

Prioritizing Climate Change and Environmental Health in Nursing Education and Activating Nurse Engagement

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Nurses, along with other health professionals, play a critical role in protecting human health from climate change and environmental impacts on health. The preparedness of nursing professionals to engage with these issues worldwide is essential. The 2021 Lancet Countdown on Health and Climate Report, issued by an international collaboration, which independently monitors numerous indicators of the health consequences of a changing climate, included in the report title "A Code Red for a Healthy Future" underscoring the urgency of required action in response to the findings of the report (Watts et al., 2021).

Long-term threats to human and planetary health posed by an unstable climate are accelerating. Immediate health impacts of failing to limit global warming to 1.5°C, due mainly to burning fossil fuels, are being widely and directly experienced particularly by the most vulnerable populations. Major pathways damaging health include air pollution; extreme heat; extreme weather; vector-borne, water-, and food-borne illnesses; hunger and malnutrition; and harm to mental health adversely impacting morbidity and mortality (see Figure 1). Ethical issues of climate justice are raised by longstanding disproportionate impacts in vulnerable communities. Recognition of these harms has garnered important attention with growing focus on eliminating these injustices.

Climate Change is "Our Lane" and Education is Imperative

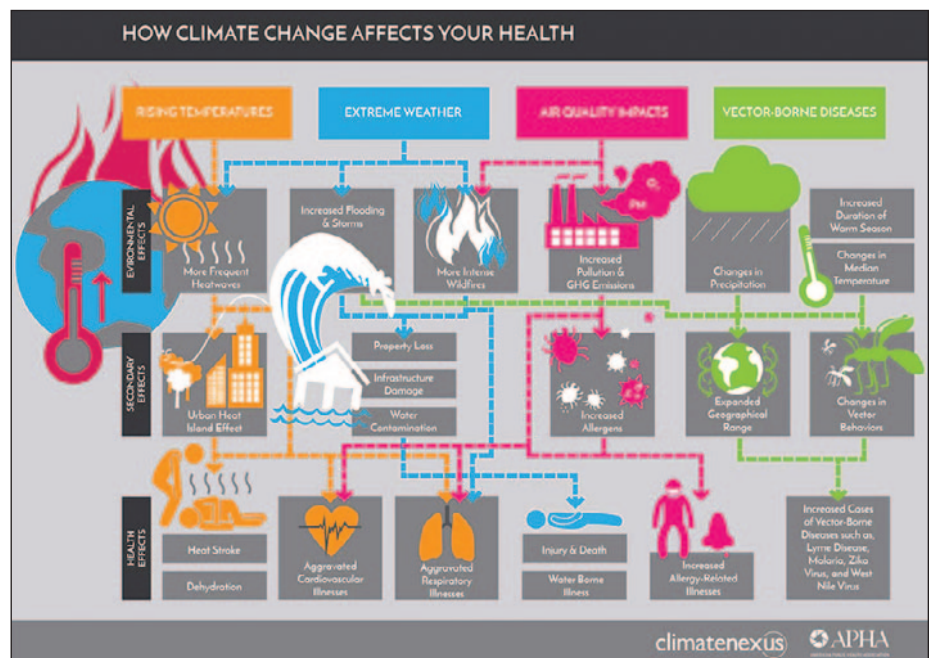
Calls for the nursing profession to address climate change in nursing education began in earnest over two decades ago and have accelerated (Barna et al.,



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2012; Butterfield et al., 2021; Kirk, 2002; Leffers et al., 2017; McKinnon et al., 2022; Morris, 2023; Potter, 2019; Sayre, 2010). There is current widespread attention by nurses across specialties and educational programs who have come to understand education connecting climate change and health is clearly 'our lane' and a top priority (Brennan & Madden, 2023; Maibach et al., 2020). Extreme weather events including hurricanes, flooding, wildfires, tornadoes, rising and extreme heat, and rising sea level impacts span population and individual health.

Figure 1. How Climate Affects Your Health



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Professional Organizations take Action on Climate Change

Frontline nurses have a direct view of the climate crisis and health connection witnessing health impacts of food insecurity, disease transmission, and extreme weather.

Acknowledgment of the large health care sector contribution to climate change has led to sustainability efforts to reduce healthcare system waste and greenhouse gas emissions under nurse-led initiatives in numerous settings (Barna et al., 2012). Responsibility and opportunity for teaching stewardship of the planet and health, connecting use of fossil fuels, climate change, and health outcomes requires nurses leading innovative curricular approaches to engage a new generation of nursing faculty and students, and meet the urgency of the moment. Leading nursing professional organizations continue to advance strong position and vision statements for addressing climate change (see Sidebar).

Curricular Models and Frameworks for Climate Education

An “Ecological Planetary Health Model” as a framework to integrate relevant climate change education into nursing curricula and professional nursing education has been proposed to guide curriculum design (Leffers, 2017). The model highlights “highlights the interrelationship and multiple levels of influence that nurses have on behaviors and actions to address the health of our planet” (Leffers, 2017, p. 683). Mitigation, adaptation, and resilience strategies along with consideration of political, cultural, economic, and environmental interrelationships on human health and the health of the planet are depicted in the model (Leffers, 2017).

Subsequently, Butterfield and colleagues (2021) offered a set of five recommendations on the nursing role in climate change highlighting leadership, education and skills, advocacy and activism, a global focus, and centering equity, justice, and morality. A specifically focused set of actions towards achieving the recommendations included actions to “give nurses and nursing students the skills they need to create the future” (Butterfield et al., 2021, p. 3, Box 3). Mandating that accrediting bodies include climate change content in graduate and professional development educations and a call for a strong curricular pivot towards risk communication in nursing education were among the suggested actions (Butterfield et al., 2021).

2018 International Council of Nursing (ICN)

- Call for nurses to act as leaders in building climate resilient health systems by, i.e.: adopting sustainable healthcare practices, engaging in health and climate research, and developing climate-informed health programs (ICN, 2018)

2022 American Nurses Association (ANA)

- Undertook an important collaborating initiative in 2022 to update the 2008 ANA House of Delegates statement on global climate change and human health.
- Passed resolution to adopt the updated statement in June 2022.
- ANA incorporated the issue of climate change on health in its 2023-2025 Strategic Plan.
- A key result is to revise/update the position statement on the impact of climate change on health: targeted for completion by mid-year 2023.
- Established the ANA Climate Change Collaboration (ANA, 2022).

2022 National League for Nurses (NLN)

- NLN issued vision statement on climate change and health. (NLN, 2022)

A recent scoping review examined health literature across disciplines (between 2000 and August 2022) calling for the inclusion of climate change in health professional education (Brennan & Madden, 2022). Findings included increasing engagement and indications of a greater commitment of health care professions, including nursing, to climate content inclusion in the curricula. Seventeen of the 63 articles identified were from nursing literature. Since 2015, a great increase in the number of articles overall, was found, with a shift from a general call to action and making an evidence-based case for the human health effects of climate change to calls for a rapid, comprehensive response and frustration at the slow response to meeting health care professionals educational needs on climate change impacts. In the nursing literature, more recent emphasis focused on evolving recognition of the interdependence of human health and the greater environment, with a more integrated, holistic planetary health approach (LeClair & Potter, 2022) proposed as a framework for nursing education (Brennan & Madden, 2022).

Early Pioneers and Evolving Initiatives for Nursing Education

Celebrating its 15th anniversary, the Alliance of Nurses for Healthy Environments (ANHE) officially formed in 2009 and is now the leading professional nursing organization at the national level focused solely on environmental health. Its mission is “promoting healthy people and healthy environments by educating and leading the nursing profession, advancing research, incorporating evidence-based practice, and influencing policy” (ANHE, n.d.). Of late, ANHE developed a Global Nurse Agenda for Climate

Justice to elevate meaningful involvement of all voices, particularly those most marginalized, in addressing environmental threats. (ANHE, 2021)

The ANHE education forum focuses on bringing nurse educators from across the country together regularly and leads several important initiatives to assist nurse educators, including the development of curriculum materials for nursing schools and for continuing education. Education forum leaders spearheaded the publication of a first edition of an American Journal of Nursing (AJN) award-winning, free, online nursing text on environmental health: *Environmental Health in Nursing* written and edited by content experts, now in its 2nd updated edition. Nurse educators, as well as clinicians, researchers, and advocates from around the country and worldwide, are engaged in meaningful and collaborative global efforts to educate today’s nursing faculty, workforce, and future nurses. Webinars, podcasts, and conferences update participants with the latest evidence across a range of climate change and environmental health content. ANHE has built a network of engaged educators who collaborate on areas of mutual interest. In 2009, the MGH Institute School of Nursing Center for Climate Change, Climate Justice, and Health became the first academic partner of ANHE forming the Nursing Collaborative on Climate Change and Health, an initiative that encourages and empowers nurses to act on climate as a health imperative (MGH Institute of Health Professions, n.d.).

Other ANHE initiatives include the Nurses Drawdown which aims to encourage nurses to help decrease greenhouse gas emissions to stem global warming and reduce the damage being done to

Figure 2.
The Planetary Health Education Framework



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the planet. The Nurses Drawdown movement identifies evidence-based solutions and actions which can be taken by nurses personally and professionally in five key areas: energy, gender equity, food, mobility, and nature to effectively draw-down the level of greenhouse gases in our atmosphere (Nurses Drawdown, n.d.). Perhaps no other action taken is as powerful in addressing climate change as significant emission reduction achievements.

The Nurses Climate Challenge (NCC) was spearheaded in 2018 and is now a global initiative delivered by Health Care Without Harm in partnership with ANHE. NCC quickly exceeded its initial goal of educating 5,000 nursing professionals in the United States and mobilizing nurses on impacts of climate change. The goal was increased and subsequently set at reaching 50,000 nurses by the end of 2022 and has been exceeded with over 58,000 nurses now reached through the initiative (NCC, 2022a). Recognizing “the need to embed training before nursing students become clinicians” the Challenge initiated a School of Nursing part-

nership to “provide educational resources, create communities of practice for nurse educators, and activate students to become climate leaders.” (NCC, 2022a) To date, there are 63 School of Nursing programs in the United States participating in the partnership. (Nurses Climate Challenge, 2022b)

The NCC and ANHE are also partnering with the National Student Nurses Association (NSNA) in working to engage committed nursing students “to act to protect patients and communities from the worst impacts of climate change” and to understand the links between human health and environments (NSNA, 2023b). NSNA continues to focus on the resolutions passed by the House of Delegates over the last two years in support of increasing awareness of: (a) proper home-generated pharmaceutical and sharps waste, (b) the effects of climate change on mental health, and (c) improving medical waste management due to connections between environmental and personal health (NSNA, 2023b). An inaugural Student Nurse Committee was launched by ANHE in 2020 with a group

of 8 pre-licensure student nurses from across the United States and continues to offer opportunities for student nurses to engage in climate change and health projects (ANHE, 2020).

Another area of collaboration that emphasized the need for academic involvement in climate education is the partnership between ecoAmerica and NSNA. The goal of this partnership is to strengthen the knowledge about climate change and health through programs such as the ClimateRX program, the Climate for Health Ambassador programming, and Moving Forward guide. The partnership provides the NSNA student membership and faculty with resources for teaching about, speaking about, acting on, or advocating for climate solutions locally, regionally, or nationally (NSNA, 2023a).

The Global Consortium on Climate and Health Education (GCCHE) at the Columbia University’s Mailman School of Public Health is working to provide educational resources to prevent, reduce, and respond to the health impacts of climate change. GCCHE developed Climate Resources for Health Education (CRHE), a free, comprehensive online repository of evidence-based climate change and health resources initially for the public health and medical community (Columbia University, n.d.). The repository includes learning objectives, slides, and case studies. A Global Nurses Working Group is developing a nursing education component with nursing-specific content development and the goal of offering usable, best practice, evidence-based, and peer reviewed resources for any level of nursing educational program (undergraduate, graduate, continuing education). The aim is to avoid resource and content redundancies and, not reinvent the wheel, but to produce content amplifying and uplifting the work being done in this area (personal communication, Dr. Gina Friel, April 2023).

Altering the Course of Environmental Education for Nurses

If nursing professionals are to meet the urgency of the threat to health from environmental degradation, and protect human and planetary health, one of the most important things to be done is to ensure we prepare a nursing workforce educated to respond. Top priority should be given to educating today’s nurses and the future generation of nurses on climate change science and health impacts with

evidence-based curricular interventions across nursing educational programs. There is a proliferation of resources and tools as well as proposed models and frameworks to guide the integration process. Evaluation of the implementation of these efforts is needed to monitor their success. One such evaluation is outlined in a scoping review protocol to examine studies on the integration of climate change into the academic curriculum or the continuing education of nurses aimed to identify issues and opportunities related to this integration (Diallo, et al., 2023). Results should be helpful in further guiding integration. There is also a proposed protocol for an integrative review aimed to identify research on the awareness of and attitudes toward sustainability and climate change from the perspective of nursing students and educators. This review might also inform curriculum development (Aronsson et al., 2022).

Climate change integration in nursing curricula using collaborative, evidence-based approaches led by professional nursing organizations, health care systems, and academia is finding increased acceptance. The way healthcare is delivered is hugely impacted by climate change and all nurses should be educated on the implications of healthcare decisions on greenhouse gas emissions and the importance of sustainable healthcare. It is critical that the nursing profession and nurse educators accelerate the response to the climate crisis, address curricular challenges, and prioritize implementation and integration of climate change curricula across all levels of nursing education to ensure a nursing workforce educated in sustainability, climate justice, and the skills needed for the future. **DN**

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NSNA Honor Society

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- Run for chapter, state, and national elected office.
- Work with community-based organizations to involve members in community service.
- Understand how elected bodies and regulatory agencies make policy decisions at the local, state, and national levels of government.
- Expand your leadership beyond your school, work, and home setting.
- Learn how your leadership skills and experiences relate to hospital shared governance and unit practice councils.

#6 Celebrate success all along the way to forming a professional identity in nursing:

- Apply for the NSNA Leadership University® Honor Society.
- Recognize all involved in the success of your chapter/association (create recognition awards and present certificates to all involved).
- Encourage your peers and bring out the best in people
- www.nsnaleadershipu.org

Remember: The ultimate outcome of professional identity formation in nursing is patient-centered care delivered with knowledge, kindness, and confidence.

NSNA Leadership U® Honor Society

NSNA Leadership U® Honor Society This is an exciting time to join or renew membership in NSNA. All NSNA members are invited to launch their Professional Identity Formation in Nursing through participation in the NSNA Leadership University Honor Society. Enroll in the Honor Society by participating in leadership at the school, state, or national level.



By serving in a leadership position (i.e., elected or appointed to the Board of Directors, chapter committees, and participation in projects/activities as determined by the chapter), and attending state association and NSNA virtual and/or live meetings, will qualify. The chapter must have a minimum of 10 members and be eligible for official NSNA constituency status (renewed annually) for chapter leaders to enroll in the Honor Society. All NSNA members are eligible—there are no additional dues required.

Professional Identity Formation in Nursing

The NSNA Leadership University® Honor Society accelerates the formation of a professional identity in nursing. Nursing school is the beginning of a leadership journey that will advance careers and contribute to the advancement of the nursing profession. NSNA provides numerous opportunities for students to learn about the many facets of the nursing profession including Population and Global Health; Breakthrough to Nursing (recruitment into the profession); Ethics and Governance; Health Policy and Advocacy; Image of Nursing; and governing a school chapter, state association and national organization. Through these programs, social justice, social determinants of health, diversity, equity, and inclusion will contribute to the advancement of nursing's social mission and are integrated into professional identity.

Think, Act, and Feel Like a Nurse

The signposts of Professional Identity in Nursing include: Values and Ethics, Nurse as Leader, Knowledge, and Professional Comportment. By practicing leadership in nursing school, students will apply and integrate learning to build their self-confidence and knowledge. Students will be better prepared to think, act and feel like a professional nurse and to transition into nursing practice and leadership roles as a new graduate RN.

NSNA Leadership U® Honor Society The Benefits of Participation

NSNA's Leadership U® Honor Society is an excellent opportunity to be a part of something bigger. It allows students to build leadership skills and grow as a leader while forming professional identity in nursing students. Make the most of their nursing education as a student leaders and engage in the teamwork needed to make things happen through the local chapter, state association, and national organization.

There are six steps to the successful formation of a professional identity in nursing.

- Ask yourself
- Self-assessment and learn about your leadership strengths and how to build on those strengths
- Learn the formal skills needed to manage a school chapter or state association
- Practice the informal skills of leadership
- Expand your horizons
- Celebrate success all along the way to forming a professional identity in nursing

We have defined each of these steps below.

#1 Ask yourself:

- How do I develop and practice leadership and followership skills?
- Do I want to be part of a team that governs the chapter?
- How can I participate in projects and activities that develop valuable personal and professional skills?
- How do I build a valuable network for career advancement before graduation?
- Where can I learn about professional identity in nursing formation what it is and what it means to me?

#2 Self-assessment to learn about your leadership strengths and how to build on those strengths by:

- Interacting with fellow students in professional peer relationships.
- Engaging in community service-learning projects and activities sponsored by your student nurses' association (SNA).
- Using innovation and experience to solve problems and create new programs and activities.
- Reflecting on your experiences and gaining valuable insights about interactions with your peers and others.
- Erasing fear of failure and learning from mistakes.
- Celebrating success by recognizing all involved in achieving goals.
- Charting the growth and development of your professional identity formation in nursing (based on values/ethics; leadership, knowledge, and professional comportment).

#3 Learn the formal skills needed to manage a school chapter or state association:

- Good working knowledge of fiduciary responsibility of being on a Board of Directors.
- Understand your role as well as the role of other board members and how these all work together to produce results.
- Know how to lead a meeting or to be a participant in a meeting.
- Learn about as well as seek guidance to ensure that legal and regularity requirements are met for the continuity of your SNA.
- Understand the role of chapter/association bylaws in maintaining the continuity of your SNA.
- Develop relationships with faculty and school administrators.
- Actively engage in succession planning to ensure that future leaders are cultivated to lead the chapter/association.
- Ensure that decisions are guided by values and ethics, and knowledge about shared governance.

#4 Practice the informal skills of leadership:

- Examine personal and professional communication skills when interacting with diverse populations and situations.
- Ask questions even when you may already know the answers.
- Listen to all sides of an issue before making decisions.
- Respect, honor, and value all with whom you interact to maintain the highest level of civility.
- Develop a positive, authentic attitude in all situations.
- Take care of your appearance and dress for success.
- Be accountable for your actions: think, act, and feel like a nurse.

#5 Expand your horizons:

- Create chapter/association programs that address issues of importance to nursing students and healthcare beyond the school level.
- Explore the role of advocacy in nursing.
- Engage the chapter/association in proposing resolutions for the chapter, state association, and NSNA that address state and national issues.

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