



Planetary Health Report Card (Nursing):

Universitas Syiah Kuala - Aceh, Indonesia



2025 - 2026 Contributing Team :

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Land acknowledgment: Universitas Syiah Kuala acknowledges that its campus stands on the ancestral lands of the Acehnese people and honors their enduring cultural, historical, and spiritual connection to this land, as well as their stewardship of the environment across generations.

Summary of Findings

Overall Grade	D
Curriculum	F
<p>The Faculty of Nursing, Universitas Syiah Kuala Program has integrated planetary health into undergraduate (Bachelor's) and Professional Nursing (Ners) coursework. Relevant content is included in courses such as Disaster and Environmental Knowledge, Environmental Citizenship, Health Promotion in Nursing Practice, Entrepreneurship and Sociotechnopreneurship focused on recycling and waste innovation, and Disaster Nursing.</p> <p>Identified Gaps: No dedicated specialization, inconsistent coverage of planetary health across courses, limited climate-related education in patient-provider interactions, and minimal involvement of lecturers in providing academic guidance and instructional support related to planetary health. Priority actions include establishing a structured planetary health certification or pathway, standardizing curricular content across programs, strengthening training in sustainability-oriented clinical practice, and enhancing institutional leadership and governance within nursing.</p>	
Interdisciplinary Research	F
<p>Universitas Syiah Kuala, including the Faculty of Nursing has not yet organized conferences, symposiums, or scientific forums explicitly focused on planetary health, nor is there documented participation in formal planetary health networks. Therefore, these activities do not yet meet the Planetary Health Report Card (PHRC) criteria.</p> <p>Recommendations: The institution could strengthen its engagement by organizing planetary health-focused scientific forums and joining relevant national or international networks.</p>	
Community Outreach and Advocacy	B
<p>The Faculty of Nursing, Universitas Syiah Kuala, provides community outreach in the Gerakan Mahasiswa Keperawatan Peduli Masyarakat (GEMPAR) program in Aceh Besar. In this program, students and lecturers provided community services such as free medical treatment, health screenings for older adults, stunting prevention campaigns, and education on clean and healthy living behaviors, as well as environmental sanitation activities. These activities demonstrate the faculty's contribution to improving community health and environmental awareness. However, several areas still require improvement, particularly in strengthening communication and disseminating accessible learning media for students, patients, and the wider community.</p> <p>Recommendations: Although collaborations and conferences related to planetary health are already established, community engagement could be further expanded through broader education programs on climate change and health, waste reduction campaigns, and partnerships with local organizations for environmental initiatives.</p>	
Support for Student-Led Initiatives	C
<p>The community service activities carried out are still incidental in nature, such as organizing environmental clean-up activities in villages that have health and sanitation problems. These activities include educating the community about the importance of household waste management and collaborating with village authorities in community mutual cooperation activities to clean the environment. However, these activities have not been conducted sustainably and are not yet supported by the presence of a student organization or community within the USK Nursing program that specifically focuses on environmental health or planetary health issues.</p> <p>Recommendations: We recommend that the Faculty of Nursing expand faculty-level planetary health and environmental programs and research and establish a centralized platform to share opportunities, resources, and mentorship to better support student-led initiatives.</p>	

Campus Sustainability	C
<p>Universitas Syiah Kuala has established a foundational commitment to sustainability through the university-wide SDGs Center and has successfully implemented mandatory green criteria for institutional events, alongside basic conventional recycling and energy-efficient designs in its newest buildings. However, the Faculty of Nursing still faces significant challenges in achieving high-level sustainability targets, particularly regarding fossil-fuel divestment, large-scale renewable energy integration, and formal carbon neutrality roadmaps for 2030 or 2040.</p> <p>Recommendations: To improve its sustainability standing, the Faculty of Nursing should transition from optional guidelines to mandatory requirements in supply procurement and laboratory management by establishing a formal "Green Lab" certification. Additionally, the institution is encouraged to develop an accessible organic composting program for students and faculty, while proactively seeking institutional commitments to divest from fossil-fuel investments to align with global climate leadership standards.</p>	

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 schools’ 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 medical 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) medical school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilization 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 nursing students, can meet this metric.

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

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

Other considerations:

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the nursing school curriculum. The curriculum for nursing programs around the world shares many core topics regarding health and the medical system. In order to create a truly holistic education that includes the implications of our changing climate, the subject must be integrated into the nursing curriculum. As future frontline workers, nurses will experience the dire consequences of climate change first-hand and must be equipped to not only care for afflicted patients but to encourage preventative change. We are already seeing the impacts on human health that climate change can bring, and the nursing curriculum must reflect these realities.

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:	0
<p><i>Score explanation:</i> The Faculty of Nursing, Universitas Syiah Kuala (USK) does not formally integrate content addressing the relationship between extreme weather events, climate change, and related health impacts into the nursing curriculum.</p> <p>Existing learning materials focus primarily on disaster management and health response, with only limited and indirect reference to climate change or the planetary health framework. Consequently, the topic evaluated under this criterion is not substantively incorporated within the curriculum.</p>	

1.2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storm, flooding, heat, drought, air pollution) on individual health?	
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 Faculty of Nursing, Universitas Syiah Kuala (USK) addresses this topic only briefly; for **bachelor's** nursing students in the sixth semester :

Students do study :

Course Code SFKA 3062 - Disaster Nursing (2 credits)

(The types of disasters discussed include **tsunamis, volcanic eruptions, floods, droughts, tropical storms, and landslides**).

- **Course Learning Outcome (CLO/CPMK) 172:** Addresses patient and healthcare worker safety in disaster settings, including documentation and reporting procedures, Rapid Health Assessment (RHA), **triage and life-saving interventions during disasters, disaster nursing care**, and table-top exercises.
- **Course Learning Outcome (CLO/CPMK) 173:** Addresses the core phases of community-based disaster management programs, namely preparedness, mitigation, response, recovery, and rehabilitation.

In addition to addressing the impacts of extreme weather events on individual health, the curriculum also examines their effects on the health of **specific and vulnerable population groups**.

- **Course Learning Outcome (CLO/CPMK) 175:** Addresses population health needs arising from disaster contexts, with particular attention to **special population groups**, including pregnant and breastfeeding women, infants and children, and older adults.

Linkage between CLOs and PLOs:

CLO 07: Learning Content/BK 16 – Environment and Disaster Management

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:

0

Score explanation: Faculty of Nursing, Universitas Syiah Kuala (USK), **does not** specifically integrate content addressing climate change and its implications for changing patterns of infectious diseases. Existing learning materials primarily focus on infectious diseases and related health issues in a general context, without explicitly linking changes in the distribution, frequency, or transmission patterns of infectious diseases to climate change. Consequently, the topic evaluated under this criterion is considered **not to be substantively covered within the curriculum**.

Students do study in third Semester :

Course Code SFKA 2033 – Patient Safety and Occupational Health Practicum (1 credit)

students are expected to be able to provide safe nursing care for patients. When faced with cases related to occupational health and safety in nursing, students are able to plan strategies to improve nurses' health and safety at every stage of the nursing process in accordance with occupational health and safety standards.

Course Code SFKA 2041 – Health Education and Promotion Practicum (1 credit)

students to be able to develop health promotion and health education programs for clients based on their needs.

And Sixth Semester

Course Code SFKA 3060 – Aggregate in Community Nursing Practicum (2 credits)

This course applies nursing care practice in community settings, including school health and occupational health. It also covers care for developmental groups (children, adolescents, and older adults), vulnerable populations (people with disabilities and individuals in correctional settings), and populations with infectious and chronic diseases in the community. In addition, the course introduces the development of complementary therapies and the role of nurses in implementing complementary therapy.

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:

0

Score explanation: Faculty of Nursing, Universitas Syiah Kuala (USK), **does not** specifically address the pathophysiological health impacts resulting from environmental degradation and climate change, including air, soil, and water pollution, extreme heat exposure, human–animal interactions, and the emergence of new pathogens. Existing learning materials primarily focus on general health and disease concepts, without explicitly linking environmental and climate change factors to the underlying pathophysiological mechanisms affecting health. Consequently, the topic evaluated under this criterion is considered **not to be substantively covered within the curriculum**.

Courses that address environmental topics are limited and primarily; for bachelor's nursing exposed to environmental topics only:

Students do study in first semester (University Compulsory Course) :

Course Code MKWU 1005 – Disaster and Environment (2 credits)

Designs simple projects aimed at preventing environmental degradation and promoting environmental sustainability, as integrated within course learning activities.

Within this course, students are expected to:

- Make appropriate decisions based on the analysis of information and data to solve discipline-related problems, as integrated into course learning activities;
- Develop simple contingency plans as a critical step in disaster preparedness, as applied within the course context;
- Design simple projects aimed at preventing environmental damage and enhancing environmental sustainability, integrated into the course content.

Code SFKA 1011 – Basic Human Needs Science (3 Credits)

Course Code SFKA 1013 – Basic Human Needs Science Practicum (1 Credits)

This course discusses the concepts, principles, techniques, and procedures of nursing care carried out individually or in groups to meet patients’ basic needs. These include activity and exercise, oxygenation, fluid and electrolyte balance, rest and sleep, nutrition, and elimination.

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

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

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

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

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

Score Assigned:

2

Score explanation: The Faculty of Nursing, Universitas Syiah Kuala (USK) addresses this topic only briefly ; for **bachelor’s** nursing students during the sixth semester.

Students do study :

Course Code SFKA 3062 - Disaster Nursing (2 credits)

This course covers key concepts of disaster nursing and disaster management, including disaster risk analysis, ethical and legal aspects in disaster nursing, and nursing competencies in disaster situations based on the International Council of Nurses (ICN) standards. It also introduces the Incident Command

System (ICS), Hospital Incident Command System, Emergency Medical System (EMS), and Disaster Medical Assistance Team (DMAT).

Students learn about disease management during disasters, mass casualty management, and patient and healthcare worker safety in disaster settings. The course also includes documentation and reporting, Rapid Health Assessment (RHA), triage and life-saving actions, disaster nursing care, table-top exercises, and disaster drills through health team collaboration.

In addition, students study community-based disaster management phases, including preparedness, mitigation, response, recovery, and rehabilitation. The course also addresses psychosocial issues in disasters, such as sources of stress, psychological responses to disasters, psychosocial problems, and psychological triage and management of psychosocial impacts. Furthermore, students learn about the needs of special populations during disasters, including pregnant and breastfeeding women, infants and children, and older adults.

- Course Learning Outcome (CLO/CPMK) 174** : Describes nursing care concepts related to psychosocial problems arising from disasters, including sources of stress during disasters, reactions to disasters, phases of psychological responses to disasters, types of psychosocial problems resulting from disasters, as well as the application of psychological triage and the management of disaster-related psychosocial impacts, such as *stress, anxiety, fear, grief, hopelessness, loss of hope, feelings of guilt, uncertainty and sudden changes in mood or emotional state experienced by individuals and communities affected by disasters.*

Linkage between CLOs and PLOs :

Learning Content/BK 16 – Environment and Disaster Management

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:

0

Score explanation: The Faculty of Nursing, Universitas Syiah Kuala (USK), **does not address the relationship between climate change, food and water security, and their impacts on health within the nursing curriculum.** There is no explicit or structured content linking climate change to food and water security or explaining their implications for human health. As a result, this is not covered within the curriculum.

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:	0
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Score explanation: **The Nursing USK curriculum does not explicitly address the environmental and health co-benefits of a plant-based diet.** While core courses discuss food security, nutrition-related challenges, and environmental sustainability in disaster and climate change contexts, dietary patterns—particularly plant-based diets—are not specifically presented as integrated health and environmental interventions. Therefore, this topic is not formally included in the current nursing curriculum.

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:	0
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Score explanation: **The Nursing curriculum does not clearly or specifically address the interconnections between ecosystem health, human health, and climate change.** Although environmental issues and climate-related topics are mentioned in some courses, they are discussed separately and not presented as an integrated framework linking ecosystem conditions, climate change, and human health outcomes. As a result, this topic is not formally included in the curriculum.

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

- 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:</i>The Faculty of Nursing, Universitas Syiah Kuala (USK) does not address the reproductive health effects of industry-related environmental toxins, such as air pollution or pesticide exposure, within its nursing curriculum. These topics are not explicitly discussed or linked to reproductive health or environmental and planetary health concepts, therefore this topic is considered not covered.</p> <p>Students do study in second semester :</p> <p>Course Code SFKA2031 - Patient Safety and Occupational Health (1 credit)</p> <p>(The focus includes <i>patient safety, occupational health and safety (OHS), infection prevention, and the safe management of hazardous materials within the healthcare environment</i>).</p> <ul style="list-style-type: none"> • Course Learning Outcome (CLO/CPMK) 067: Applying legal and ethical principles in every nursing care practice to prevent Patient Safety Incidents (PSIs). • Course Learning Outcome (CLO/CPMK) 068: Implementing nursing care concepts that meet patient safety goals while integrating occupational health and safety (OHS) principles in healthcare services. <p>Course Code SFKA2033 - Patient Safety and Occupational Health Practicum (1 credit)</p> <p>(The focus includes patient and individual occupational safety, infection prevention, and hazardous material control in nursing care).</p> <ul style="list-style-type: none"> • Course Learning Outcome (CLO/CPMK) 069: Practicing patient and individual occupational health and safety (OHS) in nursing care to prevent infection transmission and manage hazardous materials (B3), promoting a healthy and safe life. <p>Linkage between CLOs and PLOs:</p> <p>Learning Content/BK-16 – Environment and Disaster Management</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:	1

Score explanation: **The Faculty of Nursing at USK does not specifically emphasize Indigenous and Traditional Knowledge Systems as key elements of planetary health solutions.** While cultural aspects of care and community-based approaches may be discussed in general terms, Indigenous and Traditional Knowledge is not explicitly identified or systematically integrated into the core or elective nursing curriculum. Therefore, this topic is considered not covered.

Universitas Syiah Kuala (USK) compulsory courses in Faculty of Nursing addresses this topic only briefly; for **bachelor’s** nursing students during the first semester.

Course Code MKWU 1005 – Disaster and Environment (2 credits)

Designing simple contingency plans for disaster preparedness by integrating local wisdom to protect communities and the environment. One example is the use of traditional knowledge from the people of Simeulue Island through the song “Nandong Smong.” This traditional song teaches communities to immediately move to higher ground when strong earthquakes and receding sea water occur, which are natural signs of a tsunami. By incorporating cultural elements such as *Nandong Smong* into disaster education and preparedness plans, communities can better understand early warning signs and respond quickly to environmental disasters while preserving local cultural heritage.

- **Course Learning Outcome (CLO/MKWU) 1005:** Designing simple contingency plans as a crucial step in disaster response by incorporating local wisdom and applying them in community life.

Linkage between CLOs and PLOs:

Learning Content/*BK-16 – Environment and Disaster Management*

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:

0

Score explanation: The Faculty of Nursing, Syiah Kuala University (USK) **does not** specifically address environmental threats resulting from human activities relevant to the surrounding community (e.g., local pollution sources, flood risk, water pollution, waste management).

Students do study in second semester :

Course Code SFKA2031 - Patient Safety and Occupational Health (1 credit)

(The focus includes *patient safety, occupational health and safety (OHS), infection prevention, and the safe management of hazardous materials within the healthcare environment*).

Learning Content/BK-16 – Environment and Disaster Management

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

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

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

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

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

Score Assigned:

0

Score explanation: The nursing curriculum Faculty of Nursing, Universitas Syiah Kuala (USK), **does not** specifically address socioeconomic or racial disparities related to exposure to extreme weather and climate change. Current learning materials focus more on general disaster management and health impacts of disasters, without explicitly discussing how climate change disproportionately affects different socioeconomic

Students do study in sixth semester :

Course Code SFKA 3062 - Disaster Nursing (2 credits)

This course introduces the **fundamental concepts of disaster nursing and disaster management**, including disaster risk analysis, ethical and legal aspects, and nursing competencies in disaster situations based on ICN standards. Students also learn about the Incident Command System (ICS), Emergency Medical System (EMS), and Disaster Medical Assistance Team (DMAT).

The course covers mass casualty management, patient and healthcare worker safety, triage and life-saving actions, Rapid Health Assessment (RHA), disaster nursing care, and disaster drills. In addition, it discusses community-based disaster management phases (preparedness, mitigation, response, recovery, and rehabilitation) and psychosocial issues in disasters, including stress responses, psychological triage, and the needs of vulnerable populations such as pregnant women, children, and older adults.

Learning Content/BK 16 – Environment and Disaster Management

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

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

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

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> The Nursing curriculum does not clearly discuss how climate change affects health unequally around the world. Climate change is mentioned in some subjects, but the topic of global health inequality and how vulnerable populations are more affected is not explained in a specific or focused way. Therefore, this topic is not formally included in the curriculum .	

1.14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> The nursing curriculum does not specifically discuss climate and environmental health challenges faced by marginalized populations and communities. While environmental and public health topics are mentioned in general, there is no clear focus on how these challenges disproportionately affect vulnerable or marginalized groups. Therefore, this topic is not formally included in the curriculum .	

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:	0
<i>Score explanation:</i> The Faculty of Nursing, Universitas Syiah Kuala (USK) does not currently address the impacts of environmental degradation due to climate change on marginalized populations and communities within its nursing curriculum. These topics are not explicitly discussed or linked to planetary health concepts, therefore this topic is considered not covered .	

Student do study in First Semester (University Compulsory Courses)

Course Code MKWU 1005 – Disaster and Environment (2 credits)

The **General Course on Disaster and Environmental Knowledge** was introduced by **Universitas Syiah Kuala in 2016** to strengthen the capacity of human resources with strong character, particularly in supporting disaster risk reduction efforts following the 2004 tsunami.

The course provides students with **basic knowledge of disaster and environmental issues** and encourages character development so they can contribute to addressing these challenges. However, the content mainly focuses on **disaster awareness and environmental understanding**, and **does not explicitly link these topics to planetary health concepts**.

And Sixth Semester :

Course Code SFKA 3062 - Disaster Nursing (2 credits)

Designing simple contingency plans for disaster preparedness by integrating local wisdom to protect communities and the environment. This course does not specifically address marginalized communities and the impacts of injustice. The curriculum does not address marginalized or underserved communities and the impacts of environmental degradation.

Learning Content/BK 16 – Environment and Disaster Management

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: The Faculty of Nursing, Universitas Syiah Kuala (USK) **does not** addresses this topic only for **bachelor’s** nursing stude It addresses occupational health and safety promotion but **does not** explicitly address disproportionate toxic exposure among marginalized communities (environmental justice).

Students do study in third semester :

Course Code SFKA2039 - Health Education and Promotion (2 credits)

(This course covers core concepts, theories, and methods of health promotion and health education, equipping students to design needs-based health promotion and education programs for clients).

Course Code SFKA2033 - Patient Safety and Occupational Health Practicum (2 credits)
 (This course focuses on applying patient safety and occupational health and safety (OHS) principles, including hazard identification, infection prevention, proper PPE use, incident reporting, and fostering a safety culture in clinical nursing practice).

Learning Content/BK 16 – Environment and Disaster Management

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:

1

Score explanation: The Faculty of Nursing, Universitas Syiah Kuala (USK) addresses this topic as covered in elective coursework for **bachelor's** nursing students in sixth semester.

Course Code SFKA 3062 - Disaster Nursing (2 credits)

(This course covers disaster nursing and management, including risk analysis, ethical and legal aspects, emergency systems (ICS, EMS, DMAT), mass casualty and disease management, patient and responder safety, triage, rapid health assessment, documentation, and disaster simulations. It also addresses community-based disaster phases, psychosocial care, and the needs of vulnerable populations. This topic explicitly links extreme weather events to stress on healthcare systems (surge capacity, infrastructure disruption, supply chains, workforce safety).

Learning Content/BK 16 – Environment and Disaster Management

1.18. Does your nursing program address the no carbon footprint of healthcare systems?

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

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

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

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

Score Assigned:

0

Score explanation: The issue of the healthcare carbon footprint **has not** been mentioned specifically; however, the concepts of system efficiency, sustainability, and the environmental impact of healthcare services are implied within disaster and nursing management.

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:

0

Score explanation: This topic is not discussed. Service waste (medical equipment, energy, logistics) is addressed in the context of efficiency, quality, and patient safety, but **has not** yet been specifically framed as an environmental issue.

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

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

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

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

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

Score Assigned:

0

Score explanation: The Faculty of Nursing, Universitas Syiah Kuala (USK) **does not** currently cover the contribution of pharmaceuticals to environmental degradation or climate change within its nursing curriculum. Topics such as the environmental impacts of **anesthetic gases, inhaler propellants, pharmaceutical pollutants, or antibiotic resistance in relation to environmental sustainability** are not discussed.

Students do study in second semester :

Course Code SFKA1016 – Nursing Pharmacology (2 credits)

(This course explains the fundamental materials of pharmacology, including its history and procedures for drug classification skills. It is intended to equip nursing students with adequate hard skills and soft skills so that they can provide healthcare services and become competent graduates. Pharmacology courses focus solely on drug administration and classification, **not the environmental impacts of**

pharmaceuticals (e.g., anesthetic gases, inhalers, pharmaceutical waste, antibiotic resistance as an environmental issue).

Learning Content/BK-11: Emergency and Critical Nursing

Learning Content/BK-07: Medical-Surgical Nursing

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: The Faculty of Nursing, Universitas Syiah Kuala (USK) **does not** currently include specific content that prepares nursing students to communicate with patients, nursing home residents, visitors, or other health professionals about the health impacts of **climate change or environmental disruptions**. Communication strategies related to environmental health, climate change, or planetary health are **not explicitly addressed**

Students do study in third semester :

Course Code SFKA2015 – Nursing Therapeutic Communication (2 credits)

(This course analyses the concepts of therapeutic communication and the helping relationship within the context of the therapeutic nurse–client relationship and includes simulations of their application to help resolve problems faced by clients. It also covers nurse characteristics that facilitate therapeutic relationships, barriers in therapeutic communication, and the appropriate application of these skills when interacting with clients. This metric does not require a specific discussion about climate/environmental and health issues with patients and professionals. **It is simply not generally related to planetary health**)

Learning Content/BK-04: Health Communication and Education

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:	0
<i>Score explanation:</i> There is no specific unit or position; however, this responsibility is academically integrated through lecturers in the fields of Environmental and Disaster studies as well as the community, but it is not specifically dedicated to planetary health.	

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:	2
<p><i>Score explanation:</i> The Faculty of Nursing, Universitas Syiah Kuala (USK) has been involved with IPE simulations or experiences in the past year; for bachelor’s nursing students.</p> <p>Students do study in Seventh Semester :</p> <p>Course Code SFKA3064 – Disaster Nursing Practicum (1 credit)</p> <p>(This course enables students to apply disaster nursing, the disaster management continuum, disaster risk analysis, ethical and legal aspects of disaster nursing, nurse competencies in disasters, disease management during disasters, and mass casualty management, as well as patient and healthcare worker safety in disaster conditions. It also covers documentation/recording and reporting, Rapid Health Assessment (RHA), triage and life-saving actions in disasters, disaster nursing care, tabletop exercises, and disaster drills (health team collaboration).</p> <ul style="list-style-type: none"> • Course Learning Outcome (CLO/CPMK) 177: Practice disaster nursing across disaster phases, including simulations in the response phase (emergency disaster response); conduct Rapid Health Assessment and technical simulations of the Emergency Medical System (EMS); practice disaster nursing in the pre-disaster phase (threat assessment, disaster risk mapping, scenario development, and role/task allocation); participate in Disaster Medical Assistance Team (DMAT) activities; and demonstrate tabletop exercises and technical preparedness in disaster management, including the distribution of duties and responsibilities. <p>And Eighth Semester :</p> <p>Course Code SFKA6079 – Interprofessional Education (IPE) (2 credits)</p>	

(This course uses Cooperative Group Investigation with discovery methods, discussions, and Q&A. Students master the concept of interprofessional education (IPE) in healthcare to improve the quality of health services, including its objectives, benefits, history, models, and domains.)

- **Course Learning Outcome (CLO/CPMK) 193:** Explain the concept of interprofessional education (IPE) in healthcare to improve service quality, including its objectives, benefits, history, models, and domains to achieve quality education.
- **Course Learning Outcome (CLO/CPMK) 194:** Analyse professional and interprofessional competencies in interprofessional education (IPE), including general competencies, professional competencies, and interprofessional competencies to achieve quality education.
- **Course Learning Outcome (CLO/CPMK) 195:** Analyse research findings and evidence-based practice in interprofessional education (IPE) and interprofessional collaborative practice (IPC), as well as current developments in evidence-based practice to achieve quality education.

Learning Content/BK-07: Medical-Surgical Nursing

Learning Content/BK-11: Emergency and Critical Nursing

Learning Content/BK-16: Environmental and Disaster Studies

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:

2

New metric for 2025/26 PHRC. This metric highlights the role of healthcare professionals as advocates for their patients beyond just clinical care. As trusted voices, health professionals have significant influence on policy and public perceptions of the environmental and social determinants of health. Public policy profoundly impacts our health across areas of housing, food, access to healthcare and indirectly through climate and environmental policies. In many healthcare systems internationally advocacy by healthcare professionals is increasingly viewed as an ethical imperative and professional duty.

To learn more about this topic and the importance for healthcare professionals please review the following resources:

- Why and How Civic Health Should Be Incorporated Into Medical Education. Barrere-Cain et al., 2022. Academic Medicine.
- Civic Engagement: A Vital Sign of Health and Democracy. Philip M. Alerbti. AAMC.

For practical guidance on incorporating this into your health professional curriculum:

- CRHE Module: Interaction between health care systems, government policy, and environmental advocacy.
- Medical Schools Council (UK), Education for Sustainable Healthcare. A curriculum for the UK. Page 21. Professionalism, leadership and achieving structural change.

Score explanation: Universitas Syiah Kuala (USK) integrates civic engagement and advocacy-related competencies within its health professional curricula, primarily through structured community-based education and applied fieldwork experiences. The **Kuliah Kerja Nyata (KKN)** program is a required curricular component in which students engage directly with communities to address real-world social and environmental challenges, supporting experiential learning around population health and social responsibility.

<https://www.jpceh.org/index.php/pengabdian/article/download/234/165?utm>

International and interdisciplinary KKN initiatives further extend this engagement by involving students from health-related faculties in community-based problem solving, reinforcing the application of academic knowledge to environmental and social determinants of health.

<https://oia.usk.ac.id/usk-launched-the-4th-international-community-engagement-kkn-program/?utm>

Additionally, curriculum and institutional approaches emphasize community-based learning and participatory engagement with local populations, integrating sociocultural, ecological, and structural considerations into education. <https://www.mdpi.com/2227-7102/15/9/1214?utm>

While a discrete advocacy course was not identified, these structured community engagement programs and curriculum frameworks demonstrate that civic engagement and advocacy are embedded through experiential, community-oriented learning approaches.

Section Total (10 out of 65)	15%
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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:	0
<p><i>Score explanation:</i> There are no planetary health and/or sustainability researchers at the institution at this time. At the Faculty of Nursing at Universitas Syiah Kuala, both at the academic program bachelor and profession, research focuses primarily on disaster nursing, such as disaster preparedness, response, and recovery. Planetary health and the sustainability of healthcare services have not yet become a primary focus of research at the faculty level.</p> <p>Notes: However, at the university level, studies on the impacts of environmental change, natural disasters, and resource demands on human health continue to be conducted interdisciplinary, involving various faculties and research centres such as the Tsunami and Disaster Mitigation Research Center (TDMRC). https://tdmrc.usk.ac.id/</p>	

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

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

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

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

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

Score Assigned:

0

Score explanation: There is **no** dedicated department or institute At the Faculty of Nursing at Universitas Syiah Kuala, both at the academic program bachelor and profession.

Notes:

Universitas Syiah Kuala has academic units and research groups that address environmental health, disaster risk, and sustainability, such as faculties and centres focusing on public health, environmental sciences, and disaster mitigation (e.g., Tsunami and Disaster Mitigation Research Center/TDMRC).

However, there is currently no formally established interdisciplinary department or institute with a primary and explicit mandate dedicated to “Planetary Health” as an integrated field that systematically brings together health sciences, environmental sciences, engineering, social sciences, and policy under a single institutional structure. Therefore, while relevant environmental and occupational health expertise exists, a fully dedicated interdisciplinary planetary health institute has not yet been established at the institution.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

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

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

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

Score Assigned:

1

Score explanation: **No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda At the Faculty of Nursing at Universitas Syiah Kuala, both at the academic program bachelor and profession.

Notes:

Universitas Syiah Kuala implements community-engaged research approaches in areas related to disaster risk reduction, climate change adaptation, environmental health, and community resilience, particularly in Aceh, which is highly vulnerable to natural disasters and climate-related hazards. Through community-based participatory research, service-learning programs, disaster preparedness initiatives, and collaboration with local governments and community organizations, affected communities are actively involved in providing input, identifying priority problems, and advising researchers on relevant topics and intervention strategies. However, while community members provide structured input and consultation, they do not yet have formalized decision-making authority in setting the institutional research agenda. Therefore, the institution meets the criteria for advisory involvement rather than full decision-making power.

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:

0

Score explanation: There is **no** website at the Faculty of Nursing at Universitas Syiah Kuala, both at the academic program bachelor and profession.

Notes:

The Tsunami and Disaster Mitigation Research Center (TDMRC) at Universitas Syiah Kuala has an official website containing information on its activities, news, seminars, and research, particularly those related to disaster mitigation and community preparedness for natural hazards.

The website is available at <https://tdmrc.usk.ac.id/> and contains a variety of information about the centre's activities.

However, neither the TDMRC nor Universitas Syiah Kuala website specifically dedicates itself to "planetary health" as a separate research topic, as is commonly recognized in the global literature. The TDMRC's primary focus is on disaster mitigation and disaster management, although some of its activities address environmental and climate change issues within the framework of disaster risk.

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:	0
Score explanation: The Faculty of Nursing at Universitas Syiah Kuala has not hosted a conference on topics related to planetary health in the past three years both at the academic program bachelor and profession.	
<p>Notes:</p> <p>The Faculty of Nursing at Universitas Syiah Kuala is actively involved in interdisciplinary research activities that integrate health, public health, and environmental issues through research and community service. Although the faculty or university has not been the primary host of a dedicated conference or symposium on planetary health or sustainable healthcare in the past three years, Universitas Syiah Kuala has supported local academic and scientific activities related to health and the environment through interdisciplinary collaborations, research funding, and faculty participation in scientific forums.</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 points)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	0
Score explanation: No, the institution is not a member of such an organisation.	
<p>Notes:</p>	

At present, Universitas Syiah Kuala, including the Faculty of Nursing, is not formally registered as an institutional member of a national or international planetary health or ESH/ESV organization such as the Planetary Health Alliance or similar networks. However, the university and faculty engage in interdisciplinary research, education, and community service activities related to health, environment, and sustainability, and individual faculty members may participate in relevant national or international collaborations.

Section Total (1 out of 17)

6%

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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but has participated in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Yes. Faculty of Nursing, Syiah Kuala University has meaningful partnership with local social and planetary organizations such as Generasi Edukasi Nanggroe Aceh (GEN-A), a non-governmental organization that focuses on many areas such as health, environment, education and research aims to empower resources in the local province, namely Aceh. TDMRC (Tsunami and Disaster Mitigation Research Center), a center of excellence for disaster studies located at Universitas Syiah Kuala (USK) in Banda Aceh, Indonesia.</p> <p><u>Website Nando Smong</u> <u>Website Innovilage</u> <u>Advancing health crisis management</u></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
<p><i>Score explanation:</i> TDMRC (Tsunami and Disaster Mitigation Research Center) USK Becomes a disaster research Center at USK which actively participates and organizes international conferences such as The 17th Aceh International Workshop and Expo on Sustainable Disaster Recovery (AIWEST-DR 2025), UCL-London, which was held on 20-22 August 2025 and also international conferences held in the local area in order to enter the second decade, from the Tsunami that hit Aceh and parts of Southeast Asia. The Tsunami and Disaster Mitigation Research Center (TDMRC), Syiah Kuala University again held an international workshop and expo called the 10th Aceh International Workshop and Expo on Sustainable Tsunami Disaster Recovery (AIWEST-DR 2016). (According to the University)</p> <p><u>International Workshop and Expo Disaster Conference</u></p> <p>In the nursing faculty itself, there are several health education sessions held by lecturers and students in the community, such as how to maintain personal and environmental hygiene to avoid or prevent serious illnesses.</p> <p><u>School Campaign</u></p> <p>GEMPAR (Gerakan Mahasiswa Keperawatan Peduli Masyarakat) is a community service and outreach program organized by students and lecturers from the Faculty of Nursing, Universitas Syiah Kuala (USK). The program is conducted regularly as a form of social service where nursing students directly engage with communities to address health problems at the village level</p> <p><u>Community Outreach</u></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:</i> The university provides students with information on environmental issues, climate change, and disasters through the USK TDMRC website and its social media platform, Instagram. Meanwhile, the Faculty of Nursing does not yet have a platform or website specifically dedicated to planetary health to communicate messages to students. However, the Faculty does have a website that provides information on current activities within the faculty through a general news website. (According to the University)</p> <p><u>https://tdmrc.usk.ac.id/</u></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:

0

Score explanation: At present, the faculty of nursing and its main affiliated hospitals (Prince Nayef and Zainoel Abidin) do not provide structured continuing professional education programs specifically focused on planetary health or sustainable healthcare for post-graduate professionals. There is also no formal access or platform for alumni or postgraduate practitioners to receive ongoing training in these areas.

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 hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

2

Score explanation: Prof. Tahlil as a Dean of Faculty of Nursing published an article about the dangers of smoking for body image and also the effectiveness of learning media such as posters in increasing students' knowledge about the dangers of smoking and reducing the bad habit of smoking.

[Journal Article](#)

[Journal Article](#)

Ms. Asniar., PhD as a lecturer of Faculty of Nursing, has published an article on tsunami disaster prevention for students whose schools are in the disaster red zone.

[Journal Article](#)

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> At present, the institution (USK) and its affiliated teaching hospitals (Prince Nayef and Zainoel Abidin) do not yet provide accessible educational materials for patients specifically addressing the health impacts of climate change. Patient education activities are currently more focused on clinical and disease-related topics, and the integration of climate and planetary health into patient-facing materials has not been formally implemented. This represents an opportunity for future development and improvement.	

Section Total (9 out of 14)	64%
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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:	1
<i>Score explanation:</i> The Faculty of Nursing, Syiah Kuala University supports student-led sustainability and quality improvement initiatives through the PHRC. Faculty leadership provided full access to curriculum data to support the PHRC evaluation process and gave the team the opportunity to introduce the initiative to faculty leaders and lecturers. The initiative was also supported through dissemination on the Faculty of Nursing USK website and participation in radio, podcasts, and online media. However, there is no dedicated funding or formal curricular requirement for these projects. Nursing USK Website News Online Media News Radio Podcast	

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 these out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	

Score Assigned:	0
<p><i>Score explanation:</i> Currently, the Faculty of Nursing does not provide specific programs, structured pathways, or formal research opportunities dedicated to planetary health or sustainable healthcare research. There are no designated research schemes, fellowships, or institutional initiatives that explicitly facilitate or encourage students to conduct studies in this field.</p>	

<p>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.</p>	
<p>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)</p>	
<p>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)</p>	
<p>There is no institution specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation:</i> At present, Faculty of Nursing does not maintain a dedicated or specific webpage that provides information related to planetary health or sustainable healthcare activities. There is no centralized platform where students can access details about ongoing initiatives, completed projects, or potential mentors in these fields.</p> <p>While the Faculty of Nursing, Universitas Syiah Kuala does not have a dedicated webpage for planetary health or sustainable healthcare activities, there are university-level webpages such as the Tsunami and Disaster Mitigation Research Center (TDMRC), which provides information on environmental and disaster-related research, seminars, and activities, as well as the Bank Sampah webpage, which outlines environmental sustainability and waste management initiatives. However, these resources are not specific to the Faculty of Nursing and there is no centralized planetary health webpage that consolidates projects or mentors for nursing students.</p> <p>https://tdmrc.usk.ac.id/ https://banksampah.usk.ac.id/</p>	

<p>4.4. Does your <u>institution</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</p>
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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:</i> The Planetary Health Report Card (PHRC) at the Faculty of Nursing, Syiah Kuala University is currently a student-led initiative with faculty mentorship and leadership support, representing the faculty's first planetary health evaluation. This initiative is expected to develop into a formal student organization focused on planetary health, but it is still in its early stage.</p> <p>However, at the university level, several student initiatives related to environmental sustainability and disaster preparedness exist, such as the Student Activity Unit Bank Sampah, the Tsunami and Disaster Mitigation Research Center (TDMRC), and MAPALA, all of which involve students and are supported by faculty advisors.</p> <p>https://tdmrc.usk.ac.id/ https://banksampah.usk.ac.id/</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 that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> Currently, there is no student liaison or representative assigned to advocate for sustainability interests within departmental or institutional decision-making councils. Students are not formally involved in committees to promote curriculum reform or the adoption of sustainability best practices.</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.	0

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)	1

Score explanation:

1. There are no co-curricular programs or initiatives at the Faculty of Nursing, Syiah Kuala University that provide students with direct experience in organic agriculture or sustainable food systems.
2. There are currently no panels or seminars specifically focused on environmental or planetary health within the Faculty of Nursing. Most academic events and discussions primarily address general nursing topics rather than sustainability or environmental health-related issues. But students have access to panels, seminars, and speaker events related to environmental health and sustainability at the university level, with support and encouragement from the Faculty of Nursing. Students typically seek out and participate in these activities independently.
<https://tdmrc.usk.ac.id/>
3. During community-based field practice as well as the professional nursing (RN) program, students engage directly with local communities to address environmental health challenges such as air pollution, sanitation, hygiene practices, and community resilience.
4. Within the Faculty of Nursing, there are currently no specific agendas or events dedicated to cultural or arts-based performances related to environmental and sustainability themes. However, such activities have been organized at the university level, and students from the Faculty of Nursing, Syiah Kuala University, have participated as audience members.
5. Students of the Faculty of Nursing, Syiah Kuala University, are provided with opportunities to participate in volunteer activities through faculty-led initiatives, where students are involved in community service programs organized by lecturers. These volunteer efforts include educational and preventive actions aimed at addressing anthropogenic environmental impacts in the community, such as promoting environmental health awareness and supporting measures to reduce environmental risks.
6. There are currently no wilderness or outdoor programs specifically organized by the Faculty of Nursing. While not part of the academic curriculum, students from the Faculty of Nursing, Syiah Kuala University participate in wilderness and outdoor activities through the university-level student organization MAPALA (Mahasiswa Pecinta Alam), which organizes activities such as hiking and nature-based programs.

Section Total (8 out of 15)	53%
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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 sebutkan kantor point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p>Score explanation: Universitas Syiah Kuala (USK) has an official website dedicated to the SDGs, https://sdgs.usk.ac.id/. This site publishes reports, data, and publications on the 17 SDGs, as well as provides contact information. The website is located at Jl. Teuku Nyak Arief, Darussalam, Banda Aceh.</p> <p>https://sdgs.usk.ac.id/</p> <p>However, at the Faculty of Nursing they do not yet have an official office/website managed by either the campus or the students.</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)	
Score Assigned:	3

Score explanation: Universitas Syiah Kuala (USK) has ambitious plans to reduce its carbon footprint, marked by a strategic collaboration with PLN to achieve a zero-carbon emissions target, as well as concrete actions such as the planting of 1,000 mangrove seedlings by the PA-Leuser UKM USK and PT PEMA. This step reflects the academics' commitment to supporting carbon emission reduction.

[Based on articles:LINK](#)

Even though USK has made good progress on environmental issues through the SDGs Center, the absence of a formal planning document with specific targets for 2030 or 2040 means the institution does not meet the high point criteria on this questionnaire.

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)

Score Assigned:

2

Score explanation: Yes, Universitas Syiah Kuala (USK) has begun implementing renewable energy in its teaching infrastructure as part of its Green Campus initiative. The following are highlights of renewable energy use in USK's teaching.

- Rooftop Solar Power Plants (PLTS): USK, in collaboration with third parties (such as CDTI), has built PLTS, with new campus buildings equipped with rooftop PLTS.
- Smart Building Concept: In the renovation and construction of new buildings, USK implements a smart building concept that maximizes natural light and saves electricity.
- Energy Efficiency Improvement: USK has a structured plan to improve energy efficiency in existing buildings to support the Sustainable Development Goals (SDGs), particularly clean energy.
- Supporting Facilities: In addition to teaching, renewable energy technologies such as solar panels are used in the development of USK's food-smart village model.

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:	1
<p><i>Score explanation:</i> The implementation of sustainable development practices on the Universitas Syiah Kuala (USK) campus is a strategic step that continues to be developed, both through internal policies and adaptation to national standards. Overall, USK has demonstrated a commitment to the Green Campus aspect.</p>	

<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?</p>	
<p>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)</p>	
<p>The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)</p>	
<p>The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i> Yes, Universitas Syiah Kuala (USK) has implemented various strategies and initiatives to encourage the use of environmentally friendly transportation and reduce the environmental impact of commuting for its academic community. This is part of USK's commitment to being an Eco Campus.</p> <ul style="list-style-type: none"> • Provision of Environmentally Friendly Transportation Facilities: Campus Bus: USK operates the Trans Campus (in collaboration with the Banda Aceh City Government) to reduce the use of private vehicles and limit motorized vehicle mobility within the campus area. • Bicycle Facilities: Provision of bicycle parking facilities and support for bicycle use as a mode of transportation on campus. • Electric Vehicles: Development and testing of environmentally friendly vehicles, including participation in the Shell Eco Marathon with an electric car. <p>In general, the Faculty of Nursing USK follows the green campus policy implemented by Universitas Syiah Kuala to encourage environmentally friendly transportation.</p>	

<p>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</p>	
<p>Yes, the institution has both compost and recycling programs accessible to students and faculty. (2 points)</p>	

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
<i>Score explanation:</i> Universitas Syiah Kuala (USK) has implemented a waste bank, they started to process the waste that had been sorted into various recycled products.	

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:	1
<i>Score explanation:</i> Yes, Universitas Syiah Kuala (USK) has implemented various criteria and policies in decision-making regarding food and beverages on campus. These steps are part of USK's commitment to a Green Campus and achieving the Sustainable Development Goals (SDGs), specifically SDG 2 (Zero Hunger) and SDG 12 (Responsible Consumption and Production). The Faculty of Nursing is one of the most progressive units in implementing the desired criteria. As a health-focused faculty, they view environmental health as an integral part of human health.	

5.8. Does the <u>institution</u> 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:	1
<p><i>Score Explanation:</i> Yes, Universitas Syiah Kuala (USK) has institutionally integrated sustainability criteria into its supply chain and procurement systems. This is not just a recommendation, but is already part of its Green Procurement framework, which aligns with its vision as an environmentally friendly, world-class university.</p>	

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
<p><i>Score Explanation:</i> Universitas Syiah Kuala has established "Green Campus" guidelines to discourage single-use plastics during events, yet these measures remain strong recommendations rather than mandatory institutional requirements for the Faculty of Nursing. Despite alignment with SDG goals, the absence of a formal "Green Event" certification or mandatory compliance audits means that sustainability practices are inconsistent and depend largely on the discretion of individual organizers. At the faculty level, these eco-friendly initiatives are often bypassed for convenience or lower costs, as there is no procedural enforcement to guarantee a minimum sustainability threshold. Consequently, a score of 1 is assigned, reflecting a supportive but non-binding framework that has yet to transition into a strictly regulated and mandatory policy for all campus activities.</p>	

5.10. Does your <u>institution</u> 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 are internal guidelines regarding the use of reusable laboratory equipment and waste management, but there is no formal "Green Lab" certification program.

5.11. Does your institution's 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

Score Explanation: Syiah Kuala University has built a foundation for sustainability through the existence of the SDGs Center at the university level, however the evaluation shows that implementation at the Faculty of Nursing level is still at a transition stage with a total score of 10 out of 32 (31%). Even though the faculty has succeeded in requiring sustainability criteria in every event and implementing conventional waste separation, the institution as a whole still faces big challenges because it does not yet have a formal carbon neutrality plan for 2030, the use of renewable energy is still below 20%, and there is no divestment policy from the fossil fuel sector. Infrastructurally, most of the old buildings at the Faculty of Nursing have not gone through a retrofit process that meets international green building standards, and the laboratory management program is still limited to safety guidelines without a certified "Green Lab" initiative. Thus, a transformation is needed from mere recommendations to mandatory policies supported by a special budget so that every operational aspect, from transportation to procurement of goods, can achieve more ambitious sustainability standards.

Section Total (16 out of 32)

50%

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Grading

Section Overview

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

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

Planetary Health Grades for the Universitas Syiah Kuala School of Nursing

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(10/65) \times 100 = 15\%$	F
Interdisciplinary Research (17.5%)	$(1/17) \times 100 = 6\%$	F
Community Outreach and Advocacy (17.5%)	$(9/14) \times 100 = 64\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(8/15) \times 100 = 53\%$	C
Campus Sustainability (17.5%)	$(16/32) \times 100 = 50\%$	C
Institutional Grade	$15 \times 0.3 + 6 \times 0.175 + 64 \times 0.175 + 53 \times 0.175 + 50 \times 0.175 = 34\%$	D

Report Card Trends

This graph demonstrates trends in overall and section grades for the years in which Universitas Syiah Kuala has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for Universitas Syiah Kuala

