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# Planetary Health Report Card (Nursing):

*University of Virginia*

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2022-2023 Contributing Team:

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# Summary of Findings

Overall	C-
<a href="#">Curriculum</a>	C-
<ul style="list-style-type: none"> <li>University of Virginia does include planetary health in the curriculum, but it lacks integration longitudinally. In the first and second years, various aspects of planetary health are discussed in lectures and in seminar work (ILAs).</li> <li><b>Recommendations:</b> There is a lack of teaching about introducing conversations about planetary health into conversations with patients. This could be introduced in clinical skills, or early years GP teaching.</li> </ul>	
<a href="#">Interdisciplinary Research</a>	C-
<ul style="list-style-type: none"> <li>The University of Virginia has taken small, but definitive actions to institute interdisciplinary research. Of greatest note, the School of Nursing, the School of Medicine, the Virginia Clinicians for Climate Action, and the Office for Sustainability, is hosting its yearly health conference.</li> <li><b>Recommendations:</b> The University of Virginia School of Nursing should focus efforts on cultivating research surrounding planetary health and healthcare sustainability by investing in scholarships and research.</li> </ul>	
<a href="#">Community Outreach and Advocacy</a>	D-
<ul style="list-style-type: none"> <li>The ranking for Community Outreach and Advocacy shines a spotlight where there should be more resources and effort collaborating with others. Many nursing students attend conferences, but our work with others in Charlottesville is very limited and somewhat nonexistent.</li> <li><b>Recommendations:</b> Faculty and students can come together to plan an event with organizations within the communities by casting a greater outreach net.</li> </ul>	
<a href="#">Support for Student-Led Initiatives</a>	B+
<ul style="list-style-type: none"> <li>UVA Sustainability and the Office of Sustainability have significant programming that achieves various goals pertinent to the PHRC and offers myriad opportunities for students to participate in and lead initiatives. The SON does not provide individual opportunities to achieve the same goals.</li> <li><b>Recommendations:</b> Increased collaboration between the SON and Office of Sustainability could lead to increased opportunities for students to participate and could broaden the impacts of their initiatives.</li> </ul>	
<a href="#">Campus Sustainability</a>	B+
<ul style="list-style-type: none"> <li>The campus sustainability at UVA has achieved many milestones in order to increase campus sustainability through the skills lab participating in MERCI recycling, parking for their environmentally friendly transportation, and more.</li> <li><b>Recommendations:</b> The UVA School of Nursing should implement more pilot programs such as composting (which has started since mid March 2023), renewal energy, and more.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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.

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilization and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **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).
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimizes use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health.
- **Anthropogenic:** Created through human activity
- **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).
- **Nursing program:** any pre-licensure program responsible for the training of professional nurses

# Planetary Health Curriculum

**Section Overview:** *This section evaluates the integration of relevant planetary health topics into the nursing school 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 climate change can bring, and the nursing curriculum must reflect these realities.*

## Curriculum: General

<b>1. Does your nursing school offer courses/extracurricular activities regarding the relationships between extreme weather events and climate change?</b>	
<b>2</b>	<b>This topic was explored in depth by the core curriculum.</b>
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.
<i>Score explanation:</i> <a href="#">GNUR 6730</a> and <a href="#">NUCO 4450</a> have covered this topic in their respective curricula.	

<b>2. Does your program provide education regarding the impacts of extreme weather events, e.g. storm, flooding, heat, drought, air pollution, on individual health?</b>	
2	This topic was explored in depth by the core curriculum.
<b>1</b>	<b>This topic was briefly covered in the core curriculum.</b>
0	This topic was not covered.
N/A	Not applicable to this program.
<i>Score explanation:</i> This topic was only addressed at the annual planetary health conference. <a href="https://www.nursing.virginia.edu/media/2023ProtectingHealthinaChangingClimateConferenceBrochure.pdf">https://www.nursing.virginia.edu/media/2023ProtectingHealthinaChangingClimateConferenceBrochure.pdf</a>	

**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?**

2	This topic was explored in depth by the core curriculum.
1	<b>This topic was briefly covered in the core curriculum.</b>
0	This topic was not covered.
N/A	Not applicable to this program.

*Score explanation:* [NUCO 4450](#) has covered this topic in the curriculum.

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

2	<b>This topic was explored in depth by the core curriculum.</b>
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

*Score explanation:* [NUIP 4200](#) and [GNUR 6730](#) have covered this topic in their respective curricula.

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

2	<b>This topic was explored in depth by the core curriculum.</b>
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

*Score explanation:* [NUCO 4450](#) and [NUIP 3330](#) have covered this topic in their respective curricula.

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

2	This topic was explored in depth by the core curriculum.
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1	<b>This topic was briefly covered in the core curriculum.</b>
0	This topic was not covered.
N/A	Not applicable to this program.
<i>Score explanation:</i> <a href="#">NUCO 4450</a> has covered this topic in the curriculum.	

<b>7. Does your nursing curriculum address relationships between climate change, food and water security and the impact on health?</b>	
2	<b>This topic was explored in depth by the core curriculum.</b>
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.
<i>Score explanation:</i> <a href="#">GNUR 6730</a> has covered this topic in the curriculum.	

<b>8. Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?</b>	
2	This topic was explored in depth by the core curriculum.
1	<b>This topic was briefly covered in the core curriculum.</b>
0	This topic was not covered.
N/A	Not applicable to this program.
<i>Score explanation:</i> <a href="#">NUIP 4200</a> has covered this topic in the curriculum.	

<b>9. Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?</b>	
2	<b>This topic was explored in depth by the core curriculum.</b>
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

*Score explanation:* [NUCO 4450](#), [NUIP 3330](#), and [NUIP 3020](#) have covered this topic in their respective curricula.

**10. Does your nursing school curriculum address relationships between ecosystem health and climate change?**

2	This topic was explored in depth by the core curriculum.
<b>1</b>	<b>This topic was briefly covered in the core curriculum.</b>
0	This topic was not covered.
N/A	Not applicable to this program.

*Score explanation:* [NUIP 4430](#) has covered this topic in the curriculum.

**11. Does your nursing curriculum address impacts of extreme weather events on healthcare systems?**

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
<b>0</b>	<b>This topic was not covered.</b>
N/A	Not applicable to this program.

*Score explanation:* This topic was only covered in study abroad courses.

**12. Does your nursing curriculum address socioeconomic/racial disparities in extreme weather exposure?**

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
<b>0</b>	<b>This topic was not covered.</b>
N/A	Not applicable to this program.

*Score explanation:* This topic was only covered in the annual planetary health conference.



<b>13. Does your nursing curriculum address inequitable health impacts of climate change globally?</b>	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
<b>0</b>	<b>This topic was not covered.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> This topic was only covered in the annual planetary health conference.	

<b>14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?</b>	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
<b>0</b>	<b>This topic was not covered.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> This topic was only covered in the annual planetary health conference.	

<b>15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?</b>	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
<b>0</b>	<b>This topic was not covered.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> This topic was only covered in the annual planetary health conference.	

<b>16. Does your nursing curriculum address outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?</b>	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.

<b>0</b>	<b>This topic was not covered.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> This topic was only covered in the annual planetary health conference.	

<b>17. Does your nursing program specifically have planetary health as part of its mission and/or values?</b>	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
<b>0</b>	<b>This topic was not covered.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> This topic was not covered in the curriculum.	

<b>18. Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?</b>	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
<b>0</b>	<b>This topic was not covered.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> Although there isn't a committee or department for planetary health, many faculty have dedicated much of their time and efforts to the cause ( <a href="#">Tracy Kelly</a> , <a href="#">Kathryn Reid</a> , <a href="#">Linda Hanson</a> , <a href="#">Emma Mitchell</a> , etc.).	

<b>19. 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?</b>	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
<b>0</b>	<b>This topic was not covered.</b>

**19. 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 Not applicable to this program.

*Score explanation:* This topic was not covered in the curriculum.

**20. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?**

2 This topic was explored in depth by the core curriculum.

1 This topic was briefly covered in the core curriculum.

**0 This topic was not covered.**

N/A Not applicable to this program.

*Score explanation:* This topic was not covered in the curriculum.

**Section Total (21 out of 40)**

**Grade C  
(52.5%)**

# Interdisciplinary Research

***Section Overview: 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 collaboration between the nursing, medical, pharmacy, and allied health schools to further the efficacy of research and education.***

<b>1. Are there researchers or faculty engaged in planetary health research and/or healthcare sustainability research or scholarship at your nursing program’s institution?</b>	
2	Yes, there are faculty members at the school of nursing who are conducting research related to planetary health and/or healthcare sustainability research or scholarship.
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none are associated with the school of nursing.
<b>0</b>	<b>There are no planetary health and/or healthcare sustainability researchers at the institution at this time.</b>
N/A	Not applicable to this program.
<p><i>Score explanation:</i> There are no formal climate-focused research projects or researchers at the UVA SON.</p>	

<b>2. Does your nursing program support scholarly dissemination on topics of planetary health (e.g., peer-reviewed publications, conference presentations, abstracts, etc.)?</b>	
<b>2</b>	<b>Yes, faculty members and/or students at the school of nursing have been involved with scholarly dissemination on topics of planetary health.</b>
1	Faculty members and/or students have been involved with scholarly dissemination on topics of planetary health, but none are associated with the school of nursing.
0	No, faculty members and/or students have not been involved with scholarly dissemination on topics of planetary health.
N/A	Not applicable to this program.
<p><i>Score explanation:</i> Yes. The annual Protecting Health in a Changing Climate Conference supports evidence-based dissemination of the current literature on climate health.</p>	

<https://www.nursing.virginia.edu/news/2023-protecting-health-changing-climate-conference/>

**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?**

2	Yes, there is a process in which community members impacted by climate and environmental injustice can advise or make decisions about the research agenda.
1	No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	<b>There is no process, and no efforts to create such a process.</b>
N/A	Not applicable to this program.

*Score explanation:* No formal method for collection of community climate impact input.

**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?**

2	<b>There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment.</b>
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment, but it is not updated or is not adequately comprehensive.
0	There is no website.
N/A	Not applicable to this program.

*Score explanation:* The UVA Sustainability site contains health system-specific information.

<https://sustainability.virginia.edu/>

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

2	<b>Yes, the school of nursing or institution has hosted at least one conference or symposium on topics related to planetary health in the past year.</b>
1	Yes, the school of nursing or institution has hosted at least one conference or symposium on topics related to planetary health in the past three years.

0	No, the school of nursing or institution has not hosted a conference on topics related to planetary health in the past three years.
N/A	Not applicable to this program.
<p><i>Score explanation:</i> Yes, the school of nursing is hosting their annual Protecting Health in a Changing Climate conference on April 22nd.</p> <p><a href="https://www.nursing.virginia.edu/sonce/climate-change-2023/">https://www.nursing.virginia.edu/sonce/climate-change-2023/</a></p>	

<b>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?</b>	
2	Yes, the school of nursing has joined more than one of these groups.
1	Yes, the school of nursing has joined one of these groups.
<b>0</b>	<b>No, the school of nursing has not joined any of these groups.</b>
N/A	Not applicable to this program.
<p><i>Score explanation:</i> Individual faculty have joined some of these organization,s but the School of Nursing has not joined them as a collective body.</p>	

<b>7. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?</b>	
2	Yes, the school of nursing has been involved with IPE simulations or experiences in the past year.
1	Yes, the school of nursing has been involved with IPE simulations or experiences in the past three years.
<b>0</b>	<b>No, the school of nursing has not been involved with IPE simulations in the past three years.</b>
N/A	Not applicable to this program.
<p><i>Score explanation:</i> No official mention of IPE simulations or experiences regarding health risks of climate change were a part of any pathway at the UVA School of Nursing.</p>	

<b>Section Total (6 out of 14)</b>	<b>Grade C- (42.86%)</b>
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## Community Outreach and Advocacy

***Section Overview:*** *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.*

1. Does your nursing program partner with community organizations to promote planetary and environmental health?	
2	Yes, the school of nursing meaningfully partners with one or more community organizations to promote planetary and environmental health.
1	The institution partners with community organizations, but the school of nursing is not part of that partnership.
<b>0</b>	<b>No, there is no such meaningful community partnership.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> No official mention of planetary health within the communities and the UVA School of Nursing.	

2. Is your nursing program engaged in community facing courses or events regarding planetary health?	
2	The school of nursing offers community-facing courses or events at least once every year.
1	The school of nursing offers courses or events open to the community, but they are not primarily created for a community audience.
<b>0</b>	<b>No, the school of nursing has not offered such community-facing courses or events.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> No official mention of engagement regarding planetary health within community courses or events and the UVA School of Nursing.	

<b>3. Does your nursing program have regular coverage of issues related to planetary health and/or sustainable health care in program update communications?</b>	
2	Yes, students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	<b>Students do not regularly receive communications about planetary health and/or sustainable healthcare.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> Students involved in the Virginia Clinicians for Climate Action (VCCA) receive monthly updates regarding planetary health, but there has been no official mention of sustainable health care updates throughout the UVA School of Nursing.	

<b>4. Does your nursing program offer continuing education courses or interprofessional experiences that address planetary health and/or sustainable health care?</b>	
2	Yes, the nursing program offers multiple in-person or online continuing education courses or interprofessional experiences relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
1	<b>Yes, the nursing program offers one continuing education course or interprofessional experience relating to planetary health and/or sustainable healthcare for post-graduate providers.</b>
0	There are no such accessible courses for post-graduate providers.
N/A	Not applicable to this program.
<i>Score explanation:</i> An annual event highlights planetary health while allowing for credit as well (2023 Protecting Health in a Changing Climate).	

<b>5. Does your nursing program participate in or encourage advocating for policies addressing planetary health issues?</b>	
2	Yes, the school of nursing actively participates in promotion of policies addressing planetary health issues.
1	The institution participates in the promotion of policies addressing planetary health issues, but



	the school of nursing is not involved with this.
<b>0</b>	<b>No, there is no participation in promotion of policies addressing planetary health issues.</b>
N/A	Not applicable to this program.
<i>Score explanation:</i> There is no official statement for advocacy regarding planetary health, but individual students, faculty, and staff are involved in encouraging others to do the same.	

<b>6. Has your nursing program partnered with local, regional, or national health care institutions/organizations to promote planetary health related education for the public?</b>	
<b>2</b>	<b>Yes, the school of nursing has partnered with healthcare organizations to promote planetary health related education for the public.</b>
1	Yes, the institution has partnered with healthcare organizations to promote planetary health related education for the public, but the school of nursing is not involved with this.
0	No, there is no partnership with healthcare organizations to promote planetary health related education for the public.
N/A	Not applicable to this program.
<i>Score explanation:</i> The Virginia Clinicians for Climate Action has many university-based chapters (Student Clinicians for Climate Action at UVA) that meet monthly to discuss developments, new research, and important legislation. We are also a member of the Global Health Council, which has some ties to planetary health.	

<b>Section Total (3 out of 12)</b>	<b>Grade D- (25%)</b>
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# Support for Student-Led Planetary Health Initiatives

***Section Overview:*** *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.*

<b>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?</b>	
<b>2</b>	<b>Student representation is actively encouraged by the school of nursing or educational institution with time spent counting towards programme hours where applicable.</b>
1	There is opportunity for student representation but this requires student initiative to seek out and carry out activities in their spare time.
0	There is no such opportunity for student involvement.
N/A	Not applicable to this program.
<i>Score explanation:</i> Yes, a nursing student is represented on the UVA Health Sustainability committee.	

<b>2. Does your nursing program or educational institution provide opportunities for nursing students to conduct research related to planetary health and/or sustainability in healthcare?</b>	
2	There is a specific planetary health and/or sustainability in healthcare research program or module for students interested in conducting research on this topic.
<b>1</b>	<b>There are opportunities for students to perform research but these require student initiative to select planetary health and/or sustainability in healthcare as a topic.</b>
0	There is no such opportunity for students.
N/A	Not applicable to this program.
<i>Score explanation:</i> CNL and PhD candidates may have opportunities to request their areas of research, but they are not always given their top choice.	

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

2	Yes, students have been supported to enact planetary health and/or sustainability initiatives or quality improvement projects in the past year.
<b>1</b>	<b>Yes, there is support for students however no initiatives have been enacted in the past year.</b>
0	There is no such opportunity for students.
N/A	Not applicable to this program.

*Score explanation:* CNL candidates complete a quality improvement project as part of their capstone year. Students may request their area of interest, but the project requires faculty approval. No projects have involved climate health or sustainability so far.

**4. Does your nursing program or educational institution offer opportunities for nursing students to teach or present about planetary health and/or sustainability in a healthcare related topic?**

2	Yes, students have been involved in teaching or delivered presentations about planetary health and/or sustainability in healthcare during the past year.
<b>1</b>	<b>There are opportunities for students however no teaching or presentations have been delivered in the past year.</b>
0	There is no such opportunity for students.
N/A	Not applicable to this program.

*Score explanation:* Individual faculty provide opportunities for students to present on a topic of their choice. Students may additionally present at the annual conference.

**5. Does your nursing programme or educational institution provide one or more annual co-curricular planetary health and/or sustainability program initiatives in the following categories? (1 point each)**

1	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?
1	Events in which students learn directly from members of a local environmental justice community about the environmental challenges they face?
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts?

<b>1</b>	Wilderness or outdoor programmes that follow “leave no trace” principles. For example: hiking, kayaking or other outings for students.
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N/A	Not applicable to this program.
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*Score explanation:* UVA Sustainability has food initiatives. SON does not explicitly include any. UVA Sustainability partners with local community members and groups to achieve various goals of these categories, though the SON does not specifically include them:  
<https://sustainability.virginia.edu/about-us/partnerships>  
 UVA offers the Outdoors at UVA program, the interest group for students to participate in outdoor recreation trips and education: <https://outdoorsatuva.org/>

<b>Section Total (9 out of 12)</b>	<b>Grade B+ (75%)</b>
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# Campus Sustainability

***Section Overview:*** 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.

1. Does your nursing program or program's institution have designated staff responsible for sustainability?	
2	Yes, there is an Office of Sustainability with salaried staff dedicated to campus sustainability.
1	<b>There is a sustainability task force or committee, but no salaried sustainability staff.</b>
0	There are no staff members or committee responsible for overseeing campus sustainability.
N/A	Not applicable to this program.
<p><i>Score explanation:</i> 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.</p>	

2. How ambitious is your institution/nursing school's plan to reduce its own carbon footprint?	
5	<b>The institution/nursing school has a written and approved plan to achieve carbon neutrality by 2030</b>
3	The institution/nursing school has a written and approved plan to achieve carbon neutrality by 2040
1	The institution/nursing school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate
0	The institution/nursing school does not meet any of the requirements listed above
<p><i>Score explanation:</i> The entire institution of UVA has the stated goal to be carbon neutral by 2030 <a href="https://sustainability.virginia.edu/sites/g/files/jsddwu1096/files/2022-11/UVA_Sustainability_Plan_2020-2030.pdf">https://sustainability.virginia.edu/sites/g/files/jsddwu1096/files/2022-11/UVA_Sustainability_Plan_2020-2030.pdf</a></p>	

<b>3. Do buildings or other infrastructure used by the nursing programs for teaching (not including hospitals) utilize renewable energy?</b>	
2	Nursing school buildings are powered by 100% renewable energy.
1	<b>Nursing school buildings are powered by a combination of renewable and non-renewable energy sources.</b>
0	Nursing school buildings are not powered by renewable energy.
N/A	Not applicable to this program.
<i>Score explanation:</i> 13 of the Health System and SON Nursing buildings or floors/units are LEED certified, including McLeod Hall, and the South Tower Hospital Expansion.	

<b>4. Has the nursing program implemented strategies to encourage and provide environmentally friendly transportation options for students?</b>	
2	Yes, strategies to encourage and provide environmentally friendly transportation options have been implemented and are well publicized to students.
1	<b>There are strategies to encourage and provide environmentally friendly transportation options but these are unsatisfactory or poorly publicized to students.</b>
0	No strategies have been implemented to encourage and provide environmentally friendly transportation options.
N/A	Not applicable to this program.
<i>Score explanation:</i> 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 for students to utilize.	

<b>5. Does your nursing program have a recycling program?</b>	
2	There are recycling programs which are easily accessible to students and faculty.
1	<b>There are recycling programs but they are poorly implemented or not easily accessible to students and faculty.</b>
0	There is no recycling program.
N/A	Not applicable to this program.
<i>Score explanation:</i> Nonspecific to the SON, UVA has a grounds-wide recycling initiative. Recycling bins are present in SON buildings.	

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

2	There are sustainability requirements that must be adhered to.
<b>1</b>	<b>There are sustainability guidelines which are recommended.</b>
0	There are no sustainability criteria or guidelines.
N/A	Not applicable to this program.

*Score explanation:* The Mary Morton Clinical Simulation Learning Center is on the 3rd floor of McLeod Hall, which is LEED certified. The Mary Morton Clinical Simulation Learning Center participates in the UVA MERCI program. [UVA MERCI program](https://sustainability.virginia.edu/sites/sustainability/files/2022-04/UVA-LEED-Buildings-April12-2022.pdf)  
<https://sustainability.virginia.edu/sites/sustainability/files/2022-04/UVA-LEED-Buildings-April12-2022.pdf>

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

2	The institution is entirely divested from fossil fuels.
<b>1</b>	<b>The institution has partially divested from fossil fuel companies or has made a commitment to divest from fossil fuel investments.</b>
0	The institution has not divested from fossil fuel companies.
N/A	Not applicable to this program.

*Score explanation:* The entire institution of UVA has the stated goal to be fossil-free by 2050, but is not completely fossil fuel free.  
[https://sustainability.virginia.edu/sites/sustainability/files/2020-10/UVA\\_Sustainability\\_Plan\\_2020-2030-FINAL\\_0.pdf](https://sustainability.virginia.edu/sites/sustainability/files/2020-10/UVA_Sustainability_Plan_2020-2030-FINAL_0.pdf)

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

<b>2</b>	<b>Yes, sustainable practices have been implemented in clinical skills areas.</b>
1	There are plans to implement sustainable practices in clinical skills areas but these have not yet been implemented.
0	There are no efforts to make clinical skills areas more sustainable.
N/A	Not applicable to this program.

*Score explanation:* The skills lab for the SON participates in the [MERCI medical recycling program](#).

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

2	This topic was explored in depth by the core curriculum.
<b>1</b>	<b>This topic was briefly covered in the core curriculum.</b>
0	This topic was not covered.
N/A	Not applicable to this program.

*Score explanation:* See the curriculum section for more detail.

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

2	This topic was explored in depth by the core curriculum.
<b>1</b>	<b>This topic was briefly covered in the core curriculum.</b>
0	This topic was not covered.
N/A	Not applicable to this program.

*Score explanation:* 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.

**11. Does your program apply sustainability criteria when making decisions about supply procurement?**

2	There are sustainability criteria that must be met for supply procurement.
<b>1</b>	<b>There are sustainability guidelines for supply procurement but these are optional.</b>
0	There are no sustainability guidelines or criteria for supply procurement.
N/A	Not applicable to this program.

*Score explanation:* Supplies are ordered from approved vendors that are part of the University of Virginia marketplace. The skills lab for the SON participates in the [MERCI medical recycling program](#).



**Section Total (16 out of 22)**

**Grade B  
(72.7%)**

# Grading

## Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

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

## Planetary Health Grades for the University of Virginia

The following table presents the individual section grades and overall institutional grade for the University of Virginia on this nursing-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(21/40) \times 100 = 52.50\%$	C
<b>Interdisciplinary Research (17.5%)</b>	$(6/14) \times 100 = 42.86\%$	C-
<b>Community Outreach and Advocacy (17.5%)</b>	$(3/12) \times 100 = 25\%$	D-
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(9/12) \times 100 = 75.00\%$	B+
<b>Campus Sustainability (17.5%)</b>	$(16/22) \times 100 = 72.7\%$	B
<b>Institutional Grade</b>	$(52.5 \times 0.3 + 42.86 \times 0.175 + 25 \times 0.175 + 75 \times 0.175 + 72.7 \times 0.175) = 53.47\%$	C+

## 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>