

University of Virginia School of Nursing Planetary Health Report Card

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NURSING PLANETARY HEALTH REPORT CARD



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			

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
No current specific courses in the SON exist of this nature https://community.nursing.virginia.edu/students/academic-resources/curriculum/ One of the primary goals for the upcoming years is to incorporate the SON into the Medical School extracurricular on climate health: https://faculty.med.virginia.edu/facultyaffairs/cmecourse/intro-to-climate-change-and-effects-on-health-care-evidence-based-overview/ Or create a health system J-term course.			

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

GNUR 6046 Health Policy
 GNUR 6010 Advanced Pathophysiology
 GNUR 6730 Genetics Embryology and Developmental Physiology
 GNUR 6633 PNP-AC Seminar 3
 GCNL 5150 Community Health Nursing
 GNUR 8680 Culturally Sensitive Approaches to Improving Population Health

Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance

https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/

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>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health</p> <p>Curriculum education regarding environmental degradation is limited to individual faculty inclusion and voluntary conference attendance</p> <p>https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/</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>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology</p>			

GNUR 6633 PNP-AC Seminar 3
 GCNL 5150 Community Health Nursing
 GNUR 8680 Culturally Sensitive Approaches to Improving Population Health

Curriculum education regarding infectious disease is limited to individual faculty inclusion and voluntary conference attendance

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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>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health</p> <p>Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance</p> <p>https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/</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>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health</p> <p>Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance</p>			

Public Health and Cancer Prevention on Roatan, Honduras

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>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance</p> <p>https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/</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>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance</p> <p>https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/</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
<p>No UVA SON programming; the Office of Sustainability hosts and funds community programs:</p> <p>https://sustainability.virginia.edu/equity-environment-fund</p> <p>https://sustainability.virginia.edu/about-us/partnerships</p>			

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

N/A	0	1	2
<p>No standardized inclusion, individual faculty fold this metric into their lectures</p> <p>GNUR 6046 Health Policy</p> <p>GNUR 6010 Advanced Pathophysiology</p> <p>GNUR 6730 Genetics Embryology and Developmental Physiology</p> <p>GNUR 6633 PNP-AC Seminar 3</p> <p>GCNL 5150 Community Health Nursing</p> <p>GNUR 8680 Culturally Sensitive Approaches to Improving Population Health</p> <p>Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance</p> <p>https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/</p>			

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

N/A	0	1	2
<p>See metrics 1.1-1.11</p> <p>GNUR 6058 Ethics, Nursing, and the Larger Health Care Arena</p> <p>Public Health and Cancer Prevention on Roatan, Honduras</p>			

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

N/A	0	1	2
<p>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance Public Health and Cancer Prevention on Roatan, Honduras https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate__Addressing_Climate-Rela/</p>			

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

N/A	0	1	2
<p>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance Public Health and Cancer Prevention on Roatan, Honduras https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate__Addressing_Climate-Rela/</p>			

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

N/A	0	1	2
<p>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology</p>			

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https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/

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>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance Public Health and Cancer Prevention on Roatan, Honduras https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/</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>No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health Curriculum education regarding extreme weather is limited to individual faculty inclusion and voluntary conference attendance</p>			

[Public Health and Cancer Prevention on Roatan, Honduras](#)

https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/

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

N/A	0	1	2
No. https://www.nursing.virginia.edu/about/mission/			

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

N/A	0	1	2
No. Individual champions include Tracy Kelly, Emma Mitchell, and Kathryn Reid			

Section Score: 14/36	Grade: D
<p>Notes: Of note, the DNP program, mostly in thanks to Tracy Kelly, receives the most climate-centric education in the lectures. Emma Mitchell also includes the impacts of climate change into her coursework, as well as her study abroad projects with students.</p> <p>For the future, there are many opportunities and buy-in from faculty to include more climate focus in their curricula. There are many resources to fold in, especially from GCCHE (see resources).</p> <p>This is the worst metric for the UVA SON, which also makes it the ripest for improvement next year.</p>	<p>Resources:</p> <p><u>Global Consortium on Climate Health Education Curriculum Resources</u></p>

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
No. There are no formal climate-focused research projects or researchers at the UVA SON			

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
Yes. The yearly Protecting Health in a Changing Climate Conference supports evidence-based dissemination of the current literature on climate health https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/			

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
No formal method for contribute in general			

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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
No. The SON has no page, but the UVA Sustainability site contains health system-specific information https://sustainability.virginia.edu/			

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
Yes! The annual conference is a gem of the SON https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate_Addressing_Climate-Rela/			

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
Individual faculty have (Tracy Kelly, Emma Mitchell, and Kathryn Reid)			

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
No			

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
No standardized inclusion, individual faculty fold this metric into their lectures GNUR 6046 Health Policy GNUR 6010 Advanced Pathophysiology GNUR 6730 Genetics Embryology and Developmental Physiology GNUR 6633 PNP-AC Seminar 3 GCNL 5150 Community Health Nursing GNUR 8680 Culturally Sensitive Approaches to Improving Population Health			

Section Score: 7/16	Grade: C
Notes: The majority of the grade in this section is carried by the Protecting Health in a Changing Climate conference	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
No. The UVA Sustainability Office partners with community groups for their efforts but the SON has no direct connections for environmental health in the community			

<https://sustainability.virginia.edu/about-us/partnerships>

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

N/A	0	1	2
No, see above metric			

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
No, there are two main listserv updates that are sent weekly to UVA nursing students (UVA SON weekly updates and This Week at Nursing), and neither have dedicated areas for planetary health			

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
The yearly conference counts for CE credit https://www.nursing.virginia.edu/calendar/2022-02-15-2022_Protecting_Health_in_a_Changing_Climate__Addressing_Climate-Rela/			

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

N/A	0	1	2
Nursing advocacy is included in most curricula in the SON, especially the CNL and post-licensure programs. It is not specific to climate health, but involvement in policy and professional organizations is encouraged			

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
<p>There is individual involvement with the Virginia Clinicians for Climate Action via the health system interdisciplinary club, the Student Clinicians for Climate Action</p> <p>https://www.virginiaclinicians.org/</p> <p>https://sustainability.virginia.edu/about-us/partnerships</p>			

Section Score: 5/12	Grade: C
Notes: Most of these metrics can be improved through work with UVA Sustainability and through the required public health clinicals. There is room for this to be folded into any initiatives that involve students working with patients as well; at the bedside, in public health research, and in QI projects.	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

Yes, a nursing student is represented on the UVA Health Sustainability Committee

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
No, the UVA Sustainability page is the main site, along with the SCCA listserv			

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
CNLs and PhD students may choose their area of capstone or research			

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
The CNL program specifically focuses on quality improvement projects; students are able to select their own area of study but must be approved by faculty. No projects have involved sustainability or climate health to this point yet			

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
Students are welcome to present at the yearly conference; individual faculty welcome students to present on climate health during lecture			

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
<p>UVA Sustainability has food initiatives, SON does not</p> <p>https://food.virginia.edu/</p>			

- 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>None specific to SON; UVA Sustainability partners with local community members and groups</p> <p>https://sustainability.virginia.edu/about-us/partnerships</p>			

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

N/A	0	1	2
<p>See above metric</p> <p>UVA Sustainability</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>UVA offers the Outdoors at UVA program, the interest group for students to participate in outdoor recreation trips and education</p>			

<https://outdoorsatuva.org/>

Section Score: 10/18	Grade: C
Notes: UVA Sustainability and the Office of Sustainability have robust programming; often the SON is siloed off from the the university-wide initiatives. In the future, more bridging of these groups would lead to a better score.	Resources: https://sustainability.virginia.edu/

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
The School of Nursing lacks a designated sustainability office, but is encompassed under the Health System Sustainability Committee and the university-wide UVA Sustainability Office https://sustainability.virginia.edu/sites/sustainability/files/2019-09/Health_System_COS_ESS%20Working_Group_Annual_Content.pdf https://sustainability.virginia.edu/about-uva-sustainability			

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

N/A	0	1	2
<p>The entire institution of UVA has the stated goal to be carbon neutral by 2030</p> <p>https://sustainability.virginia.edu/sites/sustainability/files/2020-10/UVA_Sustainability_Plan_2020-2030-FINAL_0.pdf</p>			

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
<p>13 of the Health System and SON Nursing buildings or floors/units are LEED certified, including McLeod Hall, and the South Tower Hospital Expansion</p> <p>https://sustainability.virginia.edu/sites/sustainability/files/2022-04/UVA-LEED-Buildings-April12-2022.pdf</p>			

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

N/A	0	1	2
<p>The CAT and UVA bus systems (both free for students) stop at multiple points around the SON and hospital. Bike and scooter racks are present outside the SON. Encouragement is less emphasized.</p> <p>https://parking.virginia.edu/university-transit-service-0</p>			

5.6 Does your nursing program have a recycling program?

N/A	0	1	2
<p>Nonspecific to the SON, UVA has a grounds-wide recycling initiative. Recycling bins are present in SON buildings</p> <p>https://sustainability.virginia.edu/health-system-recycling</p> <p>There are also specific recycling programs for medical supplies, the MERCI program</p>			

<https://uvahealth.com/services/community-relations/recycling-medical-supplies>

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

N/A	0	1	2
<p>The Mary Morton Clinical Simulation Learning Center is on the 3rd floor of McLeod Hall, which is LEED certified.</p> <p>The Mary Morton Clinical Simulation Learning Center participates in the UVA MERCI program https://sustainability.virginia.edu/sites/sustainability/files/2022-04/UVA-LEED-Buildings-April12-2022.pdf</p>			

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

N/A	0	1	2
<p>The entire institution of UVA has the stated goal to be fossil-free by 2050 https://sustainability.virginia.edu/sites/sustainability/files/2020-10/UVA_Sustainability_Plan_2020-2030-FINAL_0.pdf</p>			

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

N/A	0	1	2
<p>The skills lab for the SON participates in the MERCI medical recycling program</p>			

5.11 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
<p>See Curriculum section for greater detail</p>			

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

N/A	0	1	2
See Curriculum section for greater detail			

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

N/A	0	1	2
As with much of the program, individual faculty members and interest groups advocate for these best practices, but there is no cohesive effort from the SON			

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

N/A	0	1	2
Supplies are ordered from approved vendors that are part of the University of Virginia marketplace The skills lab for the SON participates in the MERCY medical recycling program			

Section Score: 13/28	Grade: C
Notes: UVA has big goals for fossil-free and carbon-free futures, but the actions behind these initiatives have not been clear. There are student-led efforts on grounds to push administrators to divest (climate marches, letters to stakeholders). Again, UVA Sustainability has completed efforts to improve sustainability at the university, but is often separated from the SON.	Resources:

Resources

Planetary Health Alliance. Retrieved February 26, 2022, from

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

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