

PLANETARY HEALTH REPORT CARD

APRIL 2024

NURSING

2023-2024 SUMMARY REPORT

Prepared by:

Nursing students and faculty from five nursing programs across three countries

Canada

United Kingdom

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With Support from:

Josiah Macy Jr. Foundation

Global Consortium on Climate and Health Education

Planetary Health Alliance



phreportcard.org

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1. ABOUT THE INITIATIVE

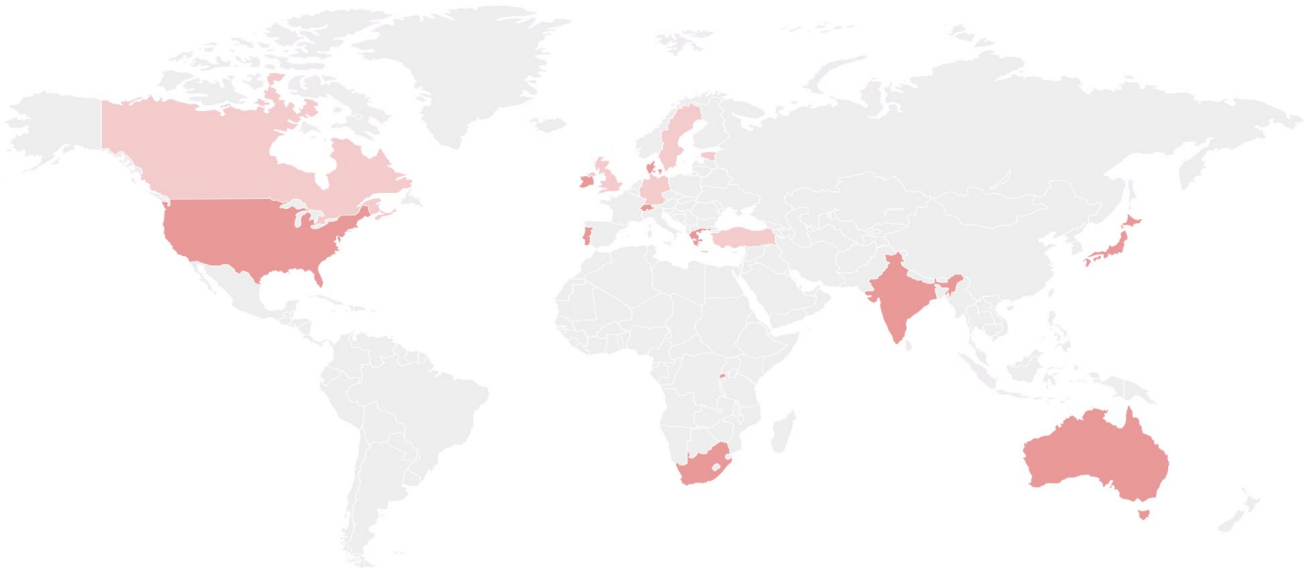


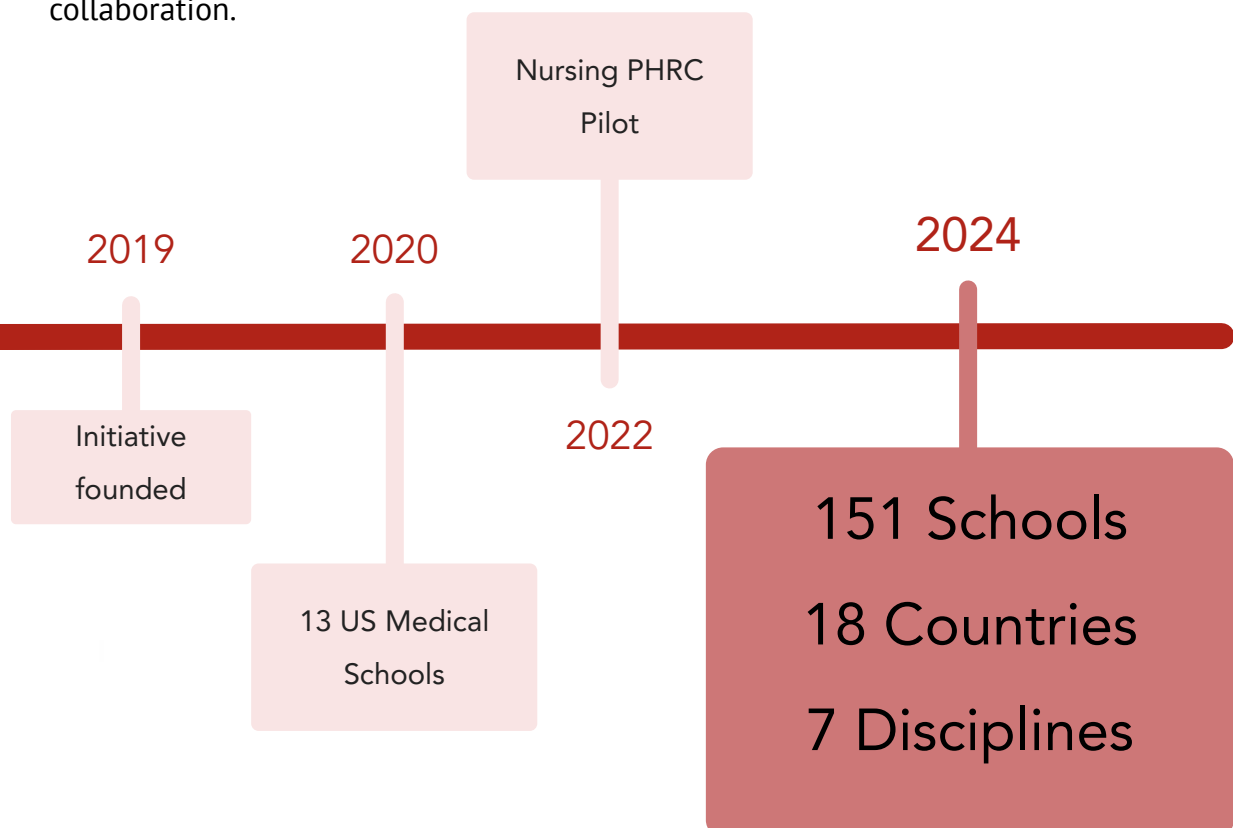
Figure 1: Map of Countries Participating in the PHRC

“Planetary Health is a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth” (Planetary Health Alliance, 2024)

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health, and to understand and mitigate the environmental impact of clinical care. It is imperative that we hold our institutions accountable for educating health students on planetary health and education for sustainable healthcare, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices on our campuses and in our hospitals, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect marginalized populations, these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among medical schools, the Planetary Health Report Card (PHRC) was developed as an institutional advocacy tool in 2019 by a group of medical students at the University of California, San Francisco School of Medicine. **The PHRC is a student-driven metric-based tool that aims to evaluate health professional schools on discrete metrics in five main category areas:** 1) Curriculum, 2) Interdisciplinary research in health and environment, 3) Community outreach and advocacy 4) Support for student-led initiatives and 5) Campus sustainability.

Since its founding just five years ago, the PHRC community has grown to encompass 18 countries and over 151 health professional schools. As it has spread across the world, it has left many examples of institutional change in its wake. Though initially developed by medical students to evaluate medical schools, the report card has now been adapted for dentistry, nursing, occupational therapy, pharmacy, physiotherapy, and veterinary medicine training programs, catalyzing interprofessional collaboration.



2. GOALS

- Operate as a “**needs assessment**” tool to identify institutions’ planetary health strengths and opportunities for growth.
 - Assemble synthesized, **institution-specific information** on planetary health resources useful for faculty and students
 - Facilitate **cross-institutional sharing** of planetary health resources that can catalyze curricular innovation
 - Establish a **global, interprofessional community** of like-minded students and faculty
 - **Track progress** in implementing planetary health curriculum and resources
 - **Advance the planetary health movement** in pursuit of a healthier and more equitable world
- 

3. SECTIONS OF THE REPORT CARD

Planetary Health 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.

Interdisciplinary Research in Health and Environment



Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging 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.

Community Outreach and Advocacy



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

3. SECTIONS OF THE REPORT CARD

Support for Student-Led Planetary Health Initiatives



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.

Campus Sustainability



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.

4. PHRC-INSPIRED INSTITUTIONAL **CHANGE**

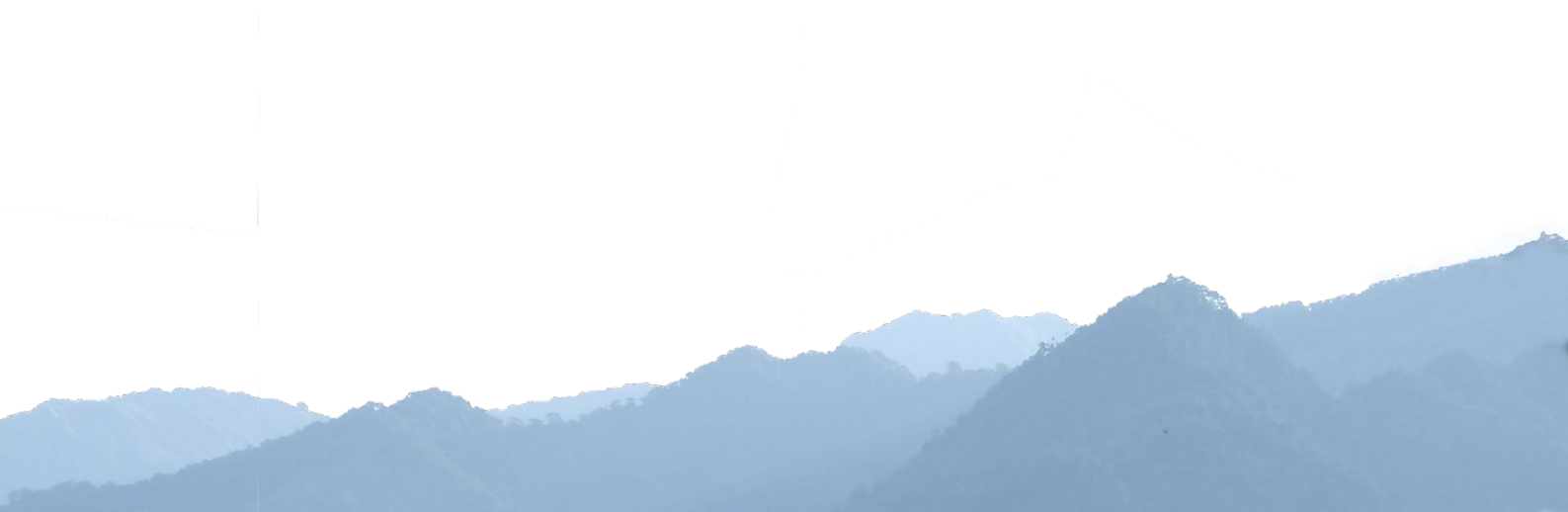
Students and faculty have successfully used the Planetary Health Report Card to improve planetary health engagement and promote institutional changes at their nursing schools. Here are some examples from this year's feedback form.

UNIVERSITY OF MINNESOTA - TWIN CITIES

“Starting Fall 2024, the University of Minnesota School of Nursing curriculum will have Planetary Health threaded throughout all levels of nursing education (BSN, MN, PhD, and DNP).”

TRINITY WESTERN UNIVERSITY

“The Planetary Health Report Card has offered evaluative metrics for faculty and administration to continue to promote Trinity Western University School of Nursing as a national and global leader in the Planetary Health movement.”




5. RANKING TABLES




2024 PHRC RESULTS NURSING

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Minnesota-Twin Cities, US	A-	A-	A+	A-	A	B
2.	Trinity Western University, US 	A-	A	A	A-	A	C
3.	University of Brighton, UK	B+	A-	A	B+	A-	B
4.	Washington State University, US	B	A-	B+	C+	C	C
5.	University of Wisconsin-Madison, US	B	A-	A	D	B	C-

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

 = Overall score improved from 2022-2023 to 2023-2024

6. RECOMMENDATIONS

Introduction to recommendations section -

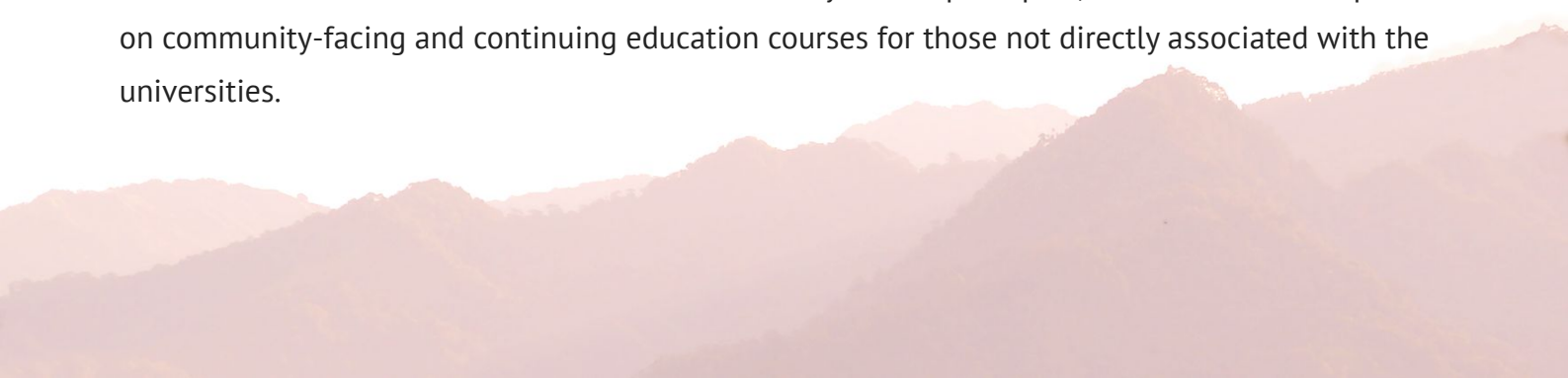
1. DISSEMINATE PLANETARY HEALTH RESEARCH AND PROJECTS

Many programs are conducting planetary health-related research and projects, yet the dissemination of these projects still need to reach nurses and nursing programs with greater frequency, including sharing between nursing programs.

- *Eight of the University of Minnesota Doctor of Nursing Practice students in the 2024 Health Innovation and Leadership cohort focused their projects on planetary health-related topics. They have disseminated their work to a variety of disciplines, at all levels of government, and to the communities they serve.*
- *Trinity Western University School of Nursing co-hosted the [Planetary Health Conference](#) with their colleagues in the Natural and Applied Sciences. They highlighted the transdisciplinary nature of Planetary Health and the projects students and faculty are conducting at the university.*
- *University of Brighton School of Nursing continues to host the [SHARE Conference](#), highlighting the quality improvement research and projects related to advancing planetary health.*

2. DEVELOP CONTINUING/COMMUNITY EDUCATION COURSES

As universities advance curricula to include Planetary Health principles, there must be an equal focus on community-facing and continuing education courses for those not directly associated with the universities.



2. DEVELOP CONTINUING/COMMUNITY EDUCATION COURSES (CONTINUED)

- *The University of Brighton offers the Community University Partnership Project (CUPP) program, which addresses sustainability and social development concerns and develops research-led innovation in partnership with industry, NGOs, and different communities.*
- *Trinity Western University School of Nursing is an active member of the [British Columbia Coalition Institute \(BCCI\)](#), An organization that*
- *promotes planetary health research on a local and global scale. Through this partnership, a community of practice (CoP) has been formed to enhance planetary health research and knowledge translation.*
- *At the University of Wisconsin-Madison School of Nursing, A partnership with Public Health Madison Dane County was formed to support the work of their community-based public health nurses in assessing and responding to residents' environmental injustice concerns.*
- *Washington State University College of Nursing hosts the [Butterfield Upstream](#) event annually, open to the community and offering continuing education credits.*

3. INCREASE ACCESSIBILITY AND TRANSPARENCY

As more faculty understand the urgent need to implement Planetary Health content and strategies into nursing curriculum there is a request for a directory of faculty and students conducting Planetary Health-related research and projects. Not only could this promote collaboration and advancement of knowledge within the discipline, it should promote transdisciplinarity and collaborative work outside of the health sciences.

3. INCREASE ACCESSIBILITY AND TRANSPARENCY (CONTINUED)

- *University of Brighton has a [Special Interest Group](#) of sustainability researchers and practitioners that is available for anyone to view. The group is interdisciplinary within the health sciences.*

4. ENCOURAGE THE USE OF FREE EVIDENCE-BASED RESOURCES

Curating educational materials related to Planetary Health can be complex for faculty to achieve. This may lead to hesitancy in implementing content into the curricula. However, there are many free, evidence-based resources available through peer-reviewed platforms.

- *Many nursing programs that completed the 2024 Nursing Planetary Health Report Card identified membership with local, national, and international nursing organizations focused on at least one category of planetary health (e.g., climate change, environmental health, environmental justice, etc.).*
- *Once it is published at the end of 2024, the [Nursing Climate Resources for Health Education \(N-CRHE\)](#), a project developed by the Global Consortium on Climate and Health Education (GCCHE), will consist of an accessible repository of evidence-based, peer-reviewed learning objectives, case studies, and quality improvement project and simulation templates available to nursing students, faculty, and practitioners. The content is divided into five sections relating to nursing education populations (i.e., Basics 101, Adult, Pediatrics, Community, and Health Systems). Each of these populations is further divided into seven climate change topics. This project aims to provide tangible educational content to advance health professional knowledge of the impact and solutions to climate change and other planetary health factors.*

5. FOSTER TRANSDISCIPLINARITY

Planetary Health is founded on transdisciplinary relationships to advance the interconnectedness within nature. Nursing programs are often successful with interdisciplinary relationships yet struggle to harness the potential of transdisciplinary relationships to promote the health of all beings.

- *The University of Minnesota School of Nursing often participates with the [Institute on the Environment](#), a multidisciplinary group focused on sustainability, conservation, and planetary health. Additionally, three DNP students in the Health Innovation and Leadership program have completed doctoral quality improvement projects in collaboration with the [Minnesota Climate Adaptation Partnership](#).*
- *The University of Wisconsin-Madison School of Nursing partners with the [Nelson Institute for Environmental Studies](#), which hosts a Planetary Health Research program.*

6. DEVELOP AND ENFORCE SUSTAINABILITY GUIDELINES FOR EVENTS, TRAININGS, AND SIMULATIONS

Programs have recommended sustainable resource allocation, whether intra- or extra-curricular. However, few enforce these guidelines in policy. Thus, faculty and event organizers are left to decide to use sustainable materials independently.

- *The University of Brighton School of Nursing has a robust [sustainability policy](#) for the provision of food and beverages.*
- *The University of Minnesota School of Nursing has a robust recycling and composting program throughout its department.*

7. IDENTIFY COMMUNITY NEEDS THROUGH ASSESSMENT AND COLLABORATION

Communities know best what their needs are. Nursing programs must shift from a top-down approach to research and education to a bottom-up or multi-directional approach that considers the community first and foremost.

7. IDENTIFY COMMUNITY NEEDS THROUGH ASSESSMENT AND COLLABORATION (CONTINUED)

- *Trinity Western University School of Nursing faculty are involved in an Indigenous Digital Health Ecosystem project where Indigenous knowledge keepers are engaged in a learning alliance in research on integrating information about social determinants of health and quality of life in a digital health system for Indigenous communities.*
- *Washington State University College of Nursing faculty and students, such as Julie Postma, Claire Richards, and Molly Parker, have conducted community-engaged research, promoting the inclusion of input from populations most impacted by planetary disruptions.*
- *The University of Wisconsin-Madison School of Nursing faculty, Dr. Jessica LeClair and Dr. Linda Oakley, are involved in a research study where Black community members describe to researchers and local public health nurses what their concerns and priorities are related to environmental injustices and the overexposure to environmental hazards.*

8. CARBON NEUTRALITY AND DIVEST FROM FOSSIL FUELS

Several reports, including the Intergovernmental Panel on Climate Change, have evidenced the need for rapid decarbonization of all sectors to limit global warming above 1.5 degrees Celsius. However, many organizations still struggle with creating action plans with achievable goals to reduce their carbon footprint. More evidence is forthcoming regarding the magnitude of direct and indirect investments in the fossil fuel industry.

- *Out of all schools participating in the 2024 N-PHRC, only the University of Brighton has signed a fossil-free declaration to divest from fossil fuels.*
- *None of the programs that completed the 2024 N-PHRC have committed to net zero emissions earlier than 2040. Of those who have committed to a timeline of 2040, there is language that states the uncertainty of such an achievement.*

7. LIMITATIONS

The 2023-2024 Nursing Planetary Health Report Card is the third iteration of the initiative, now with more participating schools, and refined metrics. Despite our extensive efforts to hone this initiative's metrics, process, and impact, we recognize that there are some limitations, as outlined below.

Overall Generalizability

While we do our best to keep our metrics specific and clear with guidelines for evaluation and accompanying examples, the report card does have some degree of subjectivity given that metrics are interpreted by students and staff at different nursing schools. For example, teams at different schools may have differences in their interpretation of what constitutes content being covered “briefly” vs “in-depth” in the curriculum. Although all report cards were read and edited by members of the leadership team to maximize consistency, this subjective element cannot be avoided completely. In the future, we hope to formally evaluate inter-rater concordance.

International Generalizability

Despite our efforts to anticipate limitations in metric international generalizability and to refine metrics for a global audience, we recognize that the metrics were originally developed with the U.S. nursing education system in mind and as a result, there may be some unintentional cultural bias. As we continue to expand globally, we will work to anticipate and respond to feedback regarding international generalizability and cultural bias.



8. FUTURE DIRECTIONS

The 2024 Planetary Health Report Card marks our **5th year of student advocacy** in planetary health education. Inspired by the desperation to see climate change taught in health professional curriculums, our growth has been exponential. Some schools now have five published report cards, the cyclical process goes on and with each report card, marginal (sometimes extraordinary) gains are made.

Each year we strive to develop, the leadership team gets bigger, new ideas come and go, students graduate, and another cycle begins in October. **So what's next, where do we go from here? Below we outline our goals for the future:**

GOAL 1: PROMOTE INTERPROFESSIONAL COLLABORATION

The PHRC interprofessional expansion is among our greatest achievements. Education across all healthcare professions is crucial for a future where health systems effectively promote population and planetary health. Spanning six health professions, published report cards are serving to align healthcare communities on the development of planetary health education. Published disciplines include medicine, dentistry, nursing, occupational therapy, physiotherapy, veterinary medicine and pharmacy.

Our goal is to establish interdisciplinary teams that work together to complete report cards and collaborate on planetary health advocacy at their institution. Streamlining the report card sections will allow multidisciplinary teams to complete Research, Community Outreach, Student Support, and Sustainability sections together, whilst independently completing the Curriculum section.

GOAL 2: ENGAGE OUR COMMUNITY BEYOND THE REPORT CARDS

With each cycle and published report card comes a vast quantity of data: novel curriculum activities, inspiring student groups, community collaborations, sustainable energy and travel initiatives and much more. But this data largely stays locked up in individual report cards and cherry-picked examples for our summary report. The aim of the report card is to be not only a template for compiling information on institutional planetary health engagement, but also a tool for institutional advocacy.

8. FUTURE DIRECTIONS

Our goal is to improve the utilization of PHRC data, networks and community through faculty development days, facilitating school-to-school partnerships, exploring our data through research and collaborating with partners to promote planetary health development all year round. Not just identifying a school's strengths and weaknesses but taking an active approach to support their development too. Through our partnership with Climate Resources for Health Education, we have mapped each PHRC metric to their curricula materials offering convenient and accessible solutions for institutions to improve specific metrics.

GOAL 3: COLLABORATE WITH STAKEHOLDERS TO DEVELOP THE INITIATIVE

The PHRC will always be **a student-driven initiative** and rely on the generosity and passion of the student teams completing the report cards. The initiative has grown in new and exciting ways but this comes at a financial and time cost. As of writing, we are in the last stages of being granted non-profit status, unlocking new potentials and streams of revenue for the development of the project. This new status comes with equal parts opportunity and responsibility. Formation of a Board of Directors will ensure we make the most of the opportunities presented and guide us in the future development of the initiative.

Our goal is to collaborate with partners, engage stakeholders and students to take this next step in our journey and ensure the longevity and value of the initiative for the future.



9. AUTHORS & LEADERSHIP

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11. ACKNOWLEDGMENTS

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Thank you to the Global Consortium on Climate and Health Education (GCCHE) and Dr Cecilia Sorensen for your ongoing support and guidance,

Thank you to White Coats 4 Black Lives and their impactful Racial Justice Report Card for inspiration.

Thank you to the Planetary Health Alliance, who gave us the opportunity to present this idea at the 2019 Planetary Health Annual Meeting.

Thank you to Medical Students for a Sustainable Future, a national group of medical students advocating for planetary health, for your wonderful, supportive community and collaboration.



12. CONTACT US

We rely on the passion and generosity of the hundreds of students involved in the initiative. If you don't see your **country, school or discipline** represented here we would love to hear from you. If you would like to support the work we are doing please share this report and our initiative with your colleagues, faculty and friends so we can reach as many people as possible.

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Instagram: [@phreportcard](https://www.instagram.com/phreportcard)

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13. REPORT CARD SCHOOL TEAMS

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13. REPORT CARD SCHOOL TEAMS

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14. APPENDIX 1: METRICS

SECTION 1: PLANETARY HEALTH CURRICULUM

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.

- 1.1** Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, and climate change?
- 1.2** Does your nursing program provide education regarding the impacts of extreme weather events (e.g., storm, flooding, heat, drought, air pollution) on individual health?
- 1.3** Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?
- 1.4** 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?
- 1.5** Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?
- 1.6** Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?
- 1.7** Does your nursing program address the environmental and health co-benefits of a plant-based diet?
- 1.8** Does your nursing school curriculum address relationships between ecosystem health, human health, and climate change?
- 1.9** Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?
- 1.10** Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?
- 1.11** Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?

14. APPENDIX 1: METRICS

- 1.12** Does your nursing curriculum address socioeconomic/racial disparities in extreme weather and climate change exposure?
- 1.13** Does your nursing curriculum address inequitable health impacts of climate change globally?
- 1.14** Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?
- 1.15** Does your nursing curriculum address the outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?
- 1.16** Does your nursing curriculum address the impacts of extreme weather events on healthcare systems?
- 1.17** Does your nursing program address the carbon footprint of healthcare systems?
- 1.18** Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?
- 1.19** Does your nursing program cover the contributions of pharmaceuticals to environmental degradation and climate change (e.g., anesthetic gases, inhalers, antibiotic resistance, etc.)?
- 1.20** 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?
- 1.21** Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?
- 1.22** Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?

14. APPENDIX 1: METRICS

SECTION 2: INTERDISCIPLINARY RESEARCH

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.

- 2.1** Are there researchers or faculty engaged in planetary health research and/or healthcare sustainability research or scholarship at your nursing school?
- 2.2** Is there a dedicated department, center, or institute for interdisciplinary planetary health research at your institution?
- 2.3** Does your nursing program support scholarly dissemination on topics of planetary health (e.g., peer-reviewed publications, conference presentations, abstracts, etc.)?
- 2.4** 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?
- 2.5** 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?
- 2.6** Has your nursing program recently hosted a conference or symposium on topics related to planetary health?
- 2.7** 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)?

14. APPENDIX 1: METRICS

SECTION 3: COMMUNITY OUTREACH AND ADVOCACY

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

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

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

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

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

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

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

14. APPENDIX 1: METRICS

SECTION 4: SUPPORT FOR STUDENT-LED PLANETARY HEALTH INITIATIVES

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.

- 4.1** 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?
- 4.2** 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?
- 4.3** Does your program or institution provide opportunities for nursing students to conduct research related to planetary health and/or sustainability in healthcare?
- 4.4** Does your nursing program or educational institution support nursing students interested in enacting planetary health and/or sustainability initiatives or quality improvement projects?
- 4.5** Does your nursing program or educational institution offer opportunities for nursing students to teach or present about planetary health and/or sustainability in a healthcare-related topic?
- 4.6** 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?

14. APPENDIX 1: METRICS

SECTION 5: CAMPUS SUSTAINABILITY

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.

- 5.1** Does your nursing program specifically have planetary health as part of its mission and/or values?
- 5.2** Does your nursing program and/or institution have an Office of Sustainability?
- 5.3** Does your nursing program or institution have a written and approved plan for carbon neutrality?
- 5.4** Do buildings or other infrastructure used by the nursing programs for teaching (not including hospitals) utilize renewable energy?
- 5.5** Has the nursing program implemented strategies to encourage and provide environmentally-friendly transportation options for students?
- 5.6** Does your nursing program have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/glass/plastic)?
- 5.7** Are there sustainability requirements or guidelines for events, simulations, or training hosted by the nursing program?
- 5.8** Has your institution pledged to become fossil-free and have a plan for divestment?
- 5.9** Does your school promote sustainable practices during demonstration, practice, and assessment of clinical skills?
- 5.10** 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.)?
- 5.11** Does your nursing program or institution apply sustainability criteria when making decisions about supply procurement?

14. APPENDIX 1: METRICS

5.12 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)?

