

IPM CURRICULUM FOR SCHOOL NURSES
LOW-RISK INTEGRATED PEST MANAGEMENT TRAINING

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INSTRUCTION UNITS IN THIS LESSON PLAN:

1. IPM policy highlights – key information for the implementation of a low-risk pest management policy.
2. Basic biological needs of pests.
3. Identify pests and their risks.
4. Your roles – no pesticides – eliminate clutter – food in pest-proof food containers – don't feed cats or other animals.

Unit #	Objective of Performance	Importance	Learning Difficulty
1	Understand the key information in the low-risk pest management policy and its implementation.	Important	Moderate
2	Understand the basic biological needs of pests at schools and the basic IPM procedures used to manage them.	Important	Easy
3	Recognize several common pests at schools and their associated risks to students and staff.	Important	Very Difficult
4	Understand role in the implementation of the policy.	Very Important	Moderate

KEY:

IMPORTANCE:

Very important, important, not too important

OBJECTIVE OF PERFORMANCE:

Must know, be familiar, have knowledge, understand, perform, Demonstrate, etc.

LEARNING DIFFICULTY:

Difficult, Moderate, Easy, Moderate to Very Difficult

SCHOOL NURSE LESSON PLAN

PREPARATION DATE: May 8, 2008

PREPARED BY: William E. Currie

UNIT OF INSTRUCTION: Low-risk IPM Policy Implementation

TITLE OF LESSON: School Nurse Training

INSTRUCTIONAL OBJECTIVE: Know the IPM policy highlights and procedures, understand biological needs of pests. Know the risks of pests. Know their roles in the policy implementation.

TIME ALLOTTED FOR LESSON: 1 hour

METHOD OF INSTRUCTION: Lecture, guided discussion

INSTRUCTIONAL RESOURCES: Manual, PPT, slides

A/V EQUIPMENT: Flip chart, PPT, slide projector, overhead projector, screen

GENERAL PLAN OF PRESENTATION: Self introduction, key points of an IPM policy. Biological needs of pests (air, water, food, shelter, temperature, light). Procedures and roles in IPM policy implementation. Recognize the risks from pests. Eliminate clutter – don't feed pests. Pest-proof food containers – discard trash properly. Observation and reporting.

INTRODUCTION: Names and roles of instructors. Why are we here? Implementation of low-risk pest management policy. Why a policy? What does it do? Everyone has a role in the policy's implementation.

EXPLANATION/APPLICATION/PRESENTATION:

1. IPM policy, IPM defined, IPM is Risk Reduction. Precautionary Principle is a key component. All pesticides have risks. Manufacturers are required to prove safety for students and staff. An approved list of low-risk pesticides is developed for use by Pest Management Technicians who are the only staff to use pesticides on site. Notification of staff and parents or guardians of all pesticides used for health and safety of child or staff. Posted before and after treatment.
2. All living organisms must have access to air, water, food, shelter, adequate temperature, and light, if a plant. Water, food and shelter can be managed by procedures such as exclusion, sanitation and habitat modification.
3. Everyone has roles in IPM. Exclusion – keep doors and windows closed or if open have intact screens. Sanitation – remove food and water from access by pests. Habitat modification – eliminate clutter, remove trash and garbage at close of business, keep dumpsters closed. Clean frequently and thoroughly.
4. Observation and reporting – report observed pests and conditions conducive to pests to the Facility Manager.
5. Nurses should recognize several common pests at schools and their associated risks to students and staff (diseases, stinging pests, biting pests and allergens).
6. Everyone has roles in eliminating clutter (harborage), not feeding cats and other pests, keeping food in pest-proof containers, and discarding trash properly. All can participate by recognizing pests and conditions conducive to pest presence, and reporting problems to the Facility Manager.

CONCLUSIONS/SUMMARY: Low-risk pest management requires dedication and may be tedious and time-consuming when performed correctly. A thorough understanding of why such procedures are so important frequently imparts a degree of significance to even the most mundane task. You have an important role in excluding pests and reporting pest evidence you observe. Knowing how the process works and keeping the ultimate goal in mind can make the effort rewarding.

SCHOOL NURSE LESSON PLAN UNIT ONE

COURSE DESCRIPTION: Low-Risk Integrated Pest Management Implementation
 SUBJECT MATTER: Policy Highlights
 UNIT OF INSTRUCTION: Unit 1: Lecture, Guided Discussion – 20 minutes

INSTRUCTIONAL PROCEDURE:

No.	Instructional Sequence (Tasks)	Instruction Method (Performance)	Learning Difficulty
1	Policy, history, implementation of IPM is risk reduction.	Lecture	Easy
2	Precautionary Principle – pesticides have risks. Manufacturers must prove that products won't harm students or staff. Approved list of low-risk pesticides.	Lecture	Difficult
3	Only licensed Pest Management Technicians are to bring or use pesticides on school sites.	Lecture	Difficult
4	Annual notification to parents or guardians through registration packets. Staff and parents can be notified for all pesticide applications for concern of health and safety of student (or staff).	Lecture	Difficult
5	Posting of products not on the approved list before and after treatment.	Lecture, Demonstration	Easy
6	Roles – eliminate clutter – don't feed cats or other pests – food only in authorized sites. Food in pest-proof containers – observation and reporting.	Lecture	Easy

INSTRUCTIONAL SEQUENCE: What comes first, chronological order
 METHOD OF INSTRUCTION: Lecture, demonstration, performance, discussion

SCHOOL NURSE LESSON PLAN UNIT TWO

COURSE DESCRIPTION: Low-risk Integrated Pest Management Implementation
 SUBJECT MATTER: Pest Biological Needs and Prevention Procedures
 UNIT OF INSTRUCTION: Unit 2: Lecture, Guided Discussion – 15 minutes

INSTRUCTIONAL PROCEDURE:

No.	Instructional Sequence (Tasks)	Instruction Method (Performance)	Learning Difficulty
1	All organisms need air, water, food, shelter, temperature, light	Guided Discussion	Easy
2	We can manage water, food and shelter.	Guided Discussion	Easy
3	Management procedures: exclusion, sanitation, habitat modification.	Lecture	Easy
4	Exclusion: first line of defense. Door sweeps, air doors, screens, seal cracks.	Guided Discussion	Moderate
5	Sanitation: second line of defense. Keep cleaning, mopping, sweeping, dusting, scrubbing, clean dumpsters.	Guided Discussion	Moderate
6	Habitat modification: third line of defense. Behavioral and physical, empty trash at close of business, close dumpsters, proper watering, raise mower height, use natural enemies.	Guided Discussion	Difficult
7	Effects on pest population dynamics.	Lecture	Difficult

INSTRUCTIONAL SEQUENCE: What comes first, chronological order
 METHOD OF INSTRUCTION: Lecture, demonstration, performance, discussion

SCHOOL NURSE LESSON PLAN UNIT THREE

COURSE DESCRIPTION: Low-Risk Integrated Pest Management Implementation
 SUBJECT MATTER: Pests and Their Risks
 UNIT OF INSTRUCTION: Unit 3: Lecture, Guided Discussion – 20 minutes

INSTRUCTIONAL PROCEDURE:

No.	Instructional Sequence (Tasks)	Instruction Method (Performance)	Learning Difficulty
1	List pests commonly found in schools: rats, mice, ground squirrels, ants, fire ants, cockroaches, fleas, wasps, yellow jackets, bees, spiders (black widows, brown recluse), scorpions, snakes, dust mites, head, body and pubic lice, delusionary parasitosis, pigeons, mold.	Lecture, Guided Discussion, List on Flip Chart	Moderate
2	Risks – stinging pests: ants, fire ants, wasps, yellow jackets, bees, scorpions.	Lecture	Moderate
3	Risks: disease, bacteria, viruses, rats, ground squirrels, mice, pigeons, cockroaches, plague, Hantavirus, Histoplasmosis, Salmonella.	Lecture	Moderate
4	Risks – biting pests: fleas, black widow and brown recluse spiders, snakes, head, body and pubic lice, allergens, dust mites, cockroaches, mold.	Lecture	Moderate

SCHOOL NURSE LESSON PLAN UNIT FOUR

COURSE DESCRIPTION: Low-Risk Integrated Pest Management Implementation
 SUBJECT MATTER: Basic Roles to Manage Pests
 UNIT OF INSTRUCTION: Unit 4: Lecture – 5 minutes

INSTRUCTIONAL PROCEDURE:

No.	Instructional Sequence (Tasks)	Instruction Method (Performance)	Learning Difficulty
1	Basic roles for everyone – eliminate clutter.	Lecture, Guided Discussion	Easy
2	Don't feed cats or other pests.	Lecture	Easy
3	Keep necessary food in pest-proof containers.	Lecture, Discussion	Easy
4	Discard food and trash properly.	Lecture	Easy
5	Make observations of pest presence or conditions conducive to pests and report to the Facility Manager or supervisor.	Lecture	Easy

INSTRUCTIONAL SEQUENCE: What comes first, chronological order
 METHOD OF INSTRUCTION: Lecture, demonstration, performance, discussion