



Planetary Health Report Card (Nursing) 2026: *Usmanu Danfodiyo University*



2025-2026 Contributing Team

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Summary of Findings

Overall Grade	B
Curriculum	B-
<ul style="list-style-type: none"> • There is an integration of relevant planetary health topics into Usmanu Danfodiyo University's medical school curriculum. • Recommendations: More focus on the environmental impact of surgical healthcare on planetary health 	
Interdisciplinary Research	A-
<ul style="list-style-type: none"> • <i>Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing</i> hosted a series of events on topics related to planetary health and sustainability i. However the series is not directly aimed at nursing students. • Recommendations: <i>Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing</i>, could organise a conference directly related to Planetary Health. They could also join the Planetary Health Alliance and the Global Consortium on Climate and Health Education. 	
Community Outreach and Advocacy	C+
<ul style="list-style-type: none"> • <i>Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing</i> has some community outreach relating to planetary health.. • Recommendations: More community partnerships and outreach relating to planetary health. 	
Support for Student-Led Initiatives	A-
<ul style="list-style-type: none"> • <i>Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing</i> support student groups related to planetary health. In addition the University offers opportunities for students to participate in co-curricular related to planetary health programs. • Recommendations: Support for student-led initiatives mostly comes from the wider University rather than the Nursing School. We recommend the medical school offers increased support to students interested in sustainable initiatives for example via creating a website that advertises mentors or opportunities for students relating to PH or ESH and prioritises grants for related research. 	
Campus Sustainability	B-
<ul style="list-style-type: none"> • <i>As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences</i> has made good progress to become a more sustainable campus in conjunction with the wider University, including fossil fuel divestment and using fully renewable energy on site, to setting achievable goals for carbon neutrality in the future. • Recommendations: There is still much to improve with the campus sustainability. Goals and plans are already in place at the Medical School, especially in transportation and building, but we also recommend focusing on making lab spaces more sustainable and improve/introduce sustainable guidelines for events and procurement 	

Statement of Purpose

Planetary health is human health.

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

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

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 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:	2
<i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; COM 203 Environmental health; The effect of environmental factors on health of the community assessment and action to improve the quality of the environment is emphasised. Man and his environment. Environmental factors that affect noise, gas pollution, waste product, air, water. Environmental sanitation: waste disposal, vector control, housing and water supply. Food hygiene. Rural-urban migration	

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:	1
<i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under;	

COM 203 Environmental health; The effect of environmental factors on health of the community assessment and action to improve the quality of the environment is emphasised. Man and his environment. Environmental factors that affect noise, gas pollution, waste product, air, water. Environmental sanitation: waste disposal, vector control, housing and water supply. Food hygiene. Rural-urban migration

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

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

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

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

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

Score Assigned:

2

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; COM 407: Principles and method of epidemiology Introduction to Occupational Health; Occupational Environment and Hazards; Impact of Work on Health and Health on Work; Common Occupational Health Diseases and Health-related Problems in Nigeria and their Control; Health Problems of Agricultural Workers in Nigeria; Occupational Health Services and their functions; Occupational health policies and legislations; Workman Compensation Act, etc. National and International Regulations relating to Occupational Health

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:

3

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; COM 203 (Environmental Health Practice: food hygiene and market sanitation; pollution of the environment, water, noise; pollution by irradiation and industries; parasites of public health importance in Nigeria; vectors of diseases and their control; good housing; water treatment; sanitary disposal of solid waste; sewage disposal and treatment)

COM 202: MAN AND ITS ENVIRONMENT

“Man’s interaction with his Environment: adaptation process, balance and change; Food chain”
It states the climate change effects on ecosystems and particular species as impacting microbial proliferation; and impaired crop, livestock and fisheries yields, leading to impaired nutrition, health and survival.

The session covers how the activities of man in the environment can cause a change in climatic conditions with a resultant effect on health.

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:

3

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; NUR 302 and NUR 303, MENTAL HEALTH NURSING I & 2 respectively emphasises mental health issues and well-being effects resulting from environmental degradation and climate change

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:

3

Score explanation: Usmanu Danfodiyo University College of Health Science, the current curriculum there's a lecture on COM 202: MAN AND ITS ENVIRONMENT
“Man’s interaction with his Environment: adaptation process, balance and change; Food chain”
It states the climate change effects on ecosystems and particular species as impacting microbial proliferation; and impaired crop, livestock and fisheries yields, leading to impaired nutrition, health and survival.

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> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under;</p> <p>As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under;</p> <p>COM 406 Nutrition in Health & Wellness - Food in relation to life cycle and dietetics and diet in illness. Food purchasing, presentation preparation and diet therapy are studied to enable the student provide well balanced diets to dents and patients</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:	3
<p><i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under;</p> <p>COM 203 (Environmental Health Practice: food hygiene and market sanitation; pollution of the environment, water, noise; pollution by irradiation and industries; parasites of public health importance in Nigeria; vectors of diseases and their control; good housing; water treatment; sanitary disposal of solid waste; sewage disposal and treatment)</p> <p>COM 202: MAN AND ITS ENVIRONMENT</p> <p>“Man’s interaction with his Environment: adaptation process, balance and change; Food chain”</p> <p>It states the climate change effects on ecosystems and particular species as impacting microbial proliferation; and impaired crop, livestock and fisheries yields, leading to impaired nutrition, health and survival.</p> <p>The session covers how the activities of man in the environment can cause a change in climatic conditions with a resultant effect on health</p>	

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
<p><i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; COM 202: MAN AND HIS ENVIRONMENT- Industrial/Occupational Health, Exposure to workplace ergonomics, occupational hazard and safety, promotion of health of people in the workplace, biological risk factors and dust, Disasters in the community and control/treatment NUR 306: MATERNAL AND CHILD HEALTH 1 The health of a family during it's child bearing and childrearing years, the needs of mother and the newborn during the maternal cycle, the reproductive life cycle, obstetrics and gynecological conditions.</p>	

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:	0
<i>Score explanation: The topic was not covered.</i>	

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:	3
<p><i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; Part of the required courses at Usmanu Danfodiyo University College of Health Science are; COM 203 (Environmental Health Practice: food hygiene and market sanitation; pollution of the environment, water, noise; pollution by irradiation and industries; parasites of public health</p>	

importance in Nigeria; vectors of diseases and their control; good housing; water treatment; sanitary disposal of solid waste; sewage disposal and treatment)
 COM 202: MAN AND HIS ENVIRONMENT
 “Man’s interaction with his Environment: adaptation process, balance and change; Food chain”
 It states the climate change effects on ecosystems and particular species as impacting microbial proliferation; and impaired crop, livestock and fisheries yields, leading to impaired nutrition, health and survival. The session covers how the activities of man in the environment can cause a change in climatic conditions with a resultant effect on health.

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:

1

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; GST 311 Entrepreneurship and Innovation - legal issues, Insurance and Environmental considerations.

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

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under;
 COM 203 (Environmental Health Practice: food hygiene and market sanitation; pollution of the environment, water, noise; pollution by irradiation and industries; parasites of public health importance in Nigeria; vectors of diseases and their control; good housing; water treatment; sanitary disposal of solid waste; sewage disposal and treatment)
 COM 202: MAN AND ITS ENVIRONMENT
 “Man’s interaction with his Environment: adaptation process, balance and change; Food chain”

It states the climate change effects on ecosystems and particular species as impacting microbial proliferation; and impaired crop, livestock and fisheries yields, leading to impaired nutrition, health and survival.
 The session covers how the activities of man in the environment can cause a change in climatic conditions with a resultant effect on health.

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:

1

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; NUR 308 Community health nursing - The role of the community health nurse. Meeting the health needs of the community; the handicapped, social drop-outs; problem of the aged health administration in the community. The use of the standing orders; the geriatrics patient care; beggars, migrants, prostitution and refugees.

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

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

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

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

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

Score Assigned:

1

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; NUR 308 Community health nursing - The role of the community health nurse. Meeting the health needs of the community; the handicapped, social drop-outs; problem of the aged health administration in the community. The use of the standing orders; the geriatrics patient care; beggars, migrants, prostitution and refugees.

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:	1
<p><i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; NUR 308 Community health nursing - The role of the community health nurse. Meeting the health needs of the community; the handicapped, social drop-outs; problem of the aged health administration in the community. The use of the standing orders; the geriatrics patient care; beggars, migrants, prostitution and refugees.</p>	

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
<p><i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; COM 203 (Environmental Health Practice: food hygiene and market sanitation; pollution of the environment, water, noise; pollution by irradiation and industries; parasites of public health importance in Nigeria; vectors of diseases and their control; good housing; water treatment; sanitary disposal of solid waste; sewage disposal and treatment)</p> <p>COM 202: MAN AND ITS ENVIRONMENT “Man’s interaction with his Environment: adaptation process, balance and change; Food chain” It states the climate change effects on ecosystems and particular species as impacting microbial proliferation; and impaired crop, livestock and fisheries yields, leading to impaired nutrition, health and survival. The session covers how the activities of man in the environment can cause a change in climatic conditions with a resultant effect on health.</p>	

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:	0
<i>Score explanation:</i> This topic was not covered	

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
<i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under COM 203 (Environmental Health Practice: food hygiene and market sanitation; pollution of the environment, water, noise; pollution by irradiation and industries; parasites of public health importance in Nigeria; vectors of diseases and their control; good housing; water treatment; sanitary disposal of solid waste; sewage disposal and treatment).	

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:	3
<i>Score explanation:</i> As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; COM 203 (Environmental Health Practice: food hygiene and market sanitation; pollution of the environment, water, noise; pollution by irradiation and industries; parasites of public health importance in Nigeria; vectors of diseases and their control; good housing; water treatment; sanitary disposal of solid waste; sewage disposal and treatment) COM 202: MAN AND ITS ENVIRONMENT “Man’s interaction with his Environment: adaptation process, balance and change; Food chain”	

It states the climate change effects on ecosystems and particular species as impacting microbial proliferation; and impaired crop, livestock and fisheries yields, leading to impaired nutrition, health and survival.

The session covers how the activities of man in the environment can cause a change in climatic conditions with a resultant effect on health.

PHA 302: Acquire knowledge of derivation, action and functions of drugs on body system, problem of chemotherapy and the contribution of traditional chemotherapeutic measures to health maintenance. Toxicology and drug abuse.

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:

3

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, this was covered under; NUR407: COMMUNITY HEALTH NURSING III Advance community health concept and their application, field trip and rural community posting, care studies and seminar presentations.

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

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

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

Score Assigned:

1

Score explanation: One of our lecturer who specializes on public health/community health nursing

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
<i>Score explanation:</i> No, the school of nursing has not been involved with IPE simulations in the past three years.	

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
<i>Score explanation:</i> No, the school of nursing does not include teaching on civic engagement/advocacy to address the environmental and structural determinants of health	

Section Total (41 out of 68)	60%
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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
<i>Score explanation:</i> Yes, there are faculty members at the institution who have a primary research focus on planetary health or sustainable healthcare in community medicine and veterinary medicine	

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:	3

Score explanation: There is at least one dedicated department or institute for interdisciplinary planetary health research, one health institute

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 point)

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

Score Assigned:

2

Score explanation: Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda

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:

2

There is a website that attempts to centralise various campus resources related to one health and the environment, but it is not updated and not adequately comprehensive.

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
<i>Score explanation:</i> Yes, the institution has hosted at least one symposium on topics related to one health in 2024	

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
<i>Score explanation:</i> No, the institution is not a member of such an organisation	

Section Total (13 out of 17)	76%
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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 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:	2
<p><i>Score explanation:</i> Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health including the Ministry of the Environment during rural posting</p> <p>.</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:	3

Score explanation: The institution offers community-facing courses or events at least once every year during rural posting..

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:

2

Score explanation: Yes, all students regularly receive communication updates dedicated 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 providers. (1 point)

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

Score Assigned:

1

Score explanation: As part of the core curriculum at Usmanu Danfodiyo University Faculty of Allied Health Sciences; department of nursing, offers multiple in-person relating to planetary health and sustainable healthcare for post-graduate providers. E.g Hybrid master's Degree in one health

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
<i>Score explanation:</i> No affiliated medical centres have accessible educational materials for patients.	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> 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:</i> No affiliated hospitals have accessible educational materials for patient.	

Section Total (8 out of 14)	57%
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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 <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (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
<i>Score explanation:</i> Yes, the institution offers funding for students to enact sustainability initiative projects as part of the core curriculum, e.g. during the Trees planting program in 2024, funding was provided by the institution.	

4.2. Does your <u>institution</u> 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
<i>Score explanation:</i> There are research opportunities for students to perform research related to sustainable healthcare, but these require student initiative to seek these out and carry them out at their own pace	

4.3. Does the <u>institution</u> 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:

0

Score explanation: There is no institution-specific webpage for locating planetary health and/or sustainable healthcare projects or mentors

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:

2

Score explanation: Yes, there is a student organisation with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional 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:

1

Score explanation: Yes, there is a student representative who serves on an institutional decision-making committee

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	0
<p><i>Score explanation: yes,</i></p> <ol style="list-style-type: none"> <i>1. Tree planting program organised by the One health institute in 2024</i> <i>2. During the launch of Student one health Innovative Club (SOHIC) in 2024</i> <i>3. During Usmanu Danfodiyo University Medical Student (UDUMSA) health week in 2024</i> <i>4. During the Usmanu Danfodiyo Young antimicrobial Resistance Stewards (UDUYARS) arts exhibition in February 2025</i> <p><i>During Usmanu Danfodiyo University Medical Student (UDUMSA) Blood Drive component of Health week in 2024.</i></p>	
Section Total (11 out of 15)	73%

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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
<i>Score explanation:</i> Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. For the SOHIC Student Health Innovative Club overseen by a faculty member.	

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:	1
<i>Score explanation:</i> The institution/medical school does not meet any of the requirements listed above	

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:

2

Score explanation: yes. The Centre for Advanced Medical Research and Training CAMRET has a 24-hour solar panel installation

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:

3

Score explanation: 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. E.g. an ongoing diagnostic centre construction..

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:	0
<i>Score explanation:</i> The institution has not implemented strategies to encourage and provide environmentally friendly transportation options.	

5.6. Does your <u>institution</u> 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:	2
Yes, the institution has both compost and recycling programs accessible to students and faculty. For the sewage treatment plant in Usmanu Danfodiyo University Sokoto	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has 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:	3
<i>Score explanation:</i> 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	

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: Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability 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:

2

Score explanation: Every event hosted at *Usmanu Danfodiyo University College of Health Science* must abide by sustainability criteria.:

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: There was an initial guideline and adherence to the guidelines. However, it is not fully adhered to anymore because of the increased student quota

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:	0
<i>nil</i>	
Section Total (20 out of 32)	63%

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Grading

Section Overview

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

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

**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 Usmanu Danfodiyo School of Nursing.

The following table presents the individual section grades and overall institutional grade for the Usmanu Danfodiyo School of Nursing on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(41/68) \times 100 = 60\%$	B-
Interdisciplinary Research (17.5%)	$(14/17) \times 100 = 82\%$	A-
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71\%$	C+
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80\%$	A-
Campus Sustainability (17.5%)	$(20/32) \times 100 = 63\%$	B-
Institutional Grade	$(60 \times 0.3 + 82 \times 0.175 + 71 \times 0.175 + 80 \times 0.175 + 63 \times 0.175) = 70\%$	B

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which Usmanu Danfodiyo University has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for Usmanu Danfodiyo University

