



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



University of Brighton

2024-2025 Contributing Team:

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Summary of Findings

Overall Grade	C
Curriculum	D
<ul style="list-style-type: none"> Planetary Health education at the University of Brighton deserves a stronger presence within the Occupational Therapy curriculum. Currently, its integration is subtle and many students fail to recognise its inclusion. Recommendations: Systematically document instances where planetary health and sustainability are embedded throughout PBL, FRS, workshops and events, ensuring continuity and providing evidence to support the next Planetary Health Report Card (PHRC). 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> The University of Brighton's School of Education Sport and Health Sciences focuses on sustainability and planetary health. Dr. Heather Baid leads the GREEN-ICU project, while the annual SHARE conference promotes sustainable healthcare research. The university is part of global initiatives like the Planetary Health Alliance and Nurses Climate Challenge Europe. Recommendations: Prioritise Occupational Therapy research on age-related and long-term conditions to address healthcare challenges. Engage communities affected by climate change to shape research agendas, integrating climate resilience into practice. Strengthen collaboration within sustainability initiatives, embedding Occupational Therapy's role in sustainable healthcare. 	
Community Outreach and Advocacy	B
<ul style="list-style-type: none"> The Community University Partnership Programme (CUPP) at the University of Brighton is a pioneering initiative that fosters collaboration between the university and local communities. CUPP's flagship programs, such as "Brains at the Bevy" and the "Ignite" initiative, exemplify its commitment to civic engagement and co-production. The Sustainable Health Academic Research and Enterprise (SHARE) conference, co-hosted by the University of Brighton School of Education, Sport and Health Sciences and the Centre for Sustainable Healthcare, shares planetary health information targeted to healthcare professionals and is also public facing. Recommendations: CUPP to improve communication methods to enable interested parties to engage with their initiatives. 	
Support for Student-Led Initiatives	C
<ul style="list-style-type: none"> The wider University of Brighton's support for sustainability initiatives, reflects students' strong interest in sustainability, While these efforts are not yet fully integrated into Occupational Therapy, they indicate a growing interest for environmental engagement, offering potential for further incorporation into academic activities and practice. Recommendations: Integrate environmental determinants of health into Occupational Therapy modules to enhance students' understanding of climate change's impact on occupational performance. Encourage participation in local sustainability projects, to build practical skills. Facilitate collaboration with community-based initiatives, promoting the intersection of environmental justice and Occupational Therapy 	

practice.

Campus Sustainability

C

- The Sustainability Team at the University of Brighton is dedicated to advancing the university's environmental and corporate sustainability goals. They focus on initiatives such as achieving net-zero carbon emissions, promoting sustainable travel, and embedding sustainability into campus operations and the university's culture. Rising costs have impacted initiatives such as renewable energy goals.
- The University could be more ambitious in bringing forward its net-zero carbon emissions goal.
- **Recommendations:** Consider funding initiatives to expedite their goal in achieving net-zero emissions.

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 healthcare 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 healthcare training. It is imperative that we hold our institutions accountable for educating healthcare 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 5) broader institution 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 healthcare 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.
- **Occupational Therapy School/Department vs. Institution:** When “school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Occupational Therapy and does not include offerings from other parts of the university

(e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by occupational therapy students, no matter where in the institution the resource comes from or if it is specifically targeted for occupational therapy students, can meet this metric.

- **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.

Noted areas for future improvement of the Occupational Therapy PHRC:

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

Planetary Health Curriculum

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

Curriculum: General

1.1 Did your occupational therapy department offer elective courses/lectures (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) or Planetary Health in the last year?	
Yes, the occupational therapy department has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the occupational therapy department has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The occupational therapy department does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the occupational therapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>While the department does not offer electives on Education for Sustainable Healthcare (ESH) or planetary health, it does integrate these topics into the core curriculum through Occupational Science principles, problem-based learning (PBL), and course aims. This suggests that students are exposed to sustainability and planetary health themes in a structured way, even if not through electives.</i></p> <p><i>In the context of this metric, OT401 learning outcomes (LOs) 1, 2 and 3 would aim to reflect an embedded approach to (ESH) or planetary health, particularly in understanding how environmental factors influence health and wellbeing. Concepts of planetary health are connected through broader Occupational Therapy discussions, particularly in relation to human occupation and environmental impact.</i></p> <p><i>Students from both Occupational Therapy courses across all cohorts were invited to participate in the Planetary Health Curriculum Questionnaire as part of a baseline survey. The survey aimed to gather responses to structured questions, including those based on the PHRC metrics, to assess how well environmental sustainability and planetary health (ESH) were integrated into their curriculum. The findings suggest some ambiguity regarding the explicit coverage of sustainability</i></p>	

and ESH within the curriculum. Analysis revealed that 94% of students felt they were not offered electives on these topics, while 6% indicated that one seminar or teaching activity was included as part of their core learning.

Additionally, it is important to note that the questionnaire was distributed during a period when several cohorts were on placement, which may have contributed to a lower response rate. Conversely, the majority of respondents were from our cohort (BSc Year 2), despite being on placement. However, this concentration of responses within a single cohort may introduce potential bias and limit the generalisability of the findings to other cohorts.

Nevertheless, the results highlight a clear opportunity for further development in the integration of environmental sustainability and (ESH) within the curriculum, rather than suggesting a complete absence of relevant content.

These results highlight an opportunity for further development, rather than an absence of content.

Recommendations:

- Strengthen problem outlines and tutor guides to empower tutors to actively prompt Occupational Therapy students to explore global and planetary issues as part of their regular practice.
- Embed discussions on sustainability, environmental health, and planetary health within fixed resource sessions and PBL triggers.
- Encourage joint learning opportunities with departments such as Public Health and Environmental Science.
- Ensure sustainability principles are integrated into practice placements, making planetary health a standard aspect of clinical and community-based learning.

Curriculum: Health Effects of Climate Change

1.2. Does your **occupational therapy department's** curriculum address the relationship between extreme heat, health risks, 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:

1

Score explanation:

The department integrates environmental issues, including occupational justice, alienation, and apartheid, within the Occupational Science framework. These topics are embedded in module specifications, particularly through OT401.

In the context of this metric, learning outcomes (LOs) 1, 2, 3, and 4 would aim to emphasize scientific knowledge, a holistic perspective on human occupation, and an awareness of

occupational deprivation in response to environmental challenges. The curriculum also supports evidence-based practice in addressing health risks associated with extreme heat and incorporates elements of planetary health relevant to occupational engagement.

However, student feedback from a baseline questionnaire reveals mixed perspectives on the integration of climate-related occupational challenges in the curriculum. The survey data analysis indicates that 38% of students feel that the topics were only briefly covered in what they elected to look at, while 63% see an opportunity for deeper integration of these critical issues. This feedback suggests that, while the environmental challenges are acknowledged within the curriculum, they may not be a central focus for all students.

Recommendations:

- Embed climate-related health risks, including extreme heat, within the existing Occupational Science framework as a natural part of discussions on occupational justice, balance, and participation. Reorient current course content to include these issues as a central focus, ensuring that students understand their relevance to all aspects of occupational therapy.
- Ensure assessment criteria reflect the integration of climate-related occupational disruption by modifying existing evaluation methods to include testable objectives on the impact of extreme heat and climate change on occupational engagement. This makes climate awareness a routine part of assessment processes.
- Integrate climate-related scenarios, such as extreme heat, by adapting existing case studies to reflect the growing relevance of climate-related challenges. This will allow students to engage with real-world situations that align with current modules on health inequalities and occupational participation.
- Reorient professional decision-making discussions to routinely include climate change by encouraging staff and students to consider how climate change influences decisions in practice, particularly when working with vulnerable populations. This reorientation helps integrate climate-related considerations as part of everyday Occupational Therapy practice.
- Make climate-related occupational challenges a part of ongoing reflective practice. Ensure that students regularly engage with the idea of how climate change affects their work by adapting existing reflective exercises to include these challenges, ensuring that it becomes embedded in practice and policy advocacy.

1.3. Does your occupational therapy department's curriculum address the impacts of extreme weather events on individuals' health, occupations and wider 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 **not** covered. (0 points)

Score Assigned:

0

Score explanation:

The department upholds that the opportunity to discuss environmental factors within Problem-Based Learning (PBL) is naturally embedded, particularly in OT401, which places an emphasis on Occupational Science.

In the context of this metric, learning Outcomes (LOs) 1, 2, and 3 would aim to deepen students' understanding of the broader scientific context, particularly in relation to how environmental factors—such as extreme weather events—impact human occupation and health.

However, feedback from a student survey, based on their responses to a baseline questionnaire, highlights a gap between the department's intended focus and the students' experiences. Specifically, 19% of students reported that the topic was only briefly covered, while 81% felt it was not addressed at all. This suggests that, while the department intends to incorporate discussions on environmental impacts, students feel the subject matter is not adequately covered in the course.

This feedback indicates there is room for improvement and further integration of environmental topics within the curriculum.

Recommendations:

- *Integrate the impacts of extreme weather events on health and occupations explicitly into the core curriculum.*
- *Incorporate this topic into problem-based learning (PBL) case study scenarios and tutor guides to ensure consistent coverage.*
- *Enhance student learning by including specific fixed resource sessions or content that address the health implications of extreme weather events.*

1.4. Does your occupational therapy department's curriculum address the impact 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:

0

Score explanation:

The department confirms that the impact of climate change on infectious diseases is integrated into the Problem-Based Learning (PBL) Occupational Therapy curriculum, particularly within the Occupational Science content of OT401.

In the context of this metric, learning outcomes (LOs) 1 and 2 would aim to emphasize the understanding of various scientific disciplines, including medical sciences, and their application to human occupation and health. These outcomes aim to explore how environmental factors, such as climate change, influence individuals' ability to engage in occupations, highlighting the broader impacts on human occupation and well-being.

The department suggested creating a new problem focused on this topic, which could provide students with a more comprehensive understanding. This approach is recommended for implementation moving forward. However, survey data from an analysis of baseline questionnaire responses revealed that 25% of students believed the topic was only briefly covered, while 75% felt it was not covered at all. This indicates an opportunity for further development.

Recommendations:

- *Integrate climate change discussions into PBL tutorials, explicitly linking its impact on infectious diseases to Occupational Therapy practice.*
- *Develop a dedicated PBL tutorial focused on climate change and its impact on infectious diseases to enhance student understanding.*
- *Embed climate change-related health impacts into core modules on public health and environmental factors, reinforcing its relevance to Occupational Therapy.*
- *Expand Occupational Science content to further explore climate change's effect on health and occupational performance, particularly in early modules.*
- *Incorporate climate change awareness in clinical placements, encouraging students to reflect on its implications for practice.*

1.5. Does your occupational therapy department's curriculum address the effects of climate change and air pollution on respiratory health and related occupational performance?

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:

The department confirmed that the impact of climate change and air pollution on respiratory health and occupational performance is introduced in the OT401 Problem-Based Learning (PBL) curriculum, specifically within Occupational Science.

In the context of this metric, learning outcomes (LOs) 1 and 2 would aim to build understanding of the scientific factors affecting health, including respiratory health, and their impact on occupational performance. These outcomes would also aim to consider how environmental factors like air pollution affect individuals' ability to engage in occupations, with a focus on health and wellbeing.

However, student feedback from baseline questionnaire responses revealed that 87% of students felt the topic was not covered, and 13% felt it was only briefly covered. This suggests an opportunity to further integrate this topic into the curriculum.

Recommendations:

- *Integrate climate change and air pollution into core curriculum areas, particularly PBL and Occupational Science, to ensure consistent student engagement and relevance.*
- *Foster partnerships with environmental health and respiratory experts to incorporate multidisciplinary perspectives into existing teaching practices.*
- *Embed climate change and air pollution considerations in clinical placements through reflective practice and supervision, ensuring these issues are routinely addressed.*
- *Establish a systematic curriculum review process to maintain the ongoing integration of climate change and environmental health topics in teaching practices.*

1.6. Does your occupational therapy department's curriculum address the effects of climate change, including rising temperatures, on cardiovascular health and related occupational performance?

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:

The department does not offer electives and confirmed that the effects of climate change, including rising temperatures and their impact on cardiovascular health and related occupational performance, are integrated into Problem-Based Learning (PBL). Particularly, OT401, covered within the context of Occupational Science. In relation to this metric, learning outcomes (LOs) 1 and 2 are key.

(LO1) would aim to emphasize an understanding of the biological and medical sciences, incorporating knowledge of cardiovascular health and the specific effects of climate change—particularly rising temperatures—on health and occupational performance.

(LO2) would aim to address the holistic approach to human occupation, focusing on how environmental factors, such as climate change and rising temperatures, influence individuals' ability to engage in occupations, particularly those related to cardiovascular health.

However, student feedback from baseline questionnaire responses revealed that 94% of students felt the topic was not covered, and 6% felt it was only briefly covered. This suggests an opportunity to further integrate this topic into the curriculum.

Recommendations:

- *Explicitly incorporate discussions on the impact of rising temperatures on cardiovascular health and occupational performance across relevant core modules, particularly in Occupational Science and PBL ([Zhang' et al., 2022](#); [Thompson, 2024](#)).*
- *Routinely include climate change's effects on health in case studies and classroom discussions related to occupational performance, ensuring it becomes integral to practical learning ([Smith et al., 2020](#)).*

- *Refine the curriculum to ensure clear, consistent delivery of climate change-related content, aligning it with student learning experiences and practical applications in Occupational Therapy.*

1.7. Does your occupational therapy department's curriculum address the mental health and neuropsychological effects of 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:

0

Score explanation:

The department upholds that discussions on the mental health and neuropsychological effects of environmental degradation and climate change are embedded within the PBL curriculum, particularly through the Occupational Science framework (OT401). Staff highlight that this area is intended to receive greater emphasis than physical health topics. In the context of this metric, learning outcomes (LOs) 1, 2, and 3 are particularly relevant.

LO1 would aim to highlight the role of sciences such as psychology and medical sciences in understanding these effects.

LO2 would aim to focus on a holistic view of human occupation, including environmental factors and their influence on meaningful activity.

LO3 would aim to cover the potential impact of environmental factors, such as climate change, on occupational dysfunction and deprivation, which may be linked to mental health and neuropsychological effects.

However, baseline student feedback indicated a gap in perceived coverage, with 81% reporting that the topic was not covered and 19% stating it was only briefly covered. This suggests an opportunity to enhance visibility and engagement with the topic, ensuring alignment between curriculum delivery and student experiences.

Recommendations:

- *Integrate climate-related mental health impacts into existing PBL scenarios by incorporating relevant case studies and discussion points into current problem outlines and tutor guides.*
- *Reorient existing content within Occupational Science and related modules to consistently reflect the mental health effects of environmental degradation.*
- *Revise tutor guides to include prompts on how environmental stressors affect mental health.*

- *Leverage existing interdisciplinary connections (e.g., psychology, environmental studies) to enrich discussions without requiring new partnerships or additional coursework.*

1.8. Does your occupational therapy department's curriculum address the relationships between health, individuals' food and water security, ecosystem health, 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:

0

Score explanation:

The department highlighted that problem-based learning (PBL), particularly OT401 with its focus on Occupational Science, provides opportunities to discuss the relationships between health, food and water security, ecosystem health, and climate change.

In the context of this metric, LO1 would aim to emphasize the role of biological, psychological, and social sciences in understanding how environmental factors influence human health and occupation.

LO2 would aim to highlight the significance of food and water security, along with ecosystem health, as essential for human survival and meaningful occupation, considering both environmental and societal influences.

LO3 would aim to cover how climate change and ecosystem degradation can impact food and water security, potentially leading to occupational deprivation, such as displacement, loss of livelihoods, or health issues that restrict participation in daily activities.

However, baseline student feedback revealed that 94% felt the topic was not covered, while 6% believed it was only briefly covered. This suggests an opportunity to enhance awareness and engagement, ensuring better alignment between curriculum content and student learning experiences.

Recommendations:

- *Integrate themes of food and water security, ecosystem health, and climate change into existing PBL scenarios, particularly in the first module of BScOT/OTDA, to emphasise their impact on health and occupational performance.*
- *Reframe core curriculum materials to further explore the relationship between climate change, ecosystem health, and individual well-being, with a focus on their implications for Occupational Therapy practice.*
- *Update tutor guides to support the integration of climate-related health impacts, encouraging tutors to facilitate discussions on the links between food/water security, ecosystems, and health.*

- *Encourage cross-disciplinary learning with environmental studies or public health to enhance students' understanding of how climate change affects health and Occupational Therapy.*
- *Regularly gather and incorporate student feedback to ensure the effective integration of these topics into the curriculum, aligning with student learning needs.*

1.9. Does your occupational therapy department's curriculum address how historical abuses of power (e.g. colonialism, extractivism, economic exploitation and marginalisation) are both responsible for the climate crisis and disproportionately impact marginalised populations (e.g. low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults)?

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:

The department emphasized that the newly validated courses integrate discussions on these topics, particularly in OT401, which incorporates the Canadian Model of Occupational Participation and Occupational Science concepts. It was covered in a seminar briefly, due to a lack of available literature to students in Year 1. These frameworks embed environmental issues related to human occupation, offering opportunities for students to critically explore them. In the context of this metric, learning outcomes (LOs) 2 and 3 are key.

LO2 would aim to encourage an understanding of how historical abuses of power, such as colonialism, can affect marginalized populations' ability to engage in occupations, considering both environmental and societal factors.

LO3 would aim to address the direct consequences of historical injustices, including economic exploitation, that can lead to occupational dysfunction and deprivation for marginalized groups.

However, student feedback from the baseline survey revealed that 81% reported not encountering these topics, while 19% noted they were briefly covered. This feedback suggests an opportunity to further enhance engagement with these issues, ensuring alignment between curriculum content and student experiences.

Recommendations:

- *Incorporate the impacts of historical abuses and the climate crisis on marginalised populations within core modules, particularly those focused on human occupation and environmental factors.*

- *Reorient teaching to emphasise how climate change exacerbates inequalities for marginalised groups, especially regarding healthcare access and occupational participation.*
- *Encourage reflective discussions on the legacy of colonialism and exploitation, exploring its ongoing effects on Occupational Therapy practice for vulnerable populations.*
- *Integrate case studies illustrating the intersection of climate change and historical oppression, highlighting their relevance to Occupational Therapy practice.*
- *Facilitate student engagement with community organisations addressing environmental and social justice issues, applying Occupational Therapy principles to support affected populations.*

1.10. Does your occupational therapy department's curriculum address the unequal regional health impacts of climate change globally and/or climate justice?

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:

The department highlighted that discussions on the unequal regional health impacts of climate change globally, as well as climate justice, are integrated into the newly validated courses. The curriculum incorporates the Canadian Model of Occupational Participation and Occupational Science concepts, embedding environmental issues of human occupation and providing opportunities to explore these topics, particularly OT401. In the context of this metric, learning outcomes (LOs) 1 and 2 are key.

LO1 would aim to understand the science behind occupational health, including how climate change affects health in different regions, is crucial to addressing the broader impacts.

LO1 would aim to connect with climate justice, as it involves recognising how environmental changes (such as those caused by climate change) may affect individuals' ability to engage in occupations, especially in vulnerable regions.

However, student feedback from the baseline survey revealed that 75% reported not encountering these topics, while 25% noted they were briefly covered. This feedback suggests an opportunity to further enhance engagement with these topics.

Recommendations:

- *Embed climate justice and regional health impacts into existing case studies and practical exercises, encouraging students to address climate-related health disparities within diverse geographical contexts.*

- Strengthen the integration of climate change and climate justice in core modules, particularly the first module of BScOT/OTDA, ensuring these topics are addressed consistently across the curriculum.
- Facilitate interdisciplinary collaborations with experts in environmental science and social justice, incorporating guest speakers and joint projects to enhance students' understanding of climate justice in occupational therapy practice.

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

1.11. Does your occupational therapy department's curriculum address the effects of industry-related environmental toxins on health (e.g. air pollution, pesticides), for example during paediatric or reproductive health curriculum?

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:

The department highlighted that the PBLs, particularly OT401 with its focus on Occupational Science, provide opportunities to explore the effects of industry-related environmental toxins on health (e.g., air pollution, pesticides), including within paediatric and reproductive health contexts. In the context of this metric, learning outcomes (LOs) 1 and 2 are central to this exploration.

LO1 would be intended to provide an understanding of the impact of environmental toxins on health, particularly in populations such as children or those affected by reproductive health concerns.

LO2 would aim to focus on understanding how these toxins may influence a person's ability to engage in occupations, particularly within specific occupational contexts related to children's health or reproductive health.

However, feedback from the baseline survey, where 81% of students reported not encountering these topics and 19% noted they were briefly covered, indicates an opportunity to further enhance engagement with these important subjects.

Recommendations:

- Explicitly incorporate the effects of environmental toxins into PBL triggers, particularly within paediatric and reproductive health contexts, to deepen engagement with this topic.
- Ensure the impact of environmental toxins is consistently addressed across core modules, especially those focused on health promotion and human occupation.
- Facilitate critical reflection on the role of Occupational Therapy in addressing environmental toxin exposure through relevant case studies and practical examples.

1.12. Does your occupational therapy department's curriculum address important human-caused environmental threats that are relevant to the university'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

Score explanation:

The department highlighted that the PBLs, particularly OT401 with its focus on Occupational Science, provide opportunities to discuss important human-caused environmental factors relevant to the university's surrounding community. For example, one PBL trigger involves a case study titled "A young man who has Parkinson's Disease," where students analyse the ADL skills an Occupational Therapist could assist with for a person severely restricted by immobility. Discussions may explore how Parkinson's disease affects a person's engagement in occupational performance, including the potential role of free radicals in the incidence of the disease. In the context of this metric learning outcomes (LOs) 1 and 2 are central to this exploration.

LO1 would aim to emphasize understanding the scientific aspects of human health, including addressing environmental threats caused by human activity that impact the local community.

LO2 would aim to provide an understanding of how environmental threats may affect individuals' ability to engage in occupations, particularly in the context of the surrounding community.

However, feedback from the baseline survey, in which 75% of students reported not encountering these topics and 25% noted they were only briefly covered, suggests an opportunity to enhance engagement with these important topics further.

Recommendations:

- *Integrate human-caused environmental threats, such as air pollution and local environmental issues, into core modules, particularly within Occupational Science, ensuring that students engage consistently with these topics throughout their studies.*
- *Use local environmental challenges, such as coastal erosion and pollution, as case studies in PBLs, demonstrating the direct impact of environmental factors on occupational performance and health in the surrounding community.*
- *Implement continuous student surveys and feedback mechanisms to assess engagement with environmental health topics, using the results to inform curriculum development and ensure ongoing relevance and improvement in line with student needs.*

1.13. To what extent does your occupational therapy department emphasise the importance of knowledge and value systems from Indigenous communities and the Global South as essential components of planetary health solutions?

These knowledge and value systems are **integrated throughout** the occupational therapy school's planetary health education (3 points)

These knowledge and value systems as essential components of planetary health solutions are included **briefly** in the core curriculum. (2 points)

These knowledge and value systems as essential components of planetary health solutions are included in **elective** coursework. (1 point)

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

Score Assigned:

0

Score explanation:

The department highlighted that the PBLs, particularly OT401, along with the Diverse Practice and Research modules, provide opportunities to explore the importance of knowledge and value systems from Indigenous communities and the Global South as essential components of planetary health solutions. In the context of this metric, learning Outcomes (LOs) 2 and 4 are central to this exploration.

OT401 (LO2) would aim to focus on incorporating diverse knowledge systems into the curriculum, emphasising the significance of multiple perspectives, including those from Indigenous communities and the Global South, to understand human occupation and its relationship to planetary health.

OT401 (LO4) would aim to broaden knowledge sources by including Indigenous knowledge systems, providing evidence-based insights into planetary health solutions and their relevance to occupational therapy practice.

OT505 Diverse Practice (LO25) would aim to directly address global and local factors, including environmental influences, which aligns with the emphasis on Indigenous and Global South knowledge systems as key components of planetary health solutions.

OT601 Evaluating Therapeutic Occupations 2 (LO31), would aim to focus on exploring and incorporating diverse knowledge systems, including those from Indigenous communities and the Global South, in the context of planetary health solutions. It also involves critical engagement with literature and identifying areas that require further exploration, which could include these knowledge systems.

However, feedback from the baseline survey, where 94% of students reported not encountering these topics and 6% noted they were only briefly covered, suggests that there is an opportunity to further engage students with these important issues. Both staff observations and student responses highlight the need for increased focus on these areas within the curriculum.

Recommendations:

- Embed Indigenous and Global South knowledge systems as fundamental components across core modules such as OT401, OT505, and OT601. Ensure that these perspectives are central to learning outcomes, fostering a deep understanding of planetary health solutions within occupational therapy education.*
- Reorient practice-based learning to engage students with real-world experiences that reflect Indigenous and Global South health practices. Incorporate placements and case*

studies that emphasise sustainability and community-led health approaches, ensuring these perspectives are integral to professional development.

- *Foster ongoing research and critical engagement with Indigenous and Global South contributions to planetary health. Encourage faculty and students to engage with relevant literature and case studies, embedding these discussions within research modules and departmental activities.*
- *Encourage cross-disciplinary learning with public health to enhance students' understanding of these topics regarding the Global South.*

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

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:

The Occupational Therapy curriculum at the University of Brighton emphasises addressing health inequalities and promoting social justice, which aligns with the profession's core values. While specific details about the inclusion of anthropogenic environmental toxins and their impact on marginalised populations are not explicitly outlined in available resources, the curriculum does focus on preparing students to work in diverse settings and address issues such as occupational deprivation, social and environmental restrictions, and health disparities. The courses start with exploring these ideas in module OT401, and learning is carried throughout the courses.

A brief reference in the BSc Human Occupation module OT401, inc. Occupational science learning. - LO3 'Indicate some understanding of the impact of occupational dysfunction and deprivation on individuals'.

Recommendations:

- *To include more module specific learning on the topic, case studies and more mapping and guidance in PBL sessions to address the impact on marginalised populations.*
- *Consider fixed resource sessions to support learning about marginalised populations and the effects of anthropogenic toxins and their impact on these populations.*

Curriculum: Sustainability

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

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

Score explanation:

The Occupational Therapy curriculum at the University of Brighton emphasises preparing students to address a wide range of health and social determinants, which includes aspects of holistic lifestyle adaptations. While specific details about the inclusion of topics like plant-based diets, greenspaces, and social prescribing are not explicitly outlined, the course's focus on occupational justice and health promotion suggests that these areas may be integrated into PBL teaching and practice.

The University of Brighton's Occupational Therapy teaching department affirm that there is an opportunity to discuss these issues within the PBL curriculum with focus on occupational science, specifically the first module, OT401 of BScOT/OTDA. This is also integral to therapeutic occupation sessions,

Recommendations:

- *To provide more explicit guidance on the co-benefits of holistic lifestyle adaptations in teaching and PBL sessions and ensure teaching within the core curriculum discusses environmental as well as the health benefits of holistic lifestyle interventions.*
- *Consider the role of occupational therapy in public health.*

1.16. Does your occupational therapy department's curriculum address the carbon footprint of 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 **not** covered. (0 points)

Score Assigned:

0

Score explanation:

The University of Brighton's Occupational Therapy curriculum doesn't explicitly address the carbon footprint of healthcare systems but lecturers state that the opportunity to discuss these issues is inherent within the PBL curriculum and focus on occupational science. Specifically the first module of BScOT/OTDA, OT401.

Recommendations:

- *Regular education is needed to explain the present state of the NHS 'greenhouse emissions' and provide strategies for clinicians to use in practice to support the NHS goal of becoming net zero by 2045. [Greener NHS » Delivering a net zero NHS](#) For instance, equipping occupational therapy students with knowledge of sustainable quality improvement in carbon footprinting skills.*
- *Consider use of resources available at SusQI [Home | Sustainable Quality Improvement](#) to support teaching and signposting for students.*

1.17. Does your <u>occupational therapy department's</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (point for each)	Score
The health and environmental impact of providing information about preventative measures to empower patients to actively mitigate poorer health outcomes. (1 point)	1
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (1 point)	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting). (1 point)	0
The health and environmental co-benefits of avoiding over-investigation and/or over-treatment . (1 point)	1

Score explanation:

The University of Brighton's Occupational Therapy department does not explicitly list these specific components of sustainable clinical practice in its curriculum. The faculty staff state that these topics are inherent in the course aims and learning outcomes and are mapped throughout. The BSc/ODTA and MSc programs emphasise a practical approach to learning, problem-based learning, and interdisciplinary collaboration, which could provide opportunities to explore such topics depending on the focus of individual modules or projects. There was an IPE event held in the early part of February where Occupational Therapy students had the opportunity to do group work discussions with pharmacy students and activities led by lecturers regarding deprescribing where possible and its environmental and health co-benefits.

Student feedback suggests that the health benefits are covered well but there is less information given regarding the environmental impacts. Students are taught the importance of patient empowerment, the clinical concerns about over-prescribing and the value of non-pharmaceutical interventions but none of these are explicitly related to health within the context of the climate crisis.

Recommendations:

- Consider resources to strengthen teaching about the environmental impact in clinical practice such as those offered by the Planetary Health Alliance [For Educators - Planetary Health Alliance](#) and the [Greener NHS](#) initiative.
- Make further use of research resources available within the university regarding strategies to reduce waste in clinical settings [University of Brighton leads national effort for greener intensive care](#)

1.18. Does your occupational therapy department's curriculum discuss the benefits and process of how to sustainably manage, recycle and repurpose prescribed equipment?

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:

The University of Brighton's Occupational Therapy department does not explicitly mention teaching about the sustainable management, recycling, or repurposing of prescribed equipment. Faculty staff state that this is taught in the therapeutic occupations module. Manual handling and Basic Life support are provided by external companies. There is opportunity to discuss this in PBL sessions and research.

Feedback from students suggests 1% thought that the topic is not covered or minimally covered.

Recommendations:

- *Eco-Friendly Equipment Management: Provide training on sustainable management, recycling, and repurposing of prescribed equipment, including collaboration with local organisations to implement practical solutions.*
- *Consider resources such as [NHS England » Reducing the environmental impact of equipment, medicines and resources](#) to support learning.*

1.19. Does your occupational therapy department's curriculum address sustainability in regards to adaptations and environmental adjustments in the home and in communal spaces?

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
<p><i>Score explanation:</i></p> <p><i>The University of Brighton's Occupational Therapy department does not explicitly mention sustainability in relation to adaptations and environmental adjustments in the home or communal spaces in its course description, but states that these issues are inherent within the PBL curriculum and focus on occupational science. With the emphasis on problem-based learning and practical application, it allows for exploration of such topics depending on the focus of specific modules or projects.</i></p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • <i>Waste Reduction Strategies: Through PBL and course teachings, guide and educate students on reducing waste in clinical settings, such as minimising the use of single-use items and promoting sustainable alternatives.</i> • <i>Community Green Initiatives: consider offering service-learning opportunities where students collaborate with communities to promote health through eco-friendly solutions, such as urban gardening or green-building adaptations.</i> 	

Curriculum: Clinical Applications

1.20. In training for patient encounters, does your <u>occupational therapy department's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>The University of Brighton's Occupational Therapy department does not explicitly state that there are strategies to have conversations with patients about the health effects of climate change but states that these issues are inherent within the PBL curriculum and focus on occupational science. With the emphasis on problem-based learning and practical application, it allows for exploration of such topics depending on the focus of specific modules or projects.</i></p>	

Feedback from students is that 89.5% of students think there are no strategies in place while 10.6% feel that there are strategies in elective PBL coursework.

Recommendations:

- *Embedding Strategies in PBL triggers: While problem-based learning (PBL) is already emphasised, include specific case studies or scenarios where students must engage in conversations about climate-related health issues. For example, scenarios could involve patients with asthma exacerbated by air pollution or challenges related to heatwaves.*
- *Introduce resources like the WHO Climate and Health Toolkit [Publication Item](#) to help students understand and communicate the health impacts of climate change effectively.*

1.21. In training for patient encounters, does your occupational therapy department's curriculum introduce strategies and OT models to take a holistic history of health experiences which consider environmental factors during an initial assessment?

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

2

Score explanation:

The University of Brighton's Occupational Therapy department affirms that there are integral strategies within the newly validated courses. All occupational therapy students (BSc, MSc and Apprentices) are taught to deliver holistic assessments of patients by using occupational therapy models which have environmental considerations embedded in them—however the environment in this context does not explicitly address concerns such as pollution, waste and other topics pertaining to the climate crisis.

Recommendations:

- *Expand the discussion of the 'environment' beyond traditional physical and social factors to include influences exacerbated by the climate crisis such as toxins, food and water systems, and waste management.*

1.22. In training for quality improvement (QI) projects, does your occupational therapy department's curriculum discuss how planetary health concerns relate to wider healthcare service aims and outline the means to embed sustainability considerations into QI projects?

Yes, sustainable QI teaching and/or project opportunities are incorporated into the **core** curriculum. (2 points)

Yes, sustainable QI teaching and/or project opportunities are available through elective modules. (1 point)	
No, sustainable QI teaching and/or project opportunities are not available to occupational therapy. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>The University of Brighton's Occupational Therapy faculty state that these topics are covered in diverse and practice placements. For example, completing this PHRC is part of a 6 week BSc OT 2nd year Intermediate practice placement.</i></p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • <i>Dedicated QI and Sustainability teaching: Introduce a dedicated lecture or workshop on incorporating planetary health into QI projects. This could explore how sustainability aligns with healthcare service goals, such as reducing costs and improving patient outcomes. Consider resources such as SusQI Home Sustainable Quality Improvement</i> • <i>Encourage students to develop "green" action plans with practical, measurable goals for embedding sustainability into everyday healthcare practices</i> 	

Curriculum: Administrative Support for Planetary Health

1.23. Is your <u>occupational therapy department</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the occupational therapy school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the occupational school is currently in the process of making minor improvements to ESH/planetary health education. (2 point)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Through initiatives such as implementing this PHRC, the Occupational Therapy department at the University of Brighton is active and engaged in improving ESH/planetary health education.</i></p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • <i>Sustainability Goals: Align ESH initiatives with the university's broader sustainability objectives. Home Sustainability Special Interest Group</i> 	

1.24. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?

Planetary health/ESH topics are **well integrated** into the core occupational therapy school curriculum. (6 points)

Some planetary health/ESH topics are appropriately integrated into the core occupational therapy student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s)**. (2 point)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

2

Score explanation:

The Occupational Therapy department at the University of Brighton explains that topics are longitudinally integrated into the core curriculum.

Student feedback response was that 55.6% 'Don't know', 27.8% feel there is minimal teaching on the topic and the remainder thought it is not integrated and had been delivered in stand alone lectures only.

Recommendations:

- *Resource Bank: Create an online repository of resources, such as the [Planetary Health Alliance](#) materials, articles, and tools for both students and educators.*
- *Problem-Based Learning (PBL) with Climate Scenarios: Use PBL scenarios that highlight the impact of environmental factors on health, emphasising their relevance to occupational therapy.*
- *Interdisciplinary Teaching: Include joint sessions with faculties of environmental science, medicine, and public health to explore sustainability in healthcare from multiple perspectives.*

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

Yes, the **occupational therapy school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

No, the **occupational therapy school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:

0

Score explanation:

There is no Occupational Therapy faculty member at the University of Brighton who is solely responsible for overseeing the incorporation of planetary health and sustainable healthcare throughout the course.

Recommendations:

- *Consider appointing a faculty member to assume responsibility for the delivery of healthcare sustainability teaching.*

Section Total (19 out of 76)

25%

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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 institution?

Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)

Yes, there are individual faculty members at the **institution** who are conducting research **related** 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 **institution**, but not specifically associated with healthcare/vetcare. (1 point)

No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)

Score Assigned:

3

Score explanation: The institution covers the School of Education Sport and Health Sciences including nursing, physiotherapy and occupational therapy.

- [Dr. Heather Baid](#) (BSc, MSc, PhD, PGCert)
 - *Areas of Research: Healthcare sustainability; planetary health; sustainable clinical practice. Projects: GREEN-ICU; Intensive Care Environmental Sustainability Recipe Book; SHARE conference*

Dr. Heather Baid from the School of Education, Sport and Health at the University of Brighton is a Principal Lecturer and leads planetary health research at the University of Brighton with a dedicated research profile. Dr. Baid is an active member of the [School of Health Sciences Sustainability Special Interest Group](#) which includes planning and delivering the annual [SHARE](#) conference to provide researchers, clinicians, academics and students an opportunity to disseminate research and enterprise outputs related to sustainability and health or healthcare practice. Dr. Baid is actively engaged in projects that promote sustainable clinical practice in healthcare. She leads the [GREEN-ICU](#) project, which focuses on reducing the environmental impact of intensive care units, and has contributed to the development of an [Intensive Care Environmental Sustainability Recipe Book](#), funded by SBRI Healthcare in collaboration with major UK critical care organisations.

- *Dr. Baid and Alison Taylor collaborate with module leads to enhance sustainability in the nursing curriculum.*
- *Dr. Kathy Martyn leads nutrition and food sustainability, NUTCAP initiative, and is involved in the NNEdPro Global Centre for Nutrition and Health.*
- *Rebecca Craig has contributed to research at the University of Brighton.*
- *Theo Fotis leads Digital Health Research.*

Recommendations:

- *Encourage research methodology on sustainable issues, ensuring occupational therapy perspectives are integrated into planetary health and healthcare sustainability research.*

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)

There is **no** dedicated department or institute. (0 points)

Score Assigned:

3

Score explanation:

The [Public Health and Health Conditions Research Excellence Group](#)

- *Multidisciplinary focus on public health, blending art and science.*
- *Population-based approach addressing health determinants and inequalities.*
- *Research on age-related, long-term conditions, and socio-political factors.*
- *Supports research through methods discussions, group reading, and collaboration.*

The School of Education, Sport and Health at the University of Brighton has a 'special interest research group' addressing planetary health in relation to Occupational Therapy but lacks a dedicated department. However, this creates an opportunity to better integrate public health and health conditions research into Occupational Therapy and align with its mission to address health determinants, inequalities, and long-term conditions.

Recommendations:

- *Foster collaboration between Occupational Therapy, public health, and multidisciplinary research groups, addressing socio-political factors and health inequalities.*

- *Develop a dedicated Occupational Therapy research group that focuses on age-related conditions, long-term health issues, and their impact on daily function and independence.*
- *Formalise an internal framework within existing Occupational Therapy education and practice to incorporate population-based research methods, ensuring interventions are evidence-based and inclusive of diverse community needs.*

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:

2

Score explanation:

The Green Society rallied young people to raise their voices in Parliament for a just future—anti-fascist, [pro-climate](#), pro-worker, and pro-justice. On December 3rd, they gathered in Westminster Hall to urge MPs to support a Green New Deal and reject minor adjustments. Participants used the ‘Invite Your Rep’ tool to invite MPs to meet in Parliament. The event featured a GND room, training, and a supportive community, empowering young people to make their voices heard.

While the involvement of young people and support for environmental justice shows positive steps toward inclusion, it is unclear if there is a process for communities disproportionately impacted by climate change to influence the research agenda. This presents an opportunity for growth, where the inclusion of these communities could further enrich research and deepen the understanding of their unique experiences.

Recommendations:

- *Integrate community engagement into routine research: Ensure climate-impacted communities are involved in Occupational Therapy research on environmental health and sustainability.*
- *Use existing networks for consultations: Regularly consult through town halls or local partnerships as part of ongoing research efforts.*
- *Incorporate community input into research design and funding: Ensure that community perspectives shape project design and funding decisions within established frameworks.*

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:

3

Score explanation:

Sustainability Special Interest Group: This group has a centralised, easy-to-use website with resources about health and the environment, upcoming events, and information on key leaders and researchers within the university. This can be accessed at [Special Interest Group Meetings | Sustainability Special Interest Group \(brighton.ac.uk\)](https://brighton.ac.uk/sustainability/special-interest-group-meetings).

Institution-wide Sustainability Website: The university also has a comprehensive sustainability website that highlights sustainability as a core value within its strategic plan. You can explore this at [Sustainability \(brighton.ac.uk\)](https://brighton.ac.uk/sustainability).

Recommendation: To further integrate Occupational Therapy into planetary health initiatives:

- *Ensure the sustainability websites explicitly feature the role of Occupational Therapy in promoting environmental health through therapeutic practices, such as eco-friendly rehabilitation and nature-based interventions.*
- *Encourage Occupational Therapy professionals to contribute to the websites by sharing research, case studies, and resources that address the intersection of sustainability, health, and therapy.*
- *Dedicate a section on the sustainability websites to Occupational Therapy, highlighting key areas like climate change's impact on occupational participation and the use of sustainable, adaptive technologies.*
- *Optimise the Sustainability Special Interest Group WordPress AwesomePress theme to enhance layout balance, ensuring important links like "What We're Doing" are prominently positioned on the homepage for better visibility and accessibility.*

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

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the institution has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the institution has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i></p> <p><i>Dr. Heather Baid: Principal Nursing Lecturer from the School of Sport and Health Sciences at the University, leading the planning and delivery of the annual international Sustainable Healthcare Conference titled SHARE (Sustainable Healthcare, Academic Research and Enterprise) on 25/06/2024 to provide researchers, clinicians, academics and students an opportunity to disseminate research and enterprise outputs related to sustainability and health or healthcare practice. This covered the theme “Fast-tracking resilient and environmentally sustainable health systems”</i></p> <p>Recommendations: <i>To embed Occupational Therapy in sustainable healthcare and planetary health initiatives:</i></p> <ul style="list-style-type: none"> • <i>Encourage Occupational Therapy professionals to lead sessions on eco-friendly rehabilitation and climate-resilient therapy at the SHARE conference.</i> • <i>Invite Occupational Therapy students, researchers, and practitioners to share case studies at the SHARE conference, focusing on sustainable health systems and therapy.</i> • <i>Collaborate with the Brighton and Sussex Medical School and the Centre for Sustainable Healthcare to integrate Occupational Therapy into broader sustainable health discussions.</i> 	

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Through DrHeather Baid, the University School of Sport and Health Sciences is a member of the lecturer has published a bookGlobal Consortium on Climate and Health Education, a member of</i></p>	

the Nursing Climate Challenge Europe and a member of the [Planetary Health Alliance](#), a team of universities committed to understanding and addressing climate change and its impact on health.

The University School of Education Sport and Health Sciences has committed to the [Health Care Without Harm](#) 'Nurses Climate Challenge Europe', providing a sustainable approach to nursing.

Recommendations: To embed Occupational Therapy in sustainable healthcare and planetary health initiatives:

- *Utilise the University's membership in the Planetary Health Alliance to integrate Occupational Therapy's role in climate resilience and sustainable healthcare.*
- *Provide funding and research opportunities for Occupational Therapy faculty and students to engage in global sustainability initiatives.*
- *Ensure institutional sustainability objectives align with planetary health networks, highlighting Occupational Therapy contributions to adaptive healthcare and environmental well-being.*
- *Develop better links with Health Care Without Harm.*

Section Total (15 out of 17)	88%
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Community Outreach and Advocacy

Section Overview: This section evaluates healthcare 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.

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but has participating in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Occupational Therapy students are encouraged to volunteer in community projects as part of the curriculum, supporting sustainable communities, considering the potential of volunteering as an intervention, and their own development as a citizen.</i></p> <p><i>The University of Brighton has a strong tradition of partnering with community organisations to address global challenges, including planetary and health issues. Through its Community University Partnership Programme (CUPP) CUPP: Learning to make a difference, the university collaborates with local groups to co-design projects that promote sustainability and social well-being. CUPP's ongoing programs, such as the "Brains at the Bevy" talks and the "Ignite" partnership, highlight its commitment to fostering mutual learning and tackling pressing societal issues.</i></p> <p><i>"Brains at the Bevy" talks include:</i></p> <ul style="list-style-type: none"> • <i>Global warming -threatens our frozen planet – why you should care about glaciers, ice sheets and permafrost. -Dr Lorna D Linch</i> • <i>Blue Spaces – Water and Wellbeing for everyone -Dr Catherine Kelly and Sadie Rockcliffe</i> 	

In 2024, the University secured a £325,000 grant for their Environmental Extremes Lab to expand research on the health impacts of climate change on vulnerable groups. They also introduced a free library membership scheme for 16 to 19-year-olds in the city, providing access to study spaces and specialist materials. Additionally, the university partnered with Brighton & Hove City Council to lead the Health Counts Survey 2024, offering valuable insights to improve local health and wellbeing services.

Although CUPP is accessible on the University website, the email address is not functioning and there is only a voicemail for contact.

Recommendations:

- *Improve communication methods and access for individuals to engage and learn about CUPP.*

3.2. Does your **institution** offer community-facing courses or events regarding planetary health?

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** 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 **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution/healthcare school** have not offered such community-facing courses or events. (0 points)

Score Assigned:

3

Score explanation:

The School of Education, Sport and Health Sciences hosted an event in December 2024 during the University's [Global challenges](#) week to celebrate all of the initiatives going on in the School related to the UN Sustainable Development Goals (SDGs). The Brighton and Hove City Council and Brighton and Sussex Medical School joined us in displaying information related to the SDGs. [Global Challenges Showcase Event 2024 | Sustainability Special Interest Group](#)

The University of Brighton's school of Education, Sport and Health Sciences co-hosts the annual SHARE conference, open to the public live or by video recordings. It aims to focus on sustainable healthcare and bolstering the evidence base for net zero health systems. In 2024 the theme was "Fast-tracking resilient and environmentally sustainable health systems" explored through several presentations from experts in the university, health professionals from local NHS trusts and internationally.

*Brighton and Sussex Medical School (BSMS) is a unique partnership between the **University of Brighton**, the **University of Sussex**, and NHS organisations across the SouthEast region. BSMS runs the widening participation and outreach programme BrightMed, which provides an insight into studying medicine for young people aged 13-18 from across Sussex. One of the sessions taught*

to year 12s outlines the environmental impact of healthcare, and how to reduce environmental impact without compromising on patient outcomes or experience.

Recommendations:

- The Occupational Therapy department to actively engage with the SHARE conference
- Consider using Community of Practice for Occupational Therapy in Diverse Settings (COPOTDS) to highlight Planetary Health with an occupational therapy focus.
[COPOTDS - Community of Practice for Occupational Therapists in Diverse Settings](#)

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

Yes, all students **regularly** 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 **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

0

Score explanation:

There is no current newsletter circulated to all students at the University of Brighton.

'News and events' section on the University website includes features on events concerning planetary health. eg. The University of Brighton has partnered with Sussex Wildlife Trust to restore and protect the chalk grassland at its Falmer campus, an essential local habitat.

Recommendations:

- Introduce regular communications relating to planetary health and/or sustainable healthcare.

3.4. Does the institution or main affiliated hospital trust 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 **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)

There are no such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>The University of Brighton provides a module called Sustainable Healthcare Principles NA6185 (level 6) and NA7185 (level 7) on Falmer Campus, Brighton , which is open to healthcare professionals, educators, and policymakers. This module covers topics like climate justice, sustainable clinical practices, and quality improvement using the SusQI framework. It is designed for postgraduates and professionals looking to enhance their knowledge in sustainable healthcare.</i></p> <p><i>The <u>SHARE conference 2024</u>, co-hosted by the University of Brighton, offered a number of talks detailing the implementation of environmentally sustainable healthcare systems. This was attended by health professionals in a range of disciplines, as well as academics, researchers and students.</i></p> <p><i>Included as part of optional e-learning for all staff at Universities Hospital Sussex (the affiliated trust),staff can take an online course in sustainable health care produced by Greener NHS. Sessions are also nationally available on air pollution. However,these modules are optional.</i></p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • <i>Encourage the institution to make e-learning materials mandatory for all staff.</i> 	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the healthcare school or <u>all</u> affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated healthcare centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>While both the University of Brighton and University Hospitals Sussex NHS Foundation Trust are actively engaged in sustainability efforts, there appears to be a gap in providing accessible educational materials specifically for patients regarding environmental health exposures.</i></p> <p><i>The University Hospitals Sussex NHS Foundation Trust offers patient education leaflets that include audio and video materials, which might cover related topics. Additionally, their Green Plan outlines sustainability efforts, but it seems more focused on operational practices than patient education</i></p> <p><i>Recommendations:</i></p>	

- *Enhancing resources specifically aimed at patients could further support patient education and engagement in environmental health matters.*
- *Sustainability team in the Integrated Care Board (ICB) to consider patient engagement and involvement more widely.*

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?

Yes, the **healthcare school** or **all 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:

1

Score explanation:

The affiliated Universities Hospitals Sussex NHS Foundation Trust, includes a chapter in their 'green plan' on the health impacts of climate change (very briefly) and why sustainable healthcare is important. Although patient facing, climate change and health is not the primary focus of this document.

There is a need for more accessible educational materials targeted directly at patients to enhance understanding and engagement regarding the health impacts of climate change..

Recommendations:

- *Specific documentation could be published for patients focused on education about the health impacts of climate change.*
- *Sustainability team in the Integrated Care Board (ICB) to consider patient engagement and involvement more widely.*

Section Total (10 out of 14)

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, **neither** the healthcare school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

1

Score explanation:

The Occupational Therapy school does not specifically include sustainable quality improvement into the course or provide grants to do so. The University of Brighton does signpost students looking to take part in SusQI, but there are few details on starting a project. [Healthcare Resources | Sustainability Special Interest Group](#). The institution currently supports student involvement in sustainability initiatives, but there is room to strengthen this support to ensure it is integrated into everyday decision-making.

Recommendations:

- *Embed Sustainability and QI into Core Modules: Integrate sustainability and QI as essential components across all Occupational Therapy modules, ensuring their application in case studies and assessments.*
- *Support Student-Led Projects: Provide clear funding and guidance for student-led sustainability projects, incorporating these initiatives into the curriculum's assessment framework.*
- *Encourage Collaboration on Sustainability Initiatives: Establish platforms for students to collaborate on sustainability and QI projects, fostering ongoing dialogue and knowledge exchange within the curriculum.*

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

Score explanation:

The University of Brighton offers a range of opportunities for students to engage in research related to planetary health and sustainable healthcare. The [Sustainability Special Interest Group](#) provides a supportive environment for research in areas such as sustainable clinical practice, healthcare education, and food sustainability.

Additionally, the [SHARE](#) (Sustainable Healthcare Academic Research and Enterprise) Conference creates a platform for students, academics, and clinicians to present and discuss sustainability-focused research. Co-hosted by the School of Sport and Health Sciences, Brighton and Sussex Medical School, and the Centre for Sustainable Healthcare, this initiative fosters collaboration and knowledge exchange in sustainable healthcare.

While there is potential for further development of structured research programs or fellowships specifically dedicated to planetary health, the existing initiatives offer strong foundations for students to explore and contribute to this field.

Recommendations:

- *Embed environmental sustainability within existing clinical reasoning frameworks by evaluating the ecological impact of interventions, materials, and service delivery within Occupational Therapy practice.*
- *Structure sustainability-focused research opportunities within dissertation projects, practice-based learning, and existing academic frameworks to ensure planetary health research is an integral component of Occupational Therapy education.*
- *Incorporate discussions on sustainable healthcare practices within placement supervision, enabling students to critically appraise resource use, waste reduction, and digital alternatives in professional practice.*

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 healthcare 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 healthcare school, 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

Score explanation:

There is no specific Occupational Therapy website for connecting students with this work. However, the wider School of Sport and Health Science does have a dedicated [webpage](#), which could be further developed to improve access and support for such initiatives.

Recommendations:

- *Adapt the existing [Sustainability Special Interest Group](#) website to integrate a dedicated Occupational Therapy section. This would provide a centralised platform for Occupational Therapy students within the School of Education, Sport, and Health Sciences to access information on planetary health and sustainable healthcare initiatives, as well as to connect with potential mentors and explore relevant projects. This adaptation would help to streamline resources and ensure greater visibility for Occupational Therapy students, aligning with the broader goals of sustainability and healthcare within the institution.*
- *Include a brief introduction on how occupational therapy practices relate to planetary health and sustainability.*
- *Highlight any ongoing initiatives within the department related to sustainable healthcare, showcasing any collaborations or student involvement.*
- *Create a list of mentors who are involved in sustainable healthcare or planetary health, along with their contact details, to connect students to guidance.*
- *Share relevant research papers or projects that focus on the intersection of Occupational Therapy and sustainable healthcare.*
- *Feature any sessions or workshops at the SHARE Conference that are related to Occupational Therapy and planetary health. This could be done by adding a subsection under the SHARE Conference tab that mentions upcoming talks, student participation, or topics in this area.*

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 **with faculty support** at my healthcare institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my healthcare institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>While there is an Occupational Therapy society hosting several events over the last 12 months, this is not dedicated to planetary health or sustainability in healthcare, highlighting the opportunity to strengthen faculty support dedicated to planetary health or sustainability in healthcare. However, The Green Society welcomes all students focussing on sustainability, which aligns with planetary health goals.</i></p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • <i>Actively support the Occupational Therapy society's sustainability efforts through faculty mentorship and collaboration, aligning with academic objectives and linking back to the integration of sustainability and planetary health into existing Occupational Therapy modules, as outlined in recommendations 1.1-1.25.</i> • <i>Ensure planetary health considerations are integrated into clinical placements, guiding students to adopt sustainable practices in patient care and health systems.</i> 	

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?	
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>There is no Occupational Therapy student liaison representing sustainability interests on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices, which creates an opportunity for further development.</i></p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • <i>Designate a student representative for sustainability to serve on a decision-making committee, advocating for curriculum reform and sustainability practices.</i> • <i>Ensure sustainability is consistently considered in faculty meetings and decision-making processes, aligning with curriculum development.</i> 	

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
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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.	0
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.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> • University of Brighton students from the Plant-Based Universities launched a campaign for 100% plant based food on campus in November asking for a fair, sustainable, and inclusive transition to 100% plant-based food. Beginning with plant based defaults and increasing the proportion of plant-based menu items year on year to 100%. The Students Union to adopt a publicly available sustainability policy with binding targets, and to support educating the student body on sustainability and the climate crisis. • At the University of Brighton, there is a volunteering service called Active Student, which assists students in identifying volunteering opportunities within the local community, including areas such as the environment, agriculture, and sustainability. • The Ecological Society, led by students for students, is primarily focused on providing direct exposure to nature through workshops and collaborations with local charities. Additionally, the society is dedicated to helping students learn how to care for the environment. • The Green Party Society hosted a Tree Care Session at Hollingdean Park May 5th, 2024. Volunteers gathered at the West side entrance and waited 10 minutes before heading to the location to install protective cages around fruit and nut trees. These trees, planted by the Brighton Permaculture Trust and now cared for by Growing Hollingdean, aim to boost biodiversity, food security, and carbon capture. • There are a number of active student organisations including the Hiking and Tracking Society who meet twice a week and for socialising. • The Green Society rallied young people to raise their voices in Parliament for a just future—anti-fascist, pro-climate, pro-worker, and pro-justice. On December 3rd, they gathered in Westminster Hall to urge MPs to support a Green New Deal and reject minor adjustments. Participants used the ‘Invite Your Rep’ tool to invite MPs to meet in Parliament. The event featured a GND room, training, and a supportive community, empowering young people to make their voices heard. • SHARE conference 2024 included a talk on the “Role of health professionals in supporting the shift towards a sustainable food system” by Dr Shireen Kassam, a member of the Plant-Based Health Professionals UK. This organisation advocates whole food plant-based nutrition and lifestyle medicine to prevent and treat chronic diseases. 	

Recommendations:

- *Integrate environmental health topics into existing modules, ensuring Occupational Therapy students understand the impact of sustainable practices and climate change on occupational performance and client well-being.*
- *Encourage Occupational Therapy students to engage in local sustainability projects, such as urban agriculture or tree care, to build skills in promoting community resilience and supporting environmental health.*
- *Facilitate Occupational Therapy students' involvement in community-based environmental initiatives, enabling them to collaborate with student groups and local organisations to address the intersection of environmental justice and Occupational Therapy practice.*

Section Total (7 out of 15)

47%

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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 healthcare 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 institution 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 **at least one designated staff member** 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 **no specific staff member** in charge of hospital sustainability. (2 points)

There are **no salaried sustainability staff**, but there is a sustainability task force or committee. (1 point)

There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)

Score Assigned:

2

Score explanation:

The University of Brighton has a dedicated sustainability team with 5 full time members of staff employed who serve the entire university, these include:

- *Head of Sustainability*
- *Sustainability and Travel Manager*
- *Energy and Carbon Manager*
- *Parking and Transport Officer*
- *Sustainability Projects Officer.*

There is not a dedicated member of staff to support any particular school.

Recommendations:

- *Consider delegating members of staff to oversee and take responsibility for sustainability in each school.*

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?

The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)

The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution/healthcare school does not meet any of the requirements listed above (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>The University of Brighton has set a plan to reduce its carbon footprint, aiming to achieve net-zero carbon emissions by 2050, with ambitions to achieve sooner should funding allow.. They have already made significant progress, achieving a 45.5% reduction in Scope 1 and 2 emissions compared to their 2009–10 baseline.</i></p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • <i>Due to the urgency of this matter these goals are set possibly too far in the future. Consider alternative ways to set a Net Zero goal for 2030/40.</i> • <i>Consider funding options to expedite achieving net-zero carbon emissions.</i> 	

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:	0
<p><i>Score explanation:</i></p> <p><i>Data below is for the 2023/24 year (most recent full year of data). The university no longer purchases 100% renewable electricity due to increasing energy costs.</i></p> <p><u><i>Watson building:</i></u></p> <p><i>Grid electricity – 280,850 kWh.</i></p> <p><i>PV electricity – 88,296 kWh.</i></p> <p><i>Gas – 341,609 kWh.</i></p> <p><i>Total – 710,755 kWh (24% of electricity or 12% of total energy from on-site renewables)</i></p> <p><u><i>Westlain building:</i></u></p>	

Grid electricity – 181,882 kWh.

PV electricity – 37,554 kWh

Gas – 570,700 kWh

Total – 790,136 kWh (17% of electricity or 5% of total energy from on-site renewables)

Checkland building:

Grid electricity – 565,573 kWh.

Gas – 529,441 kWh

Total – 1,095,014 kWh (0% of total energy from on-site renewables)

University Total:

Grid electricity – 13,429,757 kWh

PV electricity – 631,700 kWh

Gas – 18,610,855 kWh

Total – 32,672,312 (4.5% of electricity or 1.9% of total energy from on-site renewables)

Recommendations:

- *Consider all funding options to provide clean energy.*

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

Score explanation:

All new build projects will achieve BREEAM 'Excellent' standard and all refurbishment projects to achieve either BREEAM 'Very Good' or SKA rating 'Gold'.

The University of Brighton states that construction and renovation projects will give priority to fabric efficiency, energy efficiency and on-site generation, consistent with Passivhaus and Enerphit design standards.

Recommendations:

- Consider The 'Waste House' project as it demonstrates leadership in sustainable design. The building, constructed using waste and surplus materials, serves as an educational tool and a case study for sustainable construction. [Brighton Waste House - ecological architectural design](#)

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:

The University of Brighton's School of Education, Sport and Health sciences is based in Falmer and has a routine bus access from central Brighton, and the campus is a short walk from Falmer station, with regular trains to and from local towns and cities.

The Sustainability team conducts an annual travel survey, the results are used to inform development of travel facilities and initiatives across all campuses. The 2024 results highlight that campus location significantly affects how students choose to travel. Active (walking, cycling and wheeling) and public transport combined continues to dominate the modal split of the City (96%) and Moulsecoomb (87%) campuses, but is significantly lower at the Falmer campus (56%).

Strategies aimed at students include:-

- Discounted Beryl bike hire.
 - Bikes available on campus, offering rental bikes between campus and the city.
- Staff and student sustainable travel discounts
- On-campus facilities including cycle parking, showers and lockers
- Car Sharing and Parking Restrictions: Driving is discouraged, and parking is limited to those with e-permits based on specific criteria. Car-sharing is promoted to reduce costs and carbon emissions
- Hi-vis and safety accessory giveaways, competitions and engagement activities

Recommendations:

- Consider implementing a reward program where students and staff earn points for using sustainable transport options (walking, cycling, public transport, carpooling). Points could be redeemed for campus perks, such as food or services.

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 **no** compost or recycling program at the healthcare school. (0 points)

Score Assigned:

1

Score explanation:

Recycling is collected across all university sites. Food waste is collected in food outlets and sent for anaerobic digestion. Anaerobic digestion – process by which microorganisms break down biodegradable material in the absence of oxygen. Food waste is only collected back-of-house in food prep areas and not from student-facing areas due to the risk of contamination. Glass is also collected in back of house hospitality areas.

Beginning 1st April 2025, the University of Brighton is introducing food waste collections into University managed halls. This means each flat/kitchen will have a food caddy and food waste will be anaerobically digested/composted.

The university is working towards its waste and recycling goal of 60% by 2025. Average recycling rate for the first 5 months of the current academic year (Aug 24 – Jan 25) is 52%.

Recommendations:

- Consider ways to introduce student facing methods of collecting food waste which does not have a contamination risk. Consider use of educational posters and clear signage with bins placed in appropriate spaces with regular collections.

5.7. Does the institution 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 **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. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

2

Score explanation:

*The University of Brighton has a **sustainable food policy** [Governance and policies](#) which is reviewed and updated every two years. It outlines strategies to achieve environmental responsibility.*

Where possible the policy states that food should be locally sourced and any meat is at a minimum standard of the 'Red Tractor' with the aim of increasing these standards to 'higher welfare meat'. The provision of plant-based options is included in both full meals and snacks but there is a distinct lack of ambition in reducing the overall meat consumption.

In any tender process the hospitality dept. encourages potential new suppliers to declare their Sustainability Policy, such as how they reduce packaging, food wastage in their production, vehicles they use, energy saving initiatives within their process etc and this is scored as part of the tender process.

The fruit and vegetable supplier for the University is based locally in Hailsham and they grow a selection of produce that is used at the University. The supplier also provides prepared vegetables as they can use the peelings etc. as part of their farming process.

The University menus offer plant-based meals as standard, currently the menu in the food Hubs is approx. 40% non-meat.

[Ethics - Brighton University Hospitality](#)

Recommendation:

- *Increase plant-based targets to reduce overall meat consumption in line with the Lancet planetary health diet, i.e. only serving meat once fortnight.*
- *Consider resources offered by [Greener by Default](#) - Making plant-based foods the easiest and most appealing option for all diners, not just vegetarians. This initiative drives down demand for industrial meat production and normalises plant-based eating, while offering options to meet everyone's needs.*

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?

Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

2

Score explanation:

*The University of Brighton states that it integrates sustainability into its procurement by aligning its practices with its core value of sustainability. Their **Sustainable Procurement Strategy 2020-24** provides a framework to ensure that procurement decisions are both financially and ethically sound. This includes prioritising suppliers who demonstrate sustainable practices and considering the environmental and social impacts of their purchases.*

The university's procurement strategy sets out 7 procurement objectives (POs), including PO5 'Make sure student value is obtained by assuring procurement activity meets the University's sustainability objectives in all procurement activity including equalities and diversity and carbon reduction initiatives'. There are also specific sustainable procurement policies related to the procurement of copier paper, stationery and furniture.

The procurement team have also produced sustainable impact assessments for a wide range of materials highlighting the environmental, social and economic risks linked to the product types as well as potential means to mitigate these risks. An example relevant to OT and healthcare is one on clothing, gloves and PPE. [Clothing, Gloves and PPE v1.0.docx](#)

Procurement guidance for staff also stresses the need to consider sustainability during purchases.

Recommendations:

- *Increase sustainability requirements.*
- *Provide further sustainable impact assessments across all areas of procurement.*

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:

1

Score explanation:

Southcoast Events, part of the University of Brighton, offers a range of venues and services for hosting events. As a key part of the University of Brighton, Southcoast is committed to sustainable

development and engaging positively with the local and wider community, in line with the university's sustainability statement. This commitment includes:

- *Sourcing products from ethical suppliers.*
- *Offering Fairtrade produce at each refreshment break.*
- *Using fresh and seasonal products.*
- *Filtering tap water in-house to provide zero-mile water.*
- *Using recycled papers in all printed brochures and promotions.*
- *Implementing an e-marketing strategy to reduce printed materials.*
- *Ensuring conference pads and promotional gifts are recyclable where possible.*
- *Recycling conference paper waste.*
- *Using conference tables that don't need covers, which would otherwise require laundering.*

Recommendations:

- *Consider introducing sustainability criteria requirements that the institution **must** abide by for all hosted events.*

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

1

Score explanation:

The University of Brighton does not have specific programs or initiatives targeting lab spaces currently but reports that they are working towards joining an initiative lead by Estates called EcoCampus, which is based around ISO14001. Previously they were accredited to LEAF but rising costs ended this.

Recommendations:

- *Expedite joining EcoCampus initiative.*

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
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. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>The University of Brighton has committed to ethical investment practices and does not include fossil fuel companies in its endowment portfolio. In fact, the university signed the Fossil Free Declaration in 2021, pledging to never directly invest in fossil fuel extraction companies.</i></p> <p><i>Brighton strengthens ethical investment policy with Fossil Free Declaration</i></p>	
Section Total (16 out of 32)	
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%0
F	0% - 19%

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the University Of Brighton Occupational Therapy Programme

The following table presents the individual section grades and overall institutional grade for the University of Brighton School of Occupational therapy on this OT-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(19/76) \times 100 = 25\%$	D
Interdisciplinary Research (17.5%)	$(15/17) \times 100 = 89\%$	A
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(7/15) \times 100 = 46\%$	C
Campus Sustainability (17.5%)	$(16/32) \times 100 = 50\%$	C
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = F\%$	C

