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# Planetary Health Report Card (Nursing):

*University of Brighton*

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**University of Brighton**

2023-2024 Contributing Team:

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## Summary of Findings

Overall	B+
<u>Curriculum</u>	A-
<ul style="list-style-type: none"> <li>The Nursing degree at the University of Brighton weaves sustainability and planetary health throughout the nursing curriculum. The integration of planetary health topics is evident in all 3 years of the nursing degree. Nursing students are educated from the outset to be sustainable nurses, to be mindful of the environment, and the impact nursing has on planetary health.</li> <li><b>Recommendations:</b> An improvement to the curriculum would be to incorporate the effects of pollution on reproductive health in the human biology module.</li> </ul>	
<u>Interdisciplinary Research</u>	A
<ul style="list-style-type: none"> <li>The University of Brighton School of Health Science is dedicated to sustainability and planetary health research. The Special Interest Group was a finalist for the <a href="#">National Green Gown Award - Finalist</a>. The annual <a href="#">SHARE 2023</a> conference is a huge success and attracts speakers from around the globe to champion planetary health and sustainability in healthcare.</li> <li><b>Recommendations:</b> A recommendation would be to establish a process for community members to advise or make decisions on the research agenda.</li> </ul>	
<u>Community Outreach and Advocacy</u>	B+
<ul style="list-style-type: none"> <li>The University of Brighton is excelling within this section.</li> <li><b>Recommendations:</b> To build more partnerships with community, regional, and national organizations to advance public education on planetary health.</li> </ul>	
<u>Support for Student-Led Initiatives</u>	A-
<ul style="list-style-type: none"> <li>The students are well supported by the university and its staff, and there are various student-led initiatives related to planetary health.</li> <li><b>Recommendations:</b> To provide additional opportunities for students to learn directly with local environmental justice community members to understand the environmental challenges they face, volunteer opportunities within the local community aimed at enhancing community resilience against human-caused environmental impacts, and more planetary health-related cultural arts events.</li> </ul>	
<u>Campus Sustainability</u>	B
<ul style="list-style-type: none"> <li>The university has a large sustainability team as well as a special interest group that is committed to encouraging students and staff to be more sustainable on campus through following policies, procedures, and taking part in projects. The Schools nursing programmes have implemented sustainability practices and initiatives in their clinical skills areas. The university has a Net Zero Strategy and an action plan accelerating net neutrality to 2040.</li> <li><b>Recommendations:</b> To improve the universities carbon neutrality by 2030. Review whether the university is able to reinvest divested funds into renewable energy companies or campus initiatives.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

As they prepare to enter the largest workforce in healthcare and public health, nursing students are uniquely positioned to confront the challenges of climate change, pollution, and biodiversity loss in 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 practice 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, communities overburdened by 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 “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.” 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 disruptions of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of nursing 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 minimises 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 and graduate nursing programs responsible for the training of professional nurses

**Other considerations:**

- If there are more than one program at your nursing school with two different curricula (e.g., entry-level nursing, Masters of Science in Nursing, Doctor of Nursing Practice, and Ph.D.) you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples).

# 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 shares many core topics regarding health and the health system. In order to create a truly holistic education that includes the implications of our planet's health, the subject must be integrated into the nursing curriculum. As future frontline workers, nurses will experience the dire consequences of planetary crises firsthand and must be equipped to not only care for afflicted patients and communities but to encourage preventative change. We already see the impacts on human health that planetary crises can bring, and the nursing curriculum must reflect these realities.*

*Questions with a "\*" next to them signify questions that are unique to the Nursing Planetary Health Report Card.*

<b>1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, and climate change?</b>	
3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>● <b>NI615</b> Contemporary and Future Nursing Practice explores sustainability in healthcare throughout the module, and to have an understanding on extreme weather and how it can have an impact on climate change and patient services within the NHS. Nursing students have to consider the impact of their business case on sustainability and service improvement and how environmental aspects can affect services within the NHS.. They have to demonstrate their knowledge and understanding through a Nearpod activity.</li> </ul>	

<b>2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storm, flooding, heat, drought, air pollution) on individual health?</b>	
3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI522** Nursing to Promote Health Module includes lectures on:
  - Ethics and Law in Public Health – this lecture covers environmental threats such as air quality and pollution.
  - Epidemiology Lecture - Covers ULEZ and the NHS Long Term Plan (2019) which features air pollution with the NHS setting out to reduce air pollution from all sources.
  - Social and Commercial determinants lecture - The Nurse and Health Promotion – collaborative working to improve health in healthier environments with less pollution and cleaner cities.
  - Health Inequalities – this lecture covers climate change and pollution such as air and noise pollution.
  - Why’s Jason in hospital lecture - social, environmental factors and environmental damage is discussed during this lecture.

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

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI522** Nursing to Promote Health module covers a lecture on epidemiology, the discussion of COVID-19, cholera detections, etc, and changing patterns of disease and public health. Prevention of disease is also discussed.
- **NI524** Nursing Assessment and Management of Clinical Deterioration in an Adult Module contains a lecture on acute respiratory distress. This covers the environmental impact of infectious diseases such as Covid 19. The lecture also covers air pollution and physical health.
- **NI615** Contemporary and Future Nursing Practice includes a lecture on Health and Social Care. The impact of climate change on patients, air pollution effects on patients’ health including policies and campaigning for change surrounding air pollution and the effects on population health.

**4. Does your nursing curriculum address pathophysiological health effects resulting from environmental degradation and climate change, including effects such as air, soil and water pollution, extreme heat, human-animal interactions, and emerging pathogens?**

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework

0	This topic was not covered.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>Return to Nursing Practice incorporates an infection prevention keynote lecture. This lecture includes the emergence of new pathogens as a result of the climate change emergency. The impact flooding has on health, access to clean water, antimicrobial resistance, the use of antibiotics in livestock, and the pollution created as a result of livestock farming is also discussed.</li> <li><b>NI524</b> Nursing Assessment and Management of Clinical Deterioration in an Adult Module addresses pathophysiological health effects resulting from the environment and changing climate, pollution, and new emerging pathogens such as COVID-19.</li> </ul>	

5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?	
3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li><b>NI522</b> Nursing to Promote Public Health - Why is Jason in hospital lecture raises discussion surrounding social determinants of health. The salutogenic approach is covered in the principles of health promotion.</li> <li><b>NI530</b> Practice Learning for Mental Health Nursing Year 2, NI529 Key Theories and Concepts Underpinning Mental Health Nursing, NI623, and NI625 modules cover the environmental impact on mental health.</li> <li><b>NI615</b> Contemporary and Future Nursing Practice includes a lecture on Health and Social Care Policy. Within this lecture, the lack of investment of green space and the importance of green space on mental health is discussed.</li> </ul>	

6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?	
3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.
<p><i>Score explanation:</i></p>	



- **NI522** Nursing to Promote Health covers, Ethics and Law in Health Promotion. Genetically modified food and environmental issues are discussed in this lecture. Food security and health literacy are discussed in the health inequalities session.
- **NI409** Practice Learning for Nursing Year 1, and **NI523** Approaches to Nursing Adults with Long Term Health Conditions discusses the production of food, food security, and sustainability.
- **NI615** Contemporary and Future Nursing Practice contains a lecture covering service improvement which discusses environmental sustainability and climate change within healthcare.
- Return to Nursing Practice Module contains an Infection Prevention lecture exploring the impact of climate change on health. For example, flooding, the importance of access to clean water, the impact of war on health, and the impact of pollution on health.

**7. Does your nursing program address the environmental and health co-benefits of a plant-based diet?**

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI409** Practice Learning for Nursing Year 1 and **NI525** Practice Learning for Nursing Year 2 explores the health benefits of a plant-based diet for the general population. Nurses are taught to individualize care according to individual health requirements.

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

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI409** Practice Learning for Nursing Year 1 discusses the relationship between ecosystem health, human health and climate change through various lectures, in particular nutrition.
- **NI523** Approaches to Nursing Adults with Long Term Health Conditions discusses food security and sustainability. Climate, the ecosystems globally and the impact on our food availability in the UK are discussed.

- The Sustainability Induction is mandatory for all nursing students through the virtual learning environment (My Studies) and it is also available on the [Sustainability Special Interest Group](#) website. The induction covers ecosystem health, health systems, human health, and climate change.
- The Nutrition Care of Adult People (NUTCAP) project focuses on sustainability of food within a community setting - optional.
- The Quality Assurance Practice Learning (QAPL) sustainability placement offers nursing students the opportunity to address relationships between ecosystem health, human health, and climate change - optional.

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

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- The reproductive health effects of industry-related environmental toxins were not evidenced in the nursing curriculum.

**10. Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?**

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- The Quality Assurance Practice Learning (QAPL) Sustainability placement provides an opportunity for nursing students to investigate the importance of indigenous and traditional knowledge systems as essential components of planetary health solutions.

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

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI409** Practice Learning for Nursing Year 1, **NI525** Practice Learning for Year 2, and **NI619** Practice Learning for Nursing Year 3 include clinical skills sessions that discuss the appropriate use of resources, equipment, consumables, PPE, and the disposal of waste. The reduction of single-use items is discouraged in the clinical skills sessions. During practice learning students are no longer required to wear uniforms to cut down on the environmental impacts of laundering these items. Waste in the clinical skills rooms is recycled where possible and dressings are used that are out of date due to the nature of the simulation environment.
- **NI524** Nursing Assessment and Management of Clinical Deterioration in an Adult discusses the environmental impact of oxygen therapy. Students are educated that the manufacturing of oxygen is carbon-heavy, and students are encouraged to critically analyse guidance to provide the best care available through evidence-based practice and be mindful of the carbon footprint and waste of plastic consumables.
- **NI615** Contemporary and Future Nursing Practice includes planetary health, the environment, and sustainable practices. Students are required to demonstrate their knowledge of sustainability through a Nearpod activity and incorporate sustainable practice within their business case/research.

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

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI523** Approaches to Nursing Adults with Long Term Health Conditions and **NI525** Practice Learning for Year 2 address socioeconomic disparities in relation to accessibility to food, fluids and nutrition which is impacted by climate change.
- **NI615** Contemporary and Future Nursing Practice includes the impact on the health of socioeconomic disparities and climate change.

**13. Does your nursing curriculum address inequitable health impacts of climate change globally?**

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI523** Approaches to Nursing Adults with Long Term Health Conditions and **NI525** Practice Learning for Year 2 discuss the provision of food and the global challenge surrounding the availability of food, fluids and nutrition. Food banks across the globe are also discussed.

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

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or a lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI523** Approaches to Nursing Adults with Long Term Health Conditions and **NI525** Practice Learning for Year 2 covers the impact of climate change relating to the provision of food which impacts marginalized populations and communities.

**15. Does your nursing curriculum address the outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?**

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or a lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI523** Approaches to Nursing Adults with Long Term Health Conditions service users representing people with COPD and asthma contribute to discussions on housing, vehicle emissions, and air pollution related to their management and experiences of breathlessness.

Nutrition and food production use of fertiliser, and impact on environment including runoff into water courses. Dilemma with increased intensification farming practices and impact on food supply chain, food availability and equitable access to healthier foods for disadvantaged groups.

- The QAPL Sustainability Placement offers the opportunity to research the impacts of anthropogenic environmental toxins on marginalized populations and communities.

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

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI524** Nursing Assessment and Management of Clinical Deterioration in an Adult - Respiratory Diseases and Acute Coronary Syndrome Session covers the effects of extreme weather on health, such as pneumonia and the need for hospital care. The impact of climate change and poverty is covered and the effects on patients' health.

**17. Does your nursing program address the carbon footprint of healthcare systems?**

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI409** Practice Learning for Nursing Year 1, **NI525** Practice Learning for Year 2, and **NI619** Practice Learning for Nursing Year 3 include clinical skills sessions in which nurses are educated on the appropriate use of resources. Nurses should follow infection control measures but also the evidence base behind the use of some resources to ensure the carbon footprint is reduced. The reduction of single-use items is discouraged in the clinical skills sessions and during practice learning, and students are encouraged to adopt this practice where possible to reduce the carbon footprint. The waste is sorted by the school to be recycled, where possible, and the dressings used in simulation can be out of date to reduce and recycle due to the nature of simulation.
- **NI524** Nursing Assessment and Management of Clinical Deterioration in an Adult addresses the carbon footprint of oxygen therapy and reminds students of the waste produced from

healthcare interventions and the appropriate use of gloves. Students are also educated on carrying out unnecessary blood tests to reduce the carbon footprint and unnecessary procedures on patients.

- **NI615** Contemporary and Future Nursing Practice Module embeds sustainable lifestyles, health promotion, health education, economic sustainability, and the nursing workforce. Nursing students have to consider the impact of their business case on sustainability and service improvement. They have to demonstrate their knowledge and understanding through a Nearpod activity.

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

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or a lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework
0	This topic was not covered.

*Score explanation:*

- **NI409** Practice Learning for Nursing Year 1, **NI525** Practice Learning for Year 2, and **NI619** Practice Learning for Nursing Year 3 include clinical skills sessions that discuss the appropriate use of resources, equipment, consumables, PPE, and the disposal of waste. Nurses are educated on the importance of the appropriate use of gloves; they are also educated in clinical skills on the importance of only putting sharps in the sharps bin. Waste in the clinical skills rooms is recycled, and dressings, etc., can be used if out of date to make use of consumables that are unable to be used in practice.
- **NI615** Contemporary and Future Nursing Practice and **NI524** Nursing Assessment and Management of Clinical Deterioration in an Adult highlight the importance of being mindful surrounding the usage of resources in nursing.
- Lecturers from the University of Brighton are authors and peer review courses on clinical skills.net - a resource used throughout all nursing pathways. They are improving content to ensure nurses use the correct usage of resources and minimise waste within healthcare.
- When courses are reviewed and approved, they have to fulfill sustainability requirements to ensure they are human, social, economic, and environmentally sustainable.

**19\*. Does your nursing program cover the contributions of pharmaceuticals to environmental degradation and climate change (e.g., anesthetic gases, inhalers, antibiotic resistance, etc.)?**

3	This topic was explored <b>in depth (2 or more courses)</b> by the core curriculum.
2	This topic was <b>briefly (1 course or a lecture)</b> covered in the core curriculum.
1	This topic was offered in <b>elective</b> coursework

0	This topic was not covered.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• <b>NI409</b> Practice Learning for Nursing Year 1, <b>NI525</b> Practice Learning for Year 2, and <b>NI619</b> Practice Learning for Nursing Year 3 include clinical skills sessions covering the contributions of pharmaceuticals to environmental degradation and climate change. Students are educated to correctly dispose of all pharmaceutical waste in the correct manner. Reduce the use of single-use items, and they are educated on the impact of oxygen on the environment.</li> <li>• Return to Nursing Practice Module includes antimicrobial resistance in relation to population health.</li> <li>• The QAPL Sustainability placement offers students the opportunity to research the contributions of pharmaceuticals to environmental degradation and climate change.</li> <li>• The University of Brighton Nursing students have previously, in 2022, contributed to a research study in antimicrobial resistance <a href="#">Delivery of antimicrobial stewardship competencies in UK pre-registration nurse education programmes: a national cross-sectional survey</a></li> </ul>	

<b>20. Does your nursing school’s curriculum introduce strategies for having conversations with patients, nursing home residents, visitors, and other health professionals about the health effects of climate change and other environmental disruptions?</b>	
2	Yes, the <b>core</b> curriculum includes strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions.
1	There are <b>elective</b> courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions.
0	This topic was not covered.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• There are Nursing Healthcare resources on the <a href="#">Sustainability Special Interest Group Website</a> to introduce strategies for having conversations with patients surrounding sustainability, the environmental impact, and anxiety related to climate change.</li> </ul>	

<b>21. Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?</b>	
1	Yes, the nursing program has <b>at least one</b> appointed faculty or staff responsible for planetary health and environmental nursing.
0	No, the nursing program <b>does not</b> have a specific faculty/staff member responsible for planetary health and environmental nursing.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Dr Heather Baid</a> is the nursing planetary health and environmental nursing lead for the University of Brighton.</li> </ul>	

- [Dr Kathy Martyn](#) leads nutrition and health in relation to planetary health and environmental nursing. Kathy is also a non-executive director of NNEdPro, Global Institute of Nutrition and Nutrition Education. Focussing on sustainable development goals (SDGs) on food, fluid and nutrition, and equitable access to healthier diets.
- Senior Lecturer [Rebecca Craig](#) is the module lead for NI615 and is responsible for linking planetary health and the environmental impact of nursing throughout this module.
- [Theo Fotis](#) leads Digital Health Research for the University of Brighton.
- All new lecturers at the University have a sustainability induction encouraging staff to embed sustainability practices throughout their teaching.

**22\*. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?**

2	Yes, the school of nursing has been involved with IPE simulations or experiences in the <b>past year.</b>
1	Yes, the school of nursing has been involved with IPE simulations or experiences in the <b>past three years.</b>
0	No, the school of nursing has not been involved with IPE simulations in the past three years.

*Score explanation:*

- The annual SHARE conference, co-hosted by the Brighton and Sussex Medical School, the University of Brighton School of Sport and Health Sciences, and the Centre for Sustainability, provides interdisciplinary education covering a range of sustainability topics. The [SHARE Conference 2023](#) included sessions on education with a session on ‘An innovative Planetary Health and Sustainable Healthcare Curriculum adaptable for all health professionals’. Championing change included a session on ‘Climate Week: Using a national sustainability campaign to strengthen a community of practice across the North of Scotland’ and ‘The Climate and Health Score Card Initiative’.

**Section Total (52 out of 62 )**

**A-**



## 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 health sciences 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 planetary degradation. Furthermore, it is imperative for the health systems in which the nursing schools exist to encourage transdisciplinary work between nursing, medical, pharmacy, public health, and allied programs to further the efficacy of research and education.***

*Questions with a “\*” next to them signify questions that are unique to the Nursing Planetary Health Report Card.*

1. Are there researchers or faculty engaged in planetary health research and/or healthcare sustainability research or scholarship at your nursing school?	
3	Yes, there are faculty members at the school of nursing whose <b>primary research focus</b> is related to planetary health and/or healthcare sustainability research or scholarship.
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, but it is <b>not their primary focus</b> .
1	There are planetary health and/or healthcare sustainability researchers at the institution, but <b>none are associated with the school of nursing</b> .
0	There are <b>no</b> planetary health and/or healthcare sustainability researchers at the <b>institution</b> at this time.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Dr. Heather Baid</a> leads the university on planetary health research, and there is a dedicated research profile on the <a href="#">University of Brighton's Special Interest Group</a></li> <li>● <a href="#">Dr. Heather Baid</a> and <a href="#">Alison Taylor</a> work with the module leads to improve sustainability throughout the nursing curriculum.</li> <li>● <a href="#">Dr. Kathy Martyn</a> leads nutrition and food sustainability. Kathy Martyn leads NUTCAP (Nutrition Care of Adult People), this is a quality improvement initiative in the South East of England. Kathy Martyn is also involved in the NNEdPro Global Centre for Nutrition and Health and Educational and Research in Medical Nutrition Network.</li> <li>● <a href="#">Rebecca Craig</a> has been involved in research for the University of Brighton.</li> <li>● <a href="#">Theo Fotis</a> leads Digital Health Research.</li> </ul>	

**2. Is there a dedicated department, center, or institute for interdisciplinary planetary health research at your institution?**

2	Yes, there is <b>at least one</b> dedicated department, center, or institute for interdisciplinary planetary health research.
1	There is not currently a department, center, or institute, but there are <b>plans</b> to open one in the <b>next 3 years</b> .
0	There is <b>no</b> dedicated department, center, or institute.

*Score explanation:*

- There is a [University of Brighton's Special Interest Group](#) that meets to discuss research opportunities, which includes planetary health and sustainability research. This group includes Dr. Heather Baid, Alison Taylor, Joanna Holland, Dr. Kathy Martyn, Sue Thompson, Lyle Harrison, and Rachel Forss. The Special Interest Group was recognised and was a finalist for the [National Green Gown Award - Finalist](#).

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

3	Yes, faculty members and/or students at the school of nursing have been involved with scholarly dissemination on topics of planetary health within the <b>past year</b> .
2	Yes, faculty members and/or students at the school of nursing have been involved with scholarly dissemination on topics of planetary health within the <b>past 3 years</b> .
1	Faculty members and/or students have been involved with scholarly dissemination on topics of planetary health, but <b>none</b> are associated with the <b>school of nursing</b> .
0	No, faculty members and/or students have not been involved with scholarly dissemination on topics of planetary health.

*Score explanation:*

- NUTCAP students have the opportunity to present at international conferences and write reports/articles for publication. The RNDA students in a quality improvement placement, for those that do a fluid and nutrition-related placement, are also supported to present at local conferences and engage with public health initiatives.
- [Dr. Heather Baid](#), principal nursing lecturer, has co-authored [Towards Net Zero: Critical Care](#), highlighting that critical care is a carbon hotspot and has a huge environmental burden. This can be reduced by Avoid, Reduce, Reuse, Recycle, Research, Rethink.
- [Dr Heather Baid](#) leads the [GREEN ICU](#), which is a collaboration of disciplines to develop evidence-based guidance for reducing the environmental footprint of intensive care practices.
- Senior Nursing Lecturer [Rebecca Craig](#), together with nursing students, have previously contributed to a journal article on [Delivery of antimicrobial stewardship competencies in UK pre-registration nurse education programmes: a national cross-sectional survey](#)
- SHARE 2023 supports the dissemination of research quality improvement knowledge

exchange of planetary health topics.

**4. 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?**

3	Yes, there is a process in which community members impacted by climate and environmental injustice can <b>make decisions</b> about the research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate and environmental research agenda.
1	No, but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process and no effort to create such a process.

*Score explanation:*

- The nursing school has not yet established a process for community members to advise or make decisions on the research agenda. This is a recommendation moving forward.

**5. Does your nursing program's institution have a planetary health website or a website centralizing various research and projects related to health and the environment?**

3	There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralizes</b> various campus resources related to health and the environment, including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that <b>attempts to centralize</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment, but it is not updated or is not adequately comprehensive.
0	There is no website.

*Score explanation:*

- The University has a Sustainability Special Interest Group with a comprehensive, easy-to-use, centralised website, incorporating all resources related to health and the environment, upcoming events, leaders, and researchers within our institution. This can be found at [Special Interest Group Meetings | Sustainability Special Interest Group \(brighton.ac.uk\)](https://www.brighton.ac.uk/sustainability/special-interest-group-meetings)
- The University also has an institution-wide sustainability website which is easy to use, comprehensive, and emphasises that Sustainability is a core value in the institution's strategic plan. This can be found at [Sustainability \(brighton.ac.uk\)](https://www.brighton.ac.uk/sustainability).

**6. Has your nursing program recently hosted a conference or symposium on topics related to planetary health?**

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

*Score explanation:*

- [Dr Heather Baid](#), a principal nursing lecturer from the School of Sport and Health Sciences is the lead from the University in organising the annual sustainable healthcare conference. Students, researchers, academics, clinicians, and any discipline interested in sustainable healthcare are invited to attend. [SHARE 2023](#) took place on 12<sup>th</sup> May 2023 and covered topics relating to planetary health, it is co-hosted by the Brighton and Sussex Medical School and the Center for Sustainable Healthcare. Keynote speakers from around the world included Dr Chantelle Rizan, clinical lecturer in sustainable health from Brighton and Sussex Medical School, Dr Teddie Potter from the University of Minnesota, and Dr Rengaraj Venkatesh from the Aravind Eye Hospital in India.
- The [SHARE 2024](#) conference is planned to take place on 25<sup>th</sup> June 2024 and the theme includes Fast-tracking resilient and environmentally sustainable health systems.
- [Critical Care Sunset Sharing Hour](#) – Dr Heather Baid from the University is involved with the Critical Care Sunset Sharing Hour, which is hosted by the Centre for Sustainable Healthcare and Supported by the British Association of Critical Nurses and Intensive Care Society.

**7. Is your nursing program a member of a national or international planetary health or Environment, Safety, and Health (ESH) organization(e.g., the Alliance for Nurses for Healthy Environments, the Planetary Health Alliance, the Global Consortium on Climate and Health Education, or the Nursing Climate Challenge)?**

2	Yes, the school of nursing has joined <b>more than one</b> of these groups.
1	Yes, the school of nursing has joined <b>one</b> of these groups.
0	No, the school of nursing has <b>not joined any</b> of these groups.

*Score explanation:*

- Through Dr Heather Baid, the University School of Sport and Health Sciences is a member of the Global Consortium on Climate and Health Education.
- The School is a member of the Nursing Climate Challenge Europe.
- The School is also a member of the Planetary Health Alliance.
- The University School of Health Sciences has committed to the [Health Care Without Harm](#) 'Nurses Climate Challenge Europe', providing a sustainable approach to nursing.

**Section Total ( 17 out of 20)**

**A**

# 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.*

*Questions with a “\*” next to them signify questions that are unique to the Nursing Planetary Health Report Card.*

1. Does your nursing program partner with community organizations to promote planetary and environmental health?	
3	Yes, the school of nursing meaningfully partners with <b>multiple</b> community organizations to promote planetary and environmental health.
2	Yes, the school of nursing meaningfully partners with <b>one</b> community organization to promote planetary and environmental health.
1	The <b>institution</b> partners with community organizations, but the school of nursing is not part of that partnership.
0	No, there is <b>no</b> such meaningful community partnership.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>● Although it is not specifically for the Nursing School , the university runs a program called <a href="#">Community University Partnership Programme</a> (CUPP), which addresses sustainable and social development concerns and develops research-led innovation in partnership with industry partners, NGOs, and different communities.</li> <li>● <a href="#">The SHARE Conference 2023</a>, an event that happens almost every year and co-hosted by the University of Brighton School of Sport and Health Sciences, talks about multidisciplinary approaches to sustainable healthcare teamwork. Attendees from a wide range of professions interested in sustainable healthcare include academics, researchers, and students.</li> <li>● Throughout the first 18 months of the nursing course, Practice learning for nursing year 1&amp;2 modules (NI409, NI525, and NI530) includes time for dementia, which is a partnership between the University of Brighton and the Alzheimer’s Society. It started in 2018 for both adult and mental health nursing students. Students have fed back that climate change has been discussed with families, for example, with those who have comorbidities such as respiratory conditions where emissions can affect their breathing.</li> <li>● The Patients Association Nutrition Checklist is used in nursing community placements and involves supporting people in their community and carers to be more aware of healthy food through charity resources.</li> <li>● The QAPL Quality Assurance Practice Learning NUTCAP projects provide students with the</li> </ul>	

opportunity to work within hospital and community settings to research ways to assist patients with their nutrition, promoting a healthier and more sustainable living.

**2. Is your nursing program engaged in community-facing courses or events regarding planetary health?**

3	The <b>school of nursing</b> offers or supports community-facing courses or events at least once every year.
2	The <b>school of nursing</b> offers or supports courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The <b>institution</b> has offered community-facing courses or events, but the school of nursing was not involved in planning those courses or events.
0	No, the school of nursing or institution has not offered such community-facing courses or events.

*Score explanation:*

- As part of the [Community Spring Clean 2023](#), staff and students from the University of Brighton volunteered to help the local community tidy up the area around Moulsecomb station.
- [The SHARE Conference 2023](#).

**3. Does your nursing program have regular coverage of issues related to planetary health and/or sustainable healthcare in program update communications?**

2	Yes, students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are <b>sometimes</b> included in communication updates.
0	Students <b>do not</b> regularly receive communications about planetary health and/or sustainable healthcare.

*Score explanation:*

- Emails are sent to students regarding opportunities to recycle clothing on campus.
- Emails are sent to students to promote the SHARE conference.

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

3	Yes, the nursing program offers <b>multiple</b> in-person or online continuing education courses or
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	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.
2	Yes, the nursing program offers <b>one</b> continuing education course or interprofessional experience relating to planetary health and/or sustainable healthcare for post-graduate providers
1	The <b>institution</b> offers continuing education courses or interprofessional experiences relating to planetary health and/or sustainable healthcare for post-graduate providers, but nursing is not involved in planning those courses or events.
0	There are no such accessible courses for post-graduate providers

*Score explanation:*

- [The SHARE Conference 2023](#) is a multidisciplinary event available for continuing professional development for all healthcare professionals.
- NA6185 Sustainable Healthcare Principles Module (Level 6) - Post registration module for working healthcare professionals, which is taken as stand alone credit or used within the BSc (Hons) Professional Practice course. There are nurses, paramedics, and other healthcare professionals who studied in the UK before a BSc degree was available or they are from another country where the healthcare course is not a BSc equivalent. Therefore, this part time top up degree provides an opportunity to achieve a BSc (Hons) course as continuing professional development which hosts the NA6185 module.
- NA7185 Sustainable Healthcare Principles Module (Level 7) - Post graduate module for working healthcare professionals, which is taken as stand alone credit or used within MSc Health course.
- Students are encouraged to access [All Our Health Programme](#) e-learning Programme for healthcare sessions, which also cover various sessions such as air pollution and climate change.
- Greener NHS offers an online course called [Environmentally Sustainable Healthcare programme](#) that educates healthcare professionals about the NHS net zero plan and sustainable healthcare systems which students are also encouraged to complete, that is promoted by the school for nursing students to participate in the recommended sessions.

**5\*. Does your nursing program participate in or encourage advocating for policies addressing planetary health issues?**

2	Yes, the <b>school of nursing</b> actively participates in the promotion of policies addressing planetary health issues.
1	The <b>institution</b> participates in the promotion of policies addressing planetary health issues, but the school of nursing is not involved with this.
0	No, there is no participation in the promotion of policies addressing planetary health issues.

*Score explanation:*

- The School maintained its pledge for the Health Care Without Harm Europe's Nurses Climate Challenge [Nursing School Commitment](#)
- Heather Baid presented at the WHO-Europe 7th Ministerial Conference on Environment



and Health in July 2023 in collaboration with [EuroHealthNet](#) (the conference is held by the WHO-Europe every 5 years). The presentation title was: [Enabling health professionals and health policymakers to become sustainability champions](#). The presentation was heard by delegates representing governments and other policy-making organizations from across Europe. The conference also involved countries signing the [Budapest Declaration](#). This year, there was a new [European Environment and Health Process \(EHP\) Partnership](#) for health sector climate action, which included an endorsement from the UK. Heather did not meet any other nurses at this Ministerial Conference and made a point in her presentation talk that nurses should be invited to policy-making initiatives involving planetary health with encouragement to include more education and research related to the nursing role in promoting environmental sustainability.

- Heather Baid contributed to the [Global Consortium on Climate and Health Education](#) Global Nurses Working Group to provide strategic curriculum guidance learning and learning objective development on the topic of climate change in nursing for all nursing courses to use worldwide, of which she had backing from the University of Brighton and the Dean of the School. .

**6\*. Has your nursing program partnered with local, regional, or national healthcare institutions/organizations to promote planetary health-related education for the public?**

3	Yes, the school of nursing has partnered with <b>multiple</b> healthcare organizations to promote <b>planetary health-related</b> education for the public.
2	Yes, the school of nursing has partnered with <b>multiple</b> healthcare organizations to promote <b>either climate or environmental health-related</b> education for the public.
1	The school of nursing has partnered with <b>one</b> healthcare organization to promote <b>at least one planetary health-related topic</b> of education for the public.
0	No, there is no partnership with healthcare organizations to promote planetary health-related education for the public.

*Score explanation:*

Currently the university does not have a partnership with any healthcare organisations to promote planetary health-related education for the public.

**Section Total (12 out of 16)**

**B+**

# Support for Student-Led Planetary Health Initiatives

***Section Overview:*** *The future of planetary health belongs to the next generation of health 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 encourage student activity and, at best, can work in cohesion with community projects.*

*Questions with a “\*” next to them signify questions that are unique to the Nursing Planetary Health Report Card.*

1. Is there a student representative serving on a nursing program or educational institution decision-making committee advocating for planetary health and/or sustainability best practices?	
1	Yes, there is a student representative who serves on a nursing program or institutional decision-making council/committee.
0	There is no such opportunity for student involvement.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• Students are members of the School of Sport and Health Sciences <a href="#">Sustainability Special Interest Group (SSIG)</a>, where students are able to share their ideas and be involved in decision-making around ideas of planetary health and/or sustainability best practice.</li> <li>• The nursing course at the University of Brighton provides a unique placement opportunity called quality assurance in practice learning (QAPL), which includes a sustainability project group. During this placement, they are assigned to a decision-making team responsible for advocating planetary health and promoting sustainable practices. This process changes continuously, with each placement that is based at the university, introducing new ideas aimed at improving quality.</li> </ul>	

2. Does your nursing program or educational institution have registered student groups dedicated to fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
2	Yes, there is a student organization <b>with faculty support</b> at the school of nursing dedicated to planetary health or sustainability of healthcare.
1	Yes, there is a student organization at the school of nursing dedicated to planetary health or sustainability in healthcare, but it <b>lacks faculty support</b> .
0	There is no such opportunity for students.
<p><i>Score explanation:</i></p>	

- The nursing course offers a virtual placement known as Quality Assurance in Practice Learning (QAPL), which is based within the university of Brighton), initiated in May 2022 for Year 2 and 3 adult and mental health nursing students.
- [Sustainability Special Interest Group](#)

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

2	There is a <b>specific</b> planetary health and/or sustainability in healthcare <b>research program</b> for students interested in conducting research on this topic.
1	There are opportunities for students to perform research, but these <b>require student initiative</b> to select planetary health and/or sustainability in healthcare as a topic.
0	There is no such opportunity for students.

*Score explanation:*

- As part of the practice learning modules NI525, NI619, and NI530, nursing students in years 2 and 3 have the opportunity to participate in the Clinical Skills Sustainability Project during their virtual placement Quality Assurance in Practice Learning (QAPL). Research is an essential component of this placement.

**4. 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 <b>supported to enact</b> planetary health and/or sustainability initiatives or quality improvement projects in the <b>past year</b> .
1	Yes, students have been <b>supported to enact</b> planetary health and/or sustainability initiatives or quality improvement projects in the <b>past 3 years</b> .
0	There is no such opportunity for students in the <b>past 3 years</b> .

*Score explanation:*

- As part of the practice learning modules for year 2 and 3, both adult and mental health nursing students are able to work on the clinical skills sustainability project as part of the Quality Assurance in Practice Learning (QAPL) virtual placement, which uses quality improvement tools such as the SusQI framework.
- In the NI615 Module, students are required to write about sustainability in their service improvement assignment. There is an increase in sustainability related to service improvement.

**5\*. 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 delivering presentations about planetary health and/or sustainability in healthcare during the <b>past year</b> .
1	Yes, students have been involved in teaching or delivering presentations about planetary health and/or sustainability in healthcare during the <b>past 3 years</b> .
0	There is no such opportunity for students in the <b>past 3 years</b> .
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• The university encourages students to participate in <a href="#">The SHARE Conference 2023</a>.</li> <li>• Third-year nursing students are obligated to fulfill a teaching requirement as part of their proficiencies during their sustainability placement. While the teaching component is student-led, it is a mandatory aspect of their Practice Assessment Document (PAD).</li> </ul>	

<p><b>6. Does your nursing program or educational institution provide one or more annual co-curricular planetary health and/or sustainability program initiatives in the following categories? (1 point each)</b></p>	
1	Projects where students can gain experience in organic agriculture and sustainable food systems. For example, gardens, farms, community-supported agriculture, fishery programs, 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, and how health professionals can partner with their community to address these exposures and impacts.
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.
1	Panels, speaker series, or similar events related to planetary health that have students as an intended audience.
1	Cultural arts events, installations, or performances related to planetary health that have students as the intended audience.
1	Wilderness or outdoor programs that follow “leave no trace” principles. For example: hiking, kayaking, or other outings for students.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Beach Clean Extravaganza 2023</a> in collaboration with Brighton University student’s union.</li> <li>• <a href="#">Community Spring Clean 2023</a></li> <li>• SSGT Walk My Dogs initiative where both students and staff are encouraged to join and explore the countryside, emphasizing the principle of 'leaving no trace' on the environment.</li> <li>• At the University of Brighton, there is a volunteering service called <a href="#">Active Student</a>, which assists students in identifying volunteering opportunities within the local community, including areas such as the environment, agriculture, and sustainability.</li> <li>• The <a href="#">Ecological Society</a>, led by students for students, is primarily focused on providing direct</li> </ul>	

exposure to nature through workshops and collaborations with local charities. Additionally, the society is dedicated to helping students learn how to care for the environment.

- Monthly community socials on campus are hosted by Student Support and Guidance Tutors (SSGT), including crafts and other informal socializing activities.

**Section Total (12 out of 15)**

**A-**

# Campus Sustainability

***Section Overview:*** Often the most visible and accessible of the planetary health efforts, sustainability can take many forms. As future health workers, it is vital to identify and nurture a culture of sustainability and actionable items to work towards within our systems. The healthcare industry significantly contributes to greenhouse gas emissions and 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.

Questions with a “\*” next to them signify questions that are unique to the Nursing Planetary Health Report Card.

<b>1*. Does your nursing program specifically have planetary health as part of its mission and/or values?</b>	
2	Yes, planetary health is <b>specifically mentioned</b> as part of the school of nursing’s mission and/or values.
1	The effects of <b>climate</b> and/or the <b>environment</b> on health are mentioned, but planetary health is not specifically mentioned as part of the school of nursing’s mission and/or values.
0	No, planetary health is not specifically mentioned.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>● The nursing program at the University of Brighton follows these course themes:             <ol style="list-style-type: none"> <li>1. Sustainability in nursing, including the ‘environment’. resilience, leadership, and professionalism.</li> <li>2. Research in Nursing includes the University research strategy, digital health, and current research activity of nursing researchers.</li> <li>3. Diversity in nursing including ‘human beings and health’, internationalism, interprofessional, law and ethics, and equality and diversity.</li> </ol> </li> <li>● The University has a <a href="#">Practical Wisdom Strategy</a> which is based on these values: creativity, inclusivity, partnership, and sustainability. The Sustainable value informs the global challenges, <a href="#">University of Brighton's commitment to the UN's Sustainable Development Goals</a>.</li> <li>● The University of Brighton has developed the Brighton Graduate Attributes which embeds skills and values for learners to become critical thinkers, engaged Global citizens, confident communicators, inclusive collaborators, resilient self advocates, solution-orientated innovators and creative and confident users of digital technology.</li> <li>● The University School of Health Sciences has committed to the <a href="#">Health Care Without Harm</a> ‘Nurses Climate Challenge Europe’, providing a sustainable approach to nursing.</li> </ul>	

2. Does your nursing program and/or institution have an Office of Sustainability	
3	Yes, there is an Office of Sustainability with salaried staff dedicated to campus sustainability. (If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital and/or school of nursing.)
2	There is an Office of Sustainability with salaried staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of the school of nursing and/or hospital sustainability.
1	There is a sustainability task force or committee, but <b>no salaried sustainability staff</b> .
0	There are <b>no</b> staff members or committees responsible for overseeing campus sustainability.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• Matt Kitson is the Director of Estates and Facilities, he is a member of the University Executive board and the Global Challenges Oversight Group. He is the lead for environmental and corporate sustainability performance for the University of Brighton. Ollie Swan is the head of Sustainability and is a co-lead of Global Challenges, which is the University of Brighton's response to the UN Sustainable Development Goals. The sustainability team includes Lucy Lisle - the Sustainability and Travel manager, Jude Harkins - the Energy and Carbon Manager, Mark Burkill - Parking and Transport Officer, Izzy White - Sustainability Projects Officer, Professor Mark Devenney – Professor of Critical Theory – co-lead for Global Challenges.</li> </ul>	

3. Does your nursing program or institution have a written and approved plan for carbon neutrality?	
3	Yes, there is a <b>well-defined written and approved plan</b> for carbon neutrality by <b>2030</b> .
2	Yes, there is a <b>well-defined written and approved plan</b> for carbon neutrality by <b>2040</b> .
1	There is a <b>stated goal</b> of carbon neutrality by <b>2040</b> , but <b>no plan</b> has been created, or the plan is <b>inadequate</b> .
0	The school of nursing/institution does <b>not</b> meet any of the requirements listed above.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• The university has a Net Zero Strategy and an approved action plan. The University is developing these plans to accelerate net neutrality by the latest 2050, with plans to bring that to 2040. The facilities the nursing program uses will be part of that decarbonisation plan.</li> </ul>	

4. Do buildings or other infrastructure used by the nursing programs for teaching (not including hospitals) utilize renewable energy?	
3	Nursing school buildings are powered by <b>100%</b> renewable energy.
2	Nursing school buildings source <b>&gt;80%</b> of energy needs from off- or on-site renewable energy.

1	Nursing school buildings source >20% of energy needs from off- or on-site renewable energy.
0	Nursing school buildings source <20% of energy needs from off- or on-site renewable energy.

*Score explanation:*

- All electricity is either generated on-site or purchased through a green electricity tariff with REGO certificates. Heating and catering rely on natural gas, which is not a renewable source of energy. For the entire University, 42% of energy used in the 22/23 year was from renewable sources.

5. Has the nursing program implemented strategies to encourage and provide environmentally-friendly transportation options for students?	
2	Yes, strategies to encourage and provide <b>environmentally-friendly transportation options</b> have been implemented and are well publicized to students.
1	There are strategies to encourage and provide environmentally friendly transportation options, but these are <b>unsatisfactory</b> or <b>poorly publicized</b> to students.
0	<b>No strategies</b> have been implemented to encourage and provide environmentally friendly transportation options.

*Score explanation:*

- Information for students on sustainable and active travel is provided via the university website, blog, and events throughout the year: [student travel options](#) & [C-Change](#). C-Change is the University of Brighton's campaign to cut carbon both on and off campus.

6. Does your nursing program have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/glass/plastic)?	
2	Yes, the school of nursing has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty.
1	The school of nursing has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both.
0	There is no recycling program.

*Score explanation:*

- The University has recycling facilities across all campuses, in all buildings available to students and staff; Waste & Recycling | C-Change ([brighton.ac.uk](http://brighton.ac.uk)). Compost facilities are not provided.
- The Catering department has considered the range of soft drinks, and has opted, where possible, for canned drinks. Aluminum and steel can be recycled multiple times without impacting the quality of the material; this is unlike plastic. Tetra cartons have also been replaced as they are difficult to recycle.
- The Catering department recycles their waste oil; it is collected and used for Bio-Fuel.



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

2	There are sustainability requirements that <b>must be adhered</b> to for every event hosted by the school of nursing.
1	There are sustainability guidelines that are <b>recommended but not required</b> .
0	There are no sustainability criteria or guidelines.

*Score explanation:*

- Sustainable travel, such as using public transport, cycling, or car sharing, is encouraged for on-campus events.
- There is a Sustainability Policy for provision of food and beverages on campus at the university - <https://eat.brighton.ac.uk/ethics/policies/>.
- There are best practice guidelines available for PPE use which extends to external providers.
- The [SHARE 2023](#) took place on 12<sup>th</sup> May 2023 and is conducted online, annually. This enables speakers and guests from around the world to attend, therefore reducing the carbon footprint.

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

4	The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest</b> divested funds into <b>renewable energy</b> companies or renewable energy <b>campus initiatives</b> .
3	The institution is <b>entirely divested</b> from fossil fuels.
2	The institution has <b>partially</b> divested from fossil fuel companies or has <b>made a commitment</b> to divest from fossil fuel investments., but <b>currently</b> has fossil fuel investment.
1	The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organized advocacy</b> for divestment.
0	The institution has <b>not divested</b> from fossil fuel companies and there have been <b>no efforts</b> to change that.

*Score explanation:*

- The university has signed a fossil-free declaration and has committed to no direct investments in fossil fuels. Brighton strengthens its ethical investment policy with the Fossil Free Declaration.

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

2	Yes, the school of nursing has <b>implemented sustainability practices and initiatives</b> in clinical
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	skills areas.
1	There are <b>plans to implement sustainable practices</b> in clinical skills areas, but these have not yet been implemented.
1	The school of nursing <b>strongly recommends or incentivizes</b> sustainability measures, but they are not required.
0	There are no efforts to make clinical skills areas more sustainable.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>The school has reduced its usage of wearing aprons for clinical skills, and gloves are no longer necessary for clinical skills unless it is learning to don on and off. Equipment is re-used, for example, during the catheterisation skills session. This is to reduce the carbon footprint of this simulation, and the rationale is explained to the student nurses, highlighting the need for them to be mindful of sustainable practices both during their nursing degree and in their future role as registered nurses.</li> </ul>	

<p><b>9. Are sustainable building practices utilized for new and old buildings on the school of nursing campus, with design and construction of new buildings and remodeling of old buildings conforming to a published sustainability rating system or building code/guideline (e.g., LEED, BREEAM, etc.)?</b></p>	
3	Yes, sustainable building practices are utilized for new buildings on the school of nursing campus, and the <b>majority</b> of old buildings have been <b>retrofitted</b> to be more sustainable.
2	Sustainable building practices are utilized for new buildings on the school of nursing campus, but most old buildings have <b>not been retrofitted</b> .
1	Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings.
0	Sustainability is <b>not considered</b> in the construction of new buildings.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>The University’s Sustainability and Environmental policy statement sets out some targets for construction and refurbishment works. The university will ensure all new build projects achieve BREEAM ‘Excellent’ rating and that any substantial refurbishment receives a BREEAM ‘Very good’, or a SKA ‘Gold’ rating. The “excellent” BREEAM standard was applied and achieved through the University’s most recent new development, Elm House, as part of the Big Build Moulsecroomb redevelopment programme. Moving forward, the expectation and intention is to align construction and refurbishment works with Passivhaus and Enerphit design standards to support the transition to Net Zero.</li> </ul>	

**10. Does your nursing program or institution apply sustainability criteria when making decisions about supply procurement?**

3	Yes, the school of nursing has adequate sustainability requirements for supply procurement <b>and is engaged</b> in efforts to increase the sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The school of nursing is <b>engaged</b> in efforts to increase the sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The school of nursing is <b>not engaged</b> in efforts to increase the sustainability of procurement.
0	There are <b>no</b> sustainability guidelines for supply procurement.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>The school of nursing has strict sustainability criteria concerning procurement decisions. If the procurement is less than £20,000. The School Operations Manager will request, review, and check their sustainability policy. If the procurement is more than £20,000, 30% of the decision criteria is surrounding sustainability.</li> </ul>	

<b>11. Does your nursing program apply sustainability criteria when making decisions about the campus food and beverage selections (e.g., local sourcing, reduced meat, decreased plastic packaging)?</b>	
3	Yes, the school of nursing has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red meat, and is <b>engaged</b> in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The school of nursing is <b>engaged</b> in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The school of nursing is <b>not engaged</b> in efforts to increase food and beverage sustainability.
0	There are <b>no</b> sustainability guidelines for food and beverages.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>The university has a Sustainable Food Policy 2021/23. Within the policy, it states its responsibility to carry out its procurement and service delivery activities in an environmentally and socially responsible manner whilst also encouraging and promoting the benefits of healthy eating.</li> <li>The policy looks at procurement and reducing plastic, as well as sustainable fish, higher welfare meat, plant-based foods and waste, food waste, and recycling. The policy also discusses reducing the use of disposables and cutting carbon.</li> </ul>	

<b>Section Total (22 out of 32)</b>	<b>B</b>
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## 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%

*\*Within each grade bracket, a score in the top 5% (\_5 to \_9%), receives a “+”, and a score in the bottom 5% (\_0- \_4%) receives a “-”. For example, a percentage score of 78% would be a B+.*

### Planetary Health Grades for the University of Brighton

The following table presents the individual section grades and overall institutional grade for the [Insert School Name] on this nursing-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(52/62) \times 100 = A\%$	A-
<b>Interdisciplinary Research (17.5%)</b>	$(17/20) \times 100 = B\%$	A
<b>Community Outreach and Advocacy (17.5%)</b>	$(12/16) \times 100 = C\%$	B+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(12/15) \times 100 = D\%$	A-
<b>Campus Sustainability (17.5%)</b>	$(22/32) \times 100 = E\%$	B
<b>Institutional Grade</b>	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = F\%$	<b>B+</b>

## 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>