

Framework of the Plan: A Three-Pronged Strategy

This Implementation Plan sets forth a three-pronged strategy to reach the goal of improving the recognition, management and prevention of health effects from pesticide poisoning and exposure.

The Implementation Plan recognizes that primary care providers are educated in different settings. The first prong of the strategy addresses a provider’s “in-service” or formal education, such as in medical school or nursing school. The second prong targets the practice setting in which a provider works and participates in professional development. The final prong articulates the resources and tools that providers need to effectively deal with pesticide-related health conditions in their practices and communities. The three prongs of the strategy are:

- 1. Educational Settings:** Create significant institutional change in educational settings (e.g., medical schools, nursing schools, residency, and practicum programs) so that students in the health professions are prepared to recognize, manage, and prevent pesticide poisoning and exposures across the United States.
- 2. Practice Settings:** Change the practice of primary care so that pesticide-related health conditions are recognized, effectively managed, and prevented in practice settings (e.g., community clinics, hospitals, workplace clinics) across the United States.
- 3. Resources and Tools:** Create new resources for educational and practice settings that take into account existing resources, evaluate their quality and suitability for different audiences, and assure their availability through an information gateway.

For each setting, the Implementation Plan recommends a set of components. These components serve as a framework for the cohesive implementation of the three-pronged strategy. In some cases, the components for both settings are quite similar; in other cases they are significantly different. This Implementation Plan intentionally presents the same set of components for both settings so as to ensure consistency in approach. However, the Implementation Plan distinguishes between the settings because they often involve different decision-makers and approaches. The components for each setting are to:

- Make the case for change
- Define guidelines for educational competencies or practice skills

- Assess target audiences in each setting
- Secure key endorsements
- Demonstrate success through faculty champions and practice models
- Create incentives for change.

The Implementation Plan also outlines a process to develop the resources and tools necessary to ensure the success of the entire initiative:

- Inventory resources
- Establish a national review board and conduct evaluation of resources
- Create an internet-based information gateway
- Create new resources.