane space heater	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Wood stove	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> • Annual assessment to ensure proper function. • Do not use grills, or generators indoors
	Fireplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Clinical Description and Goal

- Variety of activities exposing students to the various roles of a public health nurse with a special focus on environmental impacts on community health.
- Community organization collaborations
- **GOAL**
 - Students will have assessed, planned, implemented, and evaluated an environmentally-based community project while observing and assuming a variety of public health nursing roles and partnering with multidisciplinary resources.

Clinical Objectives

- Assess various environmental threats in the home and community
- Identify resources
- Value of variety of public health nursing roles.
- Importance of multidisciplinary collaborations.
- Assessing a community health need, planning and implementing interventions, and evaluating process and outcomes.

Why Faith-Based Organizations

- In every community
- Communication and social network
- Mission to serve the community (Health and Wellness Ministry)
- Immediate community connections (ex. UB Head Start, Girl Scouts, Schools)
- Larger community connections (ex. Baltimore City Head Starts, Ministerial Alliance, BOD MD General Hospital, Success by Six)

Upton, MD

- Baltimore City, community in transition
- 11 churches and religious organizations
- Church-based services for education and computer skills and access



Partners

- Union Baptist Church
- Union Baptist Head Start



Support Organizations

- Baltimore City Health Department Division of Healthy Homes
- Samuel L. Coolridge and Furman Templeton Elementary and Booker T. Washington Middle Schools
- Health Clinics (Total Health Care)
- University of MD, Johns Hopkins, Coppin State
- MD General and University of MD Hospitals

Brochure

The Green Church Initiative



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Activities

- Health Fair
- Written educational materials
- Presentations
- Survey development
- Data assessment
- Environmental Health Assessments
- Disaster Planning Assessment
- Observation
- Community Garden
- Screenings



Challenges

- PH AND EH
- Religious belief vs. Religious partnership
- Monday is Sunday
- Hours of clinical and hours of operation
- Opportunities to engage
- Red tape

Growing

- Share model with other clinical groups
- Encourage neighborhood relationships
- Reach out to and engage with more community support organizations
 - Dru Mondawmin Healthy Families
 - Mt. Zion Senior Apartments/Center
 - Girl Scouts
 - Schools
 - Other religious organizations