



Planetary Health Report Card (Nursing):

University of Wisconsin - Madison



School of Nursing
University of Wisconsin-Madison

2023-2024 Contributing Team:

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Summary of Findings

Overall	B
<u>Curriculum</u>	A-
<ul style="list-style-type: none"> University of Wisconsin-Madison (UW-Madison) School of Nursing (SoN) provides a variety of courses that touch on planetary health within the required curriculum. However, there are still some important topics that are not addressed. Recommendations: The SoN can provide more in-depth teaching on planetary health that include a variety of topics. We would also suggest formulating a clinical cafe session focused on planetary health to implement in required experiential learning courses. 	
<u>Interdisciplinary Research</u>	A
<ul style="list-style-type: none"> UW-Madison includes a department dedicated to planetary health research and a sustainability research hub. Students have exposure to planetary health scholarly dissertation topics. Recommendations: The SoN works toward an accessible website providing resources related to health and the environment. In addition, more outreach efforts should be implemented with community and planetary health. The school can utilize grants to complete these efforts. 	
<u>Community Outreach and Advocacy</u>	D
<ul style="list-style-type: none"> UW-Madison offers community events regarding planetary health, but the SoN was not involved in planning. No certificates or continuing education courses in the nursing program are focused on planetary health. Recommendations: The university can work towards building partnerships with community health organizations to promote planetary health and offer events/community courses to the public on planetary health. For students, the university can work towards offering continuing education courses or interprofessional experiences focused on planetary health and sustainable healthcare. 	
<u>Support for Student-Led Initiatives</u>	B
<ul style="list-style-type: none"> UW-Madison offers opportunities for students to conduct research related to planetary health but lacks specific SoN student representation, publication and advertising for planetary health initiatives. UW-Madison offers co-curricular planetary health and/or sustainability program initiatives that students can attend. Recommendations: Making programs and information more accessible to the SoN students through webpages, email announcements, or having a student representative to update them on such events, could increase involvement in planetary health research and initiatives. 	
<u>Campus Sustainability</u>	C-
<ul style="list-style-type: none"> UW-Madison has an Office of Sustainability, and the SoN is involved in sustainability practices. The sustainability practices that the SoN has adapted into the CTEN labs are steps in the right direction. Recommendations: The SoN can incorporate sustainability in didactics by having guidelines for students and instructors during CTEN practice labs. Adding planetary health within the SoN mission could inspire more sustainability practices. UW-Madison can create a plan for carbon neutrality, utilizing renewable energy, and becoming fossil-free. 	

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 a 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 healthcare settings. A sustainable healthcare system maintains population health, reduces disease burden, and minimizes use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge of 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.*

1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, and climate change?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.
<p><i>Score explanation:</i> (1) These topics are covered in N437 Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing” (2) This was mentioned within the article, “Nursing’s metaparadigm, climate change and planetary health”, a required reading in the N722 Advance Practice Nursing Theory: Adult and Older Adult course in the graduate program. (3) This topic was briefly covered in N434 Health and Illness Concepts with Individuals, Families, and Communities reading in “Environmental Health” Chapter 6 of <i>Public Health Nursing</i> by Stanhope and Lancaster.</p>	

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

Score explanation: These topics are covered in (1) **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”
 (2) **N434** Health and Illness of Individuals, Families, and Communities in “Environmental Health” unit, a required reading “Environmental Health” includes topics of storm water runoff, heat, and air pollution.
 (3) **N442-4:** Health Systems, Policy, Economics, and Research within the reading, “Ch. 21 - Public Health Nursing Practice and the Disaster Management Cycle” in the course topic of “Emergency Management”
 (4) **N446:** Advanced Concepts in Complex Nursing Practice: Experiential Learning within the “Stop the Bleed” training that mentioned weather and how it can cause serious injuries, and “Pediatric Environmental Health” lecture mentioned air pollutants.

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

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

Score explanation: (1) This topic was covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”
 (2) This was mentioned within the article, “Nursing’s metaparadigm, climate change and planetary health”, a required reading in the **N722** Advance Practice Nursing Theory: Adult and Older Adult course in the graduate program.
 (3) This topic was briefly covered in **N434** Health and Illness Concepts with Individuals, Families, and Communities reading in “Environmental Health” Chapter 6 of *Public Health Nursing* by Stanhope and Lancaster.

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

Score explanation: These topics are covered in (1) **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”

- (2) **N434** Health and Illness of Individuals, Families, and Communities
- (3) **N446**: Advanced Concepts in Complex Nursing Practice: Experiential Learning within the “Pediatric Environmental Health” lecture. Mentioned toxins in water and extreme heat specifically on how it can influence fetal development.
- (4) **N443**: Advanced Concepts in Complex Nursing Practice within the “Nutrition and Fluid & Electrolytes: Advanced Nutrition and Eating Disorders” lecture mentioned caution in the human-animal interaction of consuming large fish while pregnant, as they contain high levels of mercury from pollution.

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

Score explanation: (1) This topic was covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”

(2) This was mentioned in the Ted Med Talk, “The Link Between Climate Change, Health and Poverty”, a required video in the **N722** Advance Practice Nursing Theory: Adult and Older Adult course in the graduate program.

(3) This topic was briefly covered in **N434** Health and Illness Concepts with Individuals, Families, and Communities reading in “Environmental Health” Chapter 6 of *Public Health Nursing* by Stanhope and Lancaster.

6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?

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

Score explanation: (1) This was mentioned within the Ted Med Talk, “The Link Between Climate Change, Health and Poverty”, a required video in the **N722** Advance Practice Nursing Theory: Adult and Older Adult course in the graduate program.

(2) This topic was briefly covered in **N434** Health and Illness Concepts with Individuals, Families, and Communities reading in “Environmental Health” Chapter 6 of *Public Health Nursing* by Stanhope and Lancaster.

(3) **N442-4:** Health Systems, Policy, Economics, and Research within the course topic of “Emergency Management” in the required reading, “Public health nursing practice and the disaster management cycle”, Chapter 21 in “Public Health Nursing” by Stanhope and Lancaster discusses disruption of food and water supply with disasters, leading to disease.

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

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

Score explanation: No courses were found within the nursing program that addressed this topic.

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

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

Score explanation: (1) This topic was covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”
 (2) This was mentioned within the Ted Med Talk, “The Link Between Climate Change, Health and Poverty”, a required video in the **N722** Advance Practice Nursing Theory: Adult and Older Adult course in the graduate program.
 (3) This topic was briefly covered in **N434** Health and Illness Concepts with Individuals, Families, and Communities reading in “Environmental Health” Chapter 6 of *Public Health Nursing* by Stanhope and Lancaster.

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 in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.

1	This topic was offered in elective coursework
0	This topic was not covered.
<p><i>Score explanation:</i> (1) This topic was briefly covered in N434 Health and Illness Concepts with Individuals, Families, and Communities reading in “Environmental Health” Chapter 6 of <i>Public Health Nursing</i> by Stanhope and Lancaster.</p> <p>(2) This topic was covered in depth in N446: Advanced Concepts in Complex Nursing Practice: Experiential Learning within the “Pediatric Environmental Health” lecture. Mentioned toxins and the influence on fetal development.</p> <p>(3) N443: Advanced Concepts in Complex Nursing Practice within the “Nutrition and Fluid & Electrolytes: Advanced Nutrition and Eating Disorders” lecture mentioned caution in consuming large fish while pregnant, as they contain high levels of mercury from pollution.</p>	

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 in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.
<p><i>Score explanation:</i> This topic was briefly covered in the N437 Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing” and “Anticolonial Nursing” panel.</p>	

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 in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.
<p><i>Score explanation:</i> (1) This topic was covered in N437 Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”</p> <p>(2) This topic was covered in N434 Health and Illness Concepts with Individuals, Families, and Communities lecture with Tom Thompson.</p>	

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

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

Score explanation: (1) This topic was covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”
 (2) This was mentioned within the article, “Nursing’s metaparadigm, climate change and planetary health”, a required reading in the **N722** Advance Practice Nursing Theory: Adult and Older Adult course in the graduate program. It was also mentioned within the Ted Med Talk, “The Link Between Climate Change, Health and Poverty”, a required video in **N722**.
 (3) **N442-4:** Health Systems, Policy, Economics, and Research within the course topic of “Emergency Management” in the required reading, “Public health nursing practice and the disaster management cycle”, Chapter 21 in “Public Health Nursing” by Stanhope and Lancaster discusses how disaster affects at-risk individuals.

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

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

Score explanation: This topic was briefly covered in **N434** Health and Illness Concepts with Individuals, Families, and Communities reading in “Environmental Health” Chapter 6 of *Public Health Nursing* by Stanhope and Lancaster.

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

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

Score explanation: (1) This topic was covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”
 (2) This was mentioned within the Ted Med Talk, “The Link Between Climate Change, Health and Poverty”, a required video in the **N722** Advance Practice Nursing Theory: Adult and Older Adult course in the graduate program.
 (3) This topic was briefly covered in **N434** Health and Illness Concepts with Individuals, Families, and Communities reading in “Environmental Health” Chapter 6 of *Public Health Nursing* by Stanhope and Lancaster, where it mentioned people of color or poverty experiencing environmental health threats.

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

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

Score explanation: (1) This topic was covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”
 (2) This topic was briefly covered in **N434** Health and Illness Concepts with Individuals, Families, and Communities lecture on “Environmental Health: The Role of Nursing” with Prof. Traci Snedden.

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

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

Score explanation: (1) This topic was covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”
 (2) **N442-4:** Health Systems, Policy, Economics, and Research within the course topic of “Emergency Management”

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

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

Score explanation: (1) This topic was briefly covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”
(2) This was mentioned within the article, “Nursing’s metaparadigm, climate change and planetary health”, a required reading in the **N722** Advance Practice Nursing Theory: Adult and Older Adult course in the graduate program.

18*. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or a lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: This topic was briefly covered in **N434** Health and Illness Concepts with Individuals, Families, and Communities lecture with Tom Thompson.

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

Score explanation: No courses were found within the nursing program that addressed this topic.

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?	
2	Yes, the core curriculum includes strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions.

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 | There are elective courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. |
| 0 | This topic was not covered. |

Score explanation: This topic was covered in **N437** Social Justice in Local and Global Settings lecture “Planetary Health & Climate Justice in Nursing”

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

- | | |
|---|--|
| 1 | Yes, the nursing program has at least one appointed faculty or staff responsible for planetary health and environmental nursing. |
| 0 | No, the nursing program does not have a specific faculty/staff member responsible for planetary health and environmental nursing. |

Score explanation: Dr. Jessica LeClair currently has a 10% FTE appointment in this role.

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

Score explanation: No IPE courses were found within the nursing program that addressed this topic.

Section Total (50 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 primary research focus 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 not their primary focus .
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none are associated with the school of nursing .
0	There are no planetary health and/or healthcare sustainability researchers at the institution at this time.
<p><i>Score explanation:</i> Dr. Jessica LeClair is a Clinical Assistant Professor and Postdoctoral Trainee with the School of Nursing. Her primary focus area is on nurse-community partnerships for planetary health. https://nursing.wisc.edu/dr-jessica-leclair-featured-on-the-health-promotion-practice-podcast/</p>	

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

Score explanation:

UW Madison has a Nelson Institute for Environmental Studies. There is an interdisciplinary Planetary Health Research Program.

<https://www.climatesolutionsforhealth.org/planetary-health-program>
<https://nelson.wisc.edu/>

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

Score explanation:

Evans-Agnew R., **LeClair J.**, Sheppard, D. (2024). Just-relations and responsibility for planetary health: the global nurse agenda for climate justice. *Nursing Inquiry*, 31(1), e12563. doi: 10.1111/nin.12563

LeClair J., Dudek A. (2023, November). Climate justice strategies implemented by public health nurses and their community partners, American Public Health Association Conference, Atlanta, GA

Honegger Rogers, H., Astle, B., **LeClair, J.**, **Luebke, J.**, Sheppard, D., Cipriano, P., Potter, T. (2023, November). *Integrating the values and ethics of planetary health into the UN Sustainable Development Goals*, Sigma Theta Tau International Convention, San Antonio, TX.

Astle B., Cipriano P., Honegger Rogers H., **LeClair J.**, **Luebke J.**, Potter T., Sangeeta Balajee S., Sheppard D. (2023, July). *Introducing nursing for planetary health*, International Council of Nurses, Montreal, CA.

LeClair J., **Luebke, J.**, **Oakley, L.**, **Scott, L.** (2023, April). *Planetary health nursing: an essential strategy for the future of nursing*, Midwest Nursing Research Society conference, Des Moines, IA

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

Score explanation: 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. The School of Nursing also has a community advisory board that Dr. LeClair has utilized to inform climate justice research materials.

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 easy-to-use, adequately comprehensive website that centralizes 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 attempts to centralize 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 Office of Sustainability website that includes some resources related to health and the environment, but it is not updated or is not adequately comprehensive.
0	There is no website.

Score explanation: There is a website through UW Madison for a Planetary Health Research Program. The Office of Sustainability at UW Madison is another website relating to the environment. The university also recently launched a Sustainability Research Hub.

<https://www.climatesolutionsforhealth.org/planetary-health-program>
<https://sustainability.wisc.edu/>
<https://hub.sustainability.wisc.edu/>

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

4	Yes, the school of nursing has hosted at least one conference or symposium on topics related to planetary health in the past year.
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3	The institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the school of nursing has hosted at least one conference or symposium on topics related to planetary health in the past three years.
1	The institution has hosted at least one conference or symposium on topics related to planetary health in the past three years.
0	No, the school of nursing or institution has not hosted a conference on topics related to planetary health in the past three years.

Score explanation: UW-Madison has hosted the 2023 Global Health Symposium on April 4, 2023. The UW-Madison Global Health Institute and the Office of Global Health in the School of Medicine and Public Health co-hosted the symposium. The theme of the symposium was “One Planet, One Health”, with One Health exploring the impact of life on the planet. The tags within this event included population health sciences, global health, and planetary health.

<https://today.wisc.edu/events/view/175502>

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 more than one of these groups.
1	Yes, the school of nursing has joined one of these groups.
0	No, the school of nursing has not joined any of these groups.

Score explanation: The UW Madison School of Nursing is a member of the Nurses’ Climate Change School of Nursing Commitment. Faculty and students with the School of Nursing are also members of the Alliance of Nurses for Healthy Environments (ANHE). Multiple students have participated in the ANHE Student Committee, and Dr. Jessica LeClair currently co-chairs the ANHE Research Forum. Dr. LeClair also is a member of the Planetary Health Alliance.

Section Total (18 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 multiple community organizations to promote planetary and environmental health.
2	Yes, the school of nursing meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the school of nursing is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>Score explanation:</i> 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. 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.</p>	

2. Is your nursing program engaged in community-facing courses or events regarding planetary health?	
3	The school of nursing offers or supports community-facing courses or events at least once every year.
2	The school of nursing 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 institution 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.
<p><i>Score explanation:</i> There are opportunities within the Wisconsin Energy Institute with seminars available for students and the public to learn more about a variety of climate-relating topics.</p> <p>https://energy.wisc.edu/</p>	

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 regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not regularly receive communications about planetary health and/or sustainable healthcare.
<p><i>Score explanation:</i> Students do not have any communication regarding planetary health and/or sustainable healthcare regularly.</p>	

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 multiple in-person or online continuing education courses or interprofessional experiences relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
2	Yes, the nursing program offers one continuing education course or interprofessional experience relating to planetary health and/or sustainable healthcare for post-graduate providers
1	The institution 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
<p><i>Score explanation:</i> There are no specific UW-Madison School of Nursing certificates or professional development learning opportunities available regarding planetary health and/or sustainable health care. UW-Madison has an Interprofessional Continuing Education Partnership website with the School of Medicine and Public Health, the School of Nursing, and the School of Pharmacy, which includes a course through the Wisconsin Health Professionals for Climate Action. The course is titled: “Climate, A Public Health Crisis: Making Connections & Building Solutions Together”, which is an online course for healthcare professionals on the harmful health impacts of climate change. Another course</p>	

involved in the Interprofessional Continuing Education Partnership is titled: “Neurology and Climate Change” by Bret Andrews, DO. This course is for MD/DO, RN, APRN, Physician Assistants, and Psychologists. It teaches on the connections between climate change and air pollution with neurological disease.

<https://nursing.wisc.edu/certificates/>

<https://nursing.wisc.edu/nursing-professional-development/>

<https://ce.icep.wisc.edu/climate-public-health-crisis-online-course>

<https://ce.icep.wisc.edu/content/neurology-and-climate-change-bret-andrews-do>

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

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

Score explanation: Contacted Office of Sustainability at UW-Madison regarding the university’s involvement, but received no response. Thus, no participation of the program in encouraging or advocating for policies addressing planetary health issues could be identified.

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 multiple healthcare organizations to promote planetary health-related education for the public.
2	Yes, the school of nursing has partnered with multiple healthcare organizations to promote either climate or environmental health-related education for the public.
1	The school of nursing has partnered with one healthcare organization to promote at least one planetary health-related topic 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: UW-Madison school of nursing was not found to have any partnership with healthcare organizations to promote planetary health-related for the public.

Section Total (5 out of 16)

D

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> The UW-Madison School of Nursing does not have a student representative on a nursing program or educational institution decision-making committee advocating for planetary health or sustainability best practice.</p> <p>https://nursing.wisc.edu/</p>	

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 with faculty support 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 lacks faculty support .
0	There is no such opportunity for students.
<p><i>Score explanation:</i> The School of Nursing has another student organization with faculty support, but not an official student group dedicated to fostering a culture of planetary health engagement. If there are students engaged in this work whether independent or together, it is not well known or an official recognition student organization.</p>	

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

Score explanation: UW-Madison has a Planetary Health Research Program. The research teams consist of graduate students pursuing planetary health research. The 2023-2024 projects within the Planetary Health Research Program were “Restorative Ecology and Pollinator Indicators at UW-Madison’s Badgervoltaics Pilot Project” and “Exploring the Roles and Potential of Planetary Health in Teaching and Nursing Education: Vertical Case Studies in Colombia and Malawi”. The 2023 planetary health research team included Jonathan Patz, Mridula Menon, Victoria Salerno, Yamikani Nkhoma, and Nancy Kendall.

<https://www.climatesolutionsforhealth.org/planetary-health-program>

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

Score explanation:

UW-Madison School of Nursing has supported nursing students interested in completing a Planetary Health Report Card to evaluate and improve planetary health content in health professional schools. Due to this ongoing support for current planetary health initiatives and ongoing interest in research surroundings planetary health and/or sustainability initiatives, this scores as a 2.

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 past year .
1	Yes, students have been involved in teaching or delivering presentations about planetary health and/or sustainability in healthcare during the past 3 years .

0	There is no such opportunity for students in the past 3 years .
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Score explanation:
 UW Madison has opportunities for those involved in research to present posters, projects and initiatives at events with other posters and research, but the School of Nursing specifically does not offer opportunities for nursing students delivering formal presentations in front of peers in a classroom or auditorium setting.

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)

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.

Score explanation:
 The institution of UW-Madison has a UW Student Organic Farm. The farm plots provided here are open for student organizations to use for growing plants at Eagle Heights.
<https://uworganic.wisc.edu/uw-student-organic-farm/>

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. 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. Student nurses were involved with protocol implementation. It started in 2023 and is happening again this year, with a process in place to apply for another grant to continue to occur.

UW-Madison offers various volunteer opportunities regarding sustainability and the environment with groups and places such as Badger Volunteers, UW Arboretum, Lakeshore Nature Preserve, Morgridge Center for Public Service, Campus Kitchen, and Alternative Breaks.

<https://sustainability.wisc.edu/volunteering/>

There was an earth day event through UW-Madison in 2023 that was an Earth Day Challenge Invasive Plant Removal. Students could help out and remove invasive plants.

<https://sustainability.wisc.edu/earth-week/#earth-day-saturday-april-22>

There are available seminar series that students may attend regarding climate-relating topics.

<https://energy.wisc.edu/events/seminar-series>

During Earth Week events at UW-Madison in 2023, there were various events such as a Natural Dye Workshop through the Office of Sustainability. The dyes were made from materials such as avocados, onions, and spinach.

<https://sustainability.wisc.edu/earth-week/#friday-april-21>

There is a partnership with Wisconsin 4-H with UW-Madison that promotes Leave No Trace for outdoor recreation activities including hiking.

<https://4h.extension.wisc.edu/4h-resources/hiking-series-leave-no-trace-activity-plan/>

Section Total (10 out of 15)

B

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.

1*. Does your nursing program specifically have planetary health as part of its mission and/or values?	
2	Yes, planetary health is specifically mentioned as part of the school of nursing’s mission and/or values.
1	The effects of climate and/or the environment 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> Planetary health and/or the environment were not mentioned in the School of Nursing mission statement, vision statement, or description of the values collaboration, excellence, integrity, or respect. On the same page which includes the mission statement, “environmental wellness” is stated as a dimension of wellness under the Commitment to Wellness, but fails to include planetary health specifically. Although environmental wellness is included on the page, it is not a part of the schools mission and/or values.</p> <p>https://nursing.wisc.edu/about/#:~:text=Our%20mission%20is%20to%20develop,through%20research%2C%20education%20and%20practice.</p>	

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 at least one designated staff member 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 no specific staff member in charge of the school of nursing and/or hospital sustainability.
1	There is a sustainability task force or committee, but no salaried sustainability staff .

0	There are no staff members or committees responsible for overseeing campus sustainability.
<p><i>Score explanation:</i> The institution of UW-Madison has an Office of Sustainability. There is a UW Health Sustainability Specialist, Tom Thompson, who is a staff member at the hospital. Tom Thompson guest lectured in N434: Health and Illness Concepts with Individuals, Families and Communities.</p> <p>https://sustainability.wisc.edu/ https://sustainability.wisc.edu/about/leadership/ Aid from Alex Frank, Project Portfolio Manager at Office of Sustainability for UW-Madison</p>	

3. Does your nursing program or institution have a written and approved plan for carbon neutrality?	
3	Yes, there is a well-defined written and approved plan for carbon neutrality by 2030 .
2	Yes, there is a well-defined written and approved plan for carbon neutrality by 2040 .
1	There is a stated goal of carbon neutrality by 2040 , but no plan has been created, or the plan is inadequate .
0	The school of nursing/institution does not meet any of the requirements listed above.
<p><i>Score explanation:</i> There is no formal carbon neutrality goal for the institution of UW-Madison. They are currently working with campus leadership regarding carbon neutrality.</p> <p>Aid from Alex Frank, Project Portfolio Manager at Office of Sustainability for UW-Madison.</p>	

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 100% renewable energy.
2	Nursing school buildings source >80% 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.
<p><i>Score explanation:</i> The campus uses about 15% renewable energy. The renewable energy is tracked at a campus level, but theoretically includes 100% of campus buildings; therefore, buildings for the nursing programs are included.</p> <p>https://sustainability.wisc.edu/sustainability-dashboard/operations/#renewable-energy Aid from Josh Arnold, Campus Energy Advisor</p>	

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

2	Yes, strategies to encourage and provide environmentally-friendly transportation options have been implemented and are well publicized to students.
1	There are strategies to encourage and provide environmentally friendly transportation options, but these are unsatisfactory or poorly publicized to students.
0	No strategies have been implemented to encourage and provide environmentally friendly transportation options.

Score explanation: The UW-Madison campus and School of Nursing both encourage an environmentally-friendly transportation option of using the bus. There are two bus stops with multiple routes in front of Signe Skott Cooper Hall. Additionally, the UW-Madison school provides bus passes that are included in the students tuition.

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 both compost and recycling programs accessible to students and faculty.
1	The school of nursing has either recycling or compost programs accessible to students and faculty, but not both.
0	There is no recycling program.

Score explanation: The school of nursing has recycling programs that are easily accessible and visible to students; however, as of summer 2021, the school has stopped compost efforts, as the vendor UW sends its food to has stopped accepting food waste. Since, a new vendor and bid request has been unsuccessful. The waste and recycling team at UW-Madison has only made the statement of continuing to improve and grow recycling and composting programs, but no statement of a new vendor.

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

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

Score explanation: The team reuses materials in simulations such as IV tubing, IV bags, syringes, catheters, etc. In terms of energy saving, they are very mindful of keeping equipment on only during

use. They use a lot of expired items/supplies that would go to waste from community partners such as UHS or UW health.

Aid from Aya Yassin, CTEN Clinical Faculty-Nursing Simulation & Skills

For CTEN, there are guidelines for recycling, closing the sash on fume hoods, cleaning out freezers from ice build up to reduce energy, making recycling more readily available, reducing paper use, updating inventory to reduce waste, using mercury-free products, buying Energy Star certified products, turning off lights, unplugging equipment, using powerstrips, and running dishwashers or autoclaves only when full. These guidelines are not required, but are expected to be adhered to.

Aid from Jessica Troz, Clinical Instructor

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

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

Score explanation: Both the School of Nursing as well as UW-Madison institution has not divested from fossil fuel companies, and there are no current pledges or plans for divestment.

Confirmation from Josh Arnold, Campus Energy Advisor

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

2	Yes, the school of nursing has implemented sustainability practices and initiatives in clinical skills areas.
1	There are plans to implement sustainable practices in clinical skills areas, but these have not yet been implemented.
1	The school of nursing strongly recommends or incentivizes sustainability measures, but they are not required.
0	There are no efforts to make clinical skills areas more sustainable.

*Score explanation:*The team reuses materials in simulations such as IV tubing, IV bags, syringes, catheters, etc. In terms of energy saving, they are very mindful of keeping equipment on only during use. They use a lot of expired items/supplies that would go to waste from community partners such as UHS or UW health.

Aid from Aya Yassin, CTEN Clinical Faculty-Nursing Simulation & Skills

For CTEN, there are guidelines for recycling, closing the sash on fume hoods, cleaning out freezers from ice build up to reduce energy, making recycling more readily available, reducing paper use, updating inventory to reduce waste, using mercury-free products, buying Energy Star certified products, turning off lights, unplugging equipment, using powerstrips, and running dishwashers or autoclaves only when full. These guidelines are not required, but are expected to be adhered to.

Aid from Jessica Troz, Clinical Instructor

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.)?

3	Yes, sustainable building practices are utilized for new buildings on the school of nursing campus, and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilized for new buildings on the school of nursing campus, but most old buildings have not been retrofitted .
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

Score explanation: The construction of Signe Skott Cooper Hall starting in 2012, was built with the plan of sustainability practices such as water bottle fillers, easily visible recycling and waste (including disposal for batteries and chargers), and energy efficient lighting. This is the main building for nursing students. Many buildings used for prerequisite coursework are older. There have been, and currently are upgrades to older buildings to make them more sustainable, similar to the practices included in Signe Skott Cooper Hall. Signe Skott Cooper Hall is LEED Silver-certified.

<https://nursing.wisc.edu/about/visit/>

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 and is engaged in efforts to increase the sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The school of nursing is engaged in efforts to increase the sustainability of

	procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The school of nursing is not engaged in efforts to increase the sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.
<p><i>Score explanation:</i> We reached out to our School's Center for Technology-Enhanced Nursing (CTEN), which is in charge of our supply procurement for labs. We unfortunately did not receive a response. From our experience attending clinicals, we do know that the School of Nursing does reuse a lot of supplies. For example, we refill saline flushes, reuse IV tubing, and partners share sterile kits, and much more. We do not know though, if these are set in place due to sustainability efforts or for cost efficiency.</p>	

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)?	
3	Yes, the school of nursing has adequate sustainability requirements for food and beverages, including meat-free days or no red meat, and is engaged in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional . The school of nursing is engaged in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional . The school of nursing is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.
<p><i>Score explanation:</i> The School of Nursing utilizes food and beverage services from Wisconsin Union "Revive." Wisconsin Union has clear guidelines and initiatives in use such as local food, partnerships, reusable mug discounts, and campus composting. However, these are guidelines specifically from Wisconsin Union regarding all campus cafes, like Revive. The sustainability efforts from the School of Nursing are what Revive provides for the building, as well as water bottle fillers. Additionally, recently the school returned to the majority of food being provided by vending machines; therefore, increasing plastic packaging significantly. And some of the sustainability practices are completely optional. For example, reusable mug discounts and providing lids and straws for students to opt into using.</p>	

Section Total (14 out of 32)	C-
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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 Wisconsin-Madison School of Nursing

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(50/62) \times 100 = 81\%$	A-
Interdisciplinary Research (17.5%)	$(18/20) \times 100 = 90\%$	A
Community Outreach and Advocacy (17.5%)	$(5/16) \times 100 = 31\%$	D
Support for Student-led Planetary Health Initiatives (17.5%)	$(10/15) \times 100 = 67\%$	B
Campus Sustainability (17.5%)	$(14/32) \times 100 = 44\%$	C-
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 65\%$	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>