



Planetary Health Report Card (Nursing):

Washington State University



WASHINGTON STATE UNIVERSITY
College of Nursing

2023-2024 Contributing Team

Students:

Molly Parker, PhD(c)*, RN; Tara Marko, PhD(c), RN; Natasha Barrow, PhD(c), RN;
Angela Crable, BSN, RN; Jenifer Brewer, BSN, RN; Amelia Kohut, BSN Student

Faculty Mentors:

Sheila Hurst, PhD, RN; Julie Postma, PhD, RN, Associate Dean for Research

***Primary Contact:**

Molly Parker, RN, PhD(c), molly.m.parker@wsu.edu

Summary of Findings

| | |
|---|----|
| Overall | B |
| <u>Curriculum</u> | A- |
| <ul style="list-style-type: none"> ● Summary: Reviewed syllabi content from 21 core courses of the Pre-licensure BSN program. Five to six courses discuss climate change, upstream thinking, or planetary health concepts. ● Recommendations: Integrate Planetary Health concepts into course assignments, lectures, readings, case studies, and discussion. Train and encourage faculty to use free evidence-based resources available for faculty and students for integration of Planetary Health into curriculum. See link. | |
| <u>Interdisciplinary Research</u> | B+ |
| <ul style="list-style-type: none"> ● Summary: WSU CON and the Office of Research & Scholarship have encouraged developing, conducting, and disseminating faculty- and student-led research projects on planetary health, and related concepts. We have conducted interdisciplinary research to strengthen our efforts. ● Recommendations: Create a centralized tab on the CON homepage highlighting planetary health research, initiatives, and nursing resources. Subsection for interprofessional collaboration. CON to join the GCCHE, Planetary Health Alliance as a member organization. | |
| <u>Community Outreach and Advocacy</u> | C+ |
| <ul style="list-style-type: none"> ● Summary: Our WSU CON faculty and staff participate in multiple community outreach and engagement activities across WA and beyond. We have presented on planetary health, climate change and health, power outages, wildfires and heat at local, state, national and international venues. ● Recommendations: Join efforts with other CON campuses and Health Science Disciplines, and WSU orgs. Partner with community organizations, healthcare service providers, and regional organizations to improve education and advocacy around Planetary Health and sustainability. | |
| <u>Support for Student-Led Initiatives</u> | C |
| <ul style="list-style-type: none"> ● Summary: Students have conducted projects related to climate change and health, sustainability, and community engagement. There is no specific student led initiative aimed at Planetary Health awareness education. Student volunteers participated in preparation, collaboration, dissemination and engagement related to the PHRC evaluation. ● Recommendations: Form a student group or task force focused on Planetary Health that is supported by faculty and administration; define mission statement and PHRC follow up plan. Develop Planetary Health tab for the CON website. | |
| <u>Campus Sustainability</u> | C |
| <ul style="list-style-type: none"> ● Summary: Strengths include sustainability practices, skills lab supply use and procurement. WSU implements sustainable building practices at the Spokane campus for remodels and new construction. ● Recommendations: Create a plan for carbon neutrality and fossil fuel divestment. Develop sustainability guidelines for events, trainings, simulations, composting and sustainable dining. Collaborate with WSU Sustainability Task Force | |

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 PHRC as a long-term metric that accounts for improvements and opportunities for growth continuously each year.
- Highlight successes and collaborations regarding planetary health in institutions through thorough evaluation of metrics.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “Planetary Health is a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused disruptions of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of nursing school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainability:** the principle of creating and maintaining conditions under which humans and nature can exist in productive harmony to support present and future generations (Environmental Protection Agency, 2021).
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimizes use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

- **Nursing program:** any pre-licensure 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></p> <p>N306: Professional Development I: Week 8 includes discussion of Social Determinants of Health (SDOH) and Healthy People 2030 with a lecture titled “Concepts and Theories Underlying the Nature of SDOH on Population Health”. This lecture includes effects of climate change and extreme weather on SDOH.</p> <p>N308: Professional Development II: Week 7 includes discussion on the global impact of climate change and extreme weather on health. The course has a Global Exchange exercise and a Planetary Health practice problem.</p> <p>N322: Health Equity in the Context of Care: This course has a lecture titled ‘Climate Change’, it covers green house gas emission, industrial emissions, and earth’s temperature increase. Also, health impacts from extreme weather exposure and impacts on water, air, food and economy. CDC ‘Impact of Climate Change on Health’, individual and community impacts, as well as impacts on mental health.</p> <p>N426: Community Health Nursing Practice: Week 2 discusses Upstream Thinking learning materials. Week 9 covers Environmental Stewardship and Climate Change, and week 10 has a PowerPoint titled, ‘Climate Change and Health’.</p> <p>N427: Community Health Clinical: Clinical simulation and practicum assignments address determinants of health and assessments at individual, community, and systems levels. Some nurses have a clinical assignment with the American Red Cross and are involved in disaster preparedness and response training.</p> <p><i>The following courses were reviewed with no findings relevant to this metric item: N311, N315, N316,</i></p> | |

N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N309, N430.

The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424 Psych/ Mental Health Concepts; N425 Psych/ Mental Health Practice.

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the global impact of climate change and extreme weather on health. The course has a Global Exchange exercise and a Planetary Health practice problem.

N322: Health Equity in the Context of Care: This course has a lecture titled ‘Climate Change’, it covers green house gas emission, industrial emissions, and earth’s temperature increase. Also, health impacts from extreme weather exposure and impacts on water, air, food and economy. CDC ‘Impact of Climate Change on Health’, individual and community impacts, as well as impacts on mental health.

N426: Community Health Nursing Practice: Week 2b: *Levels of Prevention*, starts with individual health and upstream thinking regarding environmental exposures, climate change and extreme weather.

The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N309, N427, N430.

The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health;

discussion on the global impact of climate change and extreme weather on health; discussion includes vectorborne and waterborne diseases. The course has a Global Exchange exercise and a Planetary Health practice problem.

N322: Health Equity in the Context of Care: This course has a lecture titled ‘Climate Change’, it covers green house gas emission, industrial emissions, and earth’s temperature increase. Also, health impacts from extreme weather exposure and impacts on water, air, food and economy. CDC ‘Impact of Climate Change on Health’, individual and community impacts, including vector born illness and pathogens, as well as impacts on mental health.

N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing’s Critical Role’. Covers climate change and increased rates of infectious disease.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N309, N427, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the global impact of climate change and extreme weather on health. The course has a Global Exchange exercise and a Planetary Health practice problem.

N322: Health Equity in the Context of Care: This course has a lecture titled ‘Climate Change’, it covers green house gas emission, industrial emissions, and earth’s temperature increase. Also, health impacts from extreme weather exposure and impacts on water, air, food and economy. CDC ‘Impact of Climate Change on Health’, individual and community impacts, including vector born illness and pathogens, as well as impacts on mental health.

N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing’s Critical Role’. Week 10 has a PowerPoint titled, ‘Climate Change and Health’ which covers environmental degradation, extreme weather and emerging pathogens.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N309, N427, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the global impact of climate change and extreme weather on health, including mental health impacts. The course has a Global Exchange exercise and a Planetary Health practice problem.

N322: Health Equity in the Context of Care: This course has a lecture titled ‘Climate Change’, it covers green house gas emission, industrial emissions, and earth’s temperature increase. Also, health impacts from extreme weather exposure and impacts on water, air, food and economy. CDC ‘Impact of Climate Change on Health’, individual and community impacts, as well as impacts on mental health and eco-anxiety.

N426: Community Health Nursing Practice: Week 10 has a PowerPoint titled, ‘Climate Change and Health’, includes discussion of mental health impacts.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N412 N414, N415, N416, N417, N409, N309, N427, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the global impact of climate change and extreme weather on health. The course has a Global Exchange exercise and a Planetary Health practice problem. Course discussions cover food security related to shifts in climate.

N322: Health Equity in the Context of Care: This course has a lecture titled ‘Climate Change’, it covers green house gas emission, industrial emissions, and earth’s temperature increase. Also, health impacts from extreme weather exposure and impacts on water, air, food and economy. CDC ‘Impact of Climate Change on Health’, individual and community impacts, as well as impacts on mental health.

N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing’s Critical Role’. Week 10 has a PowerPoint titled, ‘Climate change and Health’. Course discussion covers climate change impacts on food and water security.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N414, N417, N409, N309, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N416, N424, N425..*

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:

This topic was not covered in any of our BSN core course syllabi.

*The following courses were reviewed with **no findings** relevant to this metric item: N308, N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N426, N309, N427, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the global impact of climate change and extreme weather on health. The course has a Global Exchange exercise and a Planetary Health practice problem. Planetary Health discussion covers relationships between ecosystem health, human health and climate change.

N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing's Critical Role.’ Week 10 has a PowerPoint titled, ‘Climate change and Health’. Covers relationships between humans and ecosystems.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N412 N414, N415, N416, N417, N409, N309, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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. |

Score explanation:

N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing’s Critical Role.’ Week 10 has a PowerPoint titled, ‘Climate Change and Health’. Cover impacts of environmental toxins on maternal-fetal health.

N416: Childbearing health of the family: Course objectives include recognize and analyze cultural, ethical, health policy, international and professional nursing issues emerging from current childbearing health trends. Covers exposure to pesticides and toxoplasmosis.

*The following courses were reviewed with **no findings** relevant to this metric item: N308, N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N417, N409, N309, N427, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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. |

Score explanation:
N306: Professional Development I: In the SDOH lecture there is discussion of Indigenous Knowledges, and there is post-optional/ supplemental reading provided on the determinants of Planetary Health from an Indigenous perspective.

*The following courses were reviewed with **no findings** relevant to this metric item: N308, N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N426, N309, N427, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

| 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. |

Score explanation:
N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the global impact of climate change and extreme weather on health. The course covers regional and local impacts.
N322: Health Equity in the Context of Care: This course has a lecture titled ‘Climate Change’, it covers green house gas emission, industrial emissions, and earth’s temperature increase. Also, health impacts from extreme weather exposure and impacts on water, air, food and economy. CDC ‘Impact of Climate Change on Health’, individual and community impacts, as well as impacts on mental health.
N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing's Critical Role.’ Week 10 has a PowerPoint titled, ‘Climate change and Health’. Discussion of human impacts on environment, rivers, lakes, food supply.
N427: Community Health Nursing: Simulation and analysis addresses social determinants of health. Students also conduct a windshield survey assessing community neighborhoods surrounding the university. Identifying environmental threats, follow-up discussion and community interventions planned.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N309, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N306: Professional Development I: Week 8 includes discussion of Social Determinants of Health (SDOH) and Healthy People 2030 with a lecture titled “Concepts and Theories Underlying the Nature of SDOH on Population Health”. This lecture includes effects of climate change on SDOH.

The lecture covers environmental racism and health disparities in climate change, using Black and Indigenous communities as examples.

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the global impact of climate change and extreme weather on health. The course has a Global Exchange exercise and a Planetary Health practice problem.

N322: Health Equity in the Context of Care: Weeks 4 and 8 cover SDOH, lecture on Disability Justice, Ableism, and Climate Change.

N408: Healthcare Systems Culture, Social Justice, and Ethics: Week 14, nurse leadership health policy assignment analyzes issues related to social and distributive justice.

N416: Childbearing health of the family: Course objectives include recognize and analyze cultural, ethical, health policy, international and professional nursing issues emerging from current childbearing health trends, including racial and socioeconomic disparities.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N412 N414, N415, N417, N409, N309, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the global impact of climate change and extreme weather on health. The course has a Global Exchange exercise and a Planetary Health practice problem. Global inequitable impacts

are discussed.

N322: Health Equity in the Context of Care: This course has a lecture titled ‘Climate Change’, it covers health impacts from extreme weather exposure and impacts on water, air, food and economy. Brief coverage of forced migration.

N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing's Critical Role.’ Week 10 has a PowerPoint titled, ‘Climate change and Health’. Both global and local impacts and inequities are discussed.

N408: Healthcare Systems Culture, Social Justice, and Ethics: Week 14, analyze issues related to social and distributive justice, health policy assignment in nursing leadership.

N427: Community Health Nursing: Simulation and analysis addresses social determinants of health and social inequities related to climate change.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N412 N414, N415, N417, N409, N309, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the health inequities related to environmental health.

N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing's Critical Role.’ Week 10 has a PowerPoint titled, ‘Climate change and Health’. Discussion addresses disproportionate impacts on marginalized populations.

N408: Healthcare Systems Culture, Social Justice, and Ethics: Week 14, analyze issues related to social and distributive justice, health policy assignment in nursing leadership.

N416: Childbearing health of the family: Recognize and analyze cultural, ethical, health policy, international and professional nursing issues emerging from current childbearing health trends (DEI).

N427: Community Health Nursing: Simulation and analysis addresses social determinants of health and health inequities.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N412 N414, N415, N414, N417, N409, N309, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the health inequities related to environmental health. Covers human consumption, behavior, impact on the environment.

N426: Community Health Nursing Practice: Week 9 has a PowerPoint titled, ‘Climate Change and Human Health: Nursing’s Critical Role.’ Week 10 has a PowerPoint titled, ‘Climate change and Health’. Discusses human impact on the environment, anthropogenic era.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N412 N414, N415, N416, N417, N409, N309, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N308: Professional Development II: Week 7 includes PowerPoint: Climate Crisis Impacts on Health, includes discussion on the health inequities related to environmental health.

N426: Community Health Nursing Practice: This course has a writing assignment that addresses the impact of extreme weather events on healthcare systems. Students reflect on what to do on an individual level, and what to do at work in healthcare settings, such as community health and larger institutions.

N408: Healthcare Systems Culture, Social Justice, and Ethics: Week 14, analyze issues related to social and distributive justice, health policy assignment in nursing leadership.

*The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316,*

N317, N324, N325, N412 N414, N415, N416, N417, N409, N309, N427, N430.

The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.

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. |
| 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:

N306: Professional Development I: Social Determinants of Health lecture has a slide that discusses the amount of energy used and waste produced by the health care industry, as well as upstream ways nurses can help mitigate this.

N426: Community Health Nursing Practice: This topic is covered in Week 10: PowerPoint Environmental Stewardship in Healthcare, includes discussion on waste management, healthcare related food waste, and reducing use of environmental toxins, chemicals, and gases in healthcare settings.

The following courses were reviewed with **no findings** relevant to this metric item: N311, N315, N316, N317, N324, N325, N412 N414, N415, N416, N417, N409, N309, N427, N430.

The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.

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:

N306: Professional Development I: Social Determinants of Health lecture has a slide that discusses the amount of waste produced by the health care industry and upstream ways nurses can help mitigate this.

N426: Community Health Nursing Practice: This topic is covered in Week 10: PowerPoint

Environmental Stewardship in Healthcare, includes discussion on waste management, healthcare related food and medical waste, and reducing use of environmental toxins, chemicals, and gases in healthcare settings.

*The following courses were reviewed with **no findings** relevant to this metric item: N308, N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N309, N427, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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:

N426: Community Health Nursing Practice: This topic is covered in Week 10: PowerPoint Environmental Stewardship in Healthcare, includes discussion on waste management, healthcare related food and medical waste, and reducing use of environmental toxins, chemicals, and gases in healthcare settings.

*The following courses were reviewed with **no findings** relevant to this metric item: N308, N311, N315, N316, N317, N324, N325, N408, N412 N414, N415, N416, N417, N409, N309, N427, N430.*

*The following courses were **not yet included** in this review due to inability to locate syllabi or course information: N424, N425.*

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. |
| 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:

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?

This topic was not covered in any of our BSN core course syllabi.

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:

The College of Nursing has many faculty members with interests in planetary and environmental health, but there is not a faculty or staff member solely responsible for or appointed to those topics or interests.

However, Julie Postma, PhD, RN, Professor, Associate Dean for Research for the CON is currently an NIH Climate and Health Scholar sponsored by the National Institute for Minority Health and Disparities. She is a tremendous advocate for Planetary Health and Nursing, and works with students and faculty across programs and departments in related research and advocacy. She is also faculty for the NIH/NIEHS funded Environmental Health Research Institute for Nurse and Clinician Scientists (EHRI-NCS), of which a few of our PhD students have participated in. She hosts a monthly virtual lab/meeting where CON students and faculty with similar interests connect to discuss interrelated topics.

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, the College of Nursing does not offer an IPE simulation experience specifically related to climate change or environmental disruptions.

Section Total (51 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></p> <p>Our CON has an extensive history of advocacy and research in the fields of public health and environmental health, and climate change in relationship to health care sustainability practices, as well as health equity and environmental justice.</p> <p>Some of our lead faculty have had programs of research focused on the intersections of environmental and human health, climate change and health equity, and nursing education and sustainability in healthcare practices. Some of the highlights are as follows:</p> <ul style="list-style-type: none"> ● Our Associate Dean for Research, Dr. Julie Postma, is a current NIH Climate and Health Scholar, and has an extensive background in community engaged research, environmental hazards and risk reduction. She has served as mentor and collaborator on multiple student and colleague climate focused research projects, including risk reduction of Wildfire Smoke exposure for adolescents with asthma, and outdoor agricultural workers. ● Elizabeth Schenk, Assistant Professor, is an international leader in greening healthcare, and has designed research instruments for assessing nurse awareness of environmental issues. She also serves as a boardmember for the Alliance of Nurses for Healthy Environments (ANHE), and recently spoke at COP27. ● Patricia Butterfield, Dean Emeritus, is a leader in environmental health advocacy and Upstream | |

thinking, and sponsors the Butterfield Upstream event with keynote speakers at WSU CON.

- Claire Richards, Assistant Professor, Co-Chair on the ANHE Research Work Group

The following faculty and students are affiliated with the College of Nursing, and are conducting or have conducted research related to climate change and health, healthcare sustainability, One Health, and/or Planetary Health:

Dean Emeritus: Patricia Butterfield
Faculty Emeritus: Phyllis Eide
Faculty: Elizabeth Schenk, Julie Postma, Gail Oneal, Sheila Hurst, Claire Richards, Melissa Vera, Shawna Beese
Postdoctoral Student: Contessa Ricci
PhD Candidates: Tara Marko, Molly Parker
MN Students: Angela Crable, Jenifer Brewer
BSN Students: Juliana Romo, Amelia Kohut

| 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. |
| <p><i>Score explanation:</i> Washington State University has several departments and organizations that support research in the areas of climate change, sustainability, and environmental justice, none of which are named specifically for interdisciplinary planetary health research. The College of Nursing does not house a specific department or center for planetary health, but our staff and faculty collaborate and work within these other centers.</p> <ul style="list-style-type: none"> • Center for Environmental Research, Education, and Outreach (CEREO) https://cereo.wsu.edu/ • Center for Sustaining Agriculture and Natural Resources (CSANR) https://csanr.wsu.edu/ • WSU Institute for Research and Education to Advance Community Health (IREACH) https://ireach.wsu.edu/ • WSU Health Equity Research Center (HERC) https://healthequity.wsu.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:

Nursing students and faculty have participated in dissemination of research projects at regional conferences and events such as:

- Western Institute for Nursing (WIN) conference <https://www.winursing.org/>
- Washington State Public Health Association Conference (WSPHA) <https://www.wspha.org/join-us-at-the-conference>
- One Health conference in WA <https://doh.wa.gov/community-and-environment/one-health>
- Alliance of Nurses for Healthy Environments (ANHE) <https://envirn.org/research/>
- Melissa Vera- presented on PH for international audience in 2023

CON researchers have also been featured in university wide research news and events:

- Julie Postma, Dr. Julie Postma named an NIH Climate and Health Scholar <https://nursing.wsu.edu/2023/10/31/dr-julie-postma-named-an-nih-climate-and-health-scholar-f-or-2024/>
- Claire Richards, Wake Up with Research, ‘Climate Change and Health’ <https://spokane.wsu.edu/wake-research-climate-change/>
- Claire Richards, Researcher on the Rise, <https://spokane.wsu.edu/research/news/researcher-on-the-rise-claire-richards/>
- Molly Parker, Researcher on the Rise, <https://spokane.wsu.edu/research/news/researcher-on-the-rise-molly-parker/>
- Julie Postma, NINR Director’s Lecture - Climate Change and Health <https://nursing.wsu.edu/event/ninr-directors-lecture-climate-change-and-health/>
- Schenk, E., Richards, C. A., & Eide, P. (2023). A warming planet and human health. *American Nurse Journal*, 18(7), 06–12. <https://doi.org/10.51256/ANJ072306>
- Richards, Parker, Brumley, Graves, Khot, Postma; Mapping Research Priorities for Climate Change Adaptation in Agriculture: A One Health Perspective (paper under review)

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:

Faculty and students, such as Julie Postma, Claire Richards, and Molly Parker, have conducted community-engaged research, promoting the importance of inclusion of input from populations most impacted by planetary disruptions.

There is not currently a specific webpage or channel for community members to give input or make decisions on the overall CON research agenda. However, there are collaborative efforts with WSU's Health Equity Research Center (HERC) and the Institute for Research and Education to Advance Community Health (IREACH), housed at the College of Medicine.

WSU has a website for sustainability with a link to a form for community members to provide input: <https://sustainability.wsu.edu/sust-tf-comments/>, this type of form could possibly be duplicated for community members to have a place to put research interests.

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:

CON website is easy to navigate, comprehensive, and up to date, but could use improvement in centralizing Planetary Health-related links.

The CON Office of Research and Scholarship has the following link to targeted-research, the **targeted research** focuses on “**Advancing Health Equity**”, this site leads to a section of links related to “**Health Promotion and Risk Reduction**”. Many of our climate and health-related highlights, such as work of Julie Postma, Claire Richards, Elizabeth Schenk and Molly Parker, are listed here:

<https://nursing.wsu.edu/research-and-scholarship/targeted-research/>

This link can be found through various searches on the WSU website, but this is the link to the CHANT tool, developed by Elizabeth Schenk, which measures what healthcare professionals know and do about climate change. <https://labs.wsu.edu/chant/>

Our central WSU CON website has a category tab for “Environmental Health”. The website <https://nursing.wsu.edu/category/environmental-health/> specifically features events, news, and research related to health and the environment. The website is not all-encompassing of recent research conducted by WSU researchers, nor does it list Environmental Health or Planetary Health resources. Some of the features include the following:

<https://nursing.wsu.edu/2022/12/13/schenk-attends-cop27-united-nations-climate-change-conference-sh>

[arm-el-sheikh-egypt/](#)

<https://nursing.wsu.edu/2022/01/24/ws-nursing-and-partners-land-1-million-nih-grant-for-environmental-health-training/>

<https://nursing.wsu.edu/2022/04/12/butterfield-upstream-fund-keynote-april-12-2022/>

<https://nursing.wsu.edu/event/2023-butterfield-upstream-fund-keynote-and-lecture/>

<https://nursing.wsu.edu/2023/10/31/dr-julie-postma-named-an-nih-climate-and-health-scholar-for-2024/>

WSU has a “**Sustainability**” website and a ‘President’s Sustainability Task Force’. The link has multiple links for research and resources. This website is not specific to health, nursing, or health sciences: <https://sustainability.wsu.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. |
| 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:

WSU College of Nursing has hosted 2 Butterfield Upstream Events, the first in 2022 with Keynote Speaker Beth Schenk discussing ‘*Our Global Climate Crisis-What Healthcare Can and Should Do*’, and the second in 2023 with Keynote Speaker, Teddie Potter with a focus on ‘*Planetary Health-Building Solidarity for a Better Future.*’

<https://nursing.wsu.edu/event/butterfield-upstream-fund-keynote-lecture/>

<https://nursing.wsu.edu/event/2023-butterfield-upstream-fund-keynote-and-lecture/>

<https://nursing.wsu.edu/event/planetary-health-report-card-kick-off/>

WSU CON faculty Julie Postma is a faculty partner with the Environmental Health Research Institute for Nurse and Clinician Scientists (EHRI-NCS)

<https://nursing.wsu.edu/event/environmental-health-research-institute-for-nurse-and-clinician-scientists-ehri-ncs-2023-cohort/>

2022 EHRI-NCS Cohort - Shawna Beese, Kailee Drumm, and Tara Marko
2023 EHRI-NCS Cohort - Molly Parker

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 WSU CON is listed as a Nursing Climate Champion for the Nursing Climate Challenge. Claire Richards, Assistant Professor is the liaison for the NCC.

Members of our nursing faculty and students have participated in and attended events and webinars hosted by the ANHE, the PHA, and the GCCHE.. Individuals from the College of Nursing hold memberships and affiliations with these orgs. However, the WSU CON as an institution has not signed on as a member or affiliate.

Section Total (15 out of 20)

B+

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></p> <p>Julie Postma and Molly Parker have partnered with community health clinics in Central Washington to promote environmental justice and health. They also work closely with Farmworker Justice and other state and national farmworker advocacy organizations on risk reduction efforts related to wildfires and extreme heat exposure.</p> <p>Melissa Vera, PhD CON Faculty partners with her local tribe in South East Alaska and also with Maori communities in New Zealand on food sovereignty and Planetary Health issues.</p> <p>This website link within the CON highlights other community partnerships, some of which focus on DEI and Health Equity. https://nursing.wsu.edu/category/community-partnerships/</p> <p>As multiple individuals in the nursing program establish relationships with community organizations, there is room for the CON program as a whole to establish and strengthen relationships with community organizations to promote planetary and environmental health.</p> <p>The following are local organizations that could be potential opportunities for community outreach and planetary health promotion:</p> <ul style="list-style-type: none"> ● Third Act https://thirdact.org/ ● Northwest Energy Coalition https://nwenergy.org/ ● The Lands Council https://landscouncil.org/ ● Spokane 350 https://www.350spokane.org/ | |

- Washington Physicians for Social Responsibility <https://www.wpsr.org/>
- Latinos en Spokane <https://www.latinosenspokane.org/>
- World Relief <https://worldrelief.org/spokane/>
- Refugee and Immigrant Connections Spokane <https://www.ricspokane.org/>
- Spokane Regional Health District <https://srhd.org/programs-and-services/>
- Spokane Regional Clean Air Agency <https://spokanecleanair.org/learning-center/climate-change/>
- Spokane Climate Project <https://www.spokaneclimateproject.org/>
- Gonzaga University Institute for Climate, Water, and the Environment <https://www.gonzaga.edu/climate-institute>
- Spokane Climate Project <https://www.spokaneclimateproject.org/>
- Washington State Nurses Association (WSNA) <https://www.wsna.org/news/2021/climate-change-and-nurses>
- Sigma Theta Tau sigmanursing.org
- SEIU775 Caregivers Union <https://seiu775.org/about-us/>

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. |

Score explanation:

Butterfield Upstream events were open to the public, and community partners were invited.

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. |

Score explanation:

Events and research related to planetary health are covered in our WSU nursing communications and website. This is a resource, but it was found by searching, WSU CON, Climate Change. Otherwise, it is not an obvious find.

<https://nursing.wsu.edu/tag/climate-change/>

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 |

Score explanation:

Not to our knowledge.

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:

Not to our knowledge

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:

WSU CON faculty and students have given focused talks or poster presentations discussing health impacts of climate change and importance of Planetary Health and One Health in Nursing. The following are healthcare organizations that have held events where this education has been provided.

- Alliance of Nurses for Healthy Environments (ANHE) <https://envirn.org/>
- Northwest Regional Primary Care Association (NWRPCA) Western Forum for Migrant and Community Health
<https://web.nwrpca.org/events/2024-Western-Forum-for-Migrant-and-Community-Health-1735167/details>
- WA State Public Health Association (WSPHA) <https://www.wspha.org/>
- WA State Dept Of Health (DOH) One Health Conference
<https://doh.wa.gov/community-and-environment/one-health>
- American Public Health Association Public Health Nurses Section
<https://www.apha.org/apha-communities/member-sections/public-health-nursing>

Section Total (9 out of 16)

C+

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> At WSU Spokane, the committee completing this PHRC has given itself the title of “WSU Nurses for Planetary Health”. Student leaders from this group are not yet in a role of serving on a decision-making council/ committee. The group is currently led by PhD candidate Molly Parker, and has a makeup of 6 nursing students across our baccalaureate, masters, and doctorate programs. This team will finalize the report and share findings with appropriate WSU faculty, staff and administrators. The team serves as a resource for advocacy of planetary health integration into curriculum and CON activities, an a Planetary Health advisory committee for the CON.</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> This group completing the report card is the first of its kind at WSU. WSU Nurses for Planetary Health at WSU Spokane allows for any students with a passion for planetary health to become involved in the report card and other initiatives for sustainability across campus. Nursing faculty is involved within the</p> | |

committee and helps to support the group. We are also working with the College of Medicine team who is completing their third PHRC to collaborate and further student initiatives on campus.

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:

Opportunities for nursing students to perform research surrounding planetary health topics exist, but there is no specific research program within the College of Nursing. Students can choose to do research regarding planetary health in the undergraduate Honor's program and adjunct research to ongoing planetary health research. There are faculty who encourage and support honors projects and student research around planetary health and environmental justice.

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:

WSU Nurses for Planetary Health supports and welcomes any students interested in planetary health, completing the PHRC, or being involved in student-led initiatives. Faculty within the College of Nursing helped to advertise and announce student involvement within Future Nurses for Planetary Health.

Previous student presentations and relevant publications include:

Darr, A.,* Odom-Maryon, T., Bindler, R., Walden, V., Amiri, S., Rappold, A. Postma, J. (2022). Risk Reduction Among Young Adults with Asthma in Response to Wildfire Smoke. Western Institute of Nursing Research. April 6-9, 2022, Portland, OR. (*Pre-licensure Honor's student)

O'Flanagan, H.,* Postma, J. Odom-Maryon, T., Bindler, R. Walden, V. Amiri, S. Haverkamp, H., Whicker, J., Rappold, A. (2021). User perceptions of a wildfire smoke risk reduction smartphone app among young adults with asthma. Poster presentation. American Public Health Association Annual

Meeting & Expo, October 24-27, 2021, Denver, CO. (*Pre-licensure Honor's student)

Bindler, R., Haverkamp, H., O'Flanagan, H.,* Odom-Maryon, T., Whicker, J., Rappold, A., Walden, V., Postma, J. (2023). Feasibility and acceptability of home monitoring with portable spirometry in young adults with asthma, *The Journal of asthma: Official journal of the Association for the Care of Asthma*, 1–6. Advance online publication. <https://doi.org/10.1080/02770903.2022.2160345> (*Pre-licensure Honor's student)

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 . |

Score explanation:

Opportunities for graduate students to present research on planetary health have and will continue to occur within the prelicensure BSN program course NURS 308, including presentations from Molly Parker, PhD(c), RN and Angela Crable, BSN, RN. Graduate students are also able to present on completed planetary research that is open for students and faculty to attend.

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 [2023 Butterfield Upstream Fund Keynote and Lecture](#) was offered in April with the intent of educating current nurses and nursing students on how Planetary Health can contribute to increasing wellbeing and the obligations of nurses for bettering the planet. WSU faculty were also involved in a panel discussion following the lecture.

WSU Nurses for Planetary Health are planning on presenting PHRC findings for WSU Spokane in 2024.

The last time that the CON held an earth day/ civic engagement related event was in 2016.

| | |
|------------------------------------|----------|
| Section Total (8 out of 15) | C |
|------------------------------------|----------|

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> Our mission and values statement mentions social justice and community engagement, but does not mention Planetary Health specifically. https://nursing.wsu.edu/about-us/our-mission-vision-and-values/</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></p> | |

Our university has an Office of Sustainability and Environmental Management with salaried staff, but it is not specific to the College of Nursing. WSU also has a Presidential Sustainability Task Force.
<https://sustainability.wsu.edu/>

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. |

Score explanation:

WSU as an institution has several stated goals for CO2 emissions, and one of them is carbon neutrality. In a 2011 Climate Action Plan, there are 3 goals for CO2 emission reduction from 2005 levels: 15% reduction by 2020, 36% reduction by 2035, and 57.5% reduction by 2050. Although WSU has goals related to carbon neutrality, the plan states, “WSU cannot, at this time, predict or commit to a specific date to achieve net climate neutrality.”

<https://s3.wp.wsu.edu/uploads/sites/1384/2017/07/WSU-Pullman-Research-and-Extension-CAP-signed-copy.pdf>

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. |

Score explanation:

The WSU Spokane Campus, which houses the College of Nursing, sources 50% of its energy from onsite natural gas steam boilers. The other half of its energy is purchased from Avista, consisting of 41% renewable energy and 9% non-renewable energy. Approximately 20.5% of energy for the Spokane campus comes from renewables. There are also some solar panels at the Spokane Campus, although the exact energy supply is unknown.

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 WSU Spokane campus provides free city bus passes and carpool lists. Students are encouraged to carpool during clinical rotations in the community off campus. There has been an active effort to increase advertising of transportation options to students.

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:

Our Health Sciences College does have a recycling program within the Environmental Health and Safety Department. <https://spokane.wsu.edu/ehs/recycling/> It also has a hazardous waste management program <https://spokane.wsu.edu/ehs/hazardous-waste-management/>

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:

WSU uses the Presence Event request system within Student Involvement. All events are reviewed by multiple departments including Facilities which helps manage waste and recycles when feasible. There

are no specific sustainability guidelines outlined for College of Nursing events.

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:

WSU does not have any direct investments in fossil fuel companies; all investments are indirect via inclusion in index and mutual funds. There have been student campaigns and institutional meetings advocating for WSU's fossil-fuel divestment.

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:

Within the pre-licensure BSN program, all materials besides sharps, gloves, and PPE used to practice and validate clinical skills are reused. Pre-licensure BSN students are provided with a single set of materials to practice with outside of skills lab that will be utilized during the entirety of the program.

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:

WSU is a member of the U.S. Green Building Council (USGBC), and follows the Leadership in Energy and Environmental Design (LEED) green building rating system for new construction as well as remodels, meeting a minimum Silver standard. There is a current remodel on the Spokane Health Sciences Campus consistent with LEED Silver benchmarks.

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. |

Score explanation:

WSU as an institution has procurement guidelines that consider sustainable purchasing criteria on certain products including recycled paper, electronics, vehicles, etc. The College of Nursing does its best to look at sustainability criteria such as wooden handled sterile applicators (q-tips) instead of plastic handled when choosing supplies. Clinical simulation labs practice sustainable use of equipment and supplies, such as gloves, gowns, tubing, and plastics.

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. |

Score explanation:

Sustainability guidelines for food and beverages on the Spokane campus exist; but are not publicly available nor required. Fresh Plate, the campus cafe, aims to serve locally sourced foods and provide vegan and vegetarian options, and to increase sustainability. These guidelines do not come from the College of Nursing though.

<https://spokane.wsu.edu/ehs/>

Section Total (15 out of 32)

C

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 Washington State University College of Nursing

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

| Section | Raw Score % | Letter Grade |
|---|---|--------------|
| Planetary Health Curriculum (30%) | $(51/62) \times 100 = 82\%$ | A- |
| Interdisciplinary Research (17.5%) | $(15/20) \times 100 = 75\%$ | B+ |
| Community Outreach and Advocacy (17.5%) | $(9/16) \times 100 = 56\%$ | C+ |
| Support for Student-led Planetary Health Initiatives (17.5%) | $(8/15) \times 100 = 53\%$ | C |
| Campus Sustainability (17.5%) | $(15/32) \times 100 = 47\%$ | 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

Washington State University. Bachelor of science in nursing (BSN). College of Nursing. (n.d.).
<https://nursing.wsu.edu/ug-programs/bsn/#programRequirements>.

<https://nursing.wsu.edu/ug-programs/bsn/#programRequirements>.

LeClair, J., & Potter, T. (2022). Planetary Health Nursing. *The American journal of nursing*, 122(4), 47–52. <https://doi.org/10.1097/01.NAJ.0000827336.29891.9b>

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>