Nursing's Role in Sustaining Global Health

Ann E. Kurth, PhD, CNM, MPH
Dean & Linda Lorimer Koch Professor
Yale University School of Nursing

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Outline

- Health improvements & consequences (planetary health)

- Health system resilience

- A call to action, including masters & other curriculum

- Discussion

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Global Health to Planetary Health Concepts

- 20th century - disease "silos"

- 21st century - resources, progress

- Focus on equity, economies & ecology
  - Sustainable Development Goals….

  Planetary Health
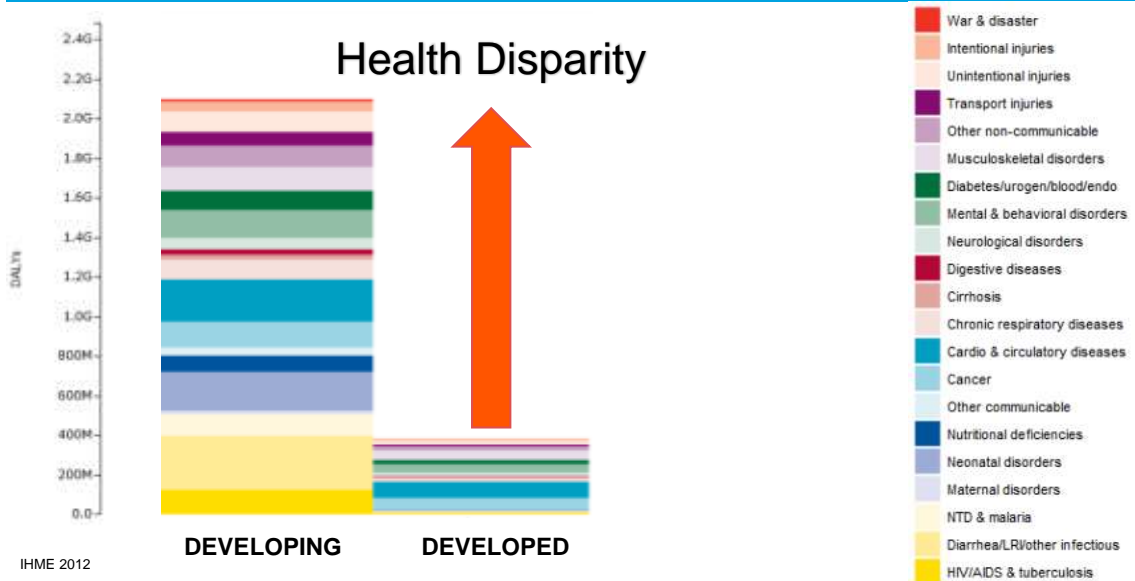
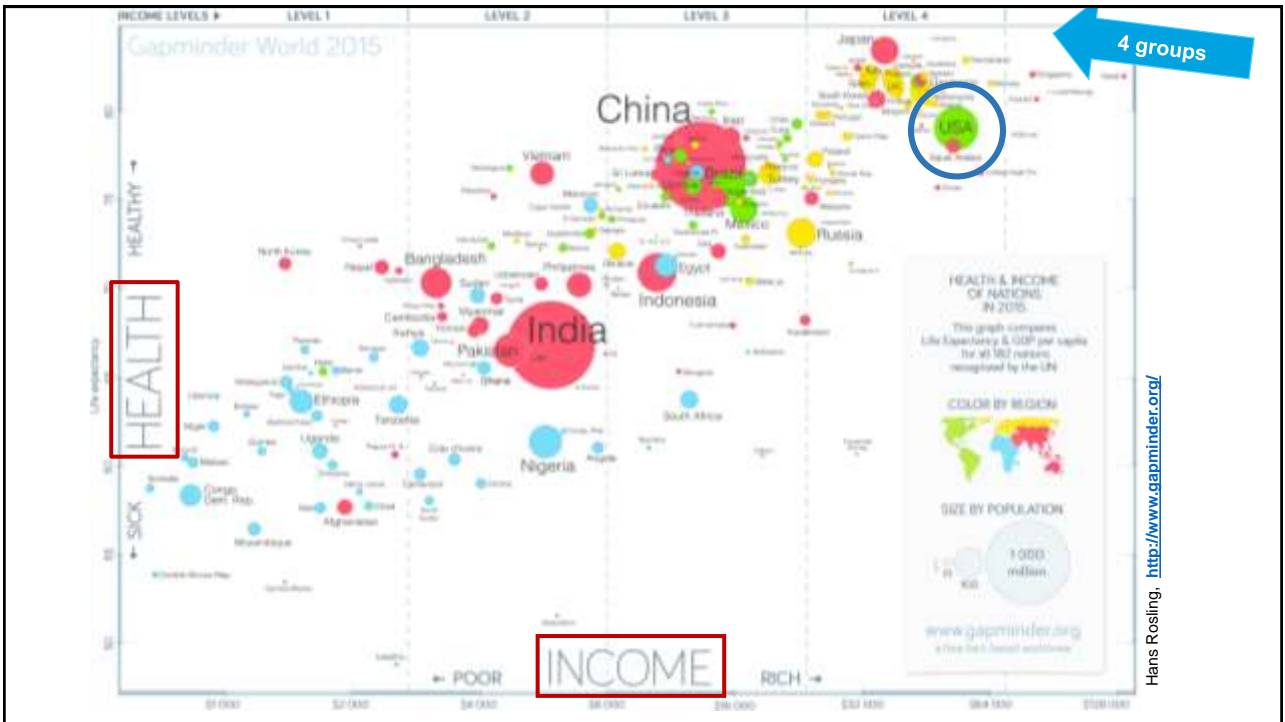# Planetary Health – Intersecting Disciplines

Health Trends Globally

- Rising non-communicable diseases

- Aging populations

- Global urbanization

- Inequity

- Climate change, ecosystem strain

Global Burden of Disease

Health Disparity

DEVELOPING   DEVELOPED

IHME 2012

War & disaster
Intentional injuries
Unintentional injuries
Transport injuries
Other non-communicable
Musculoskeletal disorders
Diabetes/urogen/blood/endo
Mental & behavioral disorders
Neurological disorders
Digestive diseases
Cirrhosis
Chronic respiratory diseases
Cardio & circulatory diseases
Cancer
Other communicable
Nutritional deficiencies
Neonatal disorders
Maternal disorders
NTD & malaria
Diarrhea/LRI/other infectious
HIV/AIDS & tuberculosis

Hans Rosling, http://www.gapminder.org/

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Sustainable Development Goals

- Framework focused on equity, economics, & environment

- Increasingly used by governments, funders, business, other sectors

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Yale Faculty SDG review

(Goodall and Moore., Yale Office of Sustainability 2018)

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Health Challenges

Rising non-communicable diseases

Global urbanization

Displaced populations

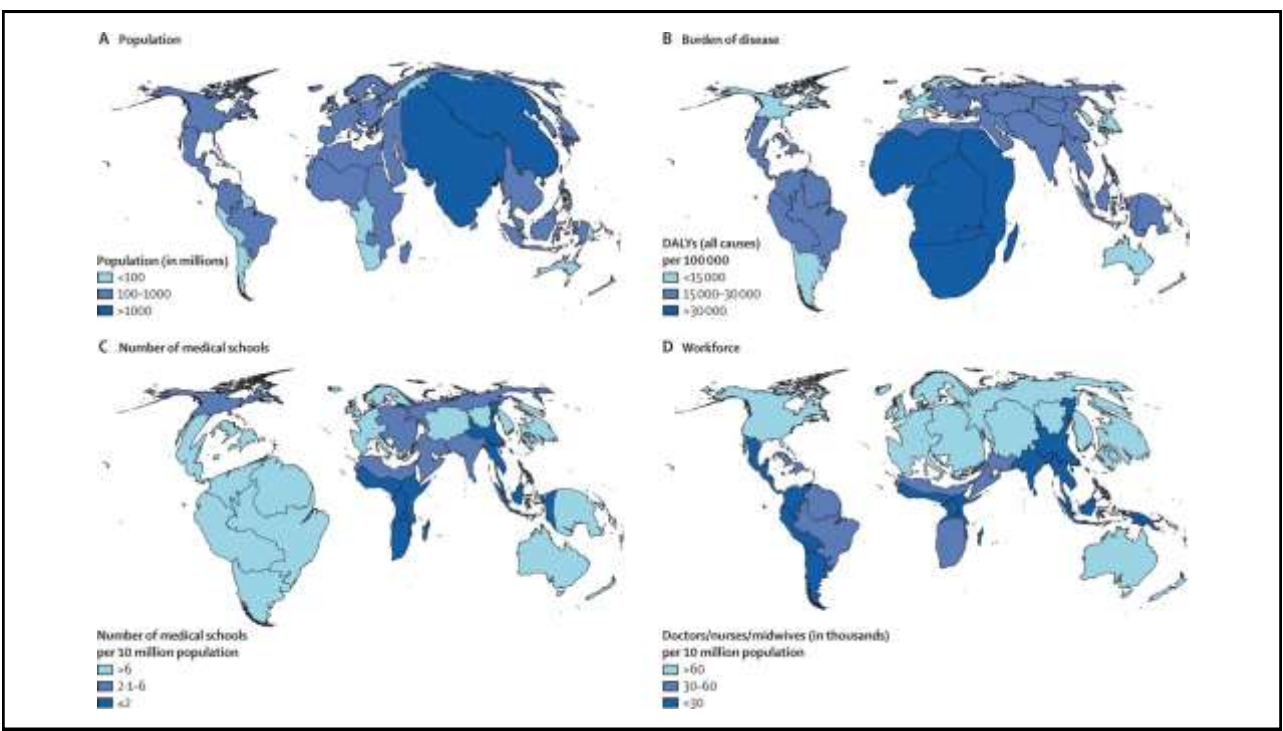Natural & man-made disasters

Climate damage & ecosystem strain

Strengthen Health Systems

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The world needs more health workers

A Population

B Burden of disease

Population (in millions)
- <100
- 100–1000
- >1000

DALYs (all causes)
per 100000
- <15000
- 15000–30000
- >30000

C Number of medical schools

D Workforce

Number of medical schools
per 10 million population
- >6
- 2.1–6
- <2

Doctors/nurses/midwives (in thousands)
per 10 million population
- >60
- 30–60
- <30

Global Nurse Distribution
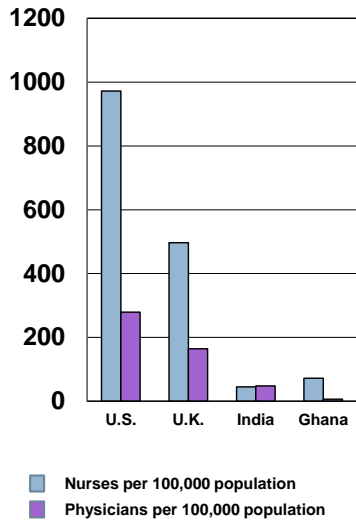
20 million nurses in world
3.6 million nurses in US

Nurses per 100,000 population

Physicians per 100,000 population
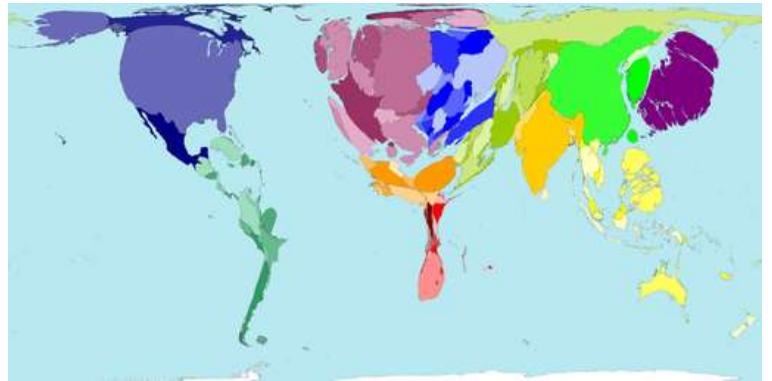
Global Tertiary Education
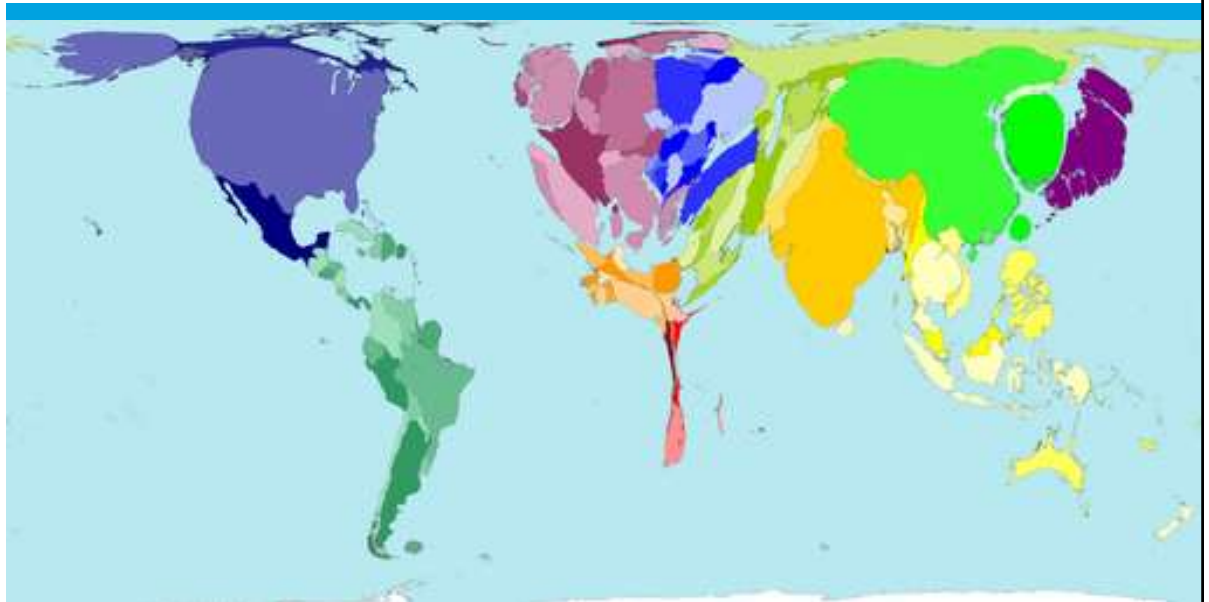
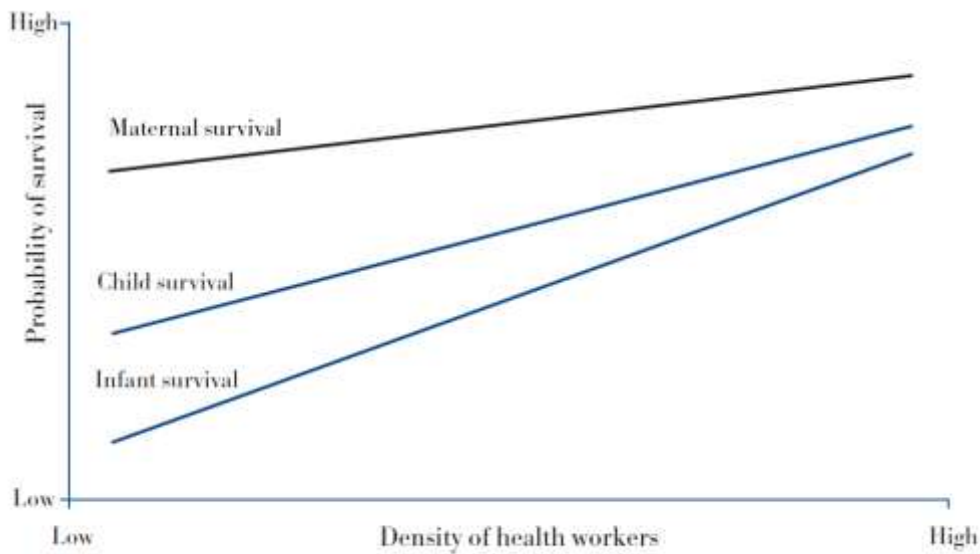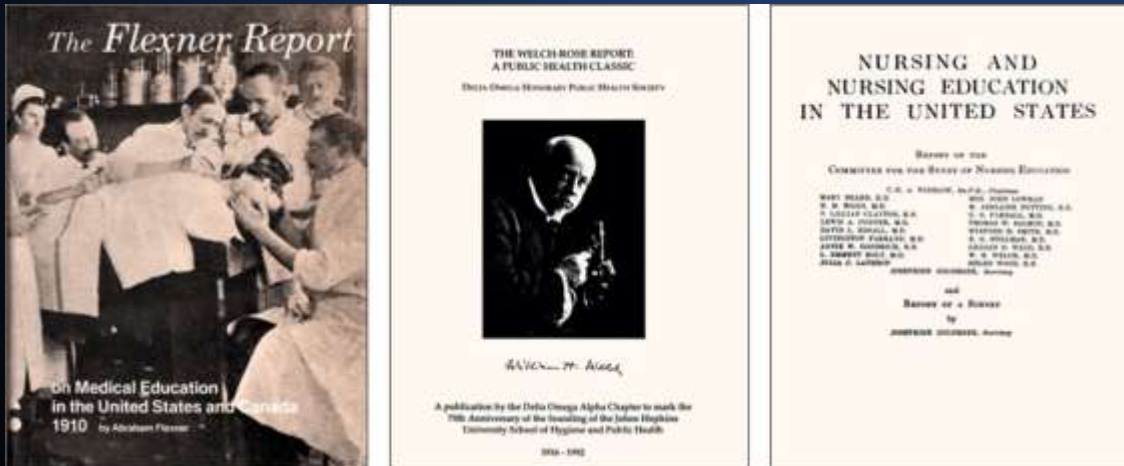# University Expenditure (Tertiary $)

← 61.0 %

1.5 %
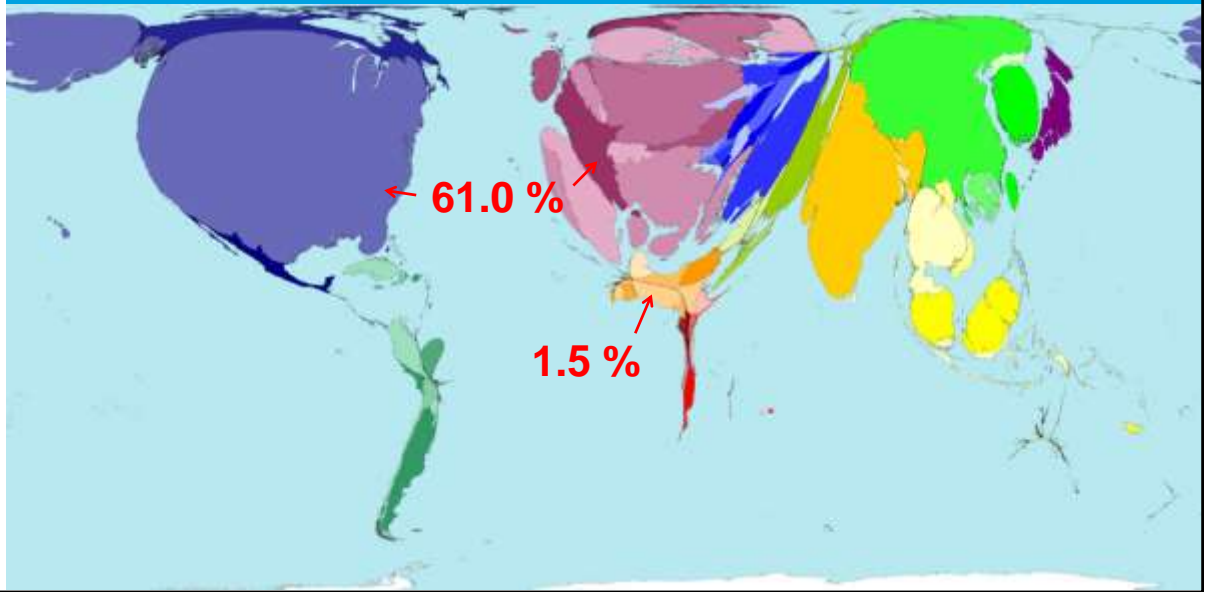
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Health Workers Save Lives

(WHO, 2006)

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EDUCATING THE 20th CENTURY
HEALTH PROFESSIONAL

A Vision for 21st Century Education

Major Findings
- Shortage & maldistribution of education institutions (not matching population size and burden of disease)
- Great disparities in global expenditure for human resources for health (HRH) education
- Weak and uneven accreditation and learning systems
- Scarcity of information & research on HRH education
- No robust evidence on effectiveness of innovative initiatives launched

Ultimate Purpose
- *"Assure universal coverage of comprehensive services essential for health equity within & between countries"*

Proposed Reforms & Outcomes
- Instructional - **Transformative learning**: to develop leadership attributes and produce **change agents**
- Institutional - **Interdependence in education**: to harmonise education & HS; work in networks alliances & consortia; to harness global flows of educational content, teaching resources and innovations

Enabling Actions
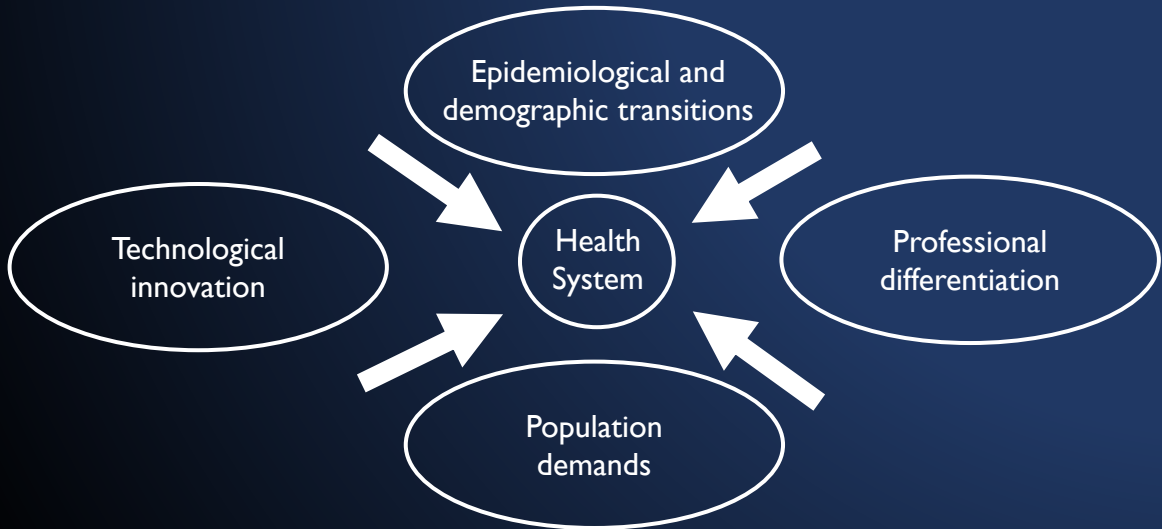- Engagement of leaders at all levels
- Investment in HRH education
- Stewardship mechanisms (accreditation)
- Strengthening of shared learning (metrics, evaluation, research) to build knowledge base about what innovations work
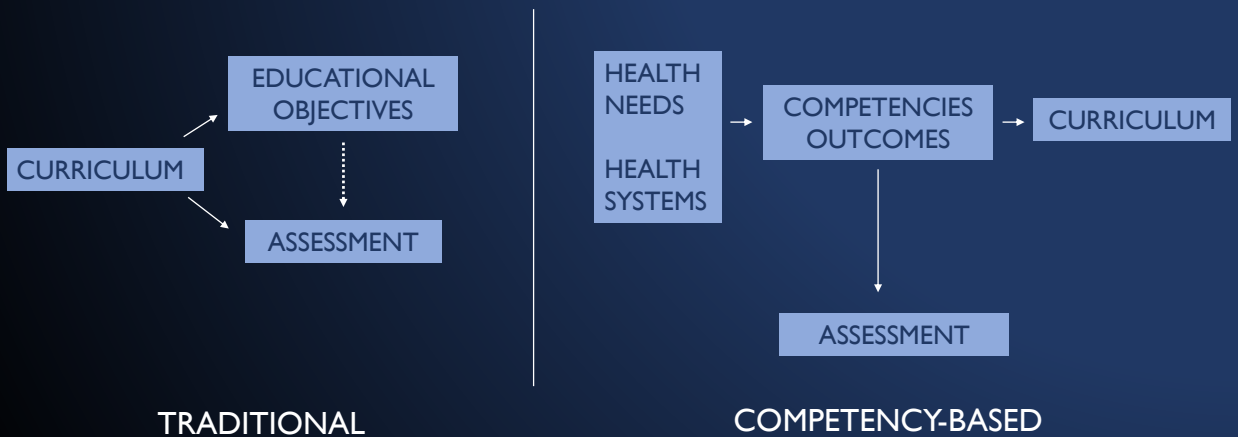
Frenk J *et al., Lancet 2010; 376: 1923-58*

EDUCATING THE 21st CENTURY
HEALTH PROFESSIONAL

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EDUCATING THE 21st CENTURY
HEALTH PROFESSIONAL

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Global Health Competencies

Identified in 12 domains (2014):
- Global Burden of Disease
- Globalization of Health and Healthcare
- Social and Environmental Determinants of Health
- Capacity Strengthening
- Teamwork/Collaboration and Communication
- Ethical Reasoning
- Professional Practice
- Health Equity and Social Justice
- Program Management
- Social, Cultural and Political Awareness
- Strategic Analysis
- Communication

The Journal of Law, Medicine & Ethics

Special Issue: SYMPOSIUM: Special Supplement: Interprofessional Global Health Education: Ensuring the Collaborative Promise of 21st Century Global Health Practice
Volume 42, Issue s2, pages 26–31, Winter 2014

Consortium of Universities for Global Health

Global Health Competencies

CUGH Education Committee agreed on the following definitions for four different levels of students who might be engaged in global health work:

Jogerst et al. Identifying Interprofessional Global Health Competencies for 21st-Century Health Professionals, *Annals of Global Health*, 2015. 81(2):239-247.

Level I: Global Citizen Level
Competency sets required of all post-secondary students pursuing any field with bearing on global health.

Level II: Exploratory Level
Competency sets required of students who are at an exploratory stage considering future professional pursuits in global health or preparing for a global health field experience working with individuals from diverse cultures and/or socioeconomic groups.

Level III: Basic Operational Level
Competency sets required of students aiming to spend a moderate amount of time, but not necessarily an entire career, working in the field of global health.

Two sub-categories exist in Level III:

Practitioner-Oriented Operational Level: Competency sets required of students: 1) practicing discipline-specific skills associated with the direct application of clinical and clinically-related skills acquired in professional training in one of the traditional health disciplines; and 2) applying discipline-specific skills to global health-relevant work from fields that are outside of the traditional health disciplines (e.g., law, economics, environmental sciences, engineering, anthropology, and others).

Program-Oriented Operational Level: Competency sets required of students within the Basic Operational Level in the realm of global health program development, planning, coordination, implementation, training, evaluation, or policy.

Level IV: Advanced Level
Competency sets required of students whose engagement with global health will be significant and sustained. These competencies can be framed to be more discipline-specific or tailored to the job or capacity in which one is working. This level encompasses a range of study programs, from a masters level degree program, up to a doctoral degree with a global health-relevant concentration. Students enrolling in these programs are usually committed to a career in global health-related activities.

Educational Partnership vs Volunteerism

- **Framework/competencies**
  (L. Wilson et al '16)

  - Who benefits?

  " Volunteer experiences have the potential to both benefit and harm the host community as well as the volunteer. Humility, trust, and respect must characterize the volunteer's approach to all interactions, and ethical obligations must be honored. All volunteer experiences, local and global, should be carefully planned with adequate volunteer preparation. Pre-departure planning, on-site experience, and post-departure evaluation should be done in collaboration with the host community.

Clinical Practicums

Developing and Validating Learning Domains, Competencies, and Evaluation Items for Global Health Clinical Immersion Practicums for Graduate-Level Nursing Programs

Tracy Kelly, MSN, CPNP
Mark Lazenby, PhD, APRN, FAAN

Evaluation tool identifies academic prerequisites needed for achievement of expected competencies upon completion of the practicum experience

(2018)

Ethical Principles Global Health Nursing Practice

1. The global health nurse promotes an environment in which the human rights, dignity, values, customs, and spiritual beliefs of the individual, family, and community are respected. (0.90)
2. The global health nurse advocates for equality and social justice in resource allocation, access to health care and other social and economic services (ICN, 2012). (0.76)
3. The global health nurse demonstrates professional values such as respectfulness, responsiveness, compassion, trustworthiness, and integrity (ICN, 2012). (0.92)
4. The global health nurse values diversity of opinion, beliefs, culture, and perspectives. (0.88)
5. The global health nurse consistently maintains standards of personal conduct, which reflect well on the profession and enhance its image and public confidence (ICN, 2012). (0.77)
6. The global health nurse strives to foster and maintain a practice culture promoting ethical behavior and open dialogue (ICN, 2012). (0.77)
7. The global health nurse must demonstrate responsibility and accountability for nursing practice and for maintaining competence by continual learning (ICN, 2012). (0.79)
8. The global health nurse strives to promote safe working conditions for nurses globally. (0.74*)
9. The global health nurse sustains a collaborative and respectful relationship with coworkers in nursing and other fields (ICN, 2012). (0.81)
10. The global health nurse works in partnership with host country nurses, groups, and governmental and nongovernmental organizations. (0.79)

(McDermott-Levy et al., 2018)

Global Health and Nursing Literature

CUGH White Paper

Report on Collaborative University-Based Programs
Building HRH Capacity in Resource Constrained Nations (Roush, Kurth, Gerchow 2014)

- **METHODS**
  - Scoping Review 17 articles, 4 grey lit 1995-2013
  - Key Informant Interviews N =17
  - Case Study: Rwanda Project
- **RECOMMENDATIONS**
  - Coordinate efforts and information across programs/regions
  - Commit to long-term support
  - Build relationships
  - Clear, well-defined purpose with defined goals, outcomes
  - Use of technology
  - Include governmental agencies
  - Holistic approach
  - Comprehensive, detailed pre-assessment of local context
  - Systematic evaluation and data collection
  - Rigorous research on factors influencing success

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Our Challenge

Human Resources for Health

Implementing in most effective, efficient, and equitable manner

Measuring outcomes and achieving SGDs

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Teaching Technologies

ENSURING HIGH QUALITY OUTCOMES

REFORMING
HEALTH CARE
WORKFORCE
REGULATION

Policy Considerations for the 21st Century

Report of the
Taskforce on Health Care
Workforce Regulation

December 1998

CROSSING THE
QUALITY CHASM

A New Health System for the 21st Century

HEALTH
PROFESSIONS
EDUCATION

A BRIDGE TO QUALITY
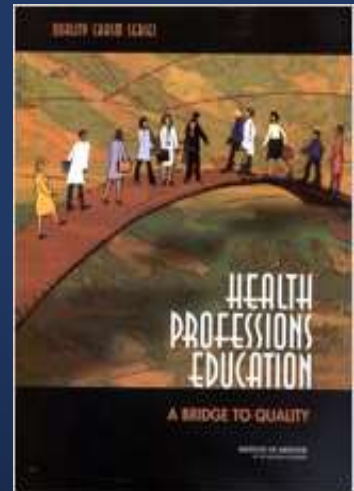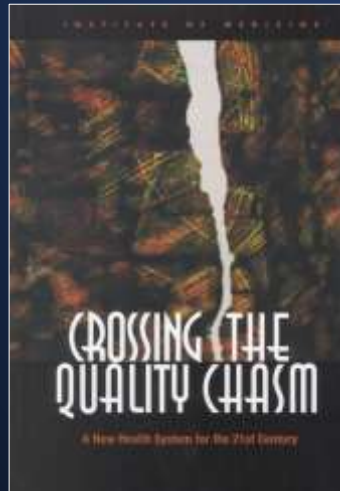
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IMPROVING GLOBAL QUALITY OF CARE

The National Academies of
SCIENCES · ENGINEERING · MEDICINE

CONSENSUS STUDY REPORT

CROSSING
THE GLOBAL
QUALITY CHASM
Improving Health
Care Worldwide
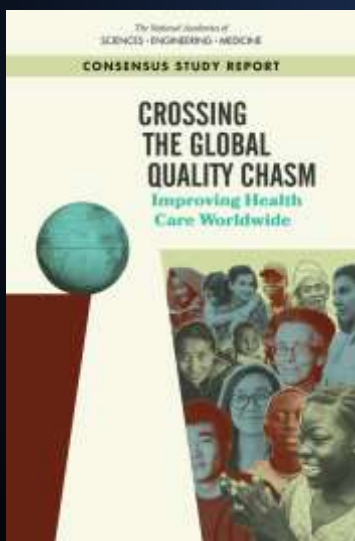
In LMICs, between **5.7M** and **8.4M** deaths occur each year from poor quality of care – resulting cost of lost productivity **$1.5 trillion annually**

Six Dimensions of Quality Health Care
- Safety
- Effectiveness
- Person-centeredness
- Accessibility, Timeliness, Affordability
- Efficiency
- Equity

(NAS, 2018)

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IOM Future of Nursing, 2010

The Future of Nursing:

LEADING CHANGE, ADVANCING HEALTH

INSTITUTE OF MEDICINE

- Institute of Medicine (Nat'l Academy of Medicine)
  - "Nurses…should work at the full extent of their training to provide timely, efficient, and cost-effective care to people across U.S."

- Committee led by a non-nurse

- "Not just advancing nursing, but advancing health through nursing." (Keepnews '11)

IOM Future of Nursing Main Points

- Nurses should practice to full extent of education and training

- Nurses should achieve **higher levels of education** through system that promotes seamless academic progression

- Nurses should be full partners, with physicians and other health care professionals, in redesigning health care

- Effective workforce planning and policy making require better data collection and improved information infrastructure

NAM Future of Nursing, 2020-2030

- Extend vision for nursing into 2030

- Chart path for nursing to create a culture of health, reduce health disparities, improve well-being of population in 21st century

- Examine current state of science and technology to assess capacity of nursing to meet health and social care demands to 2030

- Will our curriculum reflect above?

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Interprofessional Curricula Recommendations

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Nursing Schools & Health Systems Should Work Together
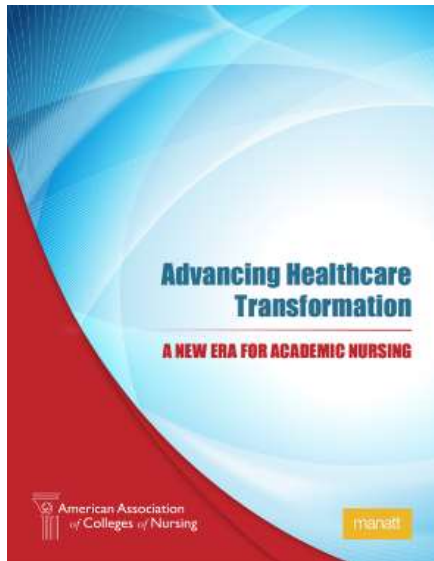
'New Era' Report

"Further alignment of medicine, nursing, and health system organizations may also prove beneficial...

- American Association of Colleges of Nursing (AACN) March 2016

Advancing Healthcare Transformation

A NEW ERA FOR ACADEMIC NURSING

American Association of Colleges of Nursing

manatt

Embrace a New Vision for Academic Nursing

1

2 Enhance the Clinical Practice of Academic Nursing

3 Partner in Preparing the Nurses of the Future

4 Partner in the Implement-ation of Accountable Care

5 Invest in Nursing Research Programs and Better Integrate Research into Clinical Practice

6 Implement an Advocacy Agenda to Support a New Era for Academic Nursing

AACN, 2016.

Human History

- **Progress, innovation**
- **Strife, forced migration**
- **Accelerated stress on resource carrying capacity in Anthropocene era**

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Global Warming if No Action Taken

2080 to 2099
Days per year above 95°F

5   50   100   200

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IPCC: 5 Assessment Reports

1990
1995
2001
2007
2014
(2022)

Q: How have the IPCC reports changed through time?
(1990-2013)

■ Amount of Human-caused Warming

25 years of increasing certitude

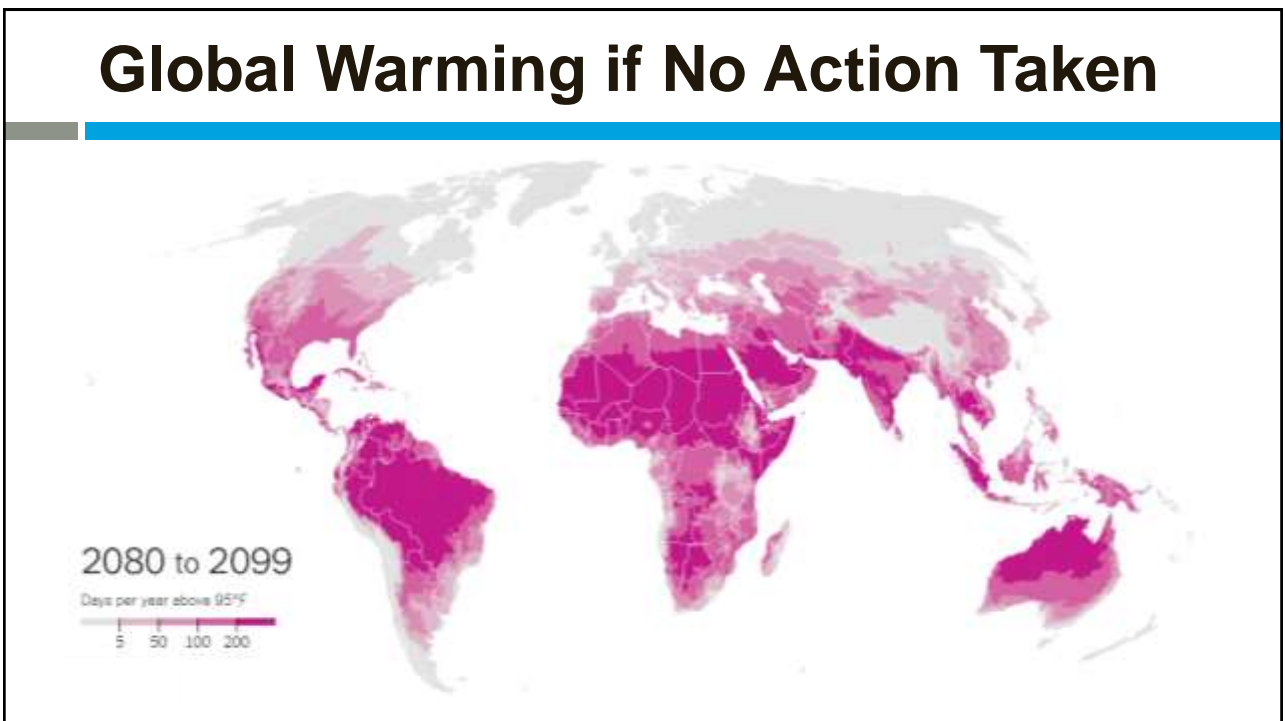| 1990	1995	2001	2007	2013
The report did not quantify the human contribution to global warming.	"The balance of evidence suggests a **discernible** human influence on climate."	Human-emitted greenhouse gases are **likely** (67-90% chance) responsible for more than half of Earth's temperature increase since 1951.	Human-emitted greenhouse gases are **very likely** (at least 90% chance) responsible for more than half of Earth's temperature increase since 1951.	Human-emitted greenhouse gases are **extremely likely** (at least 95% chance) responsible for more than half of Earth's temperature increase since 1951.

ipcc   WMO   UNEP   Nobel Peace Prize Winner, 2007

How Close Are We to 1.5 Degrees C?

ipcc
Global Warming of 1.5°C
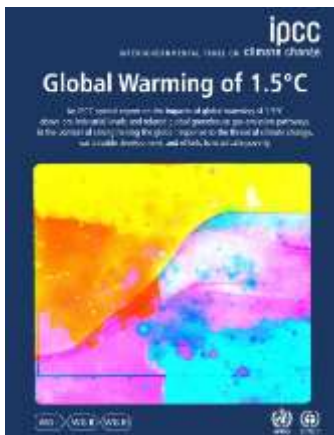
**IPCC Special Report
(October 2018)**

Current warming rate

2017

Human-induced warming

Climate uncertainty for 1.5°C pathway

Observed warming
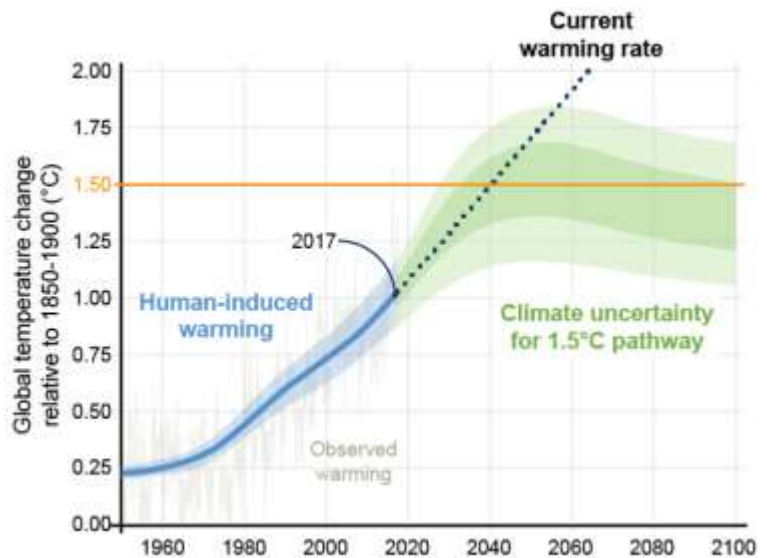
Safeguarding human health in the Anthropocene epoch:
report of The Rockefeller Foundation–*Lancet* Commission on
planetary health

"we have been mortgaging the health of future generations to
realize economic and development gains in the present. By
unsustainably exploiting nature's resources, human civilization has
flourished but now risks substantial health effects from the degradation
of nature's life support systems..."

(Whitmee et al., 2015)

Things Are Getting Better…

www.thelancet.com/commissions/planetary-health

LIFE EXPECTANCY
Mean global life
expectancy at birth (years)

80

60

40

1950   2000

POVERTY
Population of world in
poverty (%)

100

50

0

1950   2000

CHILD MORTALITY
Recorded deaths of
under-fives 1

20M

10M

0

1950   2000
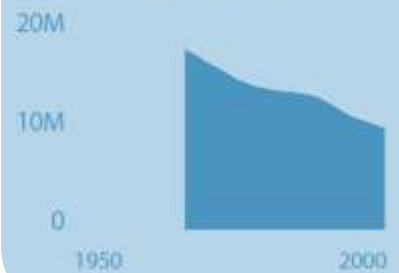
But Ecologic Cost/Damage

CARBON DIOXIDE EMISSIONS — Atmospheric concentration of CO_2 (ppm)
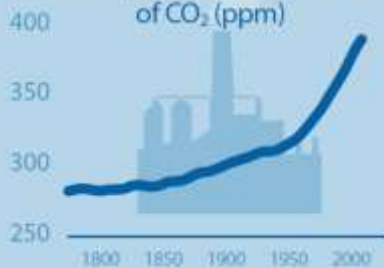
OCEAN ACIDIFICATION — Global ocean acidification (mean hydrogen ion concentration, nmol/kg)
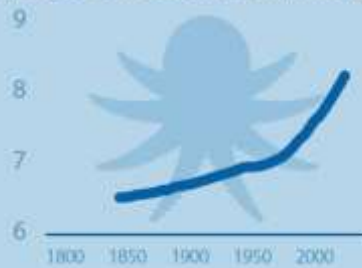
ENERGY USE — World primary energy use (EJ)

Ecologic Cost

TROPICAL FOREST LOSS — Global tropical forest loss compared with 1700 baseline (%)
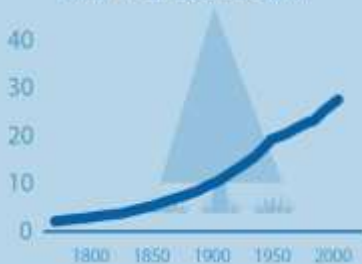
WATER USE — Water use (thousand km³)
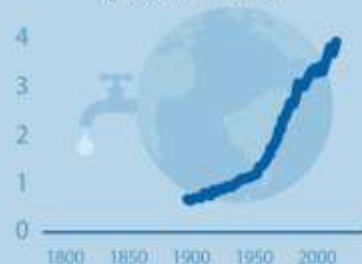
FERTILISER USE — Global fertiliser use (nitrogen, phosphorus, and potassium; thousand tonnes)

Ecologic Cost

POPULATION
World population (billions)

1800
1 billion

2014
7 billion

2050
9.6 billion

GRAIN PRODUCTION REQUIREMENTS
Total global cereal production (billions of tonnes)

c. 4.2 bn

1 bn

1960   2014   2050

WATER DEMAND[2]

2000   2050

3,500 km^3

5,500 km^3

Ecologic Cost

SOIL DEGRADATION
This leads to a loss of

1-2

million hectares of agricultural land per annum

CLIMATE CHANGE
If unchecked climate change related impacts could cause an extra

250,000

deaths per year
between 2030 and 2050[3]

BIODIVERSITY LOSS
Overfishing together with increasing acidity and other environmental changes threaten fish supplies

Ecologic Cost

May see reversal of progress, government destabilization due to unsustainable resource consumption, inequities

WATER USE

By 2050 over

40%

of the world's population could be living in areas under severe water stress

UNDER NUTRITION

Millions of people are at risk of under nutrition due to the combined effects of climate change and other environmental changes

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Planetary Health Effects

Environmental changes and ecosystem impairment

Examples of health impacts

Escalating human pressure on global environment

- Climate change
- Ozone depletion
- Deforest, land changes
- Desertification
- Wetlands loss
- Biodiversity loss
- Freshwater depletion
- Urbanization
- Coastal reefs

1. Direct health impacts
Floods, heatwaves, pollutants, etc.

2. Ecosystem-mediated health impacts
Infectious disease, undernutrition, etc.

3. Indirect, deferred, & displaced health impacts
Populations displaced, conflict, etc.

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Planetary Health - Direct Health Impacts

- Floods – up to 250 million affected

- Drought – climate refugees in and between countries

- Heatwaves – affecting elderly, vulnerable

- Pollutants
  - 5.5 million excess deaths globally 2016
  - Coal emissions → major cause of deaths
    (heart disease, cancer, stroke, respiratory)

More deaths than due to HIV + malaria
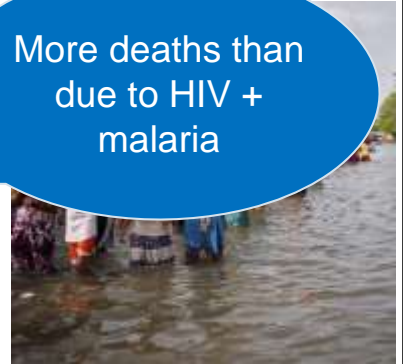
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Ecosystem-Mediated Health Impacts

- Changes in disease – dengue, Lyme endemic mid-latitudes, 100s millions more malaria exposure

- Mental health – loss of social networks, trauma/PTSD, anxiety, depression

- Changes in food availability, cost – malnutrition

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PH Effects – Indirect Health Impacts

- Displaced populations –
  shifts to cities straining health
  services

- Conflict
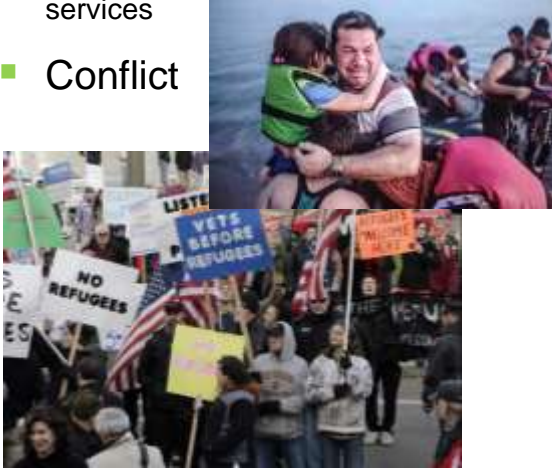
Climate refugees may reach many millions by 2050

March 20, 2018, by Alex Kirby

A Poland cattle herder in West Africa: Pastoralists need refuge for their animals too. Image: By Brenderlogo, via Wikimedia Commons

Climate refugees, people fleeing climate change's impacts by moving to new homes, may number over 140 million by 2050, the World Bank reports.

ABOUT AUTHOR

Alex Kirby is a former BBC journalist and environment correspondent, and now...

Conflicts

For each standard deviation in temperature and rainfall…

POLICE LINE DO NOT CROSS

14 % increase in violence between groups

4% increase in violence between individuals

Van Susteren 2017

Mental Health Impact

- Displaced populations
  - Loss of social networks

- Strife, competiti[on]
  - Traum[a]

USA TODAY

Harvey can be hazardous to your mental health, even if you aren't in path of the storm

Planetary Health Ethics

- Disproportionate impact on poorest – **health inequities**

Talking about Planetary Health

1. **Keep emotions even-keeled**

2. **Avoid apocalyptic focus**
   - Addressing it now <u>improves economies, jobs, social justice, & population health</u> – GAIN FRAME!

3. **Seek common ground**
   - Leverage beliefs (religious leaders; business green economy; military security)

4. **Tell personal stories**

5. **Emphasize facts**
   - 97% scientists agree climate change is happening & due to humans   Parry 2016

Emphasize SOLUTIONS
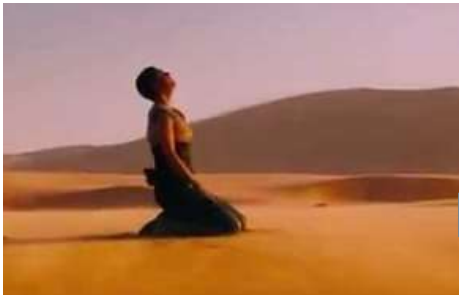
Mad Max: Fury Road, 2015

"Climate change solutions benefit mental health."
– APA 2017

Remember the **opportunity** in crisis…

Mitigation & adaptation efforts now
will have benefits

**A green economy
(and health system) is strong**

How to Act on Planetary Health

To safeguard human health we need
to maintain the health of the planet
on which we depend

PLANETARY HEALTH

THE HEALTH OF HUMAN
CIVILISATION AND THE NATURAL
SYSTEMS ON WHICH
IT DEPENDS

http://www.thelancet.com/commissions/planetary-health

How to Act on Planetary Health

Use More Water Efficiently

Family Planning

End Deforestation

City Planning

http://www.thelancet.com/commissions/planetary-health

How to Act on Planetary Health

Learn about Planetary Health

Healthy Diets With Low Environmental Impact

Reduce Food Waste

Better Governance

http://www.thelancet.com/commissions/planetary-health

Policy/Action to Address Climate & Health
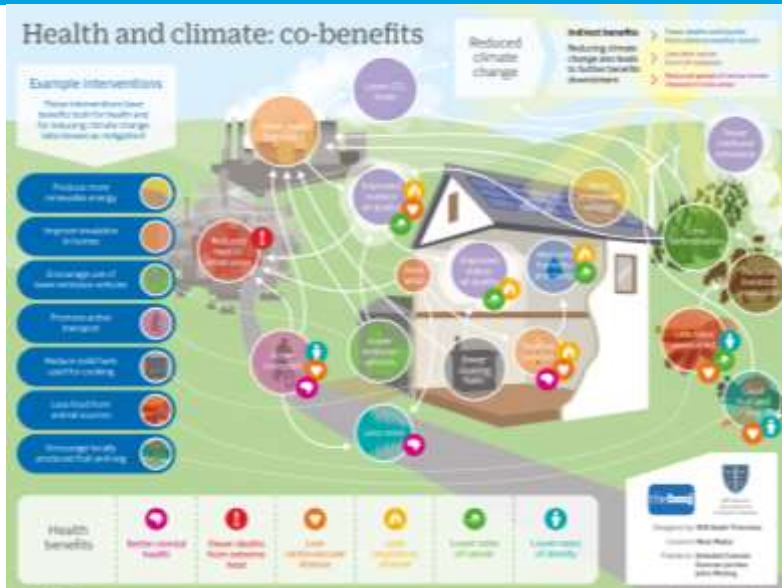
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Resilient Health Systems

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Preparing Health Systems

In face of coming planetary health drivers, is system…

AWARE? Detects threats

ADAPTIVE? Rebounds

INTEGRATED? Deploys resources beyond health

DIVERSE? Range of services

SELF-REGULATING? Stops disruptions into disasters
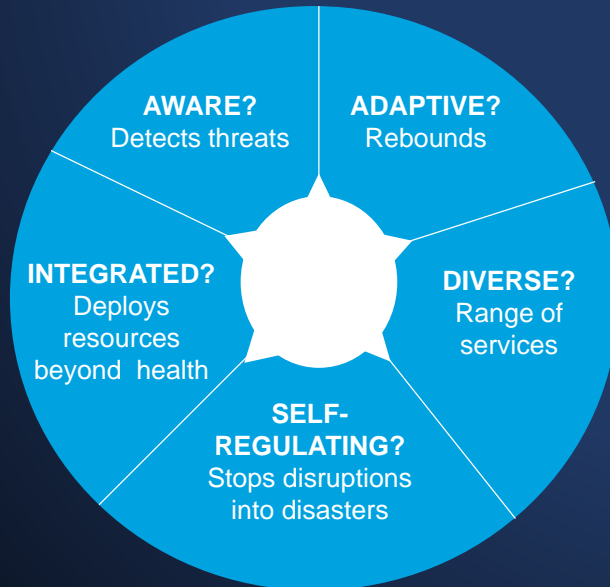
(Kruk 2015)

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Health System Resilience

capacity to respond, adapt, and strengthen when exposed to a shock…

PERSON OF THE YEAR TIME

THE EBOLA FIGHTERS

Salome Karwah

CDC confirms: Ebola is in Texas

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Have We Learned from Ebola?

Congo Declares New Ebola Outbreak After 2 Confirmed Cases

The CDC Is About Off a Funding Clif
It's already planning to pull back on work that pandemics.

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One Health Competencies

▪ Emergence of Ebola virus in West Africa demonstrate critical need for health workers prepared to manage diseases that cross human, animal, environmental health areas

HUMAN

ENVIRONMENT

ANIMAL

(USAID, 2016)

One Health Competencies Identified in 7 domains:

- Management
- Communication and Informatics
- Values and ethics
- Leadership
- Team and collaboration
- Roles and responsibilities
- Systems thinking

(Togami et al, 2018)

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One Health Core Competencies (Togami et al, 2018)

Competency	Objective	Skills
Health Knowledge	Demonstrate knowledge of established and evolving transdisciplinary One Health sciences (e.g., public health, animal health, environmental sciences, modern agriculture)	• Characterize cause, evolution, and ecology of infectious disease agents • Describe transmission routes for toxins, pathogens, and resistance genes • Explain epidemiologic principles used to characterize one health problems • Understand scientific principles such as biological complexity, genetic diversity, systems interactions, etc that influence one health • Identify cultural and socioeconomic determinants and effects of illness • Explain how bio surveillance, diagnostics, and therapeutic countermeasures are deployed • Describe disease prevention interventions that improve human, animal, plant, and environmental health at individual, community, population levels
Global and Local Issues in Humans, Animals, Plants and the Environment	Demonstrate understanding of historical, cultural, political, economic, and scientific aspects of emerging health problems that are amenable to the One Health approach	• Describe the biological principles, scope, and complexity of disease • Understand the effects of global change on health • Identify, understand origins and determinants of health as related to disease • Compare and contrast health and non-health consequences of diseases and exposures • Recognize major challenges and opportunities to improve health • Food safety • Understand the structure and responsibilities of the public health system • Describe the relationship among various key One Health stakeholders
Professional Characteristics	Demonstrate ability to understand and apply principles of research and evaluation methods to policy and health program implementation, as well as apply scientific findings to real-life situations	• Describe benefits/challenges of a multidisciplinary, integrative approach when implementing one health studies • Effective communication (oral and written) to different audiences • Demonstrate scientific quant skills (e.g., evaluate design, interpret findings, develop discussions, implementable recommendations) • Ability to build/manage transdisciplinary team; conduct research to inform policy • Translate research findings/discoveries into health policies/community programs/ interventions/public education that is sustainable, cul relevant and econ feasible

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Key Messages

- Health and well-being of people worldwide matter, and affect everyone

- Global health is relevant to all of us as citizens

- Educating, training, and empowering health care workers for global health impact
  - What is in our curriculum
  - How are we preparing health workers & systems for what's coming

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Resilience for the Health Industry

- Some global warming will continue
  (2.5 – 7.7°F rise inevitable, this century)

- Nurses can lead local, regional adaptation

  • Partner with local decision makers
    ▪ Identify at-risk populations, emergency plans, monitoring

  • Provide guidance to students, patients & families
    ▪ Posters, brochures
    ▪ Curriculum

  • Health facility preparation
    ▪ Anticipate demand surges (ED, out-pt), generators, emergency transport

(Sayre 2010)

Framing Action on Climate Change: Health Co-Benefits

Energy Sector
Air pollution: ~7 million premature deaths/yr: ~1 in 8 deaths/yr (GBD, 2015)

Food Systems
Cardiovascular risk from high meat diet
(switch from beans-beef = 70% emission target)

Transportation
Physical inactivity: 5.3 million premature deaths/yr
(Lee, 2012)

Images courtesy of Shutterstock

(J. Patz, Yale talk, 3/2018)

Investing in Climate-Smart Health Systems

Low-Carbon Healthcare Interventions

Climate-Smart Healthcare

Resilient Healthcare Interventions
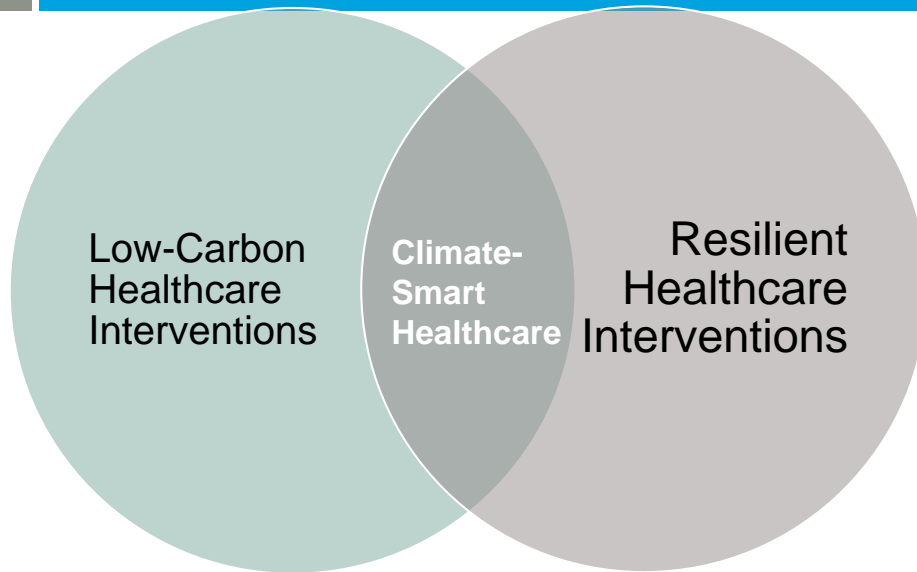
(World Bank 2017, '18)

Sustainability in Health Industry

- WHO hospitals guide (2015)
- Healthier Hospitals Initiative
  - >1000 US hospitals
- Global Green & Healthy Hospitals
  - >750 members on 6 continents, >20,0000 hospitals
- Green teams on units

**HEALTHY HOSPITALS
HEALTHY PLANET
HEALTHY PEOPLE**

Sustainability in Health Industry

- Healthier Hospitals Initiative
  - >1000 US hospitals

- Global Green & Healthy Hospitals
  - >750 members on 6 continents, >20,0000 hospitals

- Green teams on units

Seven elements of a climate-friendly hospital

Energy efficiency
Reduce hospital energy consumption and costs through efficiency and conservation measures.

Green building design
Build hospitals that are responsive to local climate conditions and optimized for reduced energy and resource demands.

Alternative energy generation
Produce and/or consume clean, renewable energy onsite to ensure reliable and resilient operation.

Transportation
Use alternative fuels for hospital vehicle fleets; encourage walking and cycling to the facility; promote staff, patient and community use of public transport; site health-care buildings to minimize the need for staff and patient transportation.

Food
Provide sustainably grown local food for staff and patients.

Waste
Reduce, re-use, recycle, compost; employ alternatives to waste incineration.

Water
Conserve water; avoid bottled water when safe alternatives exist.

Sustainability in the Health Industry
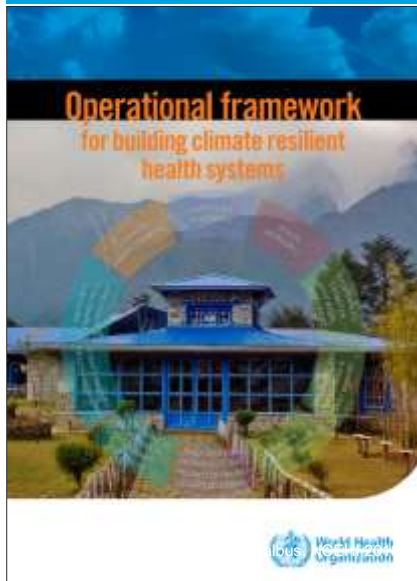
- Anticipate/combat barriers to 'greening' your clinical site

  - Competing investm
  - Inadequate staffing
  - Underfunded opera
  - Perceived higher c
  - Time limitations (AHE

BENEFITS ACHIEVED BY GREEN HOSPITALS

- Better indoor air quality.
- 20-40% energy savings.
- 35-40% water savings.
- Good day lighting.
- No sick building syndrome.
- Faster patient recovery.

WHO Framework

CLIMATE RESILIENCE

Operational framework for building climate resilient health systems

World Health Organization

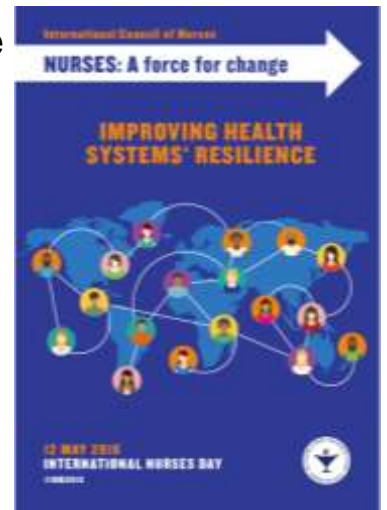
Nursing Has Taken a Stand

Policy statements on environment, resilience

- <u>Int'l Council of Nurses</u>
  - 2016 position nat'l nurse associations, nurses

  - 2008 statement nurses/climate change/health:
    - *"nat'l nurse associations and nurses must be involved in developing national action plans and policies and be part of disaster preparedness teams to mitigate the impact of climate change on health"*

  - 1999, '07, '11 statements environmental hazards

International Council of Nurses
NURSES: A force for change
IMPROVING HEALTH SYSTEMS' RESILIENCE
12 MAY 2016
INTERNATIONAL NURSES DAY

http://www.icn.ch/publications/2016-nurses-a-force-for-change-improving-health-systems-resilience/

Nursing Has Taken a Stand

Policy statements on environment, resilience

- <u>Canadian Nurses Association</u> (2008)

- <u>AACN</u> environmental sustainability task force

- <u>Alliance of Nurses for Healthy Environments</u> (2009)
  - 'Human health connected with every aspect of natural, built environment'

- <u>ANA</u> (2008)
  - Global climate change as a threat to human health, mandates and obligates action, advocacy and a "united" nursing voice

- Nurses as force for resilient health systems

http://www.icn.ch/publications/2016-nurses-a-force-for-change-improving-health-systems-resilience/

Nursing Has Taken a Stand

"The registered nurse practices in an environmentally safe and healthy manner."

Standard 17 of the Standards of Professional Nursing Practice found in
Nursing: Scope and Standards of Practice, 3rd Edition

ICN Position Statement, 2018

- Be involved in developing national action plans and policies for mitigation, adaptation, and resilience strategies as well as contribute to environmental health and justice policymaking

- Embed concept of **sustainability in nursing practice as well as climate change-related knowledge into nursing curricula** and in post-registration continuing education

- Collaborate with organizations (health, intergovernmental, environmental, other civil society etc.) when developing health-adaptation policies and programs

- Engage with media to promote public awareness of harmful effects of climate change on health and to promote mitigation strategies

Planetary Health Summary

- Health progress has been made but an ecological price has been paid

- Need action now, including strengthening health systems
  - Nurses are frontline responders, trusted voices
  - Nursing role in mitigation, adaptation, policy, leadership
  - Education (presvs, CE, IPE)

CALL TO ACTION

Nurses for
Planetary Health

Nursing Education - Curriculum Thread

5: Political and broader engagement (Lancet PH, 2015)

5.1 Public engagement with health and climate change

5.2 Academic publications on health and climate change

5.3 Inclusion of health and climate change within…health curricula

**Global Consortium on
Climate and Health Education**

https://www.mailman.columbia.edu/research/global-consortium-climate-and-health-education/mission

The GCCHE is a global network of Schools of Public Health, Medicine and Nursing that aims to

ACTION – Nurses Climate Challenge

- Downloadable Toolkit https://nursesclimatechallenge.org/

Nurses Climate Challenge

The Nurses Climate Challenge is a national campaign to mobilize nurses to educate 5,000 health professionals on the impacts of climate change on human health.
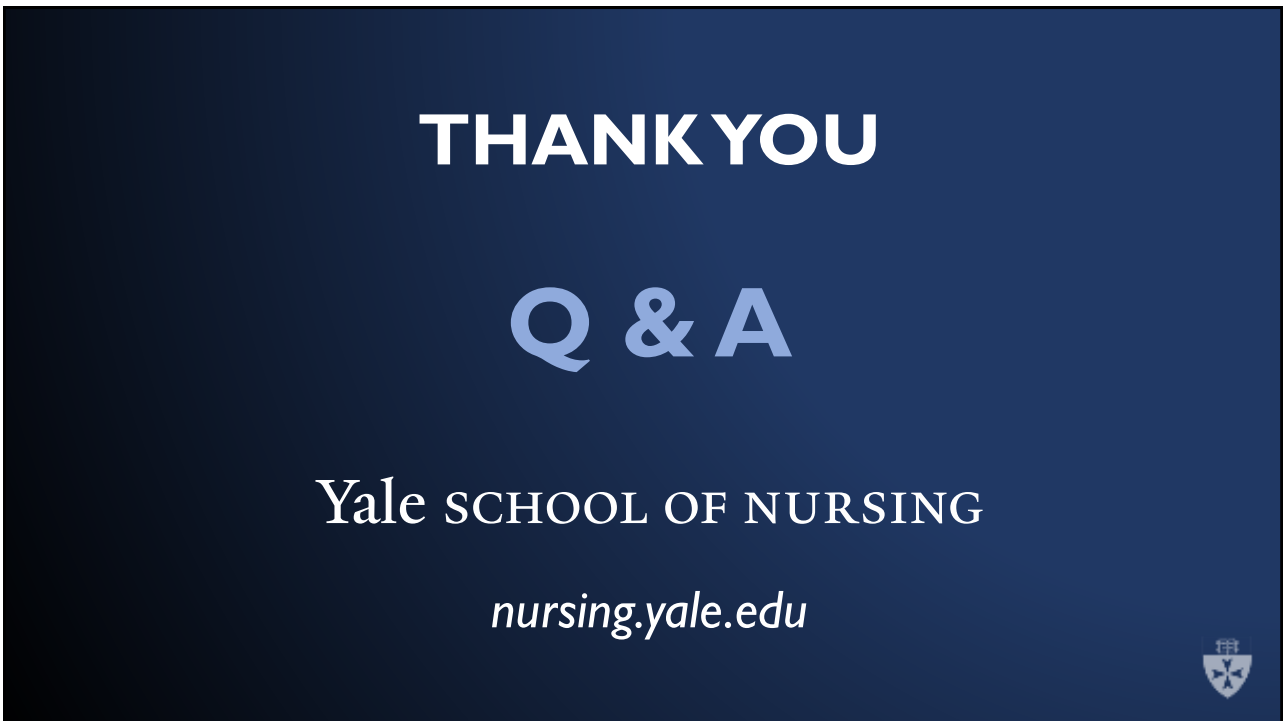
Nurses have unique skills needed to address this crisis

- Optimism in the face of despair
- Righteous anger – and advocacy skills – to address injustice, inequity
- Leadership to organize, educate, & deliver
- Innate proclivity to work with and for people
- Alliance with communities, building on strengths
- Belief that life of each is worth fighting for, and that we are stronger when working together

THANK YOU

Q & A

Yale SCHOOL OF NURSING

nursing.yale.edu