

# March 2023 Editorial

**Lucia Rehackova** *Almost all of us within the Northumbria University, UK*

European Health Psychology Society will have heard of United Nations' Sustainable Development Goals (SDGs), although it is likely that far fewer of us could confidently list all of them. This special issue is a showcase of the work our colleagues around the world do to contribute to sustainable development, and a call for stronger alignment, and perhaps mindfulness of SDGs in health psychology research, teaching, and practice.

This issue has been in the making for some time. The idea was a result of many discussions about how health psychologists can recognise and incorporate SDGs in their work within the Special Interest Group at the EHPS "Equity, Global Health, and Sustainability", and the EHPS committee at the United Nations. The articles in this special issue build on these conversations, and they highlight that:

1) There is a need for embedding awareness of SDGs and whole systems thinking into school curricula;

2) The health psychology discipline needs to revise and innovate its approaches to research, to better reflect the interconnectedness of SDGs and the bi-directional relationship between health and the environment;

3) The EHP Society can serve as a voice of health psychologists in international forums, and as a platform facilitating integration of SDGs into our work.

Paquito Bernard and Guillaume Chevance open this special issue with their invitation to think about how health psychologists can contribute to

climate change mitigation and adaptation through their research and teaching. They highlight some of the methodological challenges and opportunities in health psychology research, addressing those which they suggest could accelerate whole system thinking. In addition to these, Paquito and Guillaume suggest that lack of training and educational materials are barriers to the development of climate change-related initiatives within the health psychology profession.

To show how the whole system's thinking and SDGs can be woven into university curricula, Mala Matacin shares her experience of developing seminars for first year university students at the University of Hartford, encouraging them to use SDGs as a thinking framework in a collaborative assignment.

The contributions by Paquito, Guillaume, and Mala provide ideas and links to resources that can be used or further developed. The Special Interest Group "Equity, Global Health, and Sustainability" now also has a dedicated task force for development of such educational materials, and you are welcome to join the group by signing up to the mailing list.

Following on, Lisa Warner and colleagues illustrate the interrelatedness of SDGs and human health on an example of tap water drinking, together with the different approaches to its promotion adopted in Estonia, Germany, Iceland, and the United Kingdom.

The last contributions by Josianne Kollmann, Philipp Kadel, and a team of colleagues led by Lisa Warner represent activities of the EHPS externally and internally.

Josianne and Philipp lay out the One Health

approach and share their view on the role of health psychology in promoting this approach based on their experiences of attending the World Health Summit and the Psychology Coalition meetings at the United Nations, representing the EHPS.

Lisa and colleagues then conclude this issue with results of a survey evaluating EHPS members' views of initiatives aiming to reduce carbon footprint of EHPS conferences adopted in 2022, including suggestions for potential improvements at future conferences.

I hope that this special issue highlights some of the opportunities, and perhaps also the responsibilities, of the health psychology discipline in actively contributing to sustainable development in our work.

On behalf of the editorial team, I would like to thank all authors for their contributions, and I hope that you enjoy reading this issue.



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