

PLANETARY HEALTH REPORT CARD

NURSING PROGRAMS

University of Minnesota School of Nursing

2022 Contributing Team

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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 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, 2022).
- *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 (United States 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)
<i>Optional:</i> Use this space to provide examples that support your scoring			

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
2:			
<p>The SON hosts a yearly guest lectureship featuring a speaker who works in the planetary health realm.</p> <p>The UMN also supports and co-hosts the Code Blue for Patient Earth conference.</p> <p>Starting 09/2022 the SON will offer a course called “NURS 8212 - Planetary Health: Cross-Cutting Principles for Nursing Research” with the course description as follows: “Ecosystem transformations due to human activity have a serious impact on global health. Students will analyze scientific evidence and discuss ethics about the effects of ecosystem changes on human health. Opportunities for nursing research and theory development to promote planetary health will be identified.” This course will not be required.</p> <p>The Climate Change and Health Curriculum is available on the Planetary Health website for anyone to use, but is not embedded in the nursing curriculum.</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
2:			
<p>The Climate Change and Health Curriculum is available on the Planetary Health website for anyone to use, but is not embedded in the nursing curriculum.</p> <p>As of February 2022, the SON is working to integrate Planetary Health as a core concept in the curriculum for all levels of education.</p> <p>Starting 09/2022 the SON will offer a course called “NURS 8212 - Planetary Health: Cross-Cutting Principles for Nursing Research” with the course description as follows: “Ecosystem transformations</p>			

due to human activity have a serious impact on global health. Students will analyze scientific evidence and discuss ethics about the effects of ecosystem changes on human health. Opportunities for nursing research and theory development to promote planetary health will be identified.” This course will not be required.

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
<p>1</p> <p>See evidence for metric 1.2.</p> <p>In the DNP Psych Mental Health program, faculty address eco-anxiety and existential fear due to exacerbated climate events.</p>			

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

N/A	0	1	2
<p>1</p> <p>See evidence for metric 1.2.</p> <p>The Climate Change and Health Curriculum is available on the Planetary Health website for anyone to use, but is not embedded in the nursing curriculum.</p> <p>In the BSN program, microbiology (VBS 2032) and Public Health Nursing (N 4321) has some content on the relationship between climate change and infectious disease. These are required courses for the BSN program.</p>			

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
<p>1</p> <p>See evidence for metric 1.2.</p> <p>The health effects resulting from a warming climate are addressed in the undergraduate course NURS 5033.</p>			

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
<p>2</p> <p>See evidence for metric 1.2.</p> <p>The mental health issues such as eco-anxiety and existential fear are covered in the mental health psyche courses both at the graduate and undergraduate levels.</p>			

Additionally, the Center for Spirituality and Healing focusing on wellbeing and nature-based solutions.
 This course is required for DNP students.
 This content is also addressed in N 4321 Public Health Nursing as part of the BSN program requirement.

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
1: See evidence for metric 1.2. Food and water security, displaced populations, and impacts of climate change are mentioned in the undergraduate public health course.			

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
1: See evidence for metric 1.2. Both the Women’s Health and Family Practice DNP programs cover reproductive health effects due to environmental toxins.			

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
1: Currently, the BSN program has identified “The Environment” as one of 5 designated themes. Students must take a course that satisfies 4 of these 5 themes, but fulfilling “The Environment” theme is not strictly required. The Climate Change and Health Curriculum is available on the Planetary Health website for anyone to use, but is not yet embedded in the nursing curriculum. Some faculty use the content but use by all faculty is not universal. As of February 2022, the SON is working to integrate Planetary Health as a core concept in the curriculum for all levels of education. Concepts will be adapted from the Planetary Health Education Framework . Starting 09/2022 the SON will offer a course called “NURS 8212 - Planetary Health: Cross-Cutting Principles for Nursing Research” with the course description as follows: “Ecosystem transformations due to human activity have a serious impact on global health. Students will analyze scientific evidence			

and discuss ethics about the effects of ecosystem changes on human health. Opportunities for nursing research and theory development to promote planetary health will be identified.” This course will not be required.

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

N/A	0	1	2
1: See evidence for metric 1.9.			

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

N/A	0	1	2
1: See evidence for metric 1.9.			

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

N/A	0	1	2
2: See evidence for metric 1.9. The School has a deep commitment to DEI that has been in place for several years. The Director of DEI for the School is very aware of the connection and they regularly work in tandem on issues that relate to DEI and Planetary Health			

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

N/A	0	1	2
2: See evidence for metric 1.9 and 1.12.			

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

N/A	0	1	2
2: See evidence for metric 1.9 and 1.12.			

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
2: See evidence for metric 1.9 and 1.12.			

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

N/A	0	1	2
2: See evidence for metric 1.9 and 1.12.			

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

N/A	0	1	2
2: Yes, the school of nursing vision is “Optimal health and well-being for all people and the planet.”			

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

N/A	0	1	2
2: The University of Minnesota School of Nursing appointed Dr. Teddie Potter as the director of planetary health ; she has held the role since 2019.			

Section Score: 28/36	Grade: 78% (B)
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
2			
<p>Dr. Teddie Potter, Director of Planetary Health for the UMN School of Nursing has engaged in extensive scholarship in planetary health https://nursing.umn.edu/faculty/teddie-potter</p> <p>There are also many graduate and undergraduate students that are building a scholarship portfolio in planetary health supported by the UMN SON faculty.</p>			

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
2			
<p>The UMN School of Nursing has hosted several planetary health programs that showcase scholarly work of the School and its supporters In it Together: Promoting Planetary Health Inspiring Change by Living Sustainably UMN SON Planetary Health Pledge</p> <p>Presentation on the School’s approach to Planetary Health at the Midwest Nursing Research Society Conference.</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
2			
<p>Most research projects at the School have some form of advisory committee from the community. Related to Planetary Health, the Director is working with Northside Healing Space and Liberty Community Church both in the Black community and with Leah Prussia and other indigenous scholars from the Ojibway Nation in Northern Minnesota. In addition, the School works very closely with Health Professionals for a Healthy Climate who have broad community connections.</p>			

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
2			
<p>UMN SON Planetary Health Website</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
2			
<p>The UMN SON hosts annual Planetary Health Guest Lectureship Inaugural Lectureship: Dene Ch'anié ('the path we walk'): Indigenous Perspectives on Planetary Health https://www.youtube.com/watch?v=SAUcZmXmvKY 2nd Annual Lectureship: Decarbonizing Health Care- An Urgent Challenge and Opportunity for Change</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
2			
<p>The UMN SON has joined and actively promotes the Alliance for Nurses for Health Environments, the Planetary Health Alliance, the Global Consortium on Climate and Health Education, and the Nursing Climate Challenge</p>			

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	2
1			
<p>GCC 3031/5031: The Global Climate Challenge: Creating an Empowered Movement for Change (3 cr)</p> <p>While the above course is a comprehensive IPE course, there are opportunities for the SON to offer planetary health. Some of the DNP specialties are starting to include disaster preparedness content into the curriculum as well.</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	1	2
1			
<p>Starting 09/2022 the SON will offer a course called “NURS 8212 - Planetary Health: Cross-Cutting Principles for Nursing Research” with the course description as follows: “Ecosystem transformations due to human activity have a serious impact on global health. Students will analyze scientific evidence and discuss ethics about the effects of ecosystem changes on human health. Opportunities for nursing research and theory development to promote planetary health will be identified.” This course will not be required and is only a graduate level course.</p> <p>As of February 2022, the SON is working to integrate Planetary Health as a core concept in the curriculum for all levels of education. Concepts will be adapted from the Planetary Health Education Framework.</p> <p>There are opportunities to bolster curriculum that explore strategies listed in the metric in the undergraduate and pre-licensure MN programs.</p>			

Section Score: 14/16	Grade: A (88%)
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	0	1	2
2			
Yes, UMN SoN partners with different organizations and venues such as HPHC, HSHC, Liberty Community Church. There is also a strong interdisciplinary connection between the SoN and other programs within the UMN.			

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

N/A	0	1	2
2			
Yes, practicums are held within the community setting and depending on students personal interests can be tailored to address planetary health issues. There are many events that are hosted or sponsored by the SoN relating to planetary health.			

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	1	2
2			
Yes, the Director of Planetary Health sends a monthly Planetary Health Message to all nursing students. Faculty and staff receive weekly updates through Inside Nursing. Additionally, the School of Nursing magazine covers some of the news surrounding planetary health. The website designated to planetary health offers more recognition to various topics of planetary health and sustainable health care. Additionally, student organizations, such as Health Students for a Health Climate, are tasked with updating student bodies.			

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	2
2			
Yes, IonE offers interprofessional experiences to address sustainable health care. Additionally, the School of Nursing sponsors events such as Code Blue for Patient Earth which offer CEUs to attendees.			

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

N/A	0	1	2
2			
Yes, the University of Minnesota actively supports and promotes local, regional, and national policy changes that address planetary health issues caused by the Anthropocene. The SoN has a strong relationship with Alliance of Nurses for Healthy Environments, the American Nurses Association and the American Academy of Nursing and promotes student connections and participation in fellowship, as well as practicums.			

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	0	1	2
2			
Yes, the University of Minnesota and Director of Planetary Health have partnerships with many regional and national health care organizations including Planetary Health Alliance, Alliance of Nurses for Healthy Environments, and Global Consortium on Climate and Health.			

Section Score: 12/12	Grade: A (100%)
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
2: The UMN has an official student organization called Health Students for a Healthy Climate which is “an interdisciplinary student group aimed at helping health professionals learn about the impacts of climate change and ways to advance action as future health leaders.”			

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
2: UMN SON Planetary Health Website			

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
2: Starting 09/2022 the SON will offer a course called “NURS 8212 - Planetary Health: Cross-Cutting Principles for Nursing Research” with the course description as follows: “Ecosystem transformations due to human activity have a serious impact on global health. Students will analyze scientific evidence and discuss ethics about the effects of ecosystem changes on human health. Opportunities for nursing			

research and theory development to promote planetary health will be identified.” This course will not be required.

Students in the Health Innovation and Leadership DNP program can choose to focus on Planetary Health and are encouraged to do a DNP project in this area.

Some faculty at the School are involved in research such as nature-based therapeutics and healthy eating for a healthy planet. PhD candidates who want to do research in these areas and undergraduates wanting to explore these areas are gaining mentorship from these research faculty.

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
2: Yes, the nursing program offers multiple opportunities to get involved in initiatives such as organizing guest lectures and conferences related to planetary health. This year, DNP students have the opportunity to integrate Planetary Health as a core concept of the nursing curriculum and present it to faculty for adaptation.			

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
2: Yes, the nursing program offers multiple opportunities for DNP students to present about planetary health. This year, HIL students will present Planetary Health as a core concept of nursing curriculum to faculty and also submit for a poster presentation at a national Planetary Health conference.			

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
1: IP Student Garden Project			

- 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
<p>2: Planetary Health Guest Lectureship Code Blue for Patient Earth conference. Work with Northside Healing Space and a 3-day conference co-sponsored by the School</p>			

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

N/A	0	1	2
<p>2: Northside Healing Space co-sponsored conference Liberty Community Church have partnered with the School to have students volunteer during the Liberty 21st Century Leadership Academy for kids K-12. The theme was Planetary Health</p>			

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

N/A	0	1	2
<p>0: Metric not met.</p>			

Section Score: 15/18	Grade: A (83%)
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
2: The University of Minnesota adopted a policy on sustainability in 2004. It has since developed a sustainability committee, employed a sustainability leader and established sustainability goals for the institution.			

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

N/A	0	1	2
2: The University of Minnesota goals for carbon neutrality are to cut carbon emissions in half by 2021 and reduce them to zero by 2050.			

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
2: Yes. The University obtains some of its electricity supply from renewable sources (wind and solar).			

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

N/A	0	1	2
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2:

The University has done several things. The [UPass](#) discounted transit pass, Bike sharing, bike parking and maintenance facilities, the ZAP bike rewards program, on and off-road bike paths, micro mobility options (i.e. scooters), walking resources, etc.

5.5 Does your nursing program have a recycling program?

N/A	0	1	2
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2:

There is not a recycling program specific to the School but the University of Minnesota has a robust recycling program. It All Adds Up campaign.
 The School facilities have full recycling option/bins placed throughout all classroom spaces and in 2018 they added composting collection throughout the School.

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

N/A	0	1	2
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2:

All the serving utensils, plates, cups, etc. are compostable. The faculty have committed to only bringing outside groups who respect these choices.
 The School faculty consistently consider sustainability actions conducted during events hosted by the School.

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

N/A	0	1	2
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2:

The UMN has a plan to divest from fossil fuels entirely within the next 5-7 years.

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

N/A	0	1	2
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1:

There is consideration during practice of clinical skills for reuse and recycling of items when possible.

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
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1:
 Yes. Some specialties provide deeper learning surrounding these topics eg. HIL & Integrative health. There are some elective options available to nursing students. See “Curriculum” metrics for more details.

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

N/A	0	1	2
<p>1: Yes. The U of M nursing program curriculum focuses on systems change and as part of that waste generated by healthcare is addressed. Planetary health is embedded in the curriculum for some of the specialities and is introduced to all students in the nursing program. Continued work in progress to further embed planetary health in the curriculum. See “Curriculum” metrics for more details.</p>			

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

N/A	0	1	2
<p>2: Yes. The U of M nursing program offers opportunities for learning in advocating and mitigating for sustainable practices in health care. There are electives available for added learning. Some specialities include more learning on these topics than others. The School’s Director of Planetary Health serves on the National Academy of Medicine’s Decarbonizing the US Health Sector and works with the MN Dept. of Health to transform health care delivery toward more sustainable practices.</p>			

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

N/A	0	1	2
<p>2: Yes. The School facility directors are very aware of sustainability best practices. All of the School’s Cooperatives have lists of products that align with sustainable practices.</p>			

Section Score: 21/24	Grade: A (88%)
Notes:	Resources: Our Sustainability Story UMN Sustainability Under student pressure, U of Minn. to phase out fossil fuel investments - StarTribune.com

Summary of Findings

Curriculum	B
<ul style="list-style-type: none"> Planetary health curriculum is a work in progress for the UMN School of Nursing. There is clearly a strong desire to incorporate planetary health topics throughout all programs at the School. The strongest evidence is in the lectureships, newly developed course (NURS 8212), and the extracurricular events hosted by the School's Director of Planetary Health. There are opportunities for the School to intentionally embed planetary health curriculum into all programs by explicitly identifying planetary health as a core competency of each degree. This would require that the School demonstrate evidence of learning on topics of planetary health. 	
Interdisciplinary Research and Collaboration in Health and the Environment	A
<ul style="list-style-type: none"> The UMN School of Nursing has clearly identified interdisciplinary research and collaboration in planetary health as a priority. There are faculty researchers studying planetary health topics and mentorship for undergraduate and graduate students interested in planetary health. The School has appointed the first Director of Planetary Health which has enabled strong interdisciplinary work and scholarly dissemination of planetary health initiatives. As the School continues to prioritize planetary health, it should look for more opportunities to engage with interdisciplinary and transdisciplinary fields to maximize the positive effects of this work. 	
Community Outreach and Advocacy	A
<ul style="list-style-type: none"> The UMN School of Nursing has developed and promoted strong relationships with many professional organizations and community organizations to advance planetary health initiatives. This has identified the School as a leader in the national nursing planetary health community. The School should continue to foster their relationships with professional organizations and the local community in the area of planetary health advocacy. As a University leader in this space, the School should build additional partnerships with other Schools and Colleges at the University and nursing programs internationally to maximize their advocacy and outreach efforts. 	
Support for Student-led Planetary Health Initiatives	A
<ul style="list-style-type: none"> A majority of the student-led planetary health initiatives are available through the School's DNP and PhD programs. For example, DNP projects and PhD dissertations can be focused on planetary health related topics. The DNP in Health Innovation and Leadership has identified Planetary Health as a core pillar of the specialty. There are also opportunities for students of any program to join the interprofessional group Health Students for a Health Climate. There are opportunities for the School to incorporate student-led sustainable food practices and "leave no trace" principles into programs and curriculum. 	
Sustainability	A

- The University of Minnesota has developed a strong sustainability program with several designated sustainability leaders. UMN is committed to building a fully sustainable future and has a goal to be carbon neutral by 2050. The UMN School of Nursing, supports and implements sustainability practices in their facilities, clinical work, and curriculum.
- There is an opportunity to embed environmental sustainability learnings into curricula for all programs and specialities.

Final Overall Grade		
Section	Raw Score	Grade
Curriculum	28/36 (78%)	B
Interdisciplinary Research/Collaboration	14/16 (88%)	A
Community Outreach/Advocacy	12/12 (100%)	A
Student-led Initiatives	15/18 (83%)	A
Sustainability	21/24 (88%)	A
Institutional Grade	90/106 (85%)	A

References

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