



Planetary Health Report Card (Occupational Therapy): *University of East Anglia*



2023-2024 Contributing Team:

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Summary of Findings

Overall	D
<u>Curriculum</u>	D -
<ul style="list-style-type: none"> • The <i>University of East Anglia's (UEA)</i> occupational therapy curriculum already teaches some of the core components of planetary health. This teaching however, could more thoroughly discuss the climate crisis' impact on health and introduce planetary healthcare solutions for occupational therapists to apply clinically. • Recommendations: The occupational therapy curriculum could also include: <ul style="list-style-type: none"> ○ More education on how health is impacted by the climate crisis - particularly addressing mental, cardiovascular, respiratory and reproductive health. ○ Introduce sustainable quality improvement alongside current quality improvement (QI) teaching. ○ Discuss climate justice, the Global South and the legacy of colonialism within UK healthcare. 	
<u>Interdisciplinary Research</u>	F +
<ul style="list-style-type: none"> • The <i>UEA</i> dedicates significant resources to research on climate change, exemplified in the Tyndall Centre for Climate Change Research. These research interests could be adopted by the Health Sciences School. • Recommendations: More research on sustainable healthcare could involve: <ul style="list-style-type: none"> ○ Incorporating sustainable healthcare into preexisting research interests of faculty. ○ Adding content about sustainable healthcare to the Health Sciences School's website. ○ Join a planetary health or sustainable healthcare educational organisation to gather support. 	
<u>Community Outreach and Advocacy</u>	D -
<ul style="list-style-type: none"> • <i>UEA's</i> occupational therapy department already collaborates with sustainability-focused organisations. This could be improved by further expanding these collaborations with local organisations. • Recommendations: Increased focus on sustainability in the community could look like: <ul style="list-style-type: none"> ○ Offering more student placements which primarily use nature-based interventions and greenspaces. ○ Liaise with the affiliated hospital trust to promote sustainable healthcare tools both within placements for current students and within their preceptorship programmes. 	
<u>Support for Student-Led Initiatives</u>	C -
<ul style="list-style-type: none"> • The <i>UEA</i> has a rich variety of opportunities for students to get involved in sustainability initiatives, however, these do not specifically address sustainable healthcare. • Recommendations: Greater access for student-led sustainable healthcare opportunities could involve: <ul style="list-style-type: none"> ○ Provide teaching and ways for students to practise implementing sustainable quality improvement. ○ Grant occupational therapy students research opportunities focusing on planetary health. ○ Expand the course representatives' role to include championing sustainability concerns. 	
<u>Campus Sustainability</u>	C +
<ul style="list-style-type: none"> • The <i>UEA's</i> infrastructure and culture already promotes sustainability but it is vital that this is maintained. • Recommendations: To create an even more sustainable campus the UEA could: <ul style="list-style-type: none"> ○ Establish a full-time sustainability office, which could address: <ol style="list-style-type: none"> 1) Renewing and maintaining the gains made by the 'Travel Plan Strategy'. 2) Ensure individual Schools have accessible guidelines on how to conduct events sustainably. 3) Invest in initiatives to promote environmentally sustainable labs. This could involve reinstating the 'Green Impact Programme' which has been halted since 2020. 	

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many occupational therapy school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our occupational therapy training. It is imperative that we hold our institutions accountable for educating occupational therapy students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among occupational therapy schools, we have created a Planetary Health Report Card that occupational therapy students internationally can use to grade and compare their home institutions on an annual basis. This healthcare-student-driven initiative aims to compare occupational therapy schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) occupational therapy school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of occupational therapy 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.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of an occupational therapist to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Occupational Therapy School vs. Institution:** When “occupational therapy school” is specified in the report card, this only refers to curriculum and resources offered by the School or Department of Occupational Therapy and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments)). In contrast, when “institution” is specified in the

report card, we are referring to the university more broadly. Any resource reasonably accessible by occupational therapy students, no matter where in the institution the resource comes from or if it is specifically targeted for occupational therapy students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions providers are taught to ask during occupational therapy encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the life course, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution.
- **Elective:** The word "elective" refers to an optional course or lecture series that an occupational therapy student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Clinical placement:** This is a term used to refer to placements in clinical settings that occupational therapy students go on e.g., Acute Care, Inpatient Rehab, Paediatric Clinic.

Climate Justice Terminology:

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.
- **Low socioeconomic status (SES):** Typically measured for an individual or a geographical area that across different socioeconomic factors (such as income, education, race/ethnicity) demonstrate features that often risk greater barriers to affluence and successful health outcomes.
- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations may risk being disproportionately impacted by the climate crisis.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

Acronyms

ESH	Education for Sustainable Healthcare
LMIC	Low and Middle-Income Countries
SES	Socioeconomic Status

Added to our resources, the Planetary Health Report Card [Literature Review by Metric](#) collates the evidence behind each of the metrics in the Planetary Health Report Card the medicine template. Most of these are directly or indirectly related to the OT PHRC metrics. It serves as a collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Noted areas for future improvement of the Occupational Therapy PHRC:

This current draft was produced by a team of students from UK universities and from one South African University with additional input from occupational therapy educators from the UK. This approach is limited by the number of individuals and the diversity of opinions used to shape this occupational therapy PHRC template. Going forward collecting the perspectives of occupational therapy students and educators across the globe should enhance this tool. Additionally, gaining feedback from indigenous communities internationally, especially from the global south, would provide much-needed insight in this ongoing process of development.

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the occupational therapy school curriculum. Today's occupational therapy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that occupational therapy students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every occupational therapy school's core curriculum.

Curriculum: General

1. Did your <u>occupational therapy school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the occupational therapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the occupational therapy school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The occupational therapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the occupational therapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation:</i> No elective modules or individual workshops engaging with sustainable healthcare education were offered to occupational therapy students.</p> <p><i>Recommendations:</i> The occupational therapy department could offer single elective workshops covering healthcare in the context of the climate crisis or on sustainable quality improvement as a graded approach to introduce these topics into the elective curriculum.</p>	

Curriculum: Health Effects of Climate Change

2. Does your <u>occupational therapy school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.

0	This topic was not covered.
<p><i>Score explanation:</i> <i>Years 1 & 3 BSc: 'Sustainability in Healthcare' lecture</i> <i>Part of the core curriculum this lecture had one component discussing the relationship between climate change, rising temperatures and the subsequent impact these have on health (e.g. vector-borne diseases). Other student-led sessions and presentations touched on temperature dysregulation and human health but without explicit links to the climate crisis.</i></p> <p><i>Recommendations:</i> <i>Consider offering follow-up lectures to discuss these topics in greater detail and to teach clinical skills to meet these health needs. These skills might include sustainable quality improvement or how to facilitate conversations with service users about the healthcare consequences of the climate crisis.</i></p>	

3. Does your occupational therapy school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> <i>Years 1 & 3 BSc: 'Sustainability in Healthcare' lecture</i> <i>Part of the core curriculum this lecture had one component discussing the relationship between extreme weather and the healthcare consequences (e.g. food systems and food insecurity). Additionally, informal discussions took place within lectures on frailty and dementia regarding the risks of these population groups experience during heatwaves but without explicit reference to the climate crisis</i></p> <p><i>Recommendations:</i> <i>Consider offering follow-up lectures to discuss these topics in greater detail and to teach clinical skills to meet these health needs. These skills might include sustainable quality improvement or how to facilitate conversations with service users about the healthcare consequences of the climate crisis.</i></p>	

4. Does your occupational therapy school curriculum address the impact of climate change on the changing patterns of infectious diseases?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> <i>Years 1 & 3 BSc: 'Sustainability in Healthcare' lecture</i></p>	

Part of the core curriculum this lecture had one component discussing the relationship between climate change and its effects on rates of disease (e.g. vector-borne diseases).

Recommendations:

Consider offering follow-up lectures to discuss these topics in greater detail and to teach clinical skills to meet these health needs. These skills might include sustainable quality improvement or how to facilitate conversations with service users about the healthcare consequences of the climate crisis.

5. Does your occupational therapy school curriculum address the respiratory health effects of climate change and air pollution?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation:

Years 1 & 3 BSc: 'Sustainability in Healthcare' lecture

Part of the core curriculum this lecture covered the issues around consumption, population growth and pollution and how they contribute to climate change. There was particular emphasis on fossil fuel emissions however, this was not explicitly related to respiratory conditions in the context of air pollution. Wider teaching on the anatomy and physiology of the respiratory system did not consider the influence of the climate crisis to this topic of study.

Recommendations:

Ensure that the respiratory effects of the climate crisis are discussed in the core curriculum either by adding it to pre-existing lectures or by offering more lectures on sustainable healthcare to include this topic.

6. Does your occupational therapy school curriculum address the cardiovascular health effects of climate change, including increased heat?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation:

No mandatory or elective sessions were offered to occupational therapy students addressing the impact that climate change has on cardiovascular health.

Recommendations:

Ensure that the climate crisis' impact on cardiovascular conditions are discussed in the core curriculum either by adding it to pre-existing lectures or by offering more lectures on sustainable healthcare to include this topic.

7. Does your occupational therapy school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?

3 This topic was explored **in depth** by the **core** curriculum.

2 This topic was **briefly** covered in the **core** curriculum.

1 This topic was covered in **elective** coursework.

0 This topic was **not** covered.

Score explanation:

No mandatory or elective sessions were offered to occupational therapy students addressing the impact that climate change has on mental health or neuropsychological conditions.

Recommendations:

Ensure that the climate crisis' impact on neuropsychological and mental health conditions are discussed in the core curriculum either by adding it to pre-existing lectures or by offering more lectures on sustainable healthcare to include this topic.

8. Does your occupational therapy school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?

3 This topic was explored **in depth** by the **core** curriculum.

2 This topic was **briefly** covered in the **core** curriculum.

1 This topic was covered in **elective** coursework.

0 This topic was **not** covered.

Score explanation:

Years 1 & 3 BSc: 'Sustainability in Healthcare' lecture

As part of the core curriculum this lecture discussed current global economic practices and how they contribute to climate change. Material inequality, stemming from these economic practices, was covered and how this inequality jeopardises equitable access to healthcare.

Recommendations:

Consider offering follow-up lectures to discuss these topics in greater detail and to teach clinical skills relevant to these health needs. In the context of health inequalities, such skills could discuss public health approaches to addressing inequity and the importance of including knowledge from indigenous communities in addressing the climate crisis.

9. Does your occupational therapy school curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalisation are responsible for producing climate

change resulting in an outsized impact on marginalised populations (e.g. low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults)?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation:

No teaching was given to occupational therapy students discussing colonialism's relationship to climate change often a consequence of the exploitation of marginalised communities. There is some discussion of marginalised communities undergoing greater health adversities (Year 1 MSc - Evidence Based Learning (EBL) 10) but without direct links to this being exacerbated to the climate crisis.

Recommendations:

Provide space in the core curriculum to address the legacy of colonialism in healthcare, particularly within the UK, and subsequently how this relates to the climate crisis.

10. Does your occupational therapy school curriculum address the unequal regional health impacts of climate change globally and/or climate justice?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation:

No mandatory or elective sessions were provided for occupational therapy students on climate justice. While the lecture 'Sustainability in Healthcare' discussed how material inequality impacts health generally this was not explicitly related to climate justice.

Recommendations:

Within the core curriculum provide education on what climate justice is and its relevance to occupational therapy specifically and healthcare in general. Consider incorporating into discussions around occupational science, e.g., occupational ecology

Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Human Health

11. Does your occupational therapy school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides), for example during paediatric or female health curriculum?

3	This topic was explored in depth by the core curriculum.
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2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> No mandatory or elective sessions were offered to occupational therapy students on how climate change impacts reproductive health. This may in part stem from a lack of teaching on female health within the existing core curriculum.</p> <p><i>Recommendations:</i> Ensure that the effects of the climate crisis on reproductive and paediatric conditions are discussed in the core curriculum either by adding it to pre-existing lectures or by offering more lectures on sustainable healthcare to include this topic.</p>	

12. Does your <u>occupational therapy school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> Occupational therapy students did not receive educational input about human-caused environmental threats specific to UEA's local environment.</p> <p><i>Recommendations:</i> Discuss the predicted and current healthcare concerns as a consequence of the climate crisis which are specific to Norfolk and the UK in the core curriculum.</p>	

13. To what extent does your <u>occupational therapy school</u> emphasise the importance of knowledge and value systems from Indigenous communities and the Global South as essential components of planetary health solutions?	
3	These knowledge and value systems are integrated throughout the occupational therapy school's planetary health education
2	These knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum.
1	These knowledge and value systems as essential components of planetary health solutions are included in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i></p>	

Occupational therapy students did not receive any teaching on the value of knowledge and expertise of indigenous communities and communities from the Global South within the context of the climate crisis.

Recommendations:

Within the core curriculum provide educational input on the Global South, Indigenous communities and their relationship to the climate crisis.

14. Does your occupational therapy school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation:

Occupational therapy students were not offered teaching on the disproportionate impact that pollutants and toxins have on marginalised communities.

Recommendations:

Implement teaching to address both the effects of environmental toxins on human health as well as their specific impact on marginalised communities.

Curriculum: Sustainability

15. Does your occupational therapy school curriculum address the environmental and health co-benefits of holistic lifestyle adaptations (e.g. plant-based diets, use of greenspaces and social prescribing)?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation:

Study of holistic lifestyle adaptations covered the use of greenspaces and social prescribing but these either were done as part of independent learning projects or lectures within the core curriculum which did not explicitly relate these adaptations to the climate crisis:

- *Greenspaces - studied in Years 1 & 2 MSc in EBLs - independent, optional study for students*

- *Social Prescribing - lectures given to Years 1 & 3 BSc and occupational therapy apprentices - mandatory lectures offering teaching on nature-based interventions as a non-pharmaceutical approach but without directly linking this to the importance of low-carbon interventions*

Recommendations:

Ensure teaching within the core curriculum discusses environmental as well as the health benefits of holistic lifestyle interventions.

16. Does your occupational therapy school curriculum address the carbon footprint of healthcare systems?

3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation:

Year 1 & 3 BSc: 'Sustainability in Healthcare' lecture

Part of the core curriculum this lecture outlined the UK's NHS' carbon footprint, sources of greenhouse emissions as documented by Greener NHS as well as the NHS' net zero pledge framework and the milestones for this goal.

Recommendation:

This topic was discussed in depth but only on one occasion. More regular education is needed to explain not just the present state of the NHS' greenhouse emissions but what clinicians can do about it. For instance, equipping occupational therapy students with knowledge of sustainable quality improvement and carbon footprinting skills.

17. Does your occupational therapy school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)

1	The health and environmental impact of providing information about preventative measures to empower patients to actively mitigate poorer health outcomes.
1	The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK.
1	Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)

1	The health and environmental co-benefits of avoiding over-investigation and/or over-treatment
	<p><i>Score explanation:</i> Occupational therapy students are taught the importance of patient empowerment, the clinical concerns about over-prescribing and the value of non-pharmaceutical interventions but none of these are explicitly related to health within the context of the climate crisis.</p> <ul style="list-style-type: none"> • Patient empowerment – e.g. ‘Health Coaching’ (17.04.2023) for Year 2 MSc students • Over-prescribing – e.g. ‘Sustainability in Healthcare’ Years 1 & 3 BSc • Non-pharmaceutical interventions – Independent Evidence Based Learning (EBL) in MSc course, e.g. ‘Holistic management of Rheumatoid Conditions’ (12.05.2023) the use of yoga in the care of those with Rheumatoid conditions for Year 2 MSc students <p><i>Recommendation:</i> Several of these topics are addressed but not explicitly related to the climate crisis – the core curriculum could go one step further when discussing these interventions by relating them to sustainable healthcare.</p>

Curriculum: Clinical Applications

18. In training for patient encounters, does your <u>occupational therapy school’s</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change
<p><i>Score explanation:</i> Occupational therapy students were not given educational input on how to facilitate discussions with patients about the health impacts of the climate crisis.</p> <p><i>Recommendation:</i> When teaching skills on talking to service users include education on how to sensitively discuss the climate crisis’ impact on health.</p>	

19. In training for patient encounters, does your <u>occupational therapy school’s</u> curriculum introduce strategies for taking a history of health experiences which consider environmental factors during an initial assessment?	
2	Yes, the core curriculum includes strategies for taking an environmental history.
1	Only elective coursework includes strategies for taking an environmental history.

0	No, the curriculum does not include strategies for taking an environmental history.
<p><i>Score explanation:</i> All occupational therapy students (BSc, MSc and Apprentices) are taught to deliver holistic assessments of patients by using occupational therapy models which have environmental considerations embedded in them – however the environment in this context does not explicitly address concerns such as pollution, waste and other topics pertaining to the climate crisis.</p> <p><i>Recommendations:</i> Expand the discussion of the “environment” beyond traditional physical and social factors to include influences exacerbated by the climate crisis such as toxins, food and water systems, and waste management.</p>	

Curriculum: Administrative Support for Planetary Health

20. Is your <u>occupational therapy school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
4	Yes, the occupational therapy school is currently in the process of making major improvements to ESH/planetary health education.
2	Yes, the occupational school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.
<p><i>Score explanation:</i> Following national teaching guidelines emphasising the need to incorporate sustainable healthcare into core curriculum’s lecturers within occupational therapy, UEA have confirmed they are in the process expanding this aspect of the curriculum.</p> <p><i>Recommendations:</i> Further information is needed to determine what these exact improvements are and how consistently they will be implemented throughout the occupational therapy curriculum.</p>	

21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
6	Planetary health/ESH topics are well integrated into the core occupational therapy school curriculum.
4	Some planetary health/ESH topics are appropriately integrated into the core occupational therapy student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) .
0	There is minimal/no education for sustainable healthcare.
<p><i>Score explanation:</i></p>	

Currently sustainable healthcare is addressed in a single lecture given across MSc and BSc occupational therapy cohorts.

Recommendations:

More consistent lectures given to occupational therapy students across all cohorts could develop students' understanding of the complexity of sustainable healthcare and provide them with tools to improve the healthcare systems they will work in.

22. Does your occupational therapy school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

1	Yes, the <u>occupational therapy school</u> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the <u>occupational therapy school</u> does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.

Score explanation:

There is one lecturer who is assigned to deliver teaching and advocate for sustainable healthcare within the occupational therapy curriculum.

Section Total (16 out of 68)

D -

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Are there additional curriculum resources offered at your occupational therapy school or institution not yet asked about that you would like to describe? If so, please do so below.

Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the occupational therapy school and broader institution. 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 field. As leading health institutions with talented researchers and research resources, occupational therapy schools should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

1. Are there researchers engaged in planetary health research and healthcare sustainability research at your occupational therapy school ?	
3	Yes, there are faculty members at the occupational therapy school who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the occupational therapy school who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.
1	There are planetary health and/or healthcare sustainability researchers at the institution , but none associated with the occupational therapy school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or occupational therapy school at this time.
<p><i>Score explanation:</i> Currently there are no sustainability researchers within the occupational therapy department however within the school of health sciences some lecturers are members of environmental research groups, e.g. Tyndall Centre for Climate Change Research (https://www.uea.ac.uk/climate/tyndall-centre-for-climate-change-research). Current areas of research for the UEA Health Sciences School is outlined here - https://www.uea.ac.uk/web/about/school-of-health-sciences/research/projects</p> <p><i>Recommendations:</i> Consider the possibility to incorporating sustainability into new or upcoming research projects within the occupational therapy department.</p>	

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

0	There is no dedicated department or institute.
<p><i>Score explanation:</i> There is no department dedicated to planetary, environmental or sustainable health specifically. UEA does however, conduct extensive research into the environment and climate change however without having a department specifically looking at health impacts. For example, there is the Tyndall Centre for Climate Change Research (https://www.uea.ac.uk/climate/tyndall-centre-for-climate-change-research)</p> <p><i>Recommendations:</i> Consider using already existing research centres and networks to support future research about sustainable healthcare.</p>	

3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your occupational therapy school?	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + 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 efforts to create such a process.
<p><i>Score explanation:</i> No information could be accessed to determine current practice concerning the Health Science School's relationship to communities disproportionately impacted by the climate crisis.</p> <p><i>Recommendations:</i> Make information about these practices accessible to students to allow for future discussion and possible student involve in community initiatives.</p>	

4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?	
3	There is an easy-to-use, adequately comprehensive website that centralises 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 centralise 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.
0	There is no website.

Score explanation:

The institution does have a comprehensive website discussing sustainability (<https://www.uea.ac.uk/about/university-information/sustainability>) but does not discuss in-depth how sustainability relates to health. It does however, cover the topic of sustainable food on this website (<https://www.uea.ac.uk/about/university-information/sustainability/sustainable-campus/sustainable-food>)

Recommendations:

Add a page to the Health Sciences School website to discuss sustainability. This could include research, student-led initiatives and the value of sustainability within the UEA campus and the Queen's building.

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

4	Yes, the occupational therapy school has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.

Score explanation:

UEA has and continues to host talks, workshops and exhibitions on the environment and climate change but these are not always directly related to the Health Sciences School and sustainable healthcare. For example see "Sediment Spirit: the Activation of Art in the Anthropocene" <https://www.uea.ac.uk/events/view?id=7953fcf1-d6ad-42e7-bd44-338df97df56b>

Recommendations:

Explore the possibility of hosting talk on directly addressing sustainable healthcare.

6. Is your **occupational therapy school** a member of a national or international planetary health or ESH organisation?

1	Yes , the occupational therapy school is a member of a national or international planetary health or ESH organisation
0	No , the occupational therapy school is not a member of such an organisation

Score explanation:

The Health Sciences School is not affiliated with any ESH organisations.

Recommendations:

UEA could consider joining the Planetary Health Alliance or another similar organisation.

Section Total (3 out of 17)

F +

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Are there additional research resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Community Outreach and Advocacy

Section Overview: *This section evaluates the occupational therapy school's engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.*

1. Does your occupational therapy school or wider institution partner with community organisations to promote planetary and environmental health?	
3	Yes, the occupational therapy school meaningfully partners with multiple community organisations to promote planetary and environmental health.
2	Yes, the occupational therapy school meaningfully partners with one community organisation to promote planetary and environmental health.
1	The institution partners with community organisations, but the occupational therapy school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>Score explanation:</i> <i>The occupational therapy department has at least one meaningful connection with a community organisation where students use nature-based interventions with service users. This is Pathway Care Farm (https://www.pathways-care-farm.org.uk/). In mandatory and elective placements students conduct occupational therapy interventions using farm and nature-based tasks in this care farm.</i></p> <p><i>Recommendations:</i> <i>Consider what other community opportunities students could attend to gain placement experience in environmental health and nature-based interventions.</i></p>	

2. Does your occupational therapy school or wider institution offer community-facing courses or events regarding planetary health?	
3	The occupational therapy school offers community-facing courses or events at least once every year.
2	The occupational therapy school offers 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 occupational therapy school was not involved in planning those courses or events.

0	The institution/occupational therapy school have not offered such community-facing courses or events.
<p><i>Score explanation:</i> There have not been any community-facing or public events on planetary health or sustainable healthcare offered by the Health Sciences School or wider University.</p> <p><i>Recommendations:</i> Consider offering such events in future.</p>	

3. Does your <u>occupational therapy school</u> or wider institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
2	Yes, all 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 receive communications about planetary health or sustainable healthcare.
<p><i>Score explanation:</i> The Health Sciences School's newsletter the 'HSC News' sometimes includes updates about sustainability. For instance, getting involved in sustainable healthcare research and student-led sustainability initiatives (e.g. UEA Change Makers 2024)</p> <p><i>Recommendations:</i> Offer more consistent updates on sustainability efforts throughout UEA.</p>	

4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
2	Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
1	Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are no such accessible courses for post-graduate providers
<p><i>Score explanation:</i> Occupational therapy students are not offered educational input on sustainable healthcare post-graduation by either the Health Sciences School or the affiliated hospital trust (Norfolk and Norwich University Hospital NHS Foundation Trust).</p> <p><i>Recommendations:</i></p>	

Encourage the affiliated NHS Trust to incorporate teaching on sustainable healthcare into their preceptorship programme targeted at newly graduated occupational therapists
[\(https://teamnnuh.co.uk/working-for-us/preceptorship/\)](https://teamnnuh.co.uk/working-for-us/preceptorship/)

5. Does your occupational therapy school or its primary affiliated hospital have accessible educational materials for patients about environmental health exposures?

2 Yes, **all** affiliated hospitals have accessible educational materials for patients.

1 **Some** affiliated hospitals have accessible educational materials for patients.

0 **No** affiliated medical centres have accessible educational materials for patients.

Score explanation:

The Health Sciences School and the affiliated hospital (Norfolk & Norwich University Hospital - <https://www.nnuh.nhs.uk/>) do not offer service users educational materials on environmental health exposures. There are some communications about sustainability efforts within the hospital but they do not provide service users with educational information
 (e.g. <https://www.nnuh.nhs.uk/news/meet-amy-greenrass-sustainability-clinical-lead/>).

Recommendations:

Encourage the affiliated hospital to clearly signpost resources educating patients on the impact of environmental exposures. These resources may exist but were not clearly accessible.

6. Does your occupational therapy school or its primary affiliated hospital have accessible educational materials for patients about climate change and health impacts?

2 Yes, **all** affiliated hospitals have accessible educational materials for patients.

1 **Some** affiliated hospitals have accessible educational materials for patients.

0 **No** affiliated hospitals have accessible educational materials for patients.

Score explanation:

The Health Sciences School and the affiliated hospital (Norfolk & Norwich University Hospital - <https://www.nnuh.nhs.uk/>) do not offer service users educational materials on the health impacts of the climate crisis. There are some communications about sustainability efforts within the hospital but they do not provide service users with educational information
 (e.g. <https://www.nnuh.nhs.uk/news/meet-amy-greenrass-sustainability-clinical-lead/>).

Recommendations:

Encourage the affiliated hospital to clearly signpost resources educating patients on the health impact of climate change. These resources may exist but were not clearly accessible.

Section Total (3 out of 14)

D -

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Support for Student-Led Planetary Health Initiatives

Section Overview: This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.

1. Does your institution offer support for occupational therapy students interested in enacting a sustainability initiative/QI project?	
2	Yes , the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	The institution encourages sustainability QI projects (to fulfil clinical placement or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate.
0	No , the institution does not offer opportunities or support for sustainability initiatives or QI projects.
<p><i>Score explanation:</i> Occupational therapy students were not offered opportunities to engage in sustainable quality improvement projects.</p> <p><i>Recommendation:</i> When teaching service improvement to occupational therapy students provide sustainable quality improvement models and encourage students to engage with these for their service improvement assignments.</p>	

2. Does your institution offer opportunities for occupational therapy students to do research related to planetary health and/or sustainable healthcare?	
2	The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek these out and carry them out in their spare time.
0	There are no opportunities for students to engage in planetary health/sustainable healthcare research.
<p><i>Score explanation:</i> Occupational therapy students were not offered the opportunity to engage in research on sustainable healthcare. Due to the size of the occupational therapy department there are not many research opportunities generally including work focusing on sustainability and this should be taken into consideration.</p>	

Recommendation:

Perhaps reconsider the access occupational therapy students generally have to research experience and provide more opportunities for research including projects which address sustainable healthcare. This could be implemented through research placement opportunities or through initiatives run through the UEA occupational therapy society.

3. Does the occupational therapy school or wider institution have a webpage where occupational therapy students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the occupational therapy school? For example, projects achieved, current initiatives underway at the occupational therapy school and/or contact of information of potential mentors.

2	The occupational therapy school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.
1	There is an occupational therapy school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the occupational therapy school, but it lacks key information .
0	There is no occupational therapy school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

Score explanation:

There is a webpage for UEA occupational therapy students to access information about sustainability (<https://www.uea.ac.uk/web/about/university-information/sustainability>) with links to campus projects on it.

Recommendation:

Provide online information specifically addressing sustainable healthcare related to occupational therapy with contact details for staff who would be willing to support student-led sustainable healthcare initiatives.

4. Does your occupational therapy school have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

2	Yes, there is a student organisation with faculty support at my occupational therapy school dedicated to planetary health or sustainability in healthcare.
1	Yes, there is a student organisation at my occupational therapy school dedicated to planetary health or sustainability in healthcare but it lacks faculty support .
0	No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare.

Score explanation:

There are a number of student societies which address sustainability and healthcare inequalities which occupational therapy students can access (<https://www.uea.ac.uk/about/university-information/sustainability/initiatives/sustainable-societies>).

These include; students for global health, sustainability society, Young Greens and a wildlife and conservation society.

Recommendation;

These societies do not currently have and may benefit from faculty support. Additionally, not all have sustainable healthcare as a focal point so UEA may benefit from having a student organisation specifically addressing sustainable healthcare/planetary health.

5. Is there a student liaison representing sustainability interests who serves on an occupational therapy school or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?

1	Yes , there is a student representative that serves on an occupational therapy school or institutional decision-making council/committee.
0	No , there is no such student representative.

Score explanation:

There are course representatives who advocate for students generally and who can theoretically inform decisions about the curriculum and sustainability practices. These student representatives do not focus on sustainability advocacy and are not encouraged to address these concerns.

Recommendation:

Course representatives could be encouraged to address sustainable healthcare education and campus practice as part of their role.

6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)

1	Projects where students are able to gain experience in organic agriculture and sustainable food systems , such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.
1	Panels, speaker series , or similar events related to planetary health that have students as an intended audience.
1	Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.
1	Cultural arts events , installations or performances related to planetary health that have students as an intended audience.
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.
1	Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)

Score explanation:

Occupational therapy students have had the opportunity to:

- *Work on care farms to provide nature-based interventions*
- *The Occupational Therapy Society hosted a seminar on sustainable healthcare (30.11.2023). This seminar discussed the impacts of the climate crisis on health, outlined the process of sustainable quality improvement and signposted to wider resources on sustainable healthcare*
- *As part of the Year 1 MSc 'Community Engagement Project' students could work in greenspaces to facilitate naturogenic interventions*
- *There are various student societies that provide opportunities for outdoor exercise, engagement with nature and with wildlife (e.g. conversation and wildlife society, kayaking, sailing, equestrian and mountaineering societies - <https://www.ueasu.org/opportunities/clubs/#list>)*

Recommendations:

Consider expanding co-curricular activities available for occupational therapy students. This could include speakers with a background in environmental and climate advocacy and the use of cultural experiences and art to create discussion about the climate crisis.

Section Total (6 out of 15)

C -

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Are there additional student-led initiative resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Campus Sustainability

Section Overview: *This section evaluates the support and engagement in sustainability initiatives by the occupational therapy school and/or institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our occupational therapy schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

1. Does your <u>occupational therapy school</u> and/or <u>institution</u> have an Office of Sustainability?	
3	Yes, there is an Office of Sustainability with multiple full-time 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 occupational therapy school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of occupational therapy school and/or hospital sustainability.
1	There are no salaried sustainability staff , but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>Score explanation: UEA has a sustainability committee made up of three of the university's executive team which meets quarterly. This sustainability committee then reports to the governing body of the university however there is no specific staff member responsible for the special interests of the occupational therapy department or wider Health Sciences School.</i></p> <p><i>UEA also has a sustainability team ('Sustainable Ways') to manage university projects relating to sustainability such as energy and carbon reduction, infrastructure, biodiversity and travel and transport.</i></p> <p><i>Source:</i> https://www.uea.ac.uk/about/university-information/sustainability/strategy-policy-and-compliance https://www.uea.ac.uk/about/university-information/sustainability/about-us/meet-the-team</p> <p><i>Recommendation:</i> <i>Ensure representatives from the occupational therapy department can either contribute to this already existing committee or create an additional committee including staff from the occupational therapy department to inform campus sustainability.</i></p>	

2. How ambitious is your <u>institution/occupational therapy school's</u> plan to reduce its own carbon footprint?

5	The institution/occupational therapy school has a written and approved plan to achieve carbon neutrality by 2030
3	The institution/occupational therapy school has a written and approved plan to achieve carbon neutrality by 2040
1	The institution/occupational therapy school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate
0	The institution/occupational therapy school does not meet any of the requirements listed above
	<p><i>Score explanation: UEA has set a goal of carbon neutrality by 2045 and has outlined clear steps about how to achieve this, these goals were reaffirmed in April 2023. Steps for this include:</i></p> <ul style="list-style-type: none"> • <i>By July 2030, to reduce kgCO₂e from direct emissions by 80% over 2015 levels</i> • <i>Maintain use of an award winning Environmental Management System</i> • <i>Increased embedding of sustainability into teaching and research</i> • <i>Care for and enhance the biodiversity inherent to the UEA campus</i> <p><i>Sources:</i> https://www.uea.ac.uk/documents/20142/2953975/uea_environmental_and_energy_sustainability_policy_2023_signed.pdf/6793b9b0-874a-ed6a-56ec-b5f0ec498ff6?t=1685092463273 https://www.uea.ac.uk/about/university-information/sustainability/strategy-policy-and-compliance</p> <p><i>Recommendation:</i> <i>While clear targets and the means to reach them are in place due to the urgency of this matter these goals are set possibly too far in the future. Consider ways to set a NetZero goal for 2040.</i></p>

3. Do buildings/infrastructure used by the <u>occupational therapy school</u> for teaching (not including the hospital) utilise renewable energy?	
3	Yes, occupational therapy school buildings are 100% powered by renewable energy
2	Occupational therapy school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Occupational therapy school buildings source >20% of energy needs from off-site and/or on-site renewable energy.
0	Occupational therapy school buildings source <20% of energy needs from off-site and/or on-site renewable energy.
	<p><i>Score explanation: UEA buildings on campus have 100% of their electricity needs supplied by renewable sources. These are certified green energy sources with accreditation from the Renewable Energy Guarantees of Origin ((REGO) https://www.ofgem.gov.uk/environmental-and-social-schemes/renewable-energy-guarantees-origin-rego). However, it was not possible to ascertain if this covered additional energy needs such as heating preventing a full score.</i></p> <p><i>Sources:</i> https://www.uea.ac.uk/about/university-information/sustainability/strategy-policy-and-compliance/ecrp</p>

Recommendation:

Allow for information about additional energy needs to be more easily accessible for students.

4. Are sustainable building practices utilised for new and old buildings on the occupational therapy school campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?

3	Yes, sustainable building practices are utilised for new buildings on the occupational therapy school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilised for new buildings on the occupational therapy school 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: Additions to the UEA campus over the past 30 years have prioritised energy efficiency and sustainability in their design and maintenance. This includes the Elizabeth Fry building which contains TermoDeck (a ceiling design that utilises already existing energy to heat and cool buildings) and the Enterprise centre which was exhibited at COP26 as one of the 17 most sustainable buildings globally of 2011.

Sources:

<https://www.uea.ac.uk/about/university-information/sustainability/sustainable-campus/our-buildings/low-carbon-campus>

<https://www.uea.ac.uk/about/news/article/uea-s-enterprise-centre-showcased-at-cop26-as-one-of-the-world-s-most-sustainable-buildings>

Recommendation:

Consider sustainable renovations to retrofit older buildings and other maintenance to increase their energy efficiency.

5. Has the occupational therapy school implemented strategies to encourage and provide environmentally-friendly transportation options for students which reduce the environmental impact of commuting?

2	Yes, the occupational therapy school has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	The occupational therapy school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The occupational therapy school has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation: UEA has a Travel Plan Strategy to increase green and affordable travel. This includes:

- Increasing the bike parking spaces to 3,600 on campus
- Ensuring there is a bike shop on campus
- Improving bus stops on campus so they are made of recycled materials and are safer with increased CCTV

Sources:

<https://www.uea.ac.uk/about/university-information/sustainability/sustainable-campus/travel>

Recommendation:

This plan ran from 2017-2022 and while the positive impacts are still felt on campus a renewed investment could help maintain the gains made.

6. Does your occupational therapy school have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

2	Yes, the occupational therapy school has both compost and recycling programs accessible to students and faculty.
1	The occupational therapy school has either recycling or compost programs accessible to students and faculty, but not both.
0	There is no compost or recycling program at the occupational therapy school.

Score explanation: 90% of total UEA waste is diverted from landfills through recycling programmes. Occupational therapy students in health sciences facilities have access to recycling options on site.

Sources:

<https://www.uea.ac.uk/about/university-information/sustainability/sustainable-campus/recycling-and-waste>

Recommendation:

This recycling programme, while effective, costs UEA £260,000 per year consequently it would be in UEA's interest to reduce waste production generally across campus. There could be waste reduction initiatives in education departments and in the estate administration.

7. Does the occupational therapy school or associated institution 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 occupational therapy school/institution 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 occupational therapy school/institution 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 occupational therapy school/institution 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: UEA provides an array of food options that take sustainability into account and have outlined their strategy for ethical food choices on campus in the document listed below. This strategy includes:</i></p> <ul style="list-style-type: none"> • All UEA food outlets have plant-based and vegetarian food options • Plant-based and vegetarian options are more actively advertised in food outlets than meals containing fish or meat to promote both healthy lifestyles and environmental sustainability • The selling price of processed foods and meals containing red meat are inflated to encourage the choice of plant-based options • All meat and dairy produce in UEA cafeterias are at a minimum 'Red Tractor' assured if not RSPCA assured • UEA is trying to reduce the use of fish from sources on the Marine Conservation Society's 'Fish to Avoid' list <p><i>Sources:</i> https://www.uea.ac.uk/about/university-information/sustainability/sustainable-campus/sustainable-food https://www.uea.ac.uk/documents/20142/498339/UEA+Sustainable+Food+Policy+2021+v1.07+FINAL.pdf</p>	

8. Does the <u>occupational therapy school</u> or associated <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
3	Yes, the occupational therapy school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The occupational therapy school is engaged in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The occupational therapy school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.
<p><i>Score explanation: UEA recognises that 60% of its carbon emissions stems from procurement and therefore has implemented a strategy to reduce this. Components of this strategy include:</i></p> <ul style="list-style-type: none"> • Staff receiving training on the principles of responsible procurement • Working with suppliers to mitigate emissions and threats to human wellbeing that are risked in the supply chain of goods and services • Trying to ensure buildings are used efficiently, promoting biodiversity on campus and supporting staff and students to make greener choices <p><i>Sources:</i> https://www.uea.ac.uk/about/university-information/sustainability/sustainable-campus/sustainable-procurement</p>	

https://my.uea.ac.uk/documents/20142/272594/Procurement+Policy+2020_23+Final+v2.pdf/d1480951-6f85-ff0d-c803-c2bd8b3ea16c?t=1644582100304

9. Are there sustainability requirements or guidelines for events hosted at the occupational therapy school?

2	Every event hosted at the occupational therapy school must abide by sustainability criteria.
1	The occupational therapy school strongly recommends or incentivises sustainability measures, but they are not required .
0	There are no sustainability guidelines for occupational therapy school events.

Score explanation: Currently there are no sustainability guidelines for events hosted by the occupational therapy school or on the UEA campus generally.

Recommendation:

Provide campus-wide policies to inform how events are conducted to ensure environmental sustainability. For instance, consider waste mitigation and management.

10. Does your occupational therapy school have programs and initiatives to assist with making lab spaces more environmentally sustainable?

2	Yes, the occupational therapy school has programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the occupational therapy school to make lab spaces more sustainable.

Score explanation: There are not current initiatives in place to increase the sustainability of lab spaces. There was previously the 'Green Impact Programme' (<https://www.uea.ac.uk/about/university-information/sustainability/initiatives/green-impact-programme>) but this has been suspended since 2020. This programme included a labs toolkit to guide teams participating on how to conduct safe and sustainable lab practices.

Recommendation:

Consider reviving the Green Impact Programme to foster skills and knowledge to support sustainable lab work.

11. Does your institution's endowment portfolio investments include fossil-fuel companies or corporations known to invest heavily in fossil fuels?

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 fully divest , but currently still has fossil fuel investments.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<p><i>Score explanation: UEA has been active in divesting from fossil fuel companies and establishing funds to support small enterprises local to the East of England who demonstrate reductions in greenhouse gas emissions. These actions saw UEA directors:</i></p> <ul style="list-style-type: none"> ● <i>Divest from two existing investments in fossil fuel companies in 2017</i> ● <i>UEA's Vice-Chancellor signed the NUS Divest-Invest Commitment Letter in 2018</i> ● <i>Co-establish the Low-Carbon Innovation Fund alongside Norfolk County Council to support low-emission enterprises in the East of England</i> 	

Section Total (19 out of 32)	C +
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Are there additional sustainability resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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 (30%) compared to the other sections (17.5%) owing to its larger number of metrics and the possibility for universities to influence their curriculum more easily. 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 East Anglia (UEA) Occupational Therapy Programme

The following table presents the individual section grades and overall institutional grade for the *UEA* Occupational Therapy Programme on this occupational-therapy-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(16/68) \times 100 = 23.5\%$	D -
Interdisciplinary Research (17.5%)	$(3/17) \times 100 = 17.6\%$	F +
Community Outreach and Advocacy (17.5%)	$(3/14) \times 100 = 21.4\%$	D -
Support for Student-led Planetary Health Initiatives (17.5%)	$(6/15) \times 100 = 40\%$	C -
Campus Sustainability (17.5%)	$(19/32) \times 100 = 59.3\%$	C +
Institutional Grade	31.25%	D