



**NURSING**

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# **Planetary Health Report Card (Nursing):**

***Bern University of Applied Sciences BFH :  
School of Nursing***

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Bern University  
of Applied Sciences

## **2024-2025 Contributing Team:**

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## Summary of Findings

Overall Grade	C
Curriculum	C
<ul style="list-style-type: none"> <li>In the bachelor's program, the topic of climate change and its connection to human health and development is addressed in two modules. In the master's program, the term climate change does not appear; however, planetary health is covered in one learning unit of an elective module.</li> <li><b>Recommendation:</b> We suggest improving PH teaching in different parts of the curriculum, but especially in the master level and in the area of patient education, improving health literacy and self management regarding climate change. At master level, the topic should be integrated systematically in clinical courses but also on the topic of leadership and transforming organisations in the context of PH.</li> </ul>	
Interdisciplinary Research	C
<ul style="list-style-type: none"> <li>The BFH as well as the Nursing Research Unit of the Department of Health Professions does not have its own research unit in the field of planetary health. There are individual researchers conducting research related to planetary health in healthcare for example in the international project <i>Born Green Generation</i> by the initiative <i>Health Care Without Harm Europe</i>, which advocates for toxin-free healthcare.</li> <li><b>Recommendation:</b> PH should be included in all research units especially in the field of nursing as a cross-sectional area.</li> </ul>	
Community Outreach and Advocacy	D+
<ul style="list-style-type: none"> <li>The Bern University of Applied Sciences (BFH) is involved in various projects promoting environmental health. Additionally there are different events (e.g. Symposium Gesundheit, Forum Gesundheit, BNE) and publications (e.g. Frequenz) dealing with the topic in a slightly broader context and together with other health organisations. For graduates, there are different continuing education programs (e.g. <i>CAS Sustainable Nutrition</i>, <i>CAS Sustainability and Society in Transition (NGW)</i>) which prepare professionals for sustainable healthcare.</li> <li><b>Recommendation:</b> The BFH should strengthen its initiatives in this area, if appropriate with a clearer strategy and cooperation with national and international networks as well as develop an own conference or symposia to the topic.</li> </ul>	
Support for Student-Led Initiatives	B-
<ul style="list-style-type: none"> <li>In addition to the various events and continuing education programmes already mentioned the BFH offers students with the <i>Certificate of Engagement in Sustainability</i> a flexible program where students can acquire additional skills in the field of sustainable development as part of regular studies and have the opportunity to have your personal commitment in the field of PH formally recognised.</li> <li><b>Recommendation:</b> The BFH could expand the existing support of student initiatives and also enable and use this for the further development of the curriculum with regard to PH.</li> </ul>	
Campus Sustainability	B-
<ul style="list-style-type: none"> <li>In 2022, BFH launched the strategic focus <i>Sustainable Development</i> and has published a comprehensive <i>Climate Roadmap 2030</i>, outlining its commitment to achieving climate neutrality by 2030.</li> <li><b>Recommendation:</b> We recommend continuing with actual efforts and expand them e.g. to introduce meat free days or weeks in the restaurants.</li> </ul>	

# 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 health professional 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 health professional training. It is imperative that we hold our institutions accountable for educating health professional 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 health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional 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, and 5) 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 health professional 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 a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Nursing School/Department vs. Institution:** When “nursing school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of nursing 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 including all of its campuses. Any resource reasonably accessible by nursing students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history:** This is a series of questions students are taught to ask during medical 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 lifecourse, 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. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a 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.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **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 this term 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.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **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).

**Other considerations:**

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), 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). Where possible please indicate the proportion of students that are on each track.

Completed in 2022 a [Literature Review by Metric](#) is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

# 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 medical system. In order to create a truly holistic education that includes the implications of our changing climate, the subject must be integrated into the nursing curriculum. As future frontline workers, nurses will experience the dire consequences of climate change firsthand and must be equipped to not only care for afflicted patients but to encourage preventative change. We are already seeing the impacts on human health that climate change can bring, and the nursing curriculum must reflect these realities.

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

<b>1.1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  <i>Bachelor study: In the Module health economics and ecology Planetary Health and the impact of weather events and the resulting health effects is mentioned. This is a lecture in the module evidence based practice.</i>  <i>For example ist a connection made between our health and the ecology.</i>  <i>Masters study: One elective module deals with the relationship between extreme weather events, health effects and climate change but not as a main topic.</i></p>	

<b>1.2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storm, flooding, heat, drought, air pollution) on individual health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	1

*Bachelor: This topic was mentioned in one slide in the presentation about Planetary Health but not further emphasized. (→ the environmental footprint is mentioned, earth overshoot day, greenhouse gas balance, life cycle assessment, strategies adaptation and mitigation ist also named. )*  
*Master: The module Health promotion, disease prevention and self-management mentions this topic but not profound.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

*Bachelor: The lecture of Planetay Health names this topic in 1 or 2 slides. → Clusters of infectious diseases are mentioned, triple planet crisis - the effects are mentioned and also topics like the infectious diseases transmitted by animals named "Zoonosen. These topics are also mentioned in connection to the concepts of adaptation and mitigation.*

*Master: It is unclear if the module Health promotion, disease prevention and self-management cover this topic.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

*Bachelor: A lecture in health economics and ecology names this topic shortly but not in depth. Clearly ist mentioned in some slides, that the climate change affects our health in air, soil and water pollution - fine dust in the air and medical resistance in the water and environment, heat periods which are longer and the temperature is higher; Infections through animals like covid or other infection and also the problem with the loss of biodiversity is mentioned, which can result in more infectious disease because the environment has no chance to go on against it.*

*Master: Unclear if the module Health promotion, disease prevention and self-management treats this topic.*



**1.5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?**

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

*Bachelor: In the curriculum of the bachelor study this topic is mentioned in the lecture about planetary health and shown in a table where changes in our body are named.*

- *Specific: mental health problems are mentioned and also the wellbeing, psychosocial effects are mentioned in connection to the fear of ecological change and also resilience and well being because of the changings of the environment's consistency with water pollution for example.*

*Master: Unclear if the module Health promotion, disease prevention and self-management treats this topic.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

*Bachelor: This topic was mentioned shortly in the module "evidence based practice and health ecology and economy" in one lecture.*

- *Specific: Climate change and the security of eating is mentioned - because we have more dry and heat periods the plants have more difficulties to grow, the quality of the nutrition is worse through that, security for water is not that clear for everyone anymore and the health security neether.*

*Master: Unclear if this module Health promotion, disease prevention and self-management mentions the relationship.*

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

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

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Bachelor: The plant based diet itself was mentioned in one lecture in health ecology and economy, and the planetary health diet was mentioned and the sustainable development goals which have the topic food in it.</i></p> <ul style="list-style-type: none"> <li>- <i>Also mentioned the connection between the agriculture and the climate change and quality of food, pesticides, planetary health diet is mentioned also that it has some health benefits.</i></li> </ul> <p><i>Master: Unclear but either unsure that it mentions the topic - Health promotion, disease prevention and self-management module</i></p>	

<b>1.8. Does your nursing school curriculum address relationships between ecosystem health, human health, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Bachelor: This topic was mentioned in one lecture but not discussed further. - Lecture planetary health in the module health economics and health ecology.</i></p> <ul style="list-style-type: none"> <li>- <i>Concrete: Health through ecosystem and the connection to our biodiversity, climate change and the effect of the health of the ecosystem to ours as also direct and indirect effects on our health, limits of our planet are mentioned in connection with the health of the population.</i></li> </ul> <p><i>Master: Unclear but probably not Health promotion, disease prevention and self-management module</i></p>	

<b>1.9. Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2

*Bachelor: The Bachelor Curriculum does address this topic once in a slide in the lecture about “planetary health - evidence based practice” and a little deeper in “health ecology and economy”.*

- *Air pollution and its health effects, pesticides and its health effects like teratogenic effects, dysregulation and problems in pregnancy but also environmental toxins because of the industry.*

*Master: Unclear but rather not Health promotion, disease prevention and self-management module*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

1

*Bachelor: Is only mentioned in the explanation of the definition of planetary health in the related modules. It is not very specific but we can answer this question as follows: the integration of indigenous perspectives is mentioned shortly but also holistic topics and learnings from indigenous people are mentioned. At least the fairness of the ecology is also mentioned where the indigenous are part of it.*

*Master: not mentioned.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Bachelor: Is mentioned.*

- *Environmental threats for our region but also worldwide are mentioned in the two already described modules - air pollution, water pollution but also the climate change and adaptation which we have to do because of it.*

*Master: Unclear if mentioned.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*The nursing curriculum in bachelor and master studies does not address this topic. The migrant politics is not mentioned.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Bachelor: Inequitable impacts of climate change are named in the lecture about planetary health but not discussed further. - air and water pollution but also changes which already happened like pesticides in the environment, medical residues in the water and poisoning to fishes through that and the effects on human health through it, health effects which are more, heat affection to us and older people  
Master: Not named.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Bachelor: is not mentioned clearly when reading the lectures of the 2 modules.  
Master: unclear if mentioned but rather not.*

**1.15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?**

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

1

*Bachelor: This topic is mentioned not directly but indirectly - countries like Switzerland have big effects on the other countries due to economic prosperity emissions for which we are responsible as well as for their effects such as health problems of the entire population and especially marginalized groups.*

*Master: Unclear if mentioned but rather not and if yes it would be in a lecture of an elective module.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation:*

*Bachelor: The anthropogenic environmental toxins are named in connection with antibiotics in some slides in one module. - antibiotics go into the water and the systems can not filter every particle out of the water, so they go to the fishes, which cause health effects in water animals and because people eat fish it affects us also and we get problems in pregnancy and so on - circle!*

*Master: Unclear if mentioned in the module of choice.*

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  <i>Bachelor: This topic was mentioned in a slide of swiss academics communities where the impact of health systems on the environment and vice versa are named - specifically mentioned are the life cycle in connection with materials which are on the air and water where extreme weather events make a big difference but also in the lecture: Planetary Health by Renate Flückiger extreme weather events and their impact on our nature and health are mentioned.. The lecture was named: sustainability in the healthcare sector.</i></p>	

1.18. Does your nursing program address the carbon footprint of healthcare systems?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  <i>Bachelor: The lecture about planetary health addresses the impact of the footprint of health care systems and also the problems with it. (Folie 30) → catering, textiles, electricity, heat, medicines, medical equipment, waste and waste water, paper and printing, electronic equipment, etc.</i>  <i>Master: Unclear but rather not named.</i></p>	

1.19*. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  <i>Bachelor: The lecture about Planetary Health mentions this topic also in connection with the footprint of health care systems. → mentioned also in the question above:</i>  <i>Lecture in evidence based practice and planetary health in health ecologies → catering, textiles, electricity, heat, medicines, medical equipment, waste and waste water, paper and printing, electronic equipment, etc.</i>  <i>Master: Unclear if mentioned in the module of choice.</i></p>	

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

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

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

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

*Bachelor: This topic is mentioned and was shortly discussed in the lecture about planetary health. Also there are more slides which show the circle pharmaceuticals in water make and which damage they do to fishes and the nature.*

*Master: Unclear if mentioned.*

**1.21. 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?**

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

There are **elective** courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation:*

*Bachelor: This topic was not mentioned really because the lecture was more about health effects and impact on us and the environment and about prevention.*

*Master: Rather not mentioned in the module of choice.*

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

Yes, the nursing program has **at least one** appointed faculty or staff responsible for planetary health and environmental nursing. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

1

*Score explanation: Yes, there are responsible persons for this topic on both levels. Unfortunately it is not yet documented on the website or elsewhere. There is a plan starting with a community of practice on the topic of sustainable development, PH and climate crises in the nursing school this year.*

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

Yes, the school of nursing has been involved with IPE simulations or experiences in the **past year**. (2 points)

Yes, the school of nursing has been involved with IPE simulations or experiences in the **past three years**. (1 point)

No, the school of nursing has not been involved with IPE simulations in the past three years. (0 points)

Score Assigned:

0

*Score explanation:*

*The program offers no interdisciplinary exchange in this topic.*

**Section Total (31 out of 65)**

**47.69%**

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# Interdisciplinary Research

**Section Overview:** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the 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, institutions 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.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u> ?	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> <i>At the Bern University of Applied Science, Department of Health, Nursing Research, there are individual researchers who conduct research related to planetary health or sustainability in healthcare but is not their primary research focus. As examples three projects "<a href="#">Born Green Generation</a>" and "<a href="#">Healthy up High in der Schweiz</a>".</i>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u> ?	
There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	
There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 points)	
There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	2

*Score explanation:*

*The Bern University of Applied Sciences, Department of Health, Nursing, does not have a separate division for planetary health research. But the BFH has a strategic goal and thematic field exist also with interprofessional research funding*

*<https://bernerfachhochschule.sharepoint.com/sites/mybfh-Nachhaltigkeit-en/SitePages/Home.aspx?stay=true>*

**2.3. 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 institution?**

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. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

**No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

1

*Score explanation:*

*There is no process ongoing to create such a process. But there is a research group on the topic of [participatory research and health services](#). They do a lot that community members have the possibility to impact research topics*

**2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?**

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. (3 points)

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. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

1

*Score explanation:*

*BFH has a website; [Sustainability | BFH](#); which addresses the sustainable development of BFH, but not explicitly health and the environment.*

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> <i>The Bern University of Applied Sciences, Department of Health, Nursing, has hosted a conference on topics related to sustainable health care in the past three years.</i> <a href="https://www.bfh.ch/de/aktuell/fachveranstaltungen/4-symposium-cns-np-praxis/">https://www.bfh.ch/de/aktuell/fachveranstaltungen/4-symposium-cns-np-praxis/</a>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation: BFH is participating in the international Born Green Generation project of the Health Care Without Harm Europe initiative. «Born Green Generation»: <a href="#">Forschung für eine giftfreie Gesundheitsversorgung</a>   <a href="#">Berner Fachhochschule BFH</a></i>	

<b>Section Total (9 out of 17)</b>	<b>52.94%</b>
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# Community Outreach and Advocacy

***Section Overview:*** This section evaluates nursing school 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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The BFH is committed to the “Born Green Generation” initiative, which aims to ensure a toxin-free healthcare environment, particularly in maternity, neonatal, and pediatric units. This project is part of the “Healthcare Without Harm” movement and focuses on reducing the use of harmful chemicals in healthcare.</p> <p>Through the “FEAST” project, the BFH advocates for sustainable nutrition using labels and incentives.</p> <p>These projects are interdisciplinary across the BFH departments.</p> <p><a href="#">«Born Green Generation»: Forschung für eine giftfreie Gesundheitsversorgung   Berner Fachhochschule BFH</a>, <a href="#">FEAST: Nachhaltige Ernährungsumgebung durch Labels und Anreize   Berner Fachhochschule BFH</a></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)
The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)
The <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  The Department of Health offers various continuing education programs and events that address current topics in healthcare. A key event is the “Symposium Fokus Gesundheit,” which takes place twice a year and focuses on relevant topics in the Swiss healthcare system. However, there are no specific events dedicated to global health. <a href="#">Symposium Fokus Gesundheit   BFH Gesundheit</a></p>	

3.3. Does your <b>institution</b> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i>  The Department of Health regularly publishes the magazine “frequenz”, which explores current topics in healthcare. Each issue is dedicated to a specific focus theme relevant to stakeholders in the healthcare sector. While not every issue explicitly addresses planetary health or sustainable healthcare, it covers relevant and current health topics that may touch an aspect of these areas. <a href="#">Gesundheitsmagazin «frequenz»   BFH - Berner Fachhochschule</a>. On the Intranet website many times at year there are posts to the topic also related to the <a href="#">thematic and strategic field of sustainable development</a> of the university.</p>	

3.4. Does the <b>institution</b> or <b>main affiliated hospital trust</b> 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?	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> 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. (2 points)	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	

Score Assigned:	2
<p><i>Score explanation:</i>  The BFH offers various continuing education programs that address aspects of planetary health and sustainable healthcare. Relevant programs include:</p> <ul style="list-style-type: none"> <li>- CAS (Certificate of Advanced Studies) in sustainable nutrition  <a href="#">CAS Nachhaltige Ernährung   Berner Fachhochschule BFH</a></li> <li>- CAS in Sustainability and Society in Transition (NGW)  <a href="#">BFH CAS Nachhaltigkeit und Gesellschaft im Wandel (NGW)   BFH</a></li> <li>- MAS (Master of Advanced Studies) in Sustainable Transformation  <a href="#">MAS Nachhaltige Transformation   BFH</a></li> </ul> <p>These counting education programs are designed to equip professionals in healthcare and related fields with the necessary knowledge and skills to address the challenges of planetary health and sustainable healthcare.</p>	

3.5. Does your <b>institution</b> or its <b>affiliated teaching hospitals</b> have accessible educational materials for patients about environmental health exposures?	
Yes, the <b>institution</b> or <b>all</b> affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  The BFH and the “Insel Gruppe”  Neither the BFH nor its affiliated teaching hospital, Insel Gruppe, provide directly accessible educational materials for patients specifically addressing the impacts of environmental exposures on health.  However, both institutions are actively engaged in sustainability and environmental health. The Insel Gruppe regularly publishes sustainability reports that documents their efforts to reduce their ecological footprint and promote environmentally friendly healthcare. <a href="#">Der Nachhaltigkeitsbericht 2023 ist da! - Inselspital - Universitätsspital Bern</a>  The reports are publicly accessible and provide valuable insights into the links between environmental factors and health.</p> <p>Additionally, Insel Gruppe promotes biodiversity and informs the public about it through informational displays on the Insel Campus. <a href="#">Nachhaltigkeitsbericht der Insel Gruppe publiziert - Inselspital - Universitätsspital Bern</a></p>	

3.6. Does your <b>institution</b> or its <b>affiliated teaching hospitals</b> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the <b>institution</b> or <b>all</b> affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	

No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>Neither the BFH nor its affiliated teaching hospital, Insel Gruppe, provide directly accessible educational materials for patients specifically addressing the health impacts of climate change.</i></p> <p><i>However, both institutions are actively engaged in sustainability and environmental health. The Insel Gruppe regularly hosts the Gesundheitsforum (Health Forum), where. Preventive knowledge and medical information are shared with the general public.</i></p> <p><i>While not all events explicitly address climate-related health topics, they do discuss current health issues that may be indirectly related to environmental factors. <a href="#">Gesundheitsforum - Insel Gruppe AG</a></i></p>	
Section Total (5 out of 14)	35.71 %

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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.

## 4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship 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. (1 point)

No, the institution **does not** offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

Score explanation:

Yes, the BFH supports students interested in implementing sustainability initiatives or quality improvement (QI) projects. Relevant programs include:

- Students4Sustainability [Students4Sustainability | BFH](#)
- BFH Sustains [Projekt zur Einrichtung einer Unterstützungsplattform für studentische Initiativ](#)
- Certificate of Engagement in Sustainability [Certificate of Global Competence | BFH](#)
- CAS in Quality in Healthcare for Patient-Centered Practice [CAS Qualität im Gesundheitswesen für die patientennahe Arbeitspraxis | BFH - Berner Fachhochschule](#)
- Practical Projects in the Curriculum [Warum und wie die BFH Praxisprojekte fördert | BFH](#)

These offerings demonstrate BFH's active support for students in pursuing sustainability initiatives and quality improvements projects.

## 4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

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. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)



Score Assigned:	1
<p><i>Score explanation:</i>  Yes, the BFH provides opportunities for students to conduct research in planetary healthcare and sustainable healthcare. The Department of Health is actively engaged in these areas, incorporating related topics into teaching and research.  One example is the elective module “Planetary Health: Climate Crisis, Health, and Us,” which allows students to acquire knowledge about the connections between climate change and health and to apply this knowledge in transdisciplinary projects. <a href="#">Wahlmodul Planetary Health: Klimakrise, Gesundheit und wir   Environmental Physiotherapy Association</a>  Additionally, BFH participates in research projects such as “Born green generation” which promotes toxin-free sustainable healthcare, particularly in maternity and paediatric wards. <a href="#">«Born Green Generation»: Forschung für eine giftfreie Gesundheitsversorgung   Berner Fachhochschule BFH</a>  Students can contribute to these projects and develop their own research work in the mentioned areas. <a href="#">Forschung und Entwicklung Gesundheit   Berner Fachhochschule BFH</a></p>	

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

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:	1
<p><i>Score explanation:</i>  Yes, the BFH has webpages where students can find information about projects, initiatives, and potential mentors in the areas of planetary health, sustainable healthcare, and veterinary care.  Relevant resources include:</p> <ul style="list-style-type: none"> <li>- Research projects at BFH <a href="#">Forschungsprojekte   BFH</a></li> <li>- Research and development at the department of Health <a href="#">Forschung und Entwicklung Gesundheit   Berner Fachhochschule BFH</a></li> <li>- Research area ruminants· <a href="#">Forschungsgruppe Wiederkäuer   BFH</a></li> <li>- Research area pigs and meat quality <a href="#">Forschungsgruppe Schweine / Fleischqualität   BFH</a></li> <li>- Aquaforum <a href="#">Aquaforum   BFH</a></li> </ul>	

**4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?**

Yes, there is a student organisation <b>with faculty support</b> at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it <b>lacks faculty support</b> . (1 point)	
No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation</i></p> <p><i>Yes, the BFH has student groups dedicated to promoting sustainability and planetary health, supported by faculty members. These initiatives include.</i></p> <ul style="list-style-type: none"> <li>- Students4Sustainability <a href="#">Students4Sustainability   BFH</a></li> <li>- BFH sustains <a href="#">Projekt zur Einrichtung einer Unterstützungsplattform für studentische Initiativ</a></li> <li>- BENE <a href="#">Nachhaltigkeit   BFH</a></li> </ul> <p><i>These Groups are supported by faculty advisors and provide students with opportunities to actively engage in sustainability and planetary health initiatives.</i></p>	

<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>At the BFH there are several initiatives and platforms that support and promote student engagement in sustainability. These initiatives provide students with opportunities to actively participate in sustainability projects and contribute their ideas. Notable initiatives include:</i></p> <ul style="list-style-type: none"> <li>- Students4Sustainability <a href="#">Students4Sustainability   BFH</a></li> <li>- BFH sustains <a href="#">Projekt zur Einrichtung einer Unterstützungsplattform für studentische Initiativ</a></li> <li>- Bene (Association for sustainable development at BFH) <a href="#">Nachhaltigkeit   BFH</a></li> </ul> <p><i>These platforms enable students to actively engage in sustainability efforts, but specific information about a dedicated student liaison serving on a decision-marketing council is not explicitly mentioned.</i></p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
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.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i>  <i>The BFH is actively engaged in various areas of planetary health and provides numerous opportunities for students to participate in this field. In the past year, the following extracurricular programs and initiatives were offered.</i></p> <p><i>(1) Permaculture research group: The BFH has established a research group that examines the effects of managing agricultural operations according to the principles of permaculture. This project provides students with the opportunity to gain practical experience in sustainable agricultural systems. <a href="#">Forschungsgruppe Permakultur   BFH</a></i>  <i>Agronomy research projects: The BFH conducts numerous research projects focused on sustainable food production and organic farming. Students can participate in these projects and gain valuable practical experience. <a href="#">Projekte des Forschungsbereichs Ressourceneffiziente landwirtschaftliche Produktionssysteme   BFH</a></i></p> <p><i>(2) Planetary Health Diet: The BFH has organized events and discussion on the planetary health diet, addressing sustainable nutrition and its impact on both human and planetary health. <a href="#">Planetary Health Diet   BFH Berner Fachhochschule</a></i>  <i>Events at the department of health: The BFH regularly hosts events that focus on current topics in healthcare, including aspects of planetary health. <a href="#">Veranstaltungen am Departement Gesundheit   BFH - Berner Fachhochschule</a></i></p> <p><i>(3) Environmental Justice Communities: Learning about the climate and environmental challenges they face and how healthcare professionals can collaborate with their communities to address these burdens and impacts.</i>  <i>Planetary Health Forum: The BFH participates in the planetary health forum, a protection field. Students had the opportunity to learn from members of local communities and understand how healthcare professionals can work with these communities to tackle environmental challenges. <a href="#">Planetary Health Forum - Auf dem Weg zu Gesundheit innerhalb planetarer Grenzen - CPHP   Centre for Planetary Health Policy</a></i></p>	

*(5) Students4Sustainability: This community for sustainability- minded students from all universities in Bern provides extensive support and foster networking across disciplines and institutions. Students can engage in various projects aimed at strengthening community resilience against environmental challenges.*[Students4Sustainability | BFH](#)

*(6) The BFH offers a diverse sports program that includes outdoor activities such as hiking, climbing, and other nature-based activities. These programs promote awareness of the importance of nature for human health.*

**Section Total (9 out of 15)**

**60.00 %**

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# Campus Sustainability

**Section Overview:** This section evaluates the support and engagement in sustainability initiatives by the 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 nursing 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.

5.1. Does your <u>institution</u> have an Office of Sustainability?	
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 <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p>Score explanation:</p> <p>At the Bern University of Applied Sciences (BFH), Department of Health, Nursing, there is no dedicated Office of Sustainability. But there is a the <a href="#">strategic and thematic field "Sustainable Development."</a> and a leading Person which can be contacted and is the leader of the commission to the topic. The strategic leadership of this focus area is overseen by the University Council. <a href="#">Nachhaltigkeitsbericht-2022-2023-d.pdf</a></p> <p><a href="#">Nachhaltigkeit   BFH</a> Additionally a MS Teams Group as an community of practice exists, where questions can be asked and will be answered <a href="#">BFH für nachhaltige Entwicklung   Allgemein   Microsoft Teams</a></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	5

*Score explanation:*

Bern University of Applied Sciences (BFH) has published a comprehensive 'Climate Roadmap 2030' in which it sets out its commitment to achieving climate neutrality by 2030. [Microsoft Word - Kurzbericht Roadmap Klimaneutralität 2030 der BFH\\_final.docx](#)

**5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?**

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

1

*Score explanation: There are no specific figures available for the **Department of Health, Nursing**. At the Bern University of Applied Sciences (BFH), the energy sources for heating and electricity are as follows:*

***Energy sources for heating:***

- 18% from heating oil
- 49% from natural gas
- 19% from district heating
- 14% from wood chips
- 0% from thermal solar systems

***Energy sources for electricity:***

- 20% electrical energy of unknown origin.
- 48% from hydropower
- 26% from nuclear energy
- 5% from other sources

[Energie\\_THG\\_Ergebnisbericht\\_2023.pdf](#)

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?**

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:	2
<p><i>Score explanation:</i>  The BFH Climate Roadmap 2030 lists clear measures in the area of buildings in terms of sustainability. It is mentioned that half of the measures concern infrastructure and are therefore closely linked to the canton (Office for Buildings and Properties, AGG). <a href="#">Microsoft Word - Kurzbericht Roadmap Klimanneutralität 2030 der BFH_final.docx</a>  However, since the BFH buildings are owned and managed by the Canton of Bern or third parties, the scope for action in the area of buildings is limited. BFH maintains an active dialogue with the Canton of Bern. <a href="#">nachhaltigkeitsbericht-2022-2023-d.pdf</a></p>	

**5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?**

Yes, the institution 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. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

*Score explanation:*

*A comprehensive survey of mobility behaviour conducted by the Bern University of Applied Sciences in spring 2023 showed that employees and students are already travelling sustainably: for example, more than 80% travel to work or study by public transport, bicycle or on foot. [nachhaltigkeitsbericht-2022-2023-d.pdf](#)*

*Since 2023, the 'Bike to Work' challenge has been open to all employees and students, with the participation costs covered by the BFH. [nachhaltigkeitsbericht-2022-2023-d.pdf](#)*

*The Bern University of Applied Sciences' Climate Roadmap 2030 distinguishes between two types of measures: On the one hand, there are those that affect the infrastructure and focus on improving existing structural resources and on the acquisition of BFH's own e-vehicles. On the other hand, there are measures that are more strongly aimed at behavioural changes and include instruments for promoting sustainability in business trips and, indirectly, in commuting. [Microsoft Word - Kurzbericht Roadmap Klimanneutralität 2030 der BFH\\_final.docx](#)*

**5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?**

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)



There is <b>no</b> compost or recycling program at the institution. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> <i>The buildings of the Bern University of Applied Sciences (BFH), Department of Health, Nursing, have waste containers for waste, aluminium, paper and PET. The waste containers are distributed throughout the building.</i>	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution <b>is engaged</b> in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> <i>The Bern University of Applied Sciences has implemented clear sustainability <a href="#">criteria for campus food and beverage selections</a>:</i> <ul style="list-style-type: none"> <li>• <i>An attractive plant-based menu with reduced meat offerings.</i></li> <li>• <i>Avoidance of air-freighted goods and foods sourced from fossil-heated greenhouses.</i></li> <li>• <i>Efforts to reduce food waste.</i></li> <li>• <i>Communication campaigns promoting balanced and climate-friendly nutrition.</i></li> </ul> <a href="#">Microsoft Word - Kurzbericht Roadmap Klimanneutralität 2030 der BFH_final.docx</a>	

5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and is engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	



Score Assigned:	3
<p><i>Score explanation:</i>  The Bern University of Applied Sciences (BFH) has a comprehensive procurement strategy that prioritizes sustainability. The 2023 Procurement Strategy outlines binding requirements to consider ecological, social, and economic sustainability in all purchasing decisions.  <a href="#">Beschaffungsstrategie BFH 2023.pdf</a></p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> There are no sustainability guidelines for institution events.	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> The Bern University of Applied Sciences (BFH), Department of Health, Nursing, has no lab spaces. And for the others information was not available.	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	

The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)			
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)			
Score Assigned:	2		
<i>Score explanation:</i> The <a href="#">2023 energy and greenhouse gas balance report</a> shows the goals and where BFH currently stands. In addition, there is the <a href="#">climate roadmap</a> , which includes the goal of reducing CO2 emissions by 60% by 2030 and eliminating fossil fuels completely by 2050.			
<table border="1"> <tr> <td>Section Total (20 out of 32)</td><td>62.50%</td></tr> </table>		Section Total (20 out of 32)	62.50%
Section Total (20 out of 32)	62.50%		

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# Grading

## Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade*	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

## Planetary Health Grades for the Berner Fachhochschule School of Nursing

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(31/65) \times 100 = 47.69\%$	C
<b>Interdisciplinary Research (17.5%)</b>	$(9/17) \times 100 = 52.94\%$	C
<b>Community Outreach and Advocacy (17.5%)</b>	$(5/14) \times 100 = 35.71\%$	D+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(9/15) \times 100 = 60.00\%$	B-
<b>Campus Sustainability (17.5%)</b>	$(20/32) \times 100 = 62.50\%$	B-
<b>Institutional Grade</b>	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 51.26\%$	C