

# PLANETARY HEALTH REPORT CARD

## NURSING

As they prepare to enter the largest workforce in healthcare, nursing students are uniquely positioned to confront the challenges of climate change in the arena of human health. While the format and curriculum in nursing may vary between programs, degrees, and nationalities, the core tenets of planetary health can and must be integrated throughout the nursing education. The role of the nurse is one of the most unique and multi-faceted; from the bedside to research, nurses have the ability to enact real change at many levels. With these potential impacts in mind, the ramifications of pollution, extreme weather, vector-borne diseases, unsustainable agriculture, and rising sea levels must be addressed in the nursing curriculum. Equally important, the socioeconomic and disproportionately affected communities of these manifestations must also be included in nursing education.

### Goals

- Operate as a gap analysis for nursing programs to identify planetary health strengths and opportunities for growth.
- Assemble synthesized, program-specific information on planetary health resources useful for faculty, staff, and students.
- Facilitate sharing of planetary health resources across programs.
- Track progress in implementing and optimizing planetary health curriculum and resources.
- Advance the global planetary health movement in pursuit of a healthier and more equitable world.
- Utilize as a long-term metric that accounts for improvements and opportunities for growth continuously each year.
- Highlight successes and collaborations regarding planetary health in institutions through thorough evaluation of metrics.

### Glossary of Terms

*Anthropogenic:* Created through human activity

*Planetary health:* “Planetary health is a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” (Planetary Health Alliance, 2021).

*Nursing program:* any pre-licensure program responsible for the training of professional nurses

*Sustainability:* the principle of creating and maintaining conditions under which humans and nature can exist in productive harmony to support present and future generations (Environmental Protection Agency, 2021).

*Marginalized communities:* Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

### How It Works

The PHRC utilizes percentages for each section below to determine a “grade” of success in the integration of planetary health in nursing institutions. For each metric, students should interview faculty and

stakeholders in their institution to determine if the metric has been met. If the metric is not applicable for your institution, no numerical points will be considered. If the metric is not addressed at all in the program, a zero (0) will be assigned to the metric. If the metric occasionally or somewhat addressed in the program, a one (1) will be assigned. If the metric is consistently covered or addressed in the program, a two (2) will be assigned. **All metrics will be best utilized if they are accompanied by examples or explanations in the box provided. This will allow for the nuance and context for each metric, as well as a space to celebrate the successful aspects of the institution.** At the end of each section, the section point totals will be tallied, divided by the total points available for the section, and converted to a percentage. That percentage translates into the grades below:

Letter Grade	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

**Main Key for Grading**

Not Applicable to my program (N/A)	No, not at all (0)	Yes, does so on occasion (1)	Yes, does so consistently (2)	Total Points
<i>Optional:</i> Use this space to provide examples that support your scoring				

**Individual Metric Key**

N/A	0	1	2
<i>Optional:</i> Use this space to provide examples that support your scoring			

# Summary of Findings

<b>Curriculum</b>	<b>A</b>
The relationship between planetary health and human health is very well addressed within several modules of the BSc undergraduate nursing programme, in particular the Health Promotion and Practice Learning modules. Areas for improvement: include learning about the impact of climate change/planetary health on mental health and wellbeing, the impact of extreme weather events on healthcare systems, and the effect of environmental toxins on reproductive health.	
<b>Interdisciplinary Research and Collaboration</b>	<b>A</b>
Interdisciplinary research and collaboration in health and environment is very well addressed within the university's school of nursing. Areas for improvement: provide the opportunity for community/patient input into the research agenda, and introduce strategies for conversations about health effects of climate change and environmental disruptions with patients, visitors, and other healthcare professionals.	
<b>Community Outreach and Advocacy</b>	<b>C</b>
The university is doing well in some aspects of this section, however there is room for improvement. Areas for improvement: improve partnerships with community organisations to promote planetary health education for the public.	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
The nursing school/university is meeting many of these metrics very well. The Quality Assurance in Practice Learning virtual placement is an exciting development and provides the opportunity to improve the grade for this section next year.	
<b>Sustainability</b>	<b>A</b>
The university/nursing school is meeting the metrics within this section exceptionally well. Areas for improvement: apply sustainability criteria for supply procurement.	

## 2021-2022 Contributing Team:

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With thanks to faculty support from Heather Baid and Alison Taylor

Thank you to all staff and students who contributed, enabling the completion of this Planetary Health Report Card for Nursing pilot at the University of Brighton.

# Curriculum

*The curriculum for nursing programs around the world share many core topics regarding health and the medical system. In order to create a truly holistic education that includes the implications of our changing climate, the subject must be integrated into the nursing curriculum. As future frontline workers, nurses will experience the dire consequences of climate change first hand, and must be equipped to not only care for afflicted patients, but to encourage preventative change. We are already seeing the impacts on human health that pollution and extreme weather can bring, and the nursing curriculum must reflect these realities.*

## Section I: Curriculum

### METRICS

1.1 Does your nursing school offer courses/extracurricular activities regarding the relationships between extreme weather events and climate change?

N/A	0	1	2
<p>The School's annual sustainability conference (SHARE) includes abstracts which link the relationship between extreme weather and climate change. The upcoming <a href="#">post-registration NA6185-NA7185 module</a> called Sustainable Healthcare Principles will also cover public health implications for why climate change is an important concept influencing healthcare, including links to extreme weather events (as well as other public health links to air pollution, climate migration, floods, heat-related diseases, heating crisis and people/planetary health).</p>			

1.2 Does your program provide education regarding the impacts of extreme weather events, e.g. storm, flooding, heat, drought, air pollution, on individual health?

N/A	0	1	2
<p>NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture includes legislation which protects health from threats, including from environmental threats e.g. air quality/pollution.            NI522 Nursing to Promote Health: Public Health UK – lecture covers NHS Long Term Plan which includes reference to air pollution.            NI522 Nursing to Promote Health: The Nurse and Health Promotion – reference to collaborative working for health and wellbeing, creating supportive environments including clean air and healthy cities.            NI522 Nursing to Promote Health: Health Inequalities – discusses health inequalities and climate change, particulate air pollution, noise pollution.            NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.            NI615 sustainable health is an underpinning 'context of nursing practice' that this explored throughout the module, including planetary health, environment and sustainable practice.</p>			

1.3 Does your program include education regarding mental health issues and well-being effects resulting from environmental degradation due to extreme weather events in education material?

N/A	0	1	2
NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.			

1.4 Does your nursing curriculum address impacts of climate change on the changing patterns of infectious diseases?

N/A	0	1	2
NI522 Nursing to Promote Health: Public Health UK – lecture includes challenges for public health and discusses changing patterns of disease. NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health. NI615 sustainable health is an underpinning ‘context of nursing practice’ that this explored throughout the module, including planetary health, environment and sustainable practice.			

1.5 Does your nursing curriculum address pathophysiological health effects resulting from climate change, including effects such as air, soil and water pollution?

N/A	0	1	2
NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health. NI615 sustainable health is an underpinning ‘context of nursing practice’ that this explored throughout the module, including planetary health, environment and sustainable practice.			

1.6 Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation due to climate change?

N/A	0	1	2
NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.			

1.7 Does your nursing curriculum address relationships between climate change, food and water security and the impact on health?

N/A	0	1	2
<p>NI522 Nursing to Promote Health: Ethics and Law in Health Promotion – lecture discusses environmental issues and genetically modified foods.</p> <p>NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.</p> <p>NI615 Contemporary and Future Nursing Practice: Service Improvement – lecture discusses environmental sustainability and climate change in healthcare.</p>			

1.8 Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?

N/A	0	1	2
<p>We could not find any evidence to suggest this topic is addressed.</p>			

1.9 Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• Clinical skills sessions within Practice Learning modules across the programme discuss use of appropriate use of resources/ equipment/ consumables/ PPE and disposal of waste. These reflect the environmental threats found in health settings serving the local community where students will be gaining practice experience NI409 Practice Learning for Nursing Year 1 NI525 Practice Learning for Adult Nursing Year 2 NI528 Practice Learning for Children's Nursing Year 2 NI530 Practice Learning for Mental Health Nursing Year 2 NI619 Practice Learning for Adult Nursing Year 3 NI622 Practice Learning for Children's Nursing Year 3 NI625 Practice Learning for Mental Health Nursing Year 3</li> <li>• NI525 health promotion module, introduces concepts of making healthy changes to lifestyle, in order to promote healthy lives (diet, exercise, transport, use of resources)</li> <li>• NI524 acute deterioration module, discusses the impact of oxygen therapy and climate change, choice of flow rate decided by clinical deterioration rather than jumping straight to 15L/min.</li> <li>• NI615 sustainable health is an underpinning 'context of nursing practice' that this explored throughout the module, including planetary health, environment and sustainable practice.</li> </ul>			

1.10 Does your nursing school curriculum address relationships between ecosystem health and climate change?

N/A	0	1	2

NI522 Nursing to Promote Health: Ethics and Law in Health Promotion – lecture discusses environmental issues and genetically modified foods.  
 NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.  
 NI615 sustainable health is an underpinning ‘context of nursing practice’ that this explored throughout the module, including planetary health, environment and sustainable practice.

1.11 Does your nursing curriculum address impacts of extreme weather events on healthcare systems?

N/A	0	<b>1</b>	2
NI615 Contemporary and Future Nursing Practice: Service Improvement – lecture discusses environmental sustainability in relation to healthcare settings.			

1.12 Does your nursing curriculum address socioeconomic/racial disparities in extreme weather exposure?

N/A	0	1	<b>2</b>
NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture covers inequalities in health, including nutrition and environmental security. NI522 Nursing to Promote Health: Health Inequalities – discusses health inequalities and climate change, particulate air pollution, noise pollution. NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.			

1.13 Does your nursing curriculum address inequitable health impacts of climate change globally?

N/A	0	<b>1</b>	2
NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture covers inequalities in health, including nutrition and environmental security.			

1.14 Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?

N/A	0	1	<b>2</b>
NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture covers inequalities in health, including nutrition and environmental security. NI522 Nursing to Promote Health: Health Inequalities – discusses health inequalities and climate change, particulate air pollution, noise pollution. NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of			

climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.

1.15 Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?

N/A	0	1	2
<p>NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture covers inequalities in health, including nutrition and environmental security.            NI522 Nursing to Promote Health: Health Inequalities – discusses health inequalities and climate change, particulate air pollution, noise pollution.            NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.</p>			

1.16 Does your nursing curriculum address outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?

N/A	0	1	2
<p>NI522 Nursing to Promote Health: Health Inequalities – discusses health inequalities and climate change, particulate air pollution, noise pollution.</p>			

1.17 Does your nursing program specifically have planetary health as part of its mission and/or values?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• Sustainability is one of the four core values within the Strategic Plan: <a href="https://www.brighton.ac.uk/practical-wisdom/index.aspx">https://www.brighton.ac.uk/practical-wisdom/index.aspx</a></li> <li>• The university is committed to the <a href="https://www.brighton.ac.uk/about-us/your-university/global-challenges/index.aspx">UN's Sustainable Development Goals</a>: <a href="https://www.brighton.ac.uk/about-us/your-university/global-challenges/index.aspx">https://www.brighton.ac.uk/about-us/your-university/global-challenges/index.aspx</a></li> <li>• The School of Sport and Health Sciences has signed the <a href="#">Nursing School Commitment</a> pledge and partnership activities with Health Care Without Harm Europe and other Nursing Schools across Europe.</li> <li>• BSc (Hons) Nursing (Mental Health) programme specification has this learning outcome:           <ul style="list-style-type: none"> <li>○ “Apply the principles of sustainability to be a responsible and critically resilient nurse”</li> </ul> </li> <li>• BSc (Hons) Nursing (Adult) programme specification indicates the course aims to “Foster the professional responsibility to practice sustainably” and has these learning outcomes:           <ul style="list-style-type: none"> <li>○ Critique the concept of sustainability in relation to adult nursing</li> <li>○ Relate the principles of sustainability to adult nursing practice.</li> </ul> </li> </ul>			

1.18 Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?



N/A	0	1	2
<p>The Sustainability Special Interest Group led by Heather Baid promotes sustainability within education, research and practices within the School and is the named staff member responsible for planetary health and environmental nursing. Heather also liaises with University wide sustainability initiatives such as <a href="#">Global Challenges</a> and is the School's representative on the selection panel for the University's <a href="#">Environmental Award</a> for dissertation focused on sustainability – BSc (Hons) Nursing students are encouraged to submit to this award opportunity. Finally, Heather is the point of contact for external groups that the School belongs to including Planetary Health Alliance and the Global Consortium.</p>			

Section Score: 29/36	Grade: A
Notes:	Resources:

## INTERDISCIPLINARY RESEARCH AND COLLABORATION IN HEALTH AND ENVIRONMENT

*Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging medical field. As institutions tasked with creating the next generations of nurses and advanced practitioners, nursing schools should fund and support research studying the health effects of climate change. Furthermore, it is imperative for the health systems in which the nursing schools exist to encourage interdisciplinary cowork between the nursing, medical, pharmacy, and allied health schools to further the efficacy of research and education.*

### Section II: Interdisciplinary Research and Health and Environment

#### METRICS

2.1 Are there researchers or faculty engaged in planetary health research and/or healthcare sustainability research or scholarship at your nursing program's institution?

N/A	0	1	2
<p>Kathy Martyn – <a href="#">research profile</a> – nutrition, food and sustainability – population diets and cultural diets are being explored along with nutrition supplements and ‘food first’ approach to promote sustainable nutrition practices and healthy lifestyles. Kathy is involved with the <a href="#">NNEdPro Global Center for Nutrition and Health</a> and ERimNN (Education and Research in medical Nutrition Network). She also leads NUTCAP (Nutrition Care of Adult Patients) which is a quality improvement project in South East</p>			

England.

Heather Baid – [research profile](#)

- [GREEN-ICU research project](#) – over the past year, used £10,000 Rising Stars award and £1000 grant from British Association of Critical Care Nurses towards a [systematic review, online survey and staff interviews](#)
- Received £8000 from Research England participatory research fund for a mixed- methods project which started Jan 2022 – exploring how to improve healthcare sustainability through waste reduction (focus groups with 3 NHS Trusts are being used to inform design, materials science and product inventory evaluations).
- Both the GREEN-ICU and waste reduction research projects have researchers from other disciplines including from the School of Applied Sciences (SAS) (Dr Dipak Sarker – materials science; Dr Ryan Woodard – waste management); School of Architecture, Technology and Engineering (SATE) (Dr Tom Ainsworth, Gareth Owen Lloyd, James Tooze - design), Brighton and Sussex Medical School and University Hospitals Sussex NHS Foundation Trust (Prof Mood Bhutta – ENT consultant), Sussex Community NHS Foundation Trust Care Without Carbon (Oli Slaughter – Sustainability specialist).

<https://research.brighton.ac.uk/en/organisations/environment-and-public-health-research-and-enterprise-group>

2.2 Does your nursing program support scholarly dissemination on topics of planetary health (e.g., peer-reviewed publications, conference presentations, abstracts, etc.)?

N/A	0	1	2
<p>The nursing course supports scholarly dissemination on topics of planetary health through the SHARE conference – see <a href="#">2021 videos for keynote speakers</a> from last year’s event, including a talk specifically on planetary health by Dr Courtenay Howard. There were also talks on links between planetary health and ethical procurement in terms of the ‘triple-bottom-line’ of sustainability recognising the intrinsic links between social, environmental and financial resourcing of the healthcare supply chain impacting on both people and the planet. Students and staff are encouraged to submit abstracts for posters or oral presentation in the SHARE conference.</p> <p>Alison Taylor, Leonie Harrison and Heather Baid have had an abstract accepted for the NET 2022 conference in Liverpool to share practices about the sustainability initiatives within the School.</p> <p>Alison Taylor and Heather Baid (along with Jessica Mills who recently left the School and Tania Wiseman who is an OT colleague in the School), all co-authored a book chapter entitled Sustainable Development within Health and Social Care Education <a href="https://www.emerald.com/insight/content/doi/10.1108/S2055-364120200000020016/full/html?skipTracking=true">https://www.emerald.com/insight/content/doi/10.1108/S2055-364120200000020016/full/html?skipTracking=true</a></p>			

2.3 Is there a process by which communities or patients disproportionately impacted by climate change and environmental injustice can give input or make decisions about the research agenda at your nursing program’s institution?

N/A	0	1	2
We were unable to find any evidence for this.			

2.4 Does your nursing program's institution have a planetary health website, or a website centralizing various program resources related to health and the environment?

N/A	0	1	2
<p><a href="#">Sustainability Special Interest Group website</a> (School of Sport and Health Sciences) - this website is used as a resource for staff and students, to advertise the annual conference and act as a central University of Brighton Sustainability Website, institution-wide: <a href="https://www.brighton.ac.uk/about-us/your-university/sustainability/index.aspx">https://www.brighton.ac.uk/about-us/your-university/sustainability/index.aspx</a></p>			

2.5 Has your nursing program's institution recently hosted a conference or symposium on topics related to planetary health?

N/A	0	1	2
<p>The School has hosted an annual sustainable healthcare for many years which has grown to now attract international presenters and attendees and for the past 2 years has been collaboratively co-hosted with the Brighton and Sussex Medical School and the Centre for Sustainable Healthcare. The event was rebranded 2 years ago to be called SHARE (Sustainable Healthcare Academic Research and Enterprise).</p> <p><a href="#">SHARE conference May 2021</a> - keynote talks with videos now used for teaching and as an e-resource on improving the theme of 'Resetting the Agenda for Sustainable Healthcare'. More than 400 people attended the 2021 event, including academics, students, researchers and healthcare staff (clinicians from across different healthcare professions and estates roles).</p> <p><a href="#">Global Challenges event June 2021</a> – speakers included: Stefania Giannini, UNESCO Assistant Director-General for Education, Vice-Chancellor Professor Debra Humphries and Sihem Ziada President of Brighton Students' Union. This highlighted how the University is striving to embed the UN Sustainable Development Goals into everything we do (education, research and daily functioning).</p>			

2.6 Has your nursing program joined the Alliance for Nurses for Healthy Environments, the Planetary Health Alliance, the Global Consortium on Climate and Health Education, or the Nursing Climate Challenge?

N/A	0	1	2
<p><a href="#">Nursing Climate Challenge - Health Care Without Harm Europe</a></p> <ul style="list-style-type: none"> <li>Alison Taylor and Heather Baid are part of the working group that set up the European version</li> <li>School of Sport and Health Sciences has signed the <a href="#">Nursing School Commitment</a> pledge and partnership activities with Health Care Without Harm Europe and other Nursing Schools across</li> </ul>			

<p>Europe</p> <ul style="list-style-type: none"> <li>A number of staff members are also signed up for the individual Nursing Climate Challenge.</li> </ul> <p><a href="#">Global Consortium on Climate and Health Education</a></p> <ul style="list-style-type: none"> <li>School of Sport and Health Sciences has become an institution member</li> <li>Heather Baid also signed up as an individual member and is part of the GCCHE Nursing Working Group</li> </ul> <p><a href="#">Planetary Health Alliance</a></p> <ul style="list-style-type: none"> <li>School of Sport and Health Sciences has become an institution member</li> <li>Heather Baid is registered with the Planetary Health Alliance as an individual to also receive newsletter</li> </ul>
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2.7 Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?

N/A	0	1	<b>2</b>
<p>The SHARE conference is open to all types of healthcare professionals and provides interdisciplinary education experiences through the small group discussions during the concurrent sessions to explore a range of different topics related to sustainable healthcare practice and links with health risks of climate change and other environmental disruptions.</p>			

2.8 Does your nursing school’s curriculum introduce strategies for having conversations with patients, nursing home residents, visitors and other health professions about the health effects of climate change and other environmental disruptions?

N/A	0	<b>1</b>	2
<p>NI525 health promotion module, introduces concepts of making healthy changes to lifestyle, in order to promote healthy lives (diet, exercise, transport, use of resources)</p> <p>NI524 acute deterioration module, discusses the impact of oxygen therapy and climate change, choice of flow rate decided by clinical deterioration rather than jumping straight to 15L/min.</p>			

Section Score: 13/16	Grade: A
Notes:	Resources:

# Community Outreach and Advocacy

*Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities impacted by disruptions of the environment and Earth's natural systems. For example, even though climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on BIPOC populations and low resourced communities. Institutions should partner with local communities affected by environmental degradation to share information about environmental health threats, advocate together for change, and provide students with opportunities to connect with the communities they serve.*

### Section III: Community Outreach and Advocacy

#### METRICS

3.1 Does your nursing program partner with community organizations to promote planetary and environmental health?

N/A	<b>0</b>	1	2
<ul style="list-style-type: none"> <li>The university has the <a href="#">Community University Partnership Programme</a> (CUPP) with community organisations promoting environment and sustainable development, however this is not specifically to the nursing programme.</li> </ul>			

3.2 Is your nursing program engaged in community facing courses or events regarding planetary health?

N/A	0	1	<b>2</b>
<ul style="list-style-type: none"> <li>The SHARE conference (co-hosted by the University of Brighton School of Sport and Health Sciences) is aimed at healthcare professionals and students, it is free to attend and open to wider members of the community <a href="https://www.bsms.ac.uk/about/events/2022/05-06-share-conference.aspx">https://www.bsms.ac.uk/about/events/2022/05-06-share-conference.aspx</a></li> </ul>			

3.3 Does your nursing program have regular coverage of issues related to planetary health and/or sustainable health care in program update communications?

N/A	0	<b>1</b>	2
<ul style="list-style-type: none"> <li>NI615 sustainable health is an underpinning 'context of nursing practice' that this explored throughout the module, including planetary health, environment and sustainable practice.</li> </ul>			

3.4 Does your nursing program offer continuing education courses or interprofessional experiences that address planetary health and/or sustainable health care?

N/A	0	1	<b>2</b>
<ul style="list-style-type: none"> <li>The SHARE conference (co-hosted by the University of Brighton School of Sport and Health Sciences) is aimed at a range of healthcare professionals and students and other professionals are welcome to attend <a href="https://www.bsms.ac.uk/about/events/2022/05-06-share-conference.aspx">https://www.bsms.ac.uk/about/events/2022/05-06-share-conference.aspx</a></li> </ul>			

- There is a post-registration module called [Sustainable Healthcare Principles](#) which is open to all professions as continuing professional development (e.g. healthcare clinicians, educators, estates and procurement role) and students in other courses (e.g. waste management and business in addition to healthcare courses). The module can also be taken as a stand-alone module for 20 credits Level 6 (NA6185) or 20 credits Level 7 (NA7185).
- Self-guided study by undergraduate nursing students is encouraged e.g. students can access the e-learning for healthcare sessions covering topics such as air pollution and climate change <https://www.e-lfh.org.uk/programmes/all-our-health/>

3.5 Does your nursing program participate in or encourage advocating for policies addressing planetary health issues?

N/A	0	1	2
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[Nursing Climate Challenge – Nursing School Commitment](#)

- Alison Taylor and Heather Baid are part of the working group that set up the European version
- A number of staff members are also signed up for the individual Nursing Climate Challenge and students are encouraged to join the NCC

3.6 Has your nursing program partnered with local, regional, or national health care institutions/organizations to promote planetary health related education for the public?

N/A	<b>0</b>	1	2

Section Score: 7/12	Grade: C (high C)
Notes:	Resources:

## SUPPORT FOR STUDENT-LED PLANETARY HEALTH INITIATIVES

*The future of planetary health belongs to the next generation of healthcare workers, and students are often the first at an institution to address the crisis. Nursing programs should encourage student engagement in planetary health and/or sustainability initiatives by providing mentorship, facilitating opportunities for educational and immersion experiences, and securing funding for student-led research and quality improvement projects. These efforts not only encourage student activity, but at best can work in cohesion with community projects.*

### Section IV: Support for Student-Led Planetary Health Initiatives

**METRICS**

4.1 Does your nursing program or educational institution have a student representative serving on a nursing programme or educational institution decision-making committee advocating for planetary health and/or sustainability best practice?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• The School of Sport and Health Sciences Sustainability Special Interest Group (SSIG) members include students: <a href="https://blogs.brighton.ac.uk/sustainabilityhealth/">https://blogs.brighton.ac.uk/sustainabilityhealth/</a></li> <li>• There is also student representation on the SSIG’s clinical skills project by getting feedback from a student from the BSc (Hons) Nursing (Child) course and verbal discussions with a variety of students across the different year groups and other pre and post registration courses within the school. There are also MSc students from the Moulescoomb campus involved by using the Westlain House clinical skills room as the setting for their environmental audit assignment (these reports are informing institution decision-making about how to reduce waste and improve the environmental sustainability of the clinical skills rooms).</li> </ul>			

4.2 Does your nursing program or educational institution have a central location where students can find information relating to planetary health and/or sustainability activities within the nursing programme. For example, a website outlining projects achieved, current initiatives, and/or contact information of mentors?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• Sustainability Special Interest Group (School of Sport and Health Sciences): members include staff and students: <a href="https://blogs.brighton.ac.uk/sustainabilityhealth/">https://blogs.brighton.ac.uk/sustainabilityhealth/</a></li> <li>• University of Brighton Sustainability Website, institution-wide: <a href="https://www.brighton.ac.uk/about-us/your-university/sustainability/index.aspx">https://www.brighton.ac.uk/about-us/your-university/sustainability/index.aspx</a></li> <li>• University of Brighton Global Challenges initiative to embed Sustainable Development Goals into all aspects of University working: <a href="https://www.brighton.ac.uk/about-us/your-university/global-challenges/index.aspx">https://www.brighton.ac.uk/about-us/your-university/global-challenges/index.aspx</a></li> </ul>			

4.3 Does your nursing program or educational institution provide opportunities for nursing students to conduct research related to planetary health and/or sustainability in healthcare?

N/A	0	1*	2
<p>New opportunity from May 2022 for Year 2 and 3 nursing students to work on clinical skills sustainability project as part of Quality Assurance in Practice Learning (QAPL) virtual placement. Also possible opportunities to work with outside organisations e.g. Centre for Sustainable Healthcare. Research will be an integral part of this work.</p> <p>* This opportunity was not yet available to students at the time of grading the PHRC, 1 point has been awarded to reflect the effort made to date in setting up this opportunity.</p>			

4.4 Does your nursing program or educational institution support nursing students interested in enacting planetary health and/or sustainability initiatives or quality improvement projects?

N/A	0*	1	2
<p>Practice learning: New opportunity from May 2022 for Year 2 and 3 nursing students to work on clinical skills sustainability project as part of Quality Assurance in Practice Learning (QAPL) virtual placement. Quality improvement tools e.g. the SusQI framework will be used.</p> <p>*As this opportunity was not yet available at the time of grading the PHRC, no mark has been awarded.</p>			

4.5 Does your nursing program or educational institution offer opportunities for nursing students to teach or present about planetary health and/or sustainability in healthcare related topics?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• An abstract has been accepted for the NET2022 conference on the topic of sustainable practice and the presentation includes an undergraduate nursing student as co-author and co-presenter.</li> <li>• Students are encouraged to present at the SHARE conference and there are abstracts accepted this year with student co-authors.</li> <li>• Students are co-chairing concurrent sessions for the oral presentation times at the SHARE conference which will include helping to facilitate online discussion.</li> </ul>			

4.6 Does your nursing program or educational institution provide one or more annual co-curricular/cross-school/cross-faculty planetary health and/or sustainability program or initiatives in the following categories:

- Projects where students can gain experience in organic agriculture and sustainable food systems. For example, gardens, farms, community supported agriculture, fishery programmes, or urban agriculture projects?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• Students are undertaking quality improvement projects linked to urban agricultural that is funded by University of Brighton with interprofessional aspects through collaboration with the School of Architecture, Technology and Engineering with a project creating a virtual walk through Brighton identifying opportunities for growing locally.</li> <li>• Brighton and Hove Food Partnership and Lewes Food Partnership provide a placement for nursing students to gain hours towards registration (these are non-profit organisations helping people to learn to cook, eat a healthy diet, grow their own food and waste less food.</li> </ul>			

- Events in which students learn directly from members of a local environmental justice community about the environmental challenges they face?



N/A	0	1	2
<ul style="list-style-type: none"> <li>The Ecological Society is open to all university students regardless of their course and regular activities are organised: <a href="https://www.brightonsu.com/organisation/societies/ecologicalsociety/">https://www.brightonsu.com/organisation/societies/ecologicalsociety/</a></li> <li>Kids Kitchen project – aimed at disadvantaged children and nursing students have opportunity to deliver the project as part of their placement time with focus on .</li> </ul>			

- Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts?

N/A	0	1	2
<ul style="list-style-type: none"> <li>The Ecological Society is open to all university students regardless of their course. Regular activities are organised e.g. volunteering for a local beach clean: <a href="https://www.brightonsu.com/organisation/societies/ecologicalsociety/">https://www.brightonsu.com/organisation/societies/ecologicalsociety/</a></li> </ul>			

- Wilderness or outdoor programmes that follow “leave no trace” principles. For example, hiking, kayaking, or other outings for students

N/A	0	1	2
<ul style="list-style-type: none"> <li>City Nature Challenge: <a href="https://blogs.brighton.ac.uk/studentnewsandevents/2022/03/22/take-part-in-the-city-nature-challenge-2022/">https://blogs.brighton.ac.uk/studentnewsandevents/2022/03/22/take-part-in-the-city-nature-challenge-2022/</a></li> <li>Walk my dog: <a href="https://blogs.brighton.ac.uk/studentnewsandevents/2022/03/25/come-to-our-walk-my-dog-events/">https://blogs.brighton.ac.uk/studentnewsandevents/2022/03/25/come-to-our-walk-my-dog-events/</a></li> <li>The Ecological Society is open to all university students regardless of their course and regular activities are organised: <a href="https://www.brightonsu.com/organisation/societies/ecologicalsociety/">https://www.brightonsu.com/organisation/societies/ecologicalsociety/</a></li> </ul>			

Section Score: 14/18	Grade: B (high B)
Notes:	Resources:

## Sustainability

*Often the most visible and accessible of the planetary health efforts, sustainability can take on many forms. As future healthcare workers, it is important to identify and nurture both a culture of sustainability and actionable items to work towards within our systems. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. Creating a more sustainable future of healthcare will require more*

*intentional procurement, thorough recycling and waste management, and continuing education to foster a healthcare environment that works towards planetary health.*

## Section V: Sustainability

### METRICS

5.1 Does your nursing program or program's institution have designated staff responsible for sustainability?

N/A	0	1	2
<p>Yes, there are sustainability leads and teams at School, estates and University wide levels:</p> <p>Heather Baid – leads the School's Sustainability Special Interest Group which promotes sustainability within education, research and practices within the School. The SIG routinely collaborates with the University Sustainability Team and Global Challenges leads:</p> <p>University of Brighton Sustainability Team (all roles are full time): <a href="#">University Sustainability Team</a></p> <ul style="list-style-type: none"> <li>• Ollie Swan, Head of Sustainability, <a href="mailto:o.swan@brighton.ac.uk">o.swan@brighton.ac.uk</a></li> <li>• Lucy Lisle, Sustainability and Travel Manager, <a href="mailto:l.lisle@brighton.ac.uk">l.lisle@brighton.ac.uk</a></li> <li>• Vacant position, Energy and Carbon Manager</li> <li>• Janey Bray, Environmental and EMS Officer, <a href="mailto:j.b.bray@brighton.ac.uk">j.b.bray@brighton.ac.uk</a></li> <li>• Jude Harkins, Sustainability and Energy Analyst, <a href="mailto:j.harkins@brighton.ac.uk">j.harkins@brighton.ac.uk</a></li> </ul> <p>Mark Devenney and Annie Ockelford – coleaders for the University of Brighton <a href="#">Global Challenges</a> which is more than a programme, initiative or project and represents a mission and a commitment to embed the Sustainable Development Goals into all aspects of how the University functions including teaching and learning, research, public and community engagement, campus operations and organisational culture.</p>			

5.2 Does your nursing program or program's institution have a stated goal of carbon neutrality?

N/A	0	1	2
<p>Yes, the University is aiming to progressively achieve net zero by or before 2050 as stated in the <a href="#">University of Brighton Sustainability and Environmental Policy</a>, plan to achieve this is currently under development. Other goals include:</p> <ul style="list-style-type: none"> <li>• Increase recycling to 75% by 2025 and reduce waste generated to 600 tonnes</li> <li>• Ensure no waste goes directly to landfill</li> <li>• Reduce travel to campus by car to 25%</li> <li>• Increase cycling to campus to 20%</li> </ul> <p>Sustainability is one of the core values in the University's strategy called <a href="#">Practical Wisdom: Brighton 2025</a> and the <a href="#">University of Brighton Sustainability</a> webpage details governance and polices, along with information on the unique c-change campaign and other sustainability initiatives.</p>			

The [School Plan 2021-2022](#) in Section 5 indicates the School aims “to create dynamic and accessible campuses that support our goal of becoming a net-zero carbon university”, with a specific action this year to “reduce Carbon footprint by implementing the new school placement travel policy”.

The School’s Sustainability Special Interest Group has also made a goal to reduce carbon footprint of clinical skills waste from simulation teaching, practice and assessments.

5.3 Do buildings or other infrastructure used by the nursing programs for teaching (not including hospitals) utilize renewable energy?

N/A	0	1	2
<ul style="list-style-type: none"> <li>University of Brighton uses 100% renewable electricity, generated mostly from onshore and offshore wind.</li> <li>A proportion of electricity used is also generated by onsite solar panels. Nearly 1,500 solar panels have been installed at Moulsecoomb, Falmer and Eastbourne campuses, and at our Varley Park residences. These arrays between them generate around 435,000kWh each year, cutting the University’s annual CO2 emissions by 175 tonnes. <a href="https://www.brighton.ac.uk/about-us/your-university/sustainability/what-we-do/index.aspx">https://www.brighton.ac.uk/about-us/your-university/sustainability/what-we-do/index.aspx</a></li> </ul>			

5.4 Has the nursing program implemented strategies to encourage and provide environmentally friendly transportation options for students?

N/A	0	1	2
<ul style="list-style-type: none"> <li>All students are encouraged to walk or cycle to campus where possible.</li> <li>There is a bike share scheme available to students: <a href="https://blogs.brighton.ac.uk/sustainability/travel/cycling/bike-share/">https://blogs.brighton.ac.uk/sustainability/travel/cycling/bike-share/</a></li> <li>The campus is well served by public transport, and a shuttle bus service is available between campus sites.</li> <li>Driving is discouraged, when it is necessary, car sharing is encouraged.</li> <li>See the transport information site here: <a href="https://www.brighton.ac.uk/brighton-students/your-student-life/travel-and-transport/index.aspx">https://www.brighton.ac.uk/brighton-students/your-student-life/travel-and-transport/index.aspx</a></li> </ul>			

5.5 Does your nursing program have a recycling program?

N/A	0	1	2
<ul style="list-style-type: none"> <li>Recycling is available campus-wide: <a href="https://blogs.brighton.ac.uk/sustainability/wasterecycling/">https://blogs.brighton.ac.uk/sustainability/wasterecycling/</a></li> <li>All campus food waste goes to anaerobic digestion and coffee grounds are recycled into biofuel.</li> <li>Catering outlets on campus recycle glass back-of-house, products purchased in glass packaging can be returned to the catering outlets for recycling.</li> </ul>			

5.6 Are there sustainability requirements or guidelines for events, simulations, or training hosted by the nursing program?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• Best practice guidelines for PPE use are being developed, this extend to external providers.</li> <li>• SHARE conference will be an online event again this year, reducing the impact of travel.</li> <li>• Sustainable travel such as car sharing and using public transport is encouraged for on-site events.</li> <li>• The <a href="#">Real Junk Food Project</a> has provided catering for previous face to face SHARE conference events.</li> <li>• There is a Sustainability Policy for provision of food and beverages on campus at the university: <a href="https://eat.brighton.ac.uk/ethics/policies/">https://eat.brighton.ac.uk/ethics/policies/</a></li> </ul>			

5.7 Has your institution pledged to become fossil-free and have a plan for divestment?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• No direct investments are placed with fossil fuel companies, there is 0% investment in high carbon assets: <a href="https://unibrightonac.sharepoint.com/:b:/s/public/EbQ2tqyHUH5EmKArvPfluxRoB79Ar4shhzoGL5dRo9CHucg?e=Z6Unho">https://unibrightonac.sharepoint.com/:b:/s/public/EbQ2tqyHUH5EmKArvPfluxRoB79Ar4shhzoGL5dRo9CHucg?e=Z6Unho</a></li> <li>• The university has signed the Fossil Fuel Declaration by People &amp; Planet, affirming their fossil free status and commitment to remaining so in the future: <a href="https://www.brighton.ac.uk/news/2021/brighton-strengthens-ethical-investment-policy-with-fossil-free-declaration">https://www.brighton.ac.uk/news/2021/brighton-strengthens-ethical-investment-policy-with-fossil-free-declaration</a></li> </ul>			

5.8 Does your school promote sustainable practices during demonstration, practice and assessment of clinical skills?

N/A	0	1	2
<p>Sustainability Special Interest Group is currently undertaking a greening up clinical skills room project using the SusQI framework as underpinning theory to plan, implement and evaluate the initiative. These are examples of actions from this project:</p> <ul style="list-style-type: none"> <li>• Posters created to promote sustainable use of sharps disposal.</li> <li>• Emails and verbal follow up in staff meetings to remind staff (academic and technicians) about sustainable practices in demonstration, student practice and OSCE assessments to not only improve the School's environmental footprint (and reduce financial waste), but also to encourage students to develop sustainable healthcare practices in line with the Greener NHS goals to become a net zero health service.</li> <li>• Slide designed for all BSc Nursing clinical skills sessions to be launched academic year 2022/23 to prompt staff and students to consider appropriate use of equipment/ consumables/ PPE and disposal of waste. Links to improving recycling rate and reducing incineration, therefore reducing local air pollution/CO2 emissions and improving carbon footprint. To be rolled out to skills modules in Years 1, 2 and 3 for adult, mental health and child field.</li> <li>• Liaised with Associate Dean, Academic Subject Group leaders and company providing Basic</li> </ul>			

Life Support sessions to eliminate glove use during the teaching, practice and assessment of Basic Life Support.

- Arranged for MSc students from Moulsecoomb campus on environmental studies courses to conduct an audit of the clinical skills room which provided recommendations on where waste can be reduced and how to improve waste management practices to be more sustainable.
- Sustainable use of PPE and healthcare resources embedded into teaching sessions to prepare students for their time in clinical skills room when they practice and are assessed on clinical skills.
- Collaborating with the medical school to develop guidance on sustainability in clinical skills rooms.

5.9 Does your nursing school curriculum highlight the environmental and health co-benefits of a sustainable lifestyle, e.g. plant-based diet, sustainable agriculture principles?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• NI622 Practice Learning Module: Obesity lecture mentions environmental and health co-benefits of following balanced diet.</li> <li>• Kathy Martyn leads on a number of research projects and does teaching in nursing course on sustainable nutrition practices drawing from her involvement with the NNEdPro Global Centre for Nutrition and Health: <a href="https://www.nnedpro.org.uk/">https://www.nnedpro.org.uk/</a></li> <li>• NI525 health promotion module, introduces concepts of making healthy changes to lifestyle, in order to promote healthy lives (diet, exercise, transport, use of resources)</li> </ul>			

5.10 Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• Practice Learning: Greening up initiative in clinical skills rooms highlights the waste generated by clinical practice and encourages reduced use of PPE where appropriate and responsible disposal of waste (recycling, sharps bins).</li> </ul>			

5.11 Does your program identify ways to advocate and mitigate for sustainable best practices in health care?

N/A	0	1	2
<ul style="list-style-type: none"> <li>• Staff and student champions to provide good role modelling and consistency of messaging regarding sustainable teaching and learning practices.</li> <li>• Staff to raise awareness of sustainable healthcare, e.g. sharing examples of projects/initiatives and good practice in local Trusts.</li> <li>• Relevant research and literature is highlighted to support evidence-based practice e.g. RCN (2021) Tools of the Trade guidance document on appropriate use of gloves.</li> <li>• Students also encouraged to find out about local sustainability projects while in clinical practice, helping to strengthen links between university and practice settings and reducing</li> </ul>			

theory/practice gap.

- NI524 acute deterioration module, discusses the impact of oxygen therapy and climate change, choice of flow rate decided by clinical deterioration rather than jumping straight to 15L/min.

5.12 Does your program apply sustainability criteria when making decisions about supply procurement?

N/A	0	1	2
<ul style="list-style-type: none"><li>• There are currently no criteria for procurement within the School of Sport and Health Sciences, however these are due to be updated in the coming year.</li><li>• There is a Sustainability Policy for provision of food and beverages on campus at the university: <a href="https://eat.brighton.ac.uk/ethics/policies/">https://eat.brighton.ac.uk/ethics/policies/</a></li></ul>			

Section Score: 23/24	Grade: A
Notes:	Resources:

## Resources

Planetary Health Alliance. Retrieved February 26, 2022, from

<https://www.planetaryhealthalliance.org/planetary-health>

Sevelius, J. M., Gutierrez-Mock, L., Zamudio-Haas, S., McCree, B., Ngo, A., Jackson, A., Clynes, C., Venegas, L., Salinas, A., Herrera, C., Stein, E., Operario, D., & Gamarel, K. (2020). Research with Marginalized Communities: Challenges to Continuity During the COVID-19 Pandemic. *AIDS and behavior*, 24(7), 2009–2012. <https://doi.org/10.1007/s10461-020-02920-3>