



NURSING

Planetary Health Report Card (Nursing) 2026:

*Bern University of Applied Sciences,
Switzerland*



Bern University
of Applied Sciences

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C+
Curriculum	C+
<ul style="list-style-type: none"> In the bachelor's and master's program planetary health, climate change and its connection to human health and development is addressed as a core topic in two modules each as well as in a basic module in the Psychiatric Mental Health Nurse Practitioner program. Recommendation: We recommend integrating the topics of planetary health, climate change, and its connection to human health and development into other topic-specific modules, particularly to establish links from PH to the specific topics and to foster critical and interdisciplinary thinking skills. 	
Interdisciplinary Research	C+
<ul style="list-style-type: none"> The BFH School of Health Professions shows emerging planetary health engagement through select projects such as Born Green Generation. Yet planetary health is not a core research focus, and no dedicated unit or process exists for involving climate-impacted communities. BFH has a sustainability website and recently hosted a planetary health conference but lacks membership in international organisations. Recommendation: PH should be included in all research units especially in the field of nursing as a cross-sectional area and the BFH School of Health Professions pursue institutional membership in international planetary health and sustainable healthcare networks. 	
Community Outreach and Advocacy	C-
<ul style="list-style-type: none"> BFH engages in planetary health mainly through projects like Born Green Generation and FEAST, but long-term community partnerships remain limited. It offers some public sustainability events, though mostly for professionals. Planetary health features in BFH communications, and several sustainability-focused continuing education programs exist. However, neither BFH nor its affiliated hospitals provide patient-facing materials on environmental or climate-related health risks. Recommendation: BFH should expand public-focused events on planetary health, develop accessible patient information on environmental and climate-related health risks in partnership with healthcare institutions, and incorporate perspectives from affected communities to guide outreach efforts. 	
Support for Student-Led Initiatives	B-
<ul style="list-style-type: none"> In addition to the various events and continuing education programmes already mentioned the BFH offers students with the Certificate of Engagement in Sustainability a flexible program where students can acquire additional skills in the field of sustainable development as part of regular studies and have the opportunity to have your personal commitment in the field of PH formally recognised. Recommendation: The BFH could expand the existing support of student initiatives and also enable and use this for the further development of the curriculum with regard to PH. 	
Campus Sustainability	B
<ul style="list-style-type: none"> In 2022, BFH launched the strategic focus Sustainable Development and has published a comprehensive Climate Roadmap 2030, outlining its commitment to achieving climate neutrality by 2030. Recommendation: We recommend continuing with actual efforts and expanding them e.g. to introduce meat free days or weeks in the restaurants. 	

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Nursing School/Department vs. Institution:** When “nursing school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of nursing and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by nursing students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** this is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the life course, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

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.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

Planetary Health Curriculum

Section Overview: *This section evaluates the integration of relevant planetary health topics into the nursing school curriculum. Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that 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 medical school's core curriculum.*

Curriculum: General

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

1.1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, 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:	3
<p><i>Score explanation:</i></p> <p><i>Bachelor study: In the Module “Health economics and ecology” Planetary Health and the impact of weather events and the resulting health effects are mentioned. This is a lecture in the module evidence based practice. For example, a connection made between our health and the ecology.</i></p> <p><i>Masters study: The topic is defined as one core topic in the core curriculum module “Health Promotion, Illness Prevention and Self-Management” (GKS). In the lecture (LE2) “Planetary Health, Sustainability and Circular Strategies in the Healthcare Sector” the topic is explained deeply (Presentation Helfer, 58 slides). Connections to other topics are made in different other lectures in this module (e.g. connection to self-management interventions and strategies; LE4, first 10 slides of the presentation). In the Advanced Practice Core Module a short introduction is presented on the first day (presentation hendry, 49 slides). In a PMHNP specific module (Clinical Assessment PMHNP) these connections were also made in the beginning of the module in different slides with focus on mental health (name of the presentation: Social and environmental dimensions of sustainability in nursing care).</i></p>	
1.2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storms, flooding, heat, drought, air pollution) on individual health?	
This topic was explored in depth by the core curriculum. (3 points)	

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> <i>Bachelor: This topic was mentioned in one slide in the presentation about Planetary Health in the module health economy and ecology but not further emphasized. (→ the environmental footprint is mentioned, earth overshoot day, greenhouse gas balance, life cycle assessment, strategies adaptation and mitigation is also named.)</i></p> <p><i>Master: mentioned and explained on different slides in the core modules GKS and AP (explanation see 1.1).</i></p>	

1.3. Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> <i>Bachelor: The lecture of Planetary Health names this topic in 1 or 2 slides. → Clusters of infectious diseases are mentioned, triple planet crisis - the effects are mentioned and also topics like infectious diseases transmitted by animals named “Zoonosen. These topics are also mentioned in connection to the concepts of adaptation and mitigation.</i></p> <p><i>Master: Named and explained upon in the lecture on the topic Planetary Health, Sustainability and Circular Strategies in the Healthcare Sector in the modules Health Promotion, Illness Prevention and Self-Management (GKS; Presentation Helfer, slides 11 & 12), and Advanced Practice (AP).</i></p>	

1.4. Does your nursing curriculum address pathophysiological health effects resulting from environmental degradation and climate change, including effects such as air, soil and water pollution, extreme heat, human-animal interactions, and emerging pathogens?	
This topic was explored in depth by the core curriculum. (3 points)	

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Bachelor: A lecture in health economics and ecology names this topic shortly but not in depth. Clearly it's mentioned in some slides, that the climate change affects our health in air, soil and water pollution - fine dust in the air and medical resistance in the water and environment, heat periods which are longer and the temperature is higher, Infections through animals like covid or other infection and also the problem with the loss of biodiversity is mentioned, which can result in more infectious disease because the environment has no chance to go on against it.</i></p> <p><i>Master: And also named shortly in different slides in the core modules GKS and AP (explanation see 1.1)..</i></p>	

1.5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Bachelor: In the curriculum of the bachelor study this topic is mentioned in the lecture about planetary health and shown in a table where changes in our body are named. - Specific: mental health problems are mentioned and also the well-being, psychosocial effects are mentioned in connection to the fear of ecological change and also resilience and well being because of the changings of the environment's consistency with water pollution for example.</i></p> <p><i>Master: The module GKS treats this topic on one and module AP on several slides (see 1.1) And named in the module clinical assessment PMHNP on different slides (see 1.1). Additionally in the module Mental Health Systems and Approaches 2 (PV2), named at the first lecture and the in the following lectures made connections to the topic of the lecture (e.g. Fleeing climate destruction, social inequality among female migrants, psychological problems as a result)</i></p>	

1.6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Bachelor: This topic was mentioned shortly in the module “evidence based practice and health ecology and economy” in one lecture. - Specific: Climate change and the security of eating is mentioned - because we have more dry and heat periods the plants have more difficulties to grow, the quality of the nutrition is worse through that, security for water is not that clear for everyone anymore and the health security neither.</i></p> <p><i>Master: The module GKS treats this topic on one and module AP on several slides (see 1.1) (e.g. AP, presentation hendry, GKS, presentation Helfer)</i></p>	

1.7. Does your nursing program address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was 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
<p><i>Score explanation:</i></p> <p><i>Bachelor: The plant based diet itself was mentioned in one lecture in health ecology and economy, and the planetary health diet was mentioned and the sustainable development goals which have the topic food in it. - Also mentioned the connection between agriculture and climate change and quality of food, pesticides, planetary health diet is mentioned also that it has some health benefits.</i></p> <p><i>Master: Unclear, eventually mentioned in the Advanced Practice Module.</i></p>	

1.8. Does your nursing school curriculum address relationships between ecosystem health, human 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:	2
<i>Score explanation:</i>	

Bachelor: This topic was mentioned in one lecture but not discussed further. - Lecture planetary health in the module health economics and health ecology. - Concrete: Health through ecosystem and the connection to our biodiversity, climate change and the effect of the health of the ecosystem to ours as also direct and indirect effects on our health, limits of our planet are mentioned in connection with the health of the population.

Master: Unclear - not mentioned in the module health promotion but probably in the module advanced practice and also unclear if mentioned in the module self management and advanced practice - named in one slide at least.

1.9. Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?

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

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

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

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

Score Assigned:

2

Score explanation:

Bachelor: The Bachelor Curriculum does address this topic once in a slide in the lecture about “planetary health - evidence based practice” and a little deeper in “health ecology and economy”. - Air pollution and its health effects, pesticides and its health effects like teratogenic effects, dysregulation and problems in pregnancy but also environmental toxins because of the industry. Master: Unclear but probably not - possibly in the advanced practice module.

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

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

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

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

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

Score Assigned:

1

Score explanation:

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

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

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

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

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

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

Score Assigned:

2

Score explanation:

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

Master: In the both already mentioned modules (GKS & AP) the topic is addressed on several slides additionally to the topics mentioned above the role of healthcare as a man-made polluter and driver of pollution and related interventions to minimize this.

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

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

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

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

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

Score Assigned:

2

Score explanation:

The nursing curriculum in bachelor does mention this topic in one slide (39 presentation "planetary health BB 25) . The migrant politics is not mentioned. In the masters program covered shortly in the module advanced practice (4 slides in lecture day 1) as well as in the clinical assessment PMHNP module lecture day 1 (2 slides)

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

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

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

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

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

Score Assigned:	2
<p><i>Score explanation:</i> <i>Bachelor: Inequitable impacts of climate change are named in the lecture about planetary health but not discussed further. - air and water pollution but also changes which already happened like pesticides in the environment, medical residues in the water and poisoning to fishes through that and the effects on human health through it, health effects which are more, heat affection to us and older people</i> <i>Master: Mentioned in one slide but not that clear also in the module self management, mentioned in several slides in the module advanced practice in the lecture planetary health.</i></p>	

1.14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> <i>Bachelor: Is not mentioned clearly when reading the lectures of the 2 modules health economics and ecology and evidence based practice.</i> <i>Master: mentioned in the Advanced Practice module on 2 slides (special affected groups like indigenous populations, low-income individuals, people with disabilities or chronic illnesses) and in the Psychiatric Mental Health Nurse Practitioner module (1 slide, specific population groups: „Elderly people & children, chronically ill people, low-income and homeless people, „Groups of people in the Global South)</i></p>	

1.15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> <i>Bachelor: This topic is mentioned not directly but indirectly - countries like Switzerland have big effects on the other countries due to economic prosperity emissions for which we are responsible as well as for their effects such as health problems of the entire population and especially marginalized groups.</i></p>	

Master: Psychiatric Mental Health Nurse Practitioner module mentioned in the introduction lectures/slides. In the Module Health Promotion, Prevention and Selfmanagement there are some slides on the topic. Also mentioned in the module Advanced Practice in one lecture about planetary health.

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

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

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

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

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

Score Assigned:

0

Score explanation:

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

Master: Unclear if mentioned in the module Health Promotion, Prevention and Selfmanagement. Mentioned very shortly in the module advanced practice in a presentation in the topic planetary health.

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

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

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

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

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

Score Assigned:

2

Score explanation:

Bachelor: This topic was mentioned in a slide of swiss academics communities where the impact of health systems on the environment and vice versa are named - specifically mentioned are the life cycle in connection with materials which are on the air and water where extreme weather events make a big difference but also in the lecture: Planetary Health by Renate Flückiger extreme

weather events and their impact on our nature and health are mentioned.. The lecture was named: “Sustainability in the healthcare sector”.

Masters: Mentioned in the module advanced practice shortly.

1.18. Does your nursing program 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:

2

Score explanation:

Bachelor: The lecture about planetary health addresses the impact of the footprint of health care systems and also the problems with it. (slide 30) → catering, textiles, electricity, heat, medicines, medical equipment, waste and waste water, paper and printing, electronic equipment, etc.

Master: In the lecture day one in the Health Promotion, Prevention and Selfmanagement module (Health Carers Global Foot Print and emissions per capita, GHG emission, GHG Protocol scopes and emissions across the value chain → Climate-friendlier Healthcare Institutions; on 5 slides) as well shortly an overview in the Advanced Practice and Psychiatric Mental Health Nurse Practitioner module.

1.19*. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?

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:

3

Score explanation:

Bachelor: The lecture about Planetary Health mentions this topic also in connection with the footprint of health care systems. → mentioned also in the explanation of metric 1.18: The topic is also mentioned in a lecture in evidence based practice and planetary health in health ecologies → catering, textiles, electricity, heat, medicines, medical equipment, waste and waste water, paper and printing, electronic equipment, etc.

Master: one of the main topic in the lecture Planetary Health, Sustainability and Circular Strategies in the Healthcare Sector in the module Health Promotion, Prevention and Selfmanagement. The second part of the lecture includes this topic on several slides: → Metal,

mixed, plastic and other waste and the interventions to reduce and circular economy model and strategies in the hospitals on micro and macro level.

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

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

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

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

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

Score Assigned:

2

Score explanation:

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

Master: Covered shortly in the module Advanced Practice in the lecture about planetary health as well as in the Health Promotion, Prevention and Selfmanagement module in the second part of the lectures two different slides.

1.21. Does your nursing school's curriculum introduce strategies for having conversations with patients, nursing home residents, visitors, and other health professionals about the health effects of climate change and other environmental disruptions?

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

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

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

Score Assigned:

0

Score explanation:

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

Master: Mentioned some strategies and how to use the advanced practice in this topic but not clearly the asked strategies.

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

Yes, the nursing program has at least one appointed faculty or staff responsible for planetary health and environmental nursing. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Yes, there are responsible persons for this topic on both levels. Unfortunately it is only documented in a intranet sharepoint site which is accessible only for BFH staff but not for public:</i> https://bernerfachhochschule.sharepoint.com/sites/mybfh-Nachhaltigkeit-de/SitePages/Nachhaltige-Entwicklung-Departement-G.aspx Since January 2026 There is a structured process whereby measures are developed based on the results of the PHRC and a regular student survey, proposed to the departmental management, and then selected. The staff in this area corresponds to a position with a 10% employment rate..</p>	

1.23*. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?	
Yes, the school of nursing has been involved with IPE simulations or experiences in the past year . (2 points)	
Yes, the school of nursing has been involved with IPE simulations or experiences in the past three years . (1 point)	
No, the school of nursing has not been involved with IPE simulations in the past three years. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> <i>The program has no interdisciplinary exchange on this topic.</i></p>	

1.24. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation: To this topic nothing could be found in the curriculum in the description of the modules nor in the slides of the presentations.</i></p>	

Section Total (39 out of 68)	57.35%
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Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the 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:	2
<p><i>Score explanation:</i></p> <p><i>At Bern University of Applied Sciences, School of Health Professions, Applied Research & Development in Nursing are individual faculty members who are conducting research related to planetary health or healthcare sustainability. But it is not their primary research focus. Below is one ongoing project (Born Green Generation) and two completed projects (Healthy Up High and Healthy up High in Switzerland)</i></p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
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 point)	
There is no dedicated department or institute. (0 points)	

Score Assigned:	2
<p><i>Score explanation:</i></p> <p>At Bern University of Applied Sciences, School of Health Professions, Applied Research & Development in Nursing is not currently a department or institute for interdisciplinary planetary health research. However, sustainable development is a key strategic goal of Bern University of Applied Sciences. The University of Applied Sciences makes a substantial contribution to social transformation and achieving the Sustainable Development Goals (SDGs) through education, research, social participation, and sustainable operations: Sustainable Development and thematic field exist also with interprofessional research funding https://bernerfachhochschule.sharepoint.com/sites/mybfh-Nachhaltigkeit-en/SitePages/Home.aspx</p>	

<p>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?</p>	
<p>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)</p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)</p>	
<p>No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)</p>	
<p>There is no process, and no efforts to create such a process. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>There is no process in place, nor any effort to create one. However, one field of research focuses on collaborating with patients and users. This field examines the factors that contribute to successful participation, as well as the added value that participation represents. The aim is to ensure that the empirical knowledge of those affected is systematically and effectively integrated into the knowledge production process. Forschungsfelder - Institut für kollaborative Gesundheitsversorgung und Leadership BFH</p>	

<p>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</p>	
<p>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)</p>	
<p>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)</p>	
<p>The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)</p>	

There is no website. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Bern University of Applied Sciences has a sustainability website (Sustainability BFH) that serves as a hub for BFH's sustainable development activities (e.g., strategy information, news/events, and sustainability-related projects). However, it does not explicitly focus on health and environment/planetary health, nor does it clearly centralise planetary health research, leaders, and related opportunities for students across campus.</p>	

2.5. Has your <u>institution</u> 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> Bern University of Applied Sciences hosted a conference on planetary health within the past year: «Interprofessionalität und Planetare Gesundheit – gemeinsam in die Zukunft?» BFH (28 November 2025). The event focused on integrating planetary health and interprofessional competencies into health professions education to support a more sustainable health system.</p>	

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 point)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> Bern University of Applied Sciences is participating in the international project «Born Green Generation»: Forschung für eine giftfreie Gesundheitsversorgung Berner Fachhochschule BFH,</p>	

which is part of the Health Care Without Harm Europe initiative, but does not hold an official institutional membership in a planetary health or ESH/ESV organisation.

Section Total (10 out of 17)

58.82%

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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental 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 participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Bern University of Applied Sciences (BFH) is participating in the "Born Green Generation" project, which is committed to protecting the environment and vulnerable groups in maternity wards, neonatology, and pediatrics. Students learn how to reduce the use of plastics and toxic chemicals through circular economy strategies.</i></p> <p><i>Born Green Generation - eine giftfreie Gesundheitsversorgung</i></p> <p><i>The FEAST Project aims to explore the intersections of health, food systems, and sustainability and to inform and promote food environment transformation through stakeholder engagement and multidisciplinary research. https://www.bfh.ch/en/research/research-projects/2024-287-151-124/</i></p>	

3.2. Does your <u>institution</u> 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 has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The BFH offered conferences and events, sometimes in cooperation with other departments or universities:</i></p> <ul style="list-style-type: none"> - <i>Social sustainability:</i> https://www.bfh.ch/gesundheit/de/aktuell/fachveranstaltungen/forum-innovation-societale/ - <i>Fair pricing:</i> https://www.bfh.ch/dam/jcr:7a8cda52-9b44-4937-92fd-629fb92a4cc3/Flyer_Einladung_Kosten-Essen_A5_de-neu.pdf - <i>Resilience in the workplace:</i> https://www.bfh.ch/gesundheit/de/aktuell/fachveranstaltungen/abendveranstaltung-mediation-resilienzimarbeitsalltag/ - <i>Sustainable food system:</i> https://www.bfh.ch/gesundheit/de/aktuell/fachveranstaltungen/gesund-essen-nachhaltiges-ernaehrungssystem-im-fokus/ - <i>Interprofessionalism and planetary health:</i> https://www.bfh.ch/de/aktuell/fachveranstaltungen/interprofessionalitaet-tagung-28-11-25/?utm_source=copilot.com <p><i>There are no three points because, even though most of them are open to the public, they are primarily aimed at specific groups of professionals.</i></p>	

3.3. Does your <u>institution</u> 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:	1
<p><i>Score explanation: The BFH regularly publishes stories on its website and in its magazine "frequenz". Both cover topics related to planetary health, among others.</i></p> <p>https://www.bfh.ch/de/aktuell/news/</p> <p>https://www.bfh.ch/gesundheit/de/aktuell/frequenz/</p>	

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 providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

2

Score explanation: BFH offers various continuing education programs on the topic of planetary health and sustainability. Furthermore, the content of some of its Bachelor's and Master's degree programs focuses on these topics.

Some of the continuing education programs offered are:

- MAS Sustainable Transformation

<https://www.bfh.ch/de/weiterbildung/mas/nachhaltige-transformation/>: Include the topics of sustainability concepts such as the circular economy, the Sustainable Development Goals, and corporate social responsibility

- CAS Sustainability Management, ESG & Reporting

<https://www.bfh.ch/de/weiterbildung/cas/nachhaltigkeitsmanagement-esg-reporting/>

- CAS Sustainable Nutrition: <https://www.bfh.ch/de/weiterbildung/cas/nachhaltige-ernaehrung/>

- CAS Sustainable Transformation and Change-Management:

<https://www.bfh.ch/en/continuing-education/cas/transformation-changemanagement/>

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?

Yes, the **institution** 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 medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

0

Score explanation: There are no publicly available, specific patient information materials on environmental health risks directly from the BFH Department of Health/Nursing or affiliated teaching hospitals. While the BFH publishes on topics such as Care@home, patient safety, and healthcare research, it does not publish on environmental toxicology, pollutant exposure, or environmental health for patients.

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 institution 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:	0
<i>Score explanation: Neither the BFH nor its affiliated teaching hospital, Insel Gruppe, provide directly accessible educational materials for patients specifically addressing the health impacts of climate change.</i>	

Section Total (6 out of 14)	42.86%
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Support for Student-Led Planetary Health Initiatives

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

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

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

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

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

Score Assigned:

2

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

CAS Quality in Healthcare for Patient Centered Practice:

https://www.bfh.ch/de/weiterbildung/cas/qualitaet-im-gesundheitswesen-fuer-die-patientennahe-arbeitspraxis/?utm_source=chatgpt.com

Certificate of Engagement in Sustainability

https://www.bfh.ch/de/studium/zusatzzertifikate/certificate-of-engagement-in-sustainability/?utm_source=chatgpt.com

Students4Sustainability

<https://www.bfh.ch/studierendenportal/architektur-holz-bau/de/benefits/studiengaenge-ahb/bfh-diagonal-zusatzzertifikate/students4sustainability/>

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 them 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: Yes — BFH offers multiple pathways for students to engage in research or project work related to planetary health and sustainable healthcare, including:

- *Sustainability-focused student projects supported by BFH*
- *The Planetary Health elective module*
- *Research opportunities within BFH's sustainability strategic field*
- *Participation in initiatives like the Planetary Health Report Card*

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

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

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

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

Score Assigned:

2

Score explanation: Yes, the BFH has webpages where students can find information about projects, initiatives, and potential mentors in the areas of planetary health, sustainable healthcare, and veterinary care. The specific page for the nursing school is only a intranet page.

<https://bernerfachhochschule.sharepoint.com/sites/mybfh-Nachhaltigkeit-de/SitePages/Nachhaltige-Entwicklung-Departement-G.aspx>

But there are other pages, like the page of the strategic field of sustainability, where a lot of information can be found on all relevant projects, and subsites are linked:

<https://www.bfh.ch/de/strategische-themenfelder/nachhaltigkeit/> and additionally other pages: <https://www.bfh.ch/de/forschung-dienstleistungen/projekte/> <https://www.bfh.ch/gesundheit/de/forschung/>

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 institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **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:	1
<p><i>Score explanation: Yes, the BFH has student groups dedicated to promoting sustainability and planetary health, supported by faculty members.</i></p> <p><i>These Groups are supported by faculty advisors and provide students with opportunities to actively engage in sustainability and planetary health initiatives.</i></p> <p><i>Students4Sustainability</i> https://www.bfh.ch/studierendenportal/architektur-holz-bau/de/benefits/studiengaenge-ahb/bfh-digonal-zusatzzertifikate/students4sustainability/</p>	

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 who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
<p><i>Score explanation: The BFH does not have a student liaison representing sustainability interests on departmental or institutional decision-making councils. Student engagement exists through project-based initiatives like Students4Sustainability, but not through formal governance roles.</i></p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	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.	0

Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <p>1) <i>Permaculture research group: The BFH has established a research group that examines the effects of managing agricultural operations according to the principles of permaculture. This project provides students with the opportunity to gain practical experience in sustainable agricultural systems. Forschungsgruppe Permakultur BFH</i></p> <p>2) <i>Last year, the BFH Health department offered lectures/events and through the student association (SHEPPS) outdoor programs like a ski day. The other categories were partially covered by other departments.</i></p> <p>https://www.bfh.ch/de/aktuell/fachveranstaltungen/interprofessionaltagung-28-11-25/</p>	
Section Total (9 out of 15)	60.00%

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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is 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:	3
<p><i>Score explanation:</i> <i>BFH has its own Office of Sustainability Fachstellen BFH with 5+ members dedicated to the organisation and coordination of activities and assignments within the Commission of Sustainable Development such as teaching (for ex. CAS of Engagement in Sustainability), supporting the platform Students4Sustainability, publishing the PHRC or organising the sustainability day at BFH. The Department of Health has its own ambassador. Additionally, in the nursing school, two other persons are now paid to structure the development process in the whole nursing department in relation to PH in curriculum, research and community engagement.</i></p>	

5.2. How ambitious is your <u>institution's</u> 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 does not meet any of the requirements listed above (0 points)	
Score Assigned:	5

Score explanation:

BFH published the "[Klimaroadmap 2030](#)" in 2023 which puts the sustainability goals from 2024 until 2040 on record. The Roadmap clarifies the main goal of carbon neutrality until 2030 (60% reduction and max. 40% of compensation) and a net zero energy performance until 2040 at the latest.

The seven defined action fields are "Infrastructure", "Provisions (Food/ Beverage)", "Teaching", "Communication", "Establishment", "Mobility" and "IT".

The Roadmap was approved in 2024 by the management of the university of applied science.

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

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

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

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

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

Score Assigned:

1

Score explanation:

Bern University of Applied Science (BFH) published a Factsheet [Treibhausgasbilanz 2024](#) about the greenhouse gas emission during the year of 2024 and a full report of the energy usage and the greenhouse gas emissions of the school ([Energie_THG_Ergebnisbericht_2024](#)) can be requested with the Office of Sustainability (sustainability@bfh.ch).

The sources for electricity and heating are as follows:

Energy sources for heating:

- 12% from heating oil
- 49% from natural gas
- 24% from district heating
- 15% from wood chips
- 0% from thermal solar systems

Energy sources for electricity:

- 17% electrical energy of unknown origin
- 51% from hydropower
- 27% from nuclear energy
- 6% from other sources (2% thermal power station, 1% thermal solar systems, 1% trash incinerator, 1% fossil fuels (carbon, oil, gas), <1% wind energy and biomass power plant)

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

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the majority of old buildings have been retrofitted to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have not been retrofitted . (2 points)	
Sustainable building practices are inadequately or incompletely implemented for new buildings. (1 point)	
Sustainability is not considered in the construction of new buildings. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>In the BFH Klimaroadmap 2030, the school declared 12 different criterias to achieve a better and sustainable infrastructure. Until now, no old buildings have been retrofitted to be more sustainable due to the newly planned Campus Bern and because the schools scope of action is limited due to the fact that most buildings are owned and managed by the Canton of Bern or third parties.</i></p> <p><i>In early 2025 the construction works of the new BFH Campus Bern (Das Projekt im Überblick) began, with the Office of Buildings and Properties (AGG) of the Canton of Bern as the building contractor.</i></p> <p><i>Due to the sustainability restrictions nachhaltigkeitsstrategie_agg.pdf published by the Canton, it can be expected that the campus has to fulfill certain standards regarding sustainability.</i></p>	

5.5. Has the <u>institution</u> 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
<p><i>Score explanation:</i></p> <p><i>The Bern University of Applied Science (BFH) does not provide free transport (bikes, shuttles or else) for students. In a comprehensive survey of mobility behaviour conducted by the BFH in 2023, it has been shown that students and faculty already are traveling sustainably (more than 80% are already using public transport, bicycle or are going by foot to work or school).</i></p> <p><i>BFH is participating in the annual "Bike to Work" challenge and is covering the participation costs for students and employees.</i></p> <p><i>Der Nachhaltigkeit verpflichtet.</i></p> <p><i>BFH published the 2030 Climate Roadmap Klimaroadmap 2030, in which the school defined seven different steps to be taken, separated in two main groups: The ones which affect and optimize</i></p>	

the current infrastructure (parking lot, e-car charge stations) and the ones which aimed at behavioral changes (business trips by car or plane).

In the full report of energy usage and the greenhouse gas emissions of the school (Energie_THG_Ergebnisbericht_2024) which can be requested with the Office of Sustainability (sustainability@bfh.ch), BFH declared a 19% reduction of greenhouse gas emission in mobility from which 19% has been saved in air travels and 21% in business trips by car made by school employees.

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 institution. (0 points)

Score Assigned:

1

Score explanation:

BFH installed multiple conventional recycling boxes on each floor of the buildings. These are covering paper, glass, aluminium, PET and trash but not an organic recycling program for students and faculty.

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 cafeteria [Rooftop48 an der Schwarztorstrasse | BFH - Berner Fachhochschule](#) is offering three different menu options called "Hof" (Menu with meat), "Acker" (Vegetarian Menu) and "Save the Planet" (Menu with ingredients/ leftovers from the day before) daily. Whereas they serve less meat compared to past years, there is always still at least one meat option available.

The Rooftop48 as well is purchasing the used ingredients locally and seasonal (as far as possible), and prefers organic foods over non organic foods. They put in effort on minimizing food waste (Safe the Planet Menu) and reducing packaging waste.

The guidelines behind the changes in this section are part of the “ [Klimaroadmap 2030](#)” which has been accepted by the management of the University of applied science in 2024.

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:

3

Score explanation:

The Bern University of Applied Science (BFH) published the “[Beschaffungsstrategie BFH](#)” which defines a comprehensive procurement strategy for purchasing materials with socially fair, sustainable and economical requirements.

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:

BFH does have a “Leitfaden für nachhaltige Events”, a guideline which can be ordered with the Office of Sustainability (sustainability@bfh.ch) [Fachstellen | BFH](#). The guidelines are not a requirement for events at BFH but the nursing school highly recommends to follow these criterias.

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:	0
<i>Score explanation:</i> <i>The Department of Health at Bern University of Applied Science (BFH) does not own any lab spaces. There was no available information about the other Departments and their lab spaces.</i>	

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:	2
<i>Score explanation:</i> <i>BFH published its annual financial statement Jahresrechnung Comptes annuels 2024 in which the public sector such as the Canton of Bern, other cantons and government funds, are listed as the main financial backer followed by tuition and exam fees. Another part is generated by third-party funds (allowance or earnings for/ from research, advanced training and services). The Canton of Bern declared its financial sources in the income statement of 2024 (Erfolgsrechnung) and the government as well in their statement (Staatsrechnung).</i> <i>BFH published a factsheet Treibhausgasbilanz 2024 about the greenhouse gas emission during the year of 2024 and a full report of the energy usage and the greenhouse gas emissions of the school (Energie_THG_Ergebnisbericht_2024) can be requested with the Office of Sustainability (sustainability@bfh.ch).</i> <i>The report shows how BFH still depends on fossil fuel companies to cover its heating and electricity usage. Nevertheless does the "Klimaroadmap 2030" declare the schools goals regarding sustainability including the reduction of CO2 emissions and fossil fuel usage.</i>	

Section Total (22 out of 32)	68.75%
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Back to Summary Page [here](#).

Grading

Section Overview

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

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

Planetary Health Grades for the Bern University of Applied Sciences School of Nursing.

The following table presents the individual section grades and overall institutional grade for the Bern University of Applied Sciences School of Nursing on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(39/68) \times 100 = 57.35\%$	C+
Interdisciplinary Research (17.5%)	$(10/17) \times 100 = 58.82\%$	C+
Community Outreach and Advocacy (17.5%)	$(6/14) \times 100 = 42.86\%$	C-
Support for Student-led Planetary Health Initiatives (17.5%)	$(9/15) \times 100 = 60.00\%$	B-
Campus Sustainability (17.5%)	$(22/32) \times 100 = 68.75\%$	B
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 57.53\%$	C+

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which BERN UNIVERSITY OF APPLIED SCIENCE has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for Bern University of Applied Sciences

