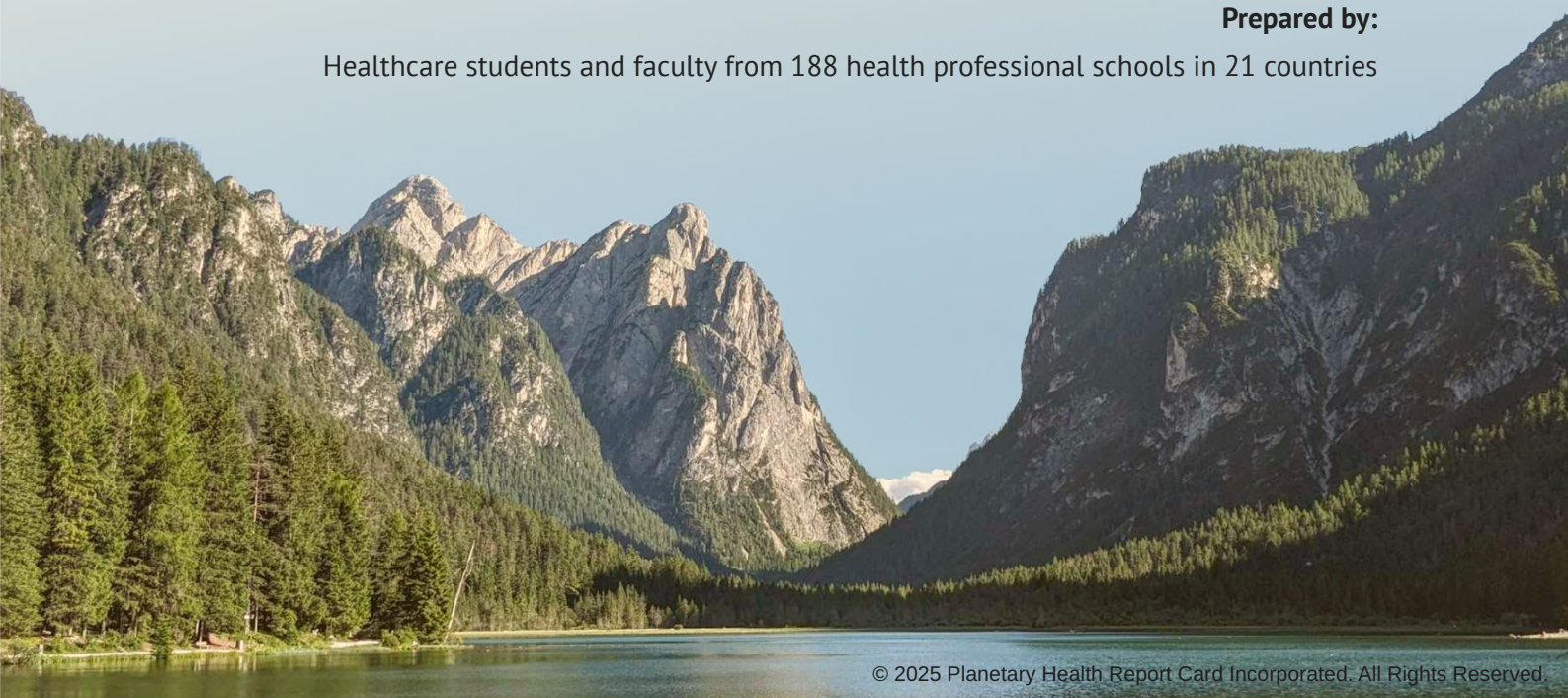
APRIL 2025

PLANETARY HEALTH REPORT CARD

2024-2025 INTERNATIONAL SUMMARY REPORT

Prepared by:

Healthcare students and faculty from 188 health professional schools in 21 countries



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FOREWORD

This report marks the 6th annual cycle of the PHRC, and the first publication of our newly formed non-profit organisation. Within the following eighty pages of this document lies the hard work and dedication of students and faculty from over 180 health professional schools around the world. Over 1500 students from different cultures, backgrounds, and fields of healthcare completed report cards, united by a common purpose: to advance planetary health, to take action, and to drive lasting change. We live in an uncertain climate, politically and environmentally, but the following eighty pages are pages of hope.

We hope you find inspiration, admiration, and passion within these pages. We hope you celebrate the success of your school's participation this year, regardless of the overall grading. We hope these report cards empower you to make change at your institution.

There is a whole page dedicated to acknowledgements, but we'd like to take this opportunity to again express our thanks to the students, faculty, board and supporters of the Planetary Health Report Card.

James, Arya and Emily
Co-Directors

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CONTENTS

1. PLANETARY HEALTH
2. ABOUT THE INITIATIVE
3. GOALS
4. METHODS
5. RESULTS
6. RECOMMENDATIONS
7. LIMITATIONS
8. FUTURE DIRECTIONS
9. AUTHORS AND LEADERSHIP
10. ACKNOWLEDGMENTS
11. CONTACT US
12. REPORT CARD TEAMS

Addendum 06.15.25 - New York Medical College grading error corrected altering national ranking.

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1. PLANETARY HEALTH

Planetary Health is a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of destabilized natural systems on human health and all life on Earth. **(Planetary Health Alliance 2025)**

Planetary health is a field of thinking that focuses on the interdependence of human health and the health of the Earth's ecosystems. It recognizes that environmental changes, such as climate change, biodiversity loss, and pollution, directly influence human health. As the planet faces unprecedented ecological challenges, human health is increasingly threatened by extreme weather events, air and water pollution, food insecurity, and the spread of infectious diseases linked to environmental degradation, with marginalized communities disproportionately affected. In response, planetary health seeks to bridge the gap across all transdisciplinary fields of work, promoting sustainable practices that safeguard both the planet and its inhabitants.



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For healthcare professionals, planetary health means understanding that the future of medicine and people's health is intertwined with the health of the Earth. The impacts of climate change and environmental destruction are shaping the nature of health challenges, including rising rates of respiratory diseases, heat-related illnesses, mental health issues, and the spread of vector-borne diseases. Healthcare professionals must be equipped to address these interconnected issues, advocating for sustainable healthcare systems and making decisions that minimize environmental harm.

Incorporating planetary health into healthcare education is essential for preparing the next generation of healthcare workers. It is vital for students to grasp the broad implications of environmental health risks, learn to advocate for policy change, and develop solutions that protect both the planet and the communities they serve. Healthcare institutions must integrate planetary health into curricula to ensure professionals are prepared for the rapidly changing health landscape.



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2. ABOUT THE INITIATIVE

The PHRC is an international student advocacy organisation that produces report cards on an institution's planetary health education, highlighting and sharing an institution's areas of good practice and identifying areas in need of improvement.

The PHRC is an instrument to inspire change. Student-led teams around the world are successfully completing report cards, empowering us and the future healthcare professionals to take an active role in driving the 'great transition'. Student leadership has proved invaluable in enacting change and ensuring our institutions are held accountable for teaching planetary health.

Our institutions must be held accountable for educating future health professionals on **planetary health curricula**, supporting **interdisciplinary research** into climate health impacts, and fostering solutions to environmental challenges. As the future of healthcare, it is crucial that we recognize and address the significant effects of human-caused environmental changes on our patients' health. Additionally, we must understand the environmental footprint of clinical care and take steps to minimize it.

It is also vital to encourage **student-driven initiatives**, adopt **sustainable practices on our campuses** and hospitals, and **engage with our communities** most affected by environmental degradation. Given that climate change and environmental threats disproportionately impact marginalized populations, addressing these issues is not only a matter of public health but also of equity and justice. By embracing planetary health, we take a step toward ensuring a healthier, more just world for all.



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The report card was founded in 2019

The Planetary Health Report Card was founded in 2019 at the Human Health and Climate Change Club at the University of California, San Francisco, and piloted at 13 US medical schools. After experiencing the health consequences of climate change firsthand during wildfires, the group decided to act and created the standardised and reproducible Planetary Health Report Card for evaluating medical schools.

The report card quickly spread internationally through student and faculty networks, and metrics were developed to include other healthcare professions. The initiative has thrived on the goodwill and volunteering of academics and students all over the world, growing to what it is today. Our leadership team now consists of 43 members from 16 countries.

In 2022, the initiative was granted funding from the Macy Foundation, which has allowed us to expand and develop the PHRC. This funding supported our leadership team and allowed us to pursue non-profit status to formalise the Planetary Health Report Card Incorporated as an independent organisation.

The report card becomes a non-profit in 2025

In February 2025, we took a significant step by submitting our application to the IRS to register as a US-based non-profit, a process we are thrilled to announce culminated in approval this April. This will greatly enhance our ability to secure funding for our mission. To effectively guide and oversee the organization's growth, a Board of Directors composed of international planetary health experts was established concurrently. You can meet our board here, on our website.



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3. GOALS

2024-25 Primary Goals:

1.1 Operate as a **needs assessment tool** to drive the development of Planetary Health Education in Health Professional Schools around the world.

1.2 Increase publication of planetary health report cards from **more countries and healthcare professions.**

Our 2025 publication cycle includes 188 health professional schools from 21 countries and 10 disciplines. This includes 74 new institutions, six new countries, and two new healthcare professions.

1.2.1 Engage more participation from **African, Asian and South American** health professional schools.

Of the 188 institutions, only 5 are from Africa, Asia or South America. This year celebrates the increasing participation from Rwanda and Nigeria. Connections have been made in institutions in Pakistan, Egypt and South Africa and we plan to focus a new recruitment drive for the 2025/26 cycle to increase participation in these areas.

1.3 Promote **interdisciplinary team working** for completion of the report cards.

The 2025 report card templates have been redesigned to promote interdisciplinary collaboration. Sections 2-5 have been adapted to universally apply to an institution rather than a faculty or discipline school. This allows for collaboration between report card teams and avoids duplication of work between report card teams. However, initial feedback suggests there is more work to be done in this area as few teams collaborated in a significant way.

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3. GOALS

Secondary Goals:

2.1 Develop the report card metrics, ensuring they remain relevant, and promote interdisciplinary collaboration (sections 2-5).

We'll be opening our feedback cycle June to July to allow for discussion and development of the report card metrics to ensure they remain relevant in a changing world of planetary health.

2.2 **Complete 501c non-profit status.**

Complete incorporation of the PHRC as a 501c(3) non-profit organisation allowing for organisational independence and to secure reliable funding streams.

2.3 **Streamline PHRC data** for outreach, partnership development, and research output.

We're working on the development of a PHRC interactive database to allow easy access to metric level data. This will allow greater insights and understanding into the best planetary health education practices.

2.4 Facilitate **cross-institutional sharing** of planetary health resources that can catalyze curricular innovation.

2.5 **Track progress** in implementing planetary health curriculum and resources.

Annual completion of report cards allows progress to be closely tracked and delivers the urgency required to drive this education forward.

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4. METHODS

Student teams from each health professional school are recruited to complete annual metric-based reports consisting of discrete metrics in five categories: 1) Curriculum, 2) Interdisciplinary research in health and environment, 3) Community outreach and advocacy, 4) Support for student-led initiatives and 5) Campus sustainability. Schools that have participated in previous years are encouraged to participate annually and update previous reports to track progress.

Each participating discipline has tailored curriculum metrics written by students and leading academics in planetary health in their respective fields. Sections 2-5 are standardised across disciplines, applying to an institution as opposed to a health professional school.

The students explore the curriculum in depth, looking for evidence to help them score each metric. Successful teams work with faculty, estate staff, and research personnel to fill in the blanks as well as scour an institution's policies and websites for further evidence. The report card teams are advised on appropriate evidence and are supported throughout the process by their respective regional or discipline lead.

A leadership team member reviews each report card to ensure consistency and fairness of scoring. Specifically, report cards are scrutinised to ensure adequate justification of scoring and ensure report cards provide an accurate and fair representation of their institution. Once the leadership team reviews report cards, student teams make their final adjustments prior to publication.

The final drafts and summaries are published online on our website, phreportcard.org, which serves as a repository of all the best planetary health education practices from all over the world. Students and faculty participate in shared learning, allowing international collaboration to advance planetary health education. Annual publication allows year-on-year tracking of progress and emphasises the urgency of which educational change is needed.



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Sections of the Report Card:

Planetary Health Curriculum

Today's health professional students will be on the frontlines of tackling the impacts of environmental degradation on human health. It is critical that health professional education reflects those health threats. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, disaster response principles, and healthcare sustainability must be part of every medical school's core curriculum.

Interdisciplinary Research in Health and Environment

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, health professional schools should fund research studying environmental health, the health effects of climate change, and climate solutions.

Community Outreach and Advocacy

Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by ecological destruction. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on marginalized populations. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats and collaboratively advocate for change. Students should be given opportunities to engage in this work.



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Sections of the Report Card:

Support for Student-Led Planetary Health Initiatives

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, convene in student groups, and receive funding for planetary health projects.

Campus Sustainability

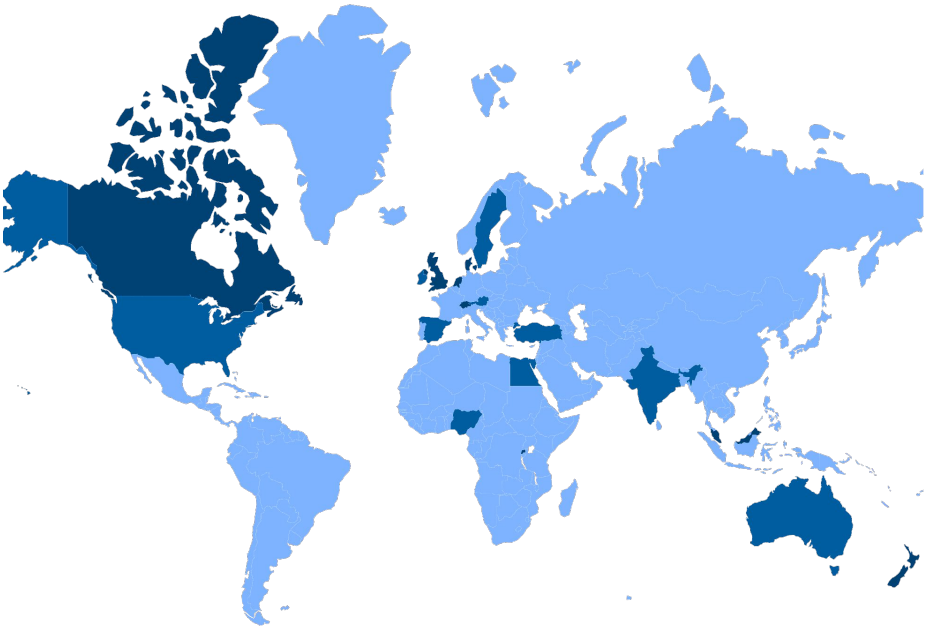
The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. This transformation can begin with our educational campuses; medical schools must sustainably source energy, food, and supplies; ensure institutional investments are free of fossil fuels; and offer incentives for greening lab spaces and events.



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5. RESULTS

This year, 188 institutions from 21 countries across 10 health professional disciplines completed Planetary Health Report Cards. This includes 111 returning schools and many new schools participating for the first time.



2019

Initiative founded

2020

13 US Medical Schools

2025

188 Schools

21 Countries

10 Disciplines

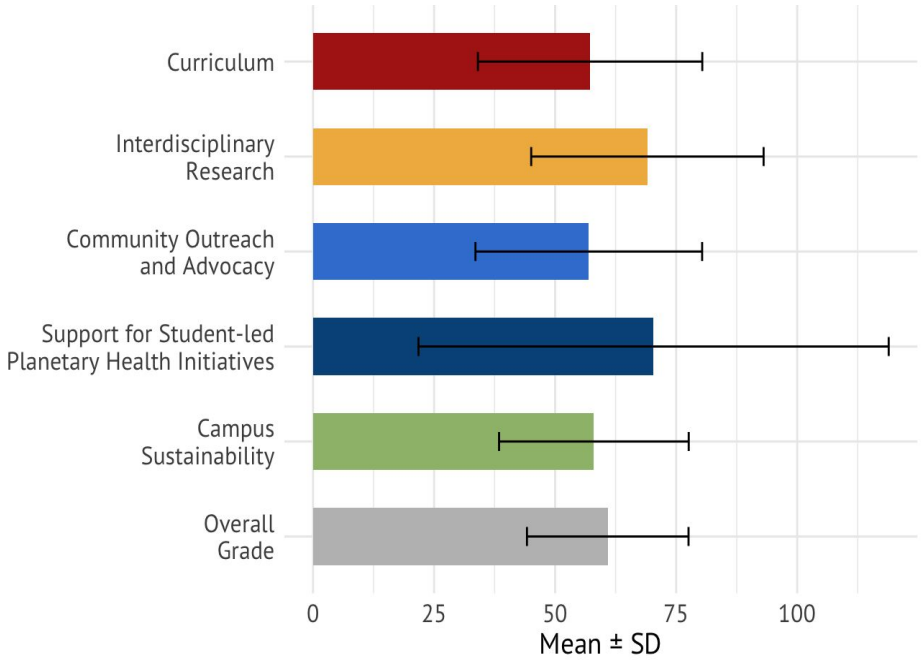
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5. RESULTS

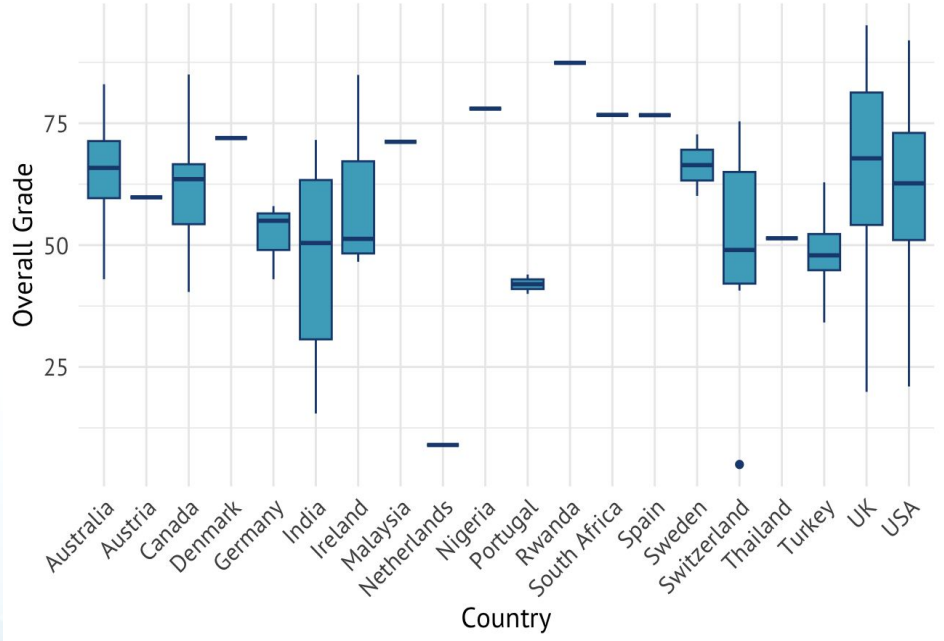
Overall, mean scores across the report card showed an even distribution across the five sections, with the highest mean in the Support for Student-led Initiatives section, indicating the powerful student-led aspects of planetary health education.

Mean grades varied by country with the highest average grade from the African countries (although limited sample size and representation).

Mean Scores (%) by Report Card Section



Overall Mean Grades by Country

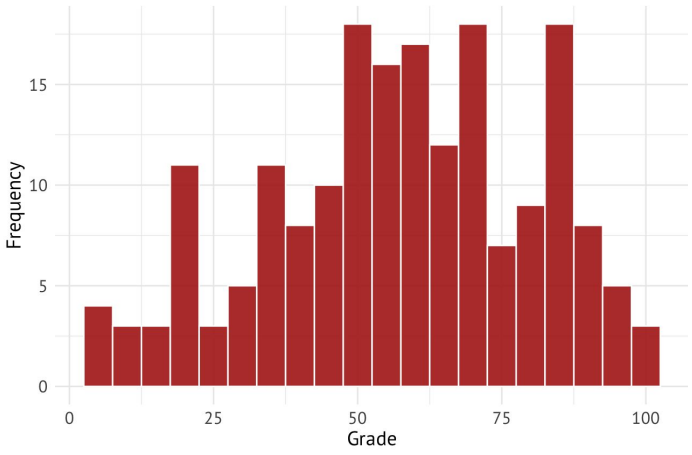


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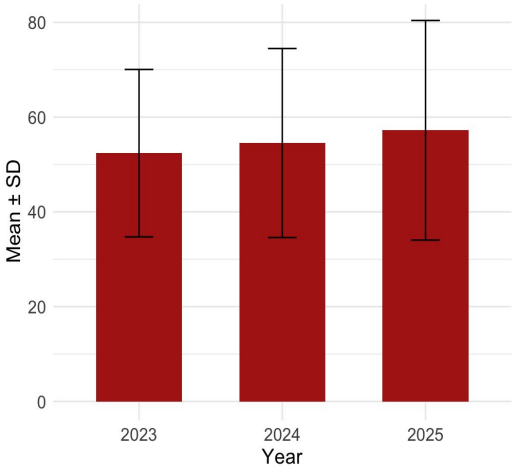
5. RESULTS

Given the metric changes to sections 2-5 in the 2025 report card, curriculum scores are the most reliable way to look at score trends. Over the last three years, mean curriculum scores have steadily increased, representing a reliable growth in international planetary health education.

Curriculum Scores 2025 (all disciplines)

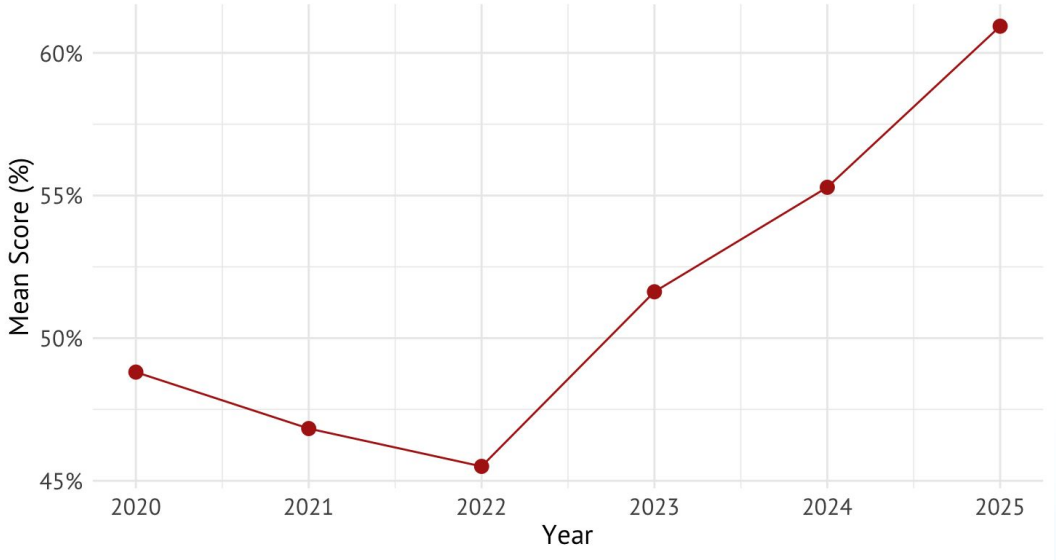


Three-Year Trends (all disciplines)



Looking at the 6 year trends in the medicine report cards we can see a dynamic acceleration in mean curriculum scores since 2022.

Curriculum Scores Six-Year Trends (medicine only)



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5. RESULTS

Examples of good practice: **Curriculum**

UNIVERSITY OF MINNESOTA, USA

A

The University of Minnesota School of Nursing scored 89% in Curriculum. Planetary Health concepts are interwoven amongst many core curriculum courses such as economics of healthcare, healthcare policy leadership, epidemiology in nursing and public health nursing. Topics such as the health and economic impacts of climate change are covered, health policy implications of climate change, impacts of changing weather on food and water security, and infectious diseases.

UNIVERSITY OF MANITOBA, CANADA

B-

Lecture highlight: *'Climate Change and Human Health'.*
Learning objectives:

- Describe the effect of climate change on the health of the population in Canada and globally, including health equity considerations.
- Describe how physicians can address climate issues in small-scale settings (e.g., individual practice activities in a clinic) and large-scale settings (e.g., organization-wide or nation-wide advocacy).
- Explain the role of a physician in addressing the physical, psychological, and social effects of climate change at both the individual and population levels.

Topics included in this lecture are Global warming, the Paris Agreement, COP28, Manitoba's Climate and Green Plan, and municipal climate action plans.

UNIVERSITY OF BRIGHTON, UK

C

Impacts of colonialism on the occupational therapy core curriculum:

Occupational therapy students at the University of Brighton have learning objectives in the core curriculum, which covers understanding how abuses of power and injustices such as colonisation affect today's populations and their health.

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5. RESULTS

Examples of good practice: **Curriculum**

RUSH MEDICAL SCHOOL, US

B-

Example of curriculum addressing climate justice:

'Planetary Health and Climate Justice' is a 2-hour session for final-year students where they are taught about the core principles of planetary health and then break out to work through climate-related cases. They are asked to identify climate-related risk factors, health consequences, and health inequalities. Students learn to screen patients for climate-related risks and provide appropriate care. Cases highlight how climate change disproportionately affects marginalized communities. Topics include heat-related illness, asthma, reproductive health, vector-borne diseases, mental health effects (like climate anxiety), and PTSD.

The session concludes by signposting soon-to-be graduates with planetary health initiatives they can participate in during their residency.

UNIVERSITY OF EAST ANGLIA, UK

B-

Example of integrated planetary health: Respiratory Health effects of climate change. This topic is included in:

- Respiratory module, lecture: 'Allergy and Hypersensitivity', covers increasing prevalence of allergic disease due to environmental factors.
- Respiratory module, lecture: 'Obstructive Airway Disease', covers the link between air pollution, prevalence and exacerbation.
- MSK module, covers the link between inhaled pollutants as potential risk factors for rheumatoid conditions.
- Global health lecture: 'Global Health Child', links between air pollution, overcrowding and poor sanitation affect the respiratory health of children.
- Ear, Nose and Throat module covers the associations between environmental pollutants and allergic rhinitis and pharyngitis.
- Trauma medicine lecture: 'Trauma informed care', covers the respiratory health effects of the climate crisis on childhood respiratory disease.

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5. RESULTS

Examples of good practice: **Curriculum**

UNIVERSITY OF MELBOURNE, AUS

B

Education for Sustainable Dentalcare:

The University of Melbourne School of Dentistry includes learning activities centred around the learning outcome 'Describe the impact of oral health care on the environment'. Activities for students include lectures, self-research on online modules and required readings to answer questions on sustainable healthcare and the impact of healthcare provision on planetary health. Students are also asked to reflect on the role of policy and advocacy in sustainable healthcare in dentistry.

Strategies to communicate climate change and sustainability to patients:

Students at the University of Melbourne School of Dentistry have a learning event centred around the question: 'How will you engage and educate your patients to ensure environmentally sustainable oral healthcare'.

UNIVERSITY OF COPENHAGEN, DENMARK

B

Student representation of curriculum steering groups:

Students from the University of Copenhagen's Medical Students for Climate Society have a representative on the "Faculty Working Group for Sustainability and Climate in Education" led by the vice dean for education. This group works with the study board to incorporate sustainability in all faculty education programmes.

TRINITY WESTERN UNIVERSITY, CA

B

Recognising the importance of Indigenous knowledge systems as essential components of planetary health:

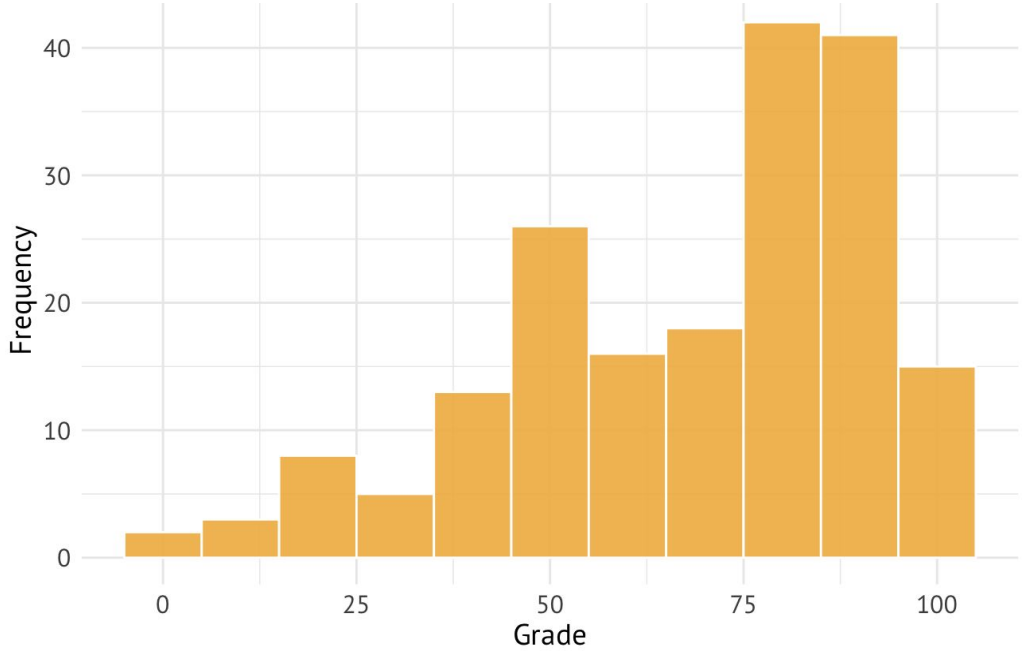
Students from Trinity Western University School of Nursing are taught about the extensive link between Indigenous peoples and their land and its impact on health. This includes a lecture on Indigenous ways of knowing, such as land stewardship. Students are also invited to visit an Indigenous community to learn about integrating Indigenous knowledge into nursing practice.

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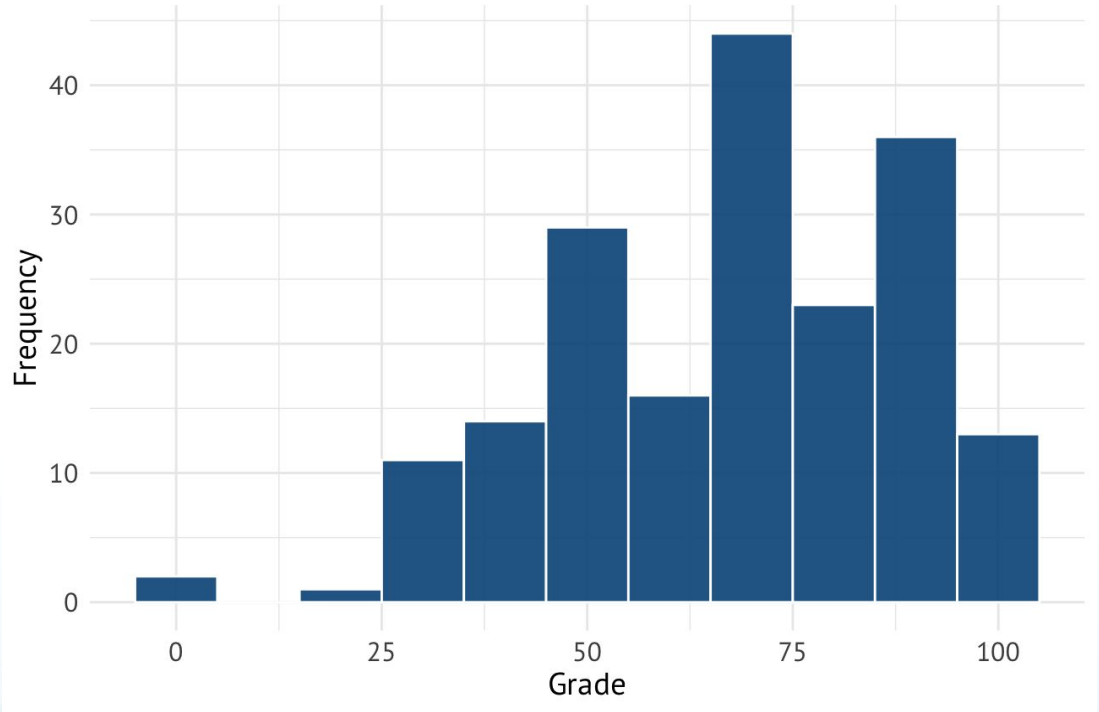
5. RESULTS

Many schools score well in the Interdisciplinary Research and Support for Student-led Initiatives sections, highlighting the vital work happening internationally to advance planetary health research by health professional schools and the continued student-led passion for this work.

Interdisciplinary Research Scores 2025 (all disciplines)



Support for Student-Led Initiatives Scores 2025 (all disciplines)



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5. RESULTS

Examples of good practice: **Interdisciplinary Research**

UNIVERSITY ILLINOIS CHICAGO, USA

B

Example of a dedicated planetary health research department:

The University of Illinois Chicago has launched the Center for Climate and Health Equity is a new research center to "gather experts from public health, medicine, engineering, urban planning and biological sciences to measure these health impacts and test nature-based interventions such as green infrastructure to minimize the consequences of climate change on humans." This new center will include a community engagement core, with a mission to "support ongoing community-academic partnerships and build capacity for climate and health work across Chicago."

Examples of good practice: **Support for Student-Led Initiative**

KEELE UNIVERSITY, UK

A+

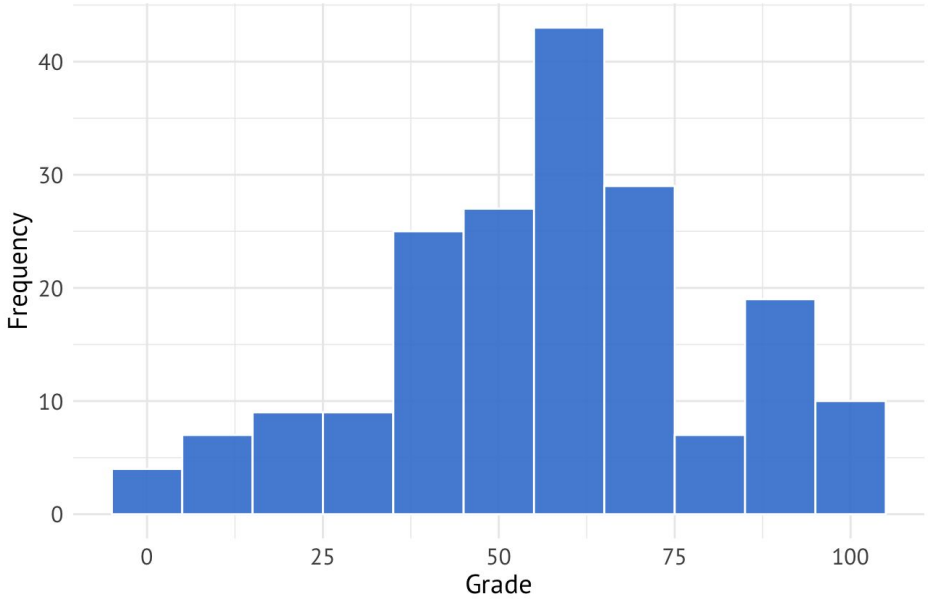
Keele University has a variety of well-supported student initiatives, including dedicated funding for sustainability-focused projects and a mechanism to connect students with academics participating in sustainability-focused research. There is a dedicated 'student voice' representative for sustainability who sits in leadership meetings and on the university sustainability working group to represent the student voice on sustainability matters.

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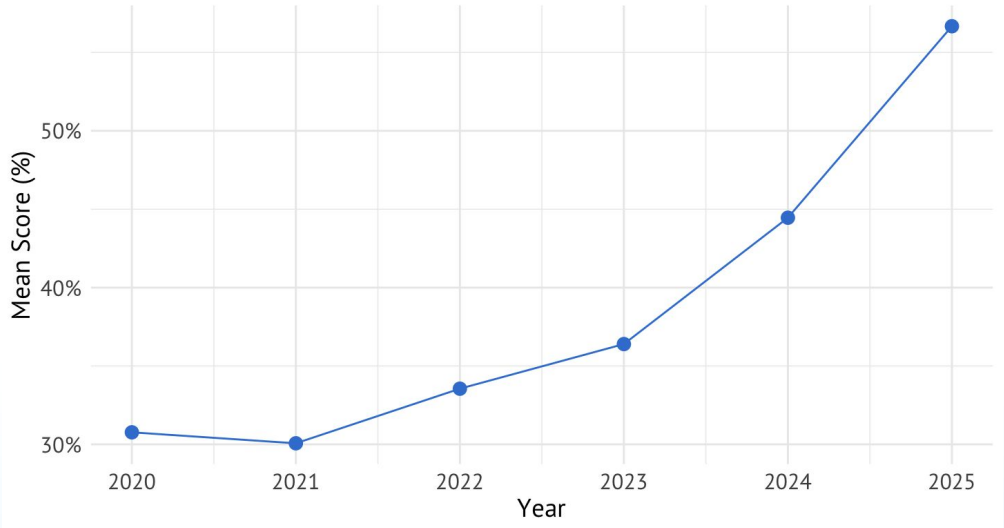
5. RESULTS

Community Outreach has traditionally been an area where schools have struggled in the report card but over the last two cycles we have seen significant increases in scoring in this section. Initiatives such as community facing climate change courses, new patient-information materials and formation of meaningful community partnerships have resulted in an overall increase.

Community Outreach and Advocacy Scores 2025 (all disciplines)



Community Scores Six-Year Trends (medicine only)



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5. RESULTS

Examples of good practice: **Community Outreach**

BRISTOL MEDICAL SCHOOL, UK

A

Example of a dedicated planetary health research department:

Bristol Medical School has significantly improved its community outreach this year through new community partnerships, including a collaboration with local organisation 'Facts4Life' to produce a free public-facing resource titled 'Health Planet, Healthy People'. This course is delivered by Bristol medical students in local primary schools to students aged 4-11.

UNIVERSITY OF GLOBAL HEALTH EQUITY, RWANDA

A

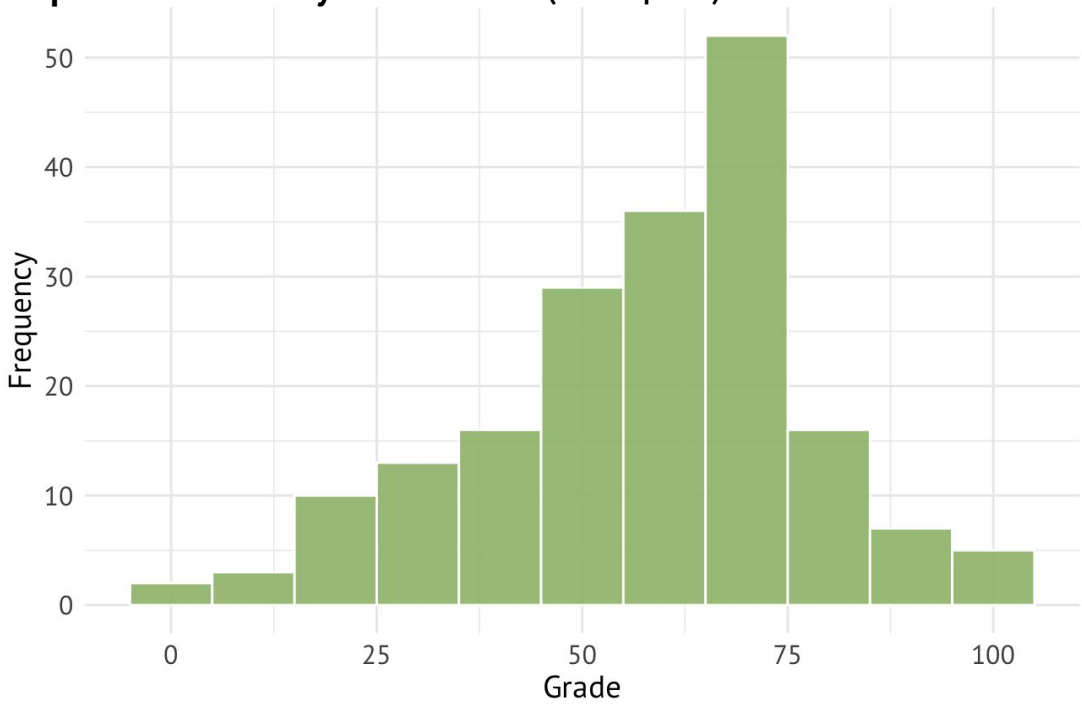
The University of Global Health Equity scores highly in community outreach for their patient-focused planetary health education activities, such as distributing One Health comic books for patients, an accessible and effective way of engaging the community in these issues. UGHE has many meaningful community partnerships, including the Burera Yough Community, a local conservation group. UGHE has also run a Climate Change Awareness campaign at a local high school, educating students on planetary health and One Health concepts.

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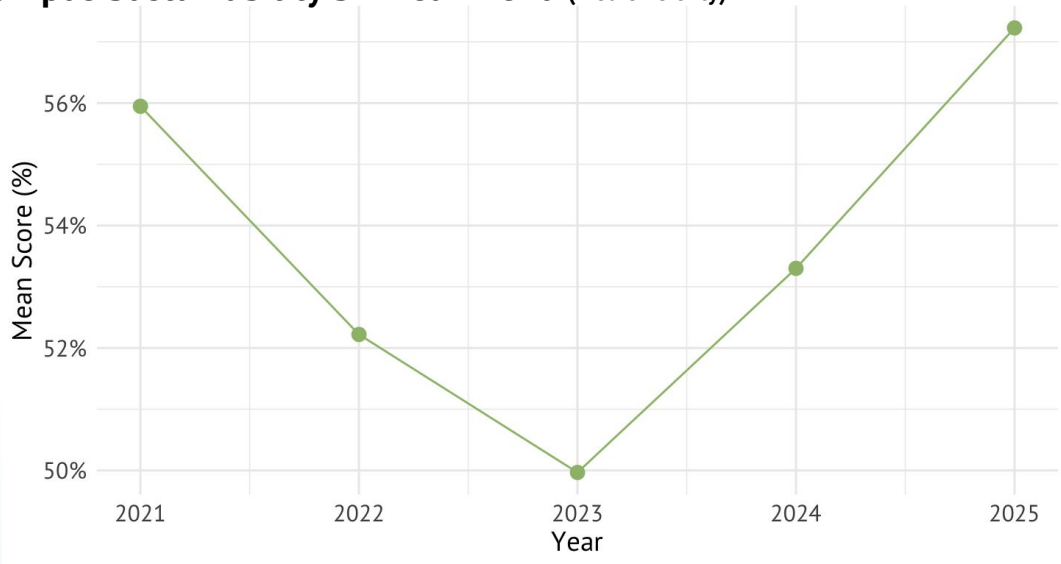
5. RESULTS

Campus Sustainability continues to improve globally as more institutions make net zero commitments and engage in initiatives such as campus recycling and encouraging the consumption of plant-based meals. Further analysis is required to identify factors causing the dramatic drop in scoring in 2023.

Campus Sustainability Scores 2025 **(all disciplines)**



Campus Sustainability Six-Year Trend **(Medicine only)**

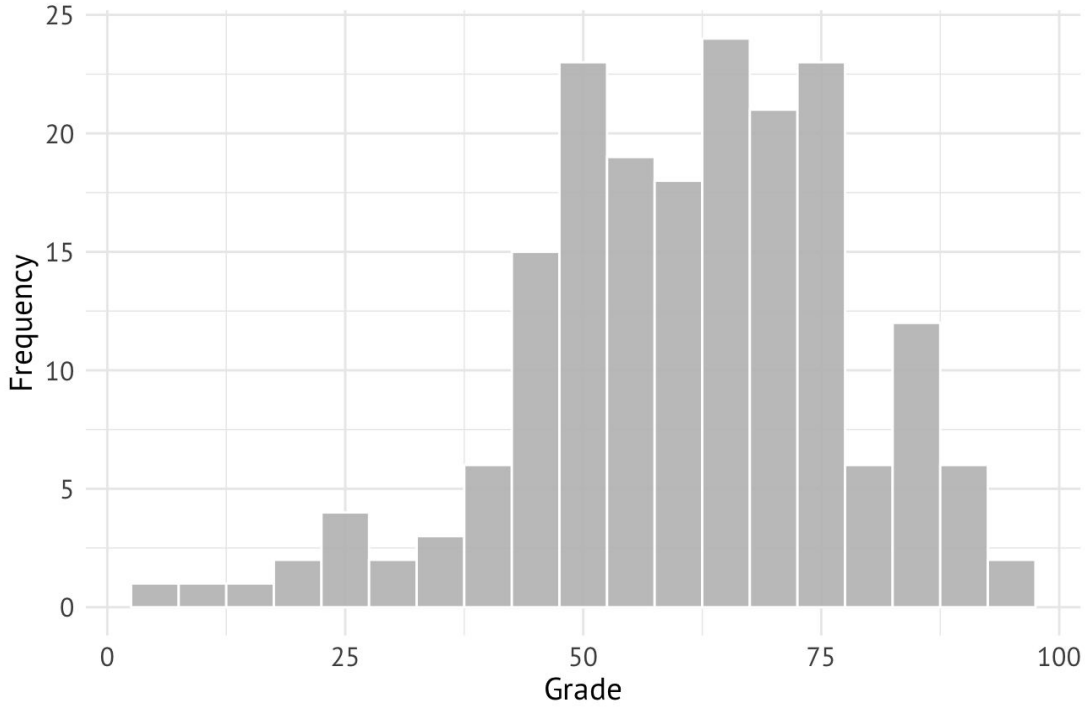


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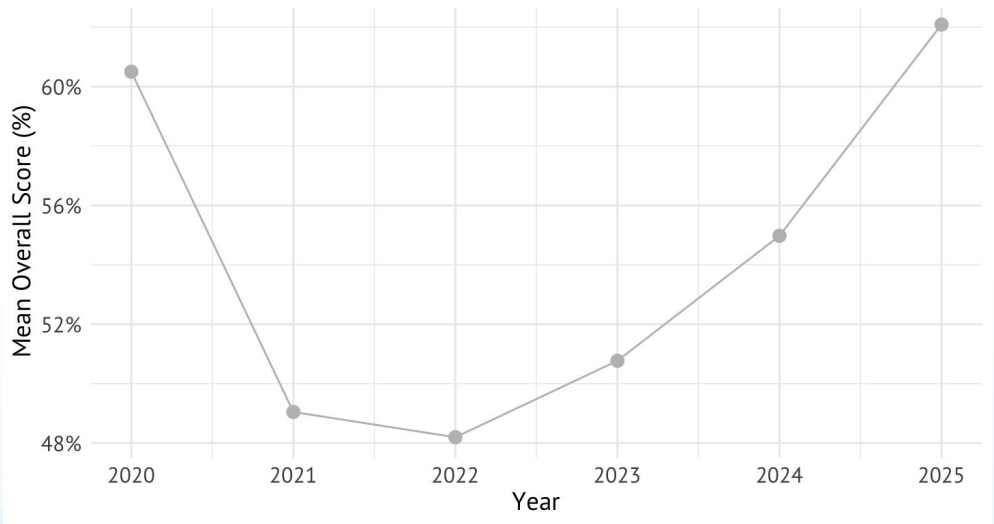
5. RESULTS

The distribution of the overall scores shows the mean scores sits comfortably above 50%. Over the last six years the report card has undergone significant metric changes but the trend below represents an insight to the real world growth in planetary health education.

Overall Scores 2025 (all disciplines)



Overall Scores Six-Year Trends (medicine only)



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5. RESULTS

The following pages present the ranking tables for each country and discipline of the report card, but ultimately, the ranking tables are unimportant. We want to focus on the personal growth of each school participating for consecutive years. This year, 111 institutions completed consecutive reports in 2024 and 2025:

Medicine

97 completed consecutive cards, 87 improved their score

Nursing

2 completed consecutive cards, 2 improved their score

Pharmacy

6 completed consecutive cards, 5 improved their score

Dentistry

3 completed consecutive cards, 3 improved their score

Physiotherapy

1 completed consecutive cards, 1 improved their score

Veterinary Medicine

2 completed consecutive cards, 2 improved their score

Overall

111 completed consecutive cards, 100 improved their score

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Results by Discipline

Click the links below to view a summary and ranking tables for each discipline.

Medicine (link)

Nursing (link)

Pharmacy (link)

Dentistry (link)

Physiotherapy (link)

Occupational Therapy (link)

Veterinary Medicine (link)

Nutrition and Dietetics (link)

Healthcare Management (link)

Audiology (link)

Postgraduate (link)

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RESULTS: MEDICINE

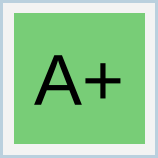
This year **139** medical schools completed planetary health report cards in **18** countries with **97** returning schools and **42** new schools.

We're delighted to welcome so many new medical schools to the initiative as our international community continues to grow.

The 2025 publication of the PHRC shows that international advocacy is working to increase the planetary health education in the field of medicine with many schools improving their scores.

Top three international scoring medical schools:

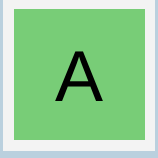
1. Keele University, UK
Overall score: 95%



2. Bristol Medical School, UK
Overall score: 94%



3. UCSF/UC Berkeley JMP, US
Overall score: 92%



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RESULTS: MEDICINE

Click the links below to view the ranking tables for each country.

Medicine:

Australia

Österreich (Austria)

Canada

Danmark (Denmark)

Deutschland (Germany)

India

Éire (Ireland)

Malaysia

Nederland (Netherlands)

Nigeria

Portugal

Rwanda

Sverige (Sweden)

Schweiz (Switzerland)

Türkiye (Turkey)

ประเทศไทย (Thailand)

United Kingdom

United States

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

AUSTRALIA

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**University of Sydney**	A-	A-	A	B	A-	A
2.	**University of Queensland**	B	B-	A-	B	A	B+
3.	**Monash University**	B	C	A	B-	B	C+
4.	**University of Melbourne**	B	C+	B	B	B	B
5.	**University of Newcastle and University of New England**	C+	B	C-	C-	B	B+
6.	**University of Tasmania**	C+	C	B	C-	C-	A

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

CANADA

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Saskatchewan	B	B	A-	C	A	C-
2.	McGill	B	B	B	C+	B	B
3.	University of Manitoba	B-	B+	B	C	B	C-
4.	University of Ottawa	B-	C+	A-	C-	B	B
5.	University of British Columbia	C+	C	C	C	A-	B
6.	Dalhousie University	C+	C	B+	C	B	C
7.	University of Calgary	C+	B-	C	C+	C	C
8.	University of Toronto	C	D+	B	D-	D	B
9.	University of Alberta	C-	C-	D+	D+	C	C-

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MEDICINE

DEUTSCHLAND (GERMANY)

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Heidelberg	C+	C+	A-	C-	C	C
2.	University of Tübingen	C+	D	C-	D	A	B+
3.	Goethe Universität Frankfurt am Main	C-	C	C	D	C-	D+

DANMARK (DENMARK)

(Click the school name to read their full report)

1.	University of Copenhagen	B	C	A+	C+	A	B+

ÖSTERREICH (AUSTRIA)

(Click the school name to read their full report)

1.	Medical University of Vienna	C+	A	B-	C+	D	C-

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MEDICINE

INDIA

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**Kalinga Institute of Medical Sciences**	B	A-	B+	B	C	B+
2.	**Institute of Medical Sciences and SUM Hospital**	B-	A	C	B-	C	D
3.	**Srirama Chandra Bhanja Medical College and Hospital**	C	A-	C	D-	C	D-
4.	**Father Muller Medical College**	D	D	F	D-	C-	C-

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MEDICINE
ÉIRE (IRELAND)

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Royal College Surgeons Ireland	A-	A	A+	C-	A	A
2.	Trinity College Dublin	B	A-	B+	C	B-	B-
3.	University College Cork	B-	C	B+	C	A-	B
4.	University of Galway	C	C-	B	D-	B	C+
5.	University of Limerick	C	D+	A-	D+	D	C+
6.	University College Dublin	C	C	D+	C	C-	C

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

MALAYSIA
(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**Newcastle University Medicine**	B	A	C	B	B	C+

NEDERLAND (NETHERLANDS)
(Click the school name to read their full report)

1.	**Leids Universitair Medisch Centrum**	C-	C	C	D-	C-	C-

NIGERIA
(Click the school name to read their full report)

1.	**Usmanu Danfodiyo University**	B	A	B	B	A-	C-

PORTUGAL
(Click the school name to read their full report)

1.	**Universidade do Porto**	C-	D	C	C	C-	C+
2.	**Universidade do Minho**	C-	C-	D+	D	C	C-

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MEDICINE

ประเทศไทย (THAILAND)
(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**Faculty of Medicine Siriraj Hospital**	C	C	B-	B	C-	D

SVERIGE (SWEDEN)
(Click the school name to read their full report)

1.	**Karolinska Institutet**	B+	B+	A	B	B	B

RWANDA (RWANDA)
(Click the school name to read their full report)

1.	**University of Global Health Equity**	A	A	A	A	A	B+

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MEDICINE

SCHWIEZ (SWITZERLAND)

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Lausanne	B+	B+	A	B	B	B
2.	Basel	B	A	C	C+	B	B-
3.	Geneva	B	B	B+	B-	B	C-
4.	University of Bern	C	C	C	F	B	B
5.	ETH Zürich	C	D +	C	C-	C-	B
6.	Università della Svizzera italiana Faculty of Biomedical Science	C-	D+	C	D+	C-	C
7.	University of Zürich (UZH)	C-	C-	B+	F	D	C

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MEDICINE

TÜRKIYE (TURKEY)

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Cukurova University	B+	A+	C+	B-	C-	D+
2.	Ege University	C	B-	C	B	D	C-
3.	Ondokuz Mayıs University (English course)	C	B+	C-	C-	C+	D+
4.	Erciyes University	C	B-	C	D-	B-	D
5.	Hacettepe University	C	B-	C	C+	D	D-
6.	Ondokuz Mayıs University	C	C+	C-	C-	C+	D+
7.	Acıbadem University	C-	D	D+	C	B-	C+
8.	Ankara University	C-	C+	D+	D	C	D
9.	Karadeniz Technical University	D	C	D	D-	D-	D-

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED KINGDOM

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Keele University	A+	A	A	A+	A+	A+
2.	Bristol Medical School	A	A+	A-	A+	A	A
3.	Imperial College London	A	A	A+	A+	A	B+
4.	University College London	A	B+	A+	A	A	A+
5.	Brighton and Sussex Medical School	A	A	A	B+	A	B
6.	Lancaster University	A-	A	A	B	A-	A-
7.	Barts and the London School of Medicine and Dentistry	A-	A	B+	A	A	B
8.	University of Southampton	A-	A	A	B	B	B+
9.	Queen's University Belfast	B+	A-	A	B	A	B
10.	Warwick Medical School	B+	A	B-	C+	A+	B
11.	Oxford University Medical School	B+	A	B+	B-	A-	B
12.	University of Manchester	B	C+	A	B+	B	A-
13.	University of Dundee	B	A-	B-	A	B	B
14.	University of Cambridge	B	A	B+	C	B	B+
15.	University of Nottingham	B	C	A-	C+	A-	B+

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED KINGDOM

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
16.	University of Aberdeen	B	C	B	B+	B	B
17.	Peninsula Medical School	B	B	B+	B+	B-	B+
18.	University of Sheffield	B	B	B	C+	B-	B
19.	Anglia Ruskin University	B-	C+	B+	B	B	C+
20.	Swansea	B-	A-	B	F	B-	B+
21.	University of Leeds	C+	C+	C-	D	A-	B+
22.	St George's University of London	C	A-	D	C-	C-	C+
23.	University of Birmingham	C	D	B+	D	A-	C+
24.	University of Buckingham	C	C	C	B-	C	D-

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED STATES

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	UC Berkeley - UCSF Joint Medical Programme	A-	B	A+	A	A-	B+
2.	Emory University School of Medicine	A	A+	A+	A	A+	B
3.	University California San Francisco	A-	A-	A+	A	A	B
4.	University of Connecticut	A-	A	A+	B	A-	B+
5.	University California San Diego	A-	B+	A	A+	B	A
6.	University of Minnesota	A-	A	A	B	A	C+
7.	University of Pennsylvania	B+	B	A	A	A	B-
8.	University of Wisconsin School of Medicine and Public Health	B+	B	A+	A	A	C
9.	University of Colorado School of Medicine	B+	B	A	A+	B	C+
10.	Cooper Rowan University	B+	B	A	B	A	C+
11.	University of Pittsburgh	B+	B-	A	C+	A+	B
12.	The Ohio State University	B+	C	A	A	A	B-
13.	Hackensack Meridian School of Medicine	B	A-	C+	A	A-	C
14.	Harvard Medical School	B	B	B+	B	A	B

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED STATES

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		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
15.	Warren Alpert Medical School of Brown University	B	B	A-	C	A	B
16.	Spencer Fox Eccles School of Medicine	B	C+	A+	B	A	C+
17.	Johns Hopkins University School of Medicine	B	C+	A	B+	A-	B
18.	Chobanian & Avedisian School of Medicine (Boston University)	B	B	B	C	A	B
19.	University of Nebraska Medical Centre	B	C	A-	C+	A	A-
20.	Creighton University Omaha Campus	B	B	B+	B-	A	C
21.	University of California, Davis School of Medicine	B	B-	A	C+	B	B+
22.	Vanderbilt University	B	B	A-	C+	B	B
23.	University of Hawaii John A Burns School of Medicine	B	B	A	B-	B	C+
24.	University of Vermont	B	C	A-	B	B	B+
25.	University of Virginia	B	B-	A-	C+	B	B+
26.	NYU Grossman	B	D+	A	A	A	C
27.	Icahn School of Medicine Mount Sinai	B	C-	A	A	B-	C+

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED STATES

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		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
28.	University of Massachusetts TH Chan	B	B-	B	B-	B	B-
29.	Norton College of Medicine, SUNY Upstate Medical University	B	C+	B-	A	A-	C
30.	Indiana University	B	C+	B	C+	A	C
31.	Creighton University Phoenix Campus	B	B-	B-	B-	A	C
32.	Case Western Reserve University School of Medicine	B-	B	A-	C	B	C
33.	Columbia University	B-	C	A	C	A	C
34.	Loyola	B-	C-	B+	B-	B	B+
35.	Rush Medical College	B-	B	B-	C+	C	C
36.	Oregon Health and Science University	B-	A	C	C-	C	C
37.	Washington State University	B-	C+	A	D+	B	C
38.	Medical College of Wisconsin	B-	B	A-	C	B-	D
39.	Albert Einstein School of Medicine	C+	B	D-	B	A	D+
40.	Rosalind Franklin Chicago Medical School	C+	C+	C	B	B	D
41.	The George Washington University	C+	C	B	C+	C	C+

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED STATES

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
42.	Mayo Clinic Alix School of Medicine - Minnesota Campus	C+	D	B-	A	B	D+
43.	Wake Forest University	C	D+	A-	C	B	C
44.	University of Maryland	C	B	C	C	C	B
45.	University of Illinois	C	D	B	D+	A	C
46.	Rowan University	C	C	C-	C+	A	D
47.	University of Missouri Columbia	C	D	C-	C+	A	C
48.	University of North Carolina	C	F+	A	B-	B	C
49.	SUNY Downstate Health Sciences University	C	C+	C-	B-	C	D
50.	University of New England	C	D	C	C-	A	C
51.	Robert Wood Johnson Medical School	C	C-	B	F	A-	C
52.	Sidney Kimmel Medical College	C	C+	C	C	B-	D-
53.	New York Medical College	C	D+	F+	C+	B-	D
54.	Idaho College of Osteopathic Medicine	C	C+	F-	C+	C	C+
55.	University of Arkansas	C-	C	C-	C-	C	D
56.	University of Cincinnati	C-	C-	C	D-	B-	C-

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2025 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED STATES

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
57.	University of Oklahoma	C-	D-	C	C	C	C+
58.	Mayo Clinic Alix School of Medicine - Arizona	D+	F+	D	B+	C	D
59.	Loma Linda University	D	D-	D+	D	C	D
60.	Virginia Commonwealth University	D	D-	D-	D-	C-	D
61.	University of Missouri Kansas City	D	D-	D-	D	C	F
62.	University of Illinois College of Medicine Peoria	D	F	C-	F	C	D

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RESULTS: NURSING

This year **10** nursing schools completed planetary health report cards in **6** countries with **4** returning schools and **6** new schools.

The PHRC for Nursing highlights an increasing worldwide effort to incorporate climate and environmental justice into nursing education, research, and practice. Students across various institutions are spearheading this initiative with a courageous vision, while several faculty members and programs are beginning to integrate planetary health into their curricula, partnerships, and sustainability efforts. However, challenges persist, including inconsistent curriculum integration, limited access to resources, and a lack of enforceable sustainability or divestment policies. Nevertheless, driven by student leadership and supported by institutional openness to change, the discipline is steadily shifting from awareness to action. Notable examples continue to demonstrate that nursing can be a powerful force in advancing health equity and environmental sustainability resilience.

Top three PHRC Nursing insights:

1. **Trinity Western University (Canada)** — A

Malaya Brandsma and 8 colleagues

"With a clear invitation for nursing students to collaborate with natural and applied sciences, TWU's efforts embody the essence of planetary health; healing the earth requires every discipline at the table."

2. **University of Toronto-Bloomberg Faculty of Nursing (Canada)** — B

Amna Zafar NS2 and 23 colleagues

"With fossil fuel divestment already underway, Toronto is setting a precedent, the path to climate positivity by 2050 starts with clarity, consistency, and student-powered accountability."

3. **University of Wisconsin-Madison (USA)** — A-

Ashley Smith, MSN-RN, Eric Ido Bruce, BSN-RN, Sophie Butkiewicz

"With a cross-campus infrastructure and student-driven efforts, Wisconsin is showing how planetary health visibility isn't just about data; it's about creating shared tools, shared language, and shared leadership."

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2025 PLANETARY HEALTH REPORT CARD RESULTS

NURSING

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Minnesota Twin Cities	A	A	A+	A+	A+	B
2.	Trinity Western University	A	A+	A	A+	A	C
3.	University of Wisconsin-Madison	A-	A	A+	A	A+	C
4.	Stellenbosch University	B+	B+	A-	C	A+	B
5.	University of Northern British Columbia	B	A	B-	C+	B	B+
6.	University of Toronto-Bloomberg Faculty of Nursing	B	B+	A	D+	B	C
7.	The University of Sydney	B-	C	B	D+	A-	B+
8.	Rush University	C+	C+	C	B	B	C
9.	Bern University of Applied Sciences BFH-School of Nursing	C	C	C	D+	B-	B-
10.	University of Auckland	C-	F	D-	B-	C+	A-

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RESULTS: PHARMACY

This year **11** pharmacy schools completed planetary health report cards in **5** countries with **6** returning schools and **5** new schools.

The Planetary Health Report Card for Pharmacy for 2024/2025 illustrates a growing recognition of the pharmacist's role in addressing the health consequences of a changing climate. Across universities, students are increasingly leading conversations around environmental sustainability, pushing for pharmacy education to reflect the urgency of the planetary health crisis. In many institutions, these efforts are beginning to take hold — taking meaningful strides toward embedding sustainability into coursework, research, and campus initiatives.

Read more about PHRC Pharmacy here: https://phreportcard.org/pharmacy/

Top three PHRC Pharmacy insights:

1.

University of Portsmouth

Ramisa Ahmad, Tasnia Ahmad, Manira Hassan, Fahad alwan, Alen Kuncheria, RIcha Jacob, Ranya Alkandari and Asifa Poswal.

Fourth-year pharmacy students at the University of Portsmouth participate in a workshop where patients return inhalers due to environmental concerns. This promotes discussion of environmentally friendly alternatives when considering treatment choices.

2.

Monash University

Yanee Liu, Perri Teoh, Zachary cobucci, Zhi Yi Gong, Rida Karim, Jack Cullen and Martina Joung

The environmental impact of medicines is covered across all four years of the pharmacy programme, leading to the development of a holistic and clinically applicable understanding of the issue. This includes linking medicine pollution to topics such as cardiovascular diseases, good manufacturing practices, as well as antimicrobial resistance.

3.

University of Auckland.

Victoria Jackson, Huzefa Malik, Ananya Nadkarni, Catrina Kim, Prosper Momubaghan, Yeji Kim, Yesha Vaidya.

Third-year students at the University of Auckland are encouraged to explore, through lab work and medicinal chemistry, how medicines such as salbutamol degrade and why this poses an issue to waterways, ecosystems, and the environment.

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2025 PLANETARY HEALTH REPORT CARD RESULTS

PHARMACY

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Keele University	A	B	A	A+	A+	A+
2.	Queen's University Belfast	B	C+	A	B	A	B
3.	Monash University	B	C+	A	C+	B	A–
4.	University of Auckland	B-	C	C+	B	B	B+
5.	University of Pittsburgh	B-	F+	A	C	A+	B
6.	Istanbul University	C+	B+	C-	C	A-	C-
7.	University of Birmingham Pharmacy	C	D	B+	D	A-	C+
8.	Hacettepe University	C	C +	B+	B-	D	D
9.	University of Portsmouth	C-	C-	D+	C-	C-	B-
10.	University of Colorado	B-	D-	A	A	A-	C+
11.	Medway School of Pharmacy	F	F	F+	F-	D	C+

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

= Overall score improved from 2023-2024 to 2024-2025

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RESULTS: DENTISTRY

This year **8** dentistry schools completed planetary health report cards in **4** countries with **3** returning schools and **5** new schools.

Having completed the second year of PHRC Dentistry using the updated template informed by feedback from the pilot, we have seen improvement across all 3 pilot schools along with some outstanding contributions from the new schools. With many learnings and a great scope of improvement, we look forward to seeing better opportunities in interdisciplinary research (for both students and faculty) to support the established links between oral health, oral healthcare and climate change. Despite various institutional barriers, we believe student-led initiatives in planetary health play a vital role in improving and advocating for its integration into dental education.

Read more about PHRC Dentistry here: https://phreportcard.org/dentistry/

Top three PHRC Dentistry insights:

1. King's College London, UK

The concept of "Climate Change" has been well integrated through multiple modules spread across the 5 years of the dentistry curriculum (BDS 1 – Introduction to Climate Change, BDS 2 – Expanding Knowledge on Climate Change, BDS 4 – Climate Change Awareness, BDS 5 – Action and Application in Healthcare) with additional lectures, recommended readings and Sus-QI projects on the same topic.

2. University of California San Francisco (UCSF), USA

The student organisation 'Green Teeth Club' advocates for Sustainability in Dentistry by delivering lectures that are integrated into the core curriculum class biomedical sciences (BMS 116,117,118). These lectures address topics of climate change, its effect on health and its presentations, and the disproportionate impact on marginalized communities. This initiative reflects the Green Teeth Club's proactiveness in educating their peers.

3. University of Melbourne, Australia

The Australian Dental Council (ADC) has updated its guidelines to ensure graduates can meet Domain 1.11: 'Recognise the environmental impacts of healthcare provision and use resources responsibly, making decisions that support environmentally sustainable healthcare.' Following this, as of 2024, the DDS1, BOH Year 2 (Dentistry courses) at Melbourne Dental School have rolled out new core curricula mainly focused on planetary health, even including the FDI World Federation Sustainable Dentistry Massive Online Course (MOOC) in their core curriculum.

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2025 PLANETARY HEALTH REPORT CARD RESULTS

DENTISTRY

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of San Francisco	B	D	A+	A	A	B+
2.	University of Melbourne	B	B	B	B	B	B
3.	University of Manchester	B	D+	A	B+	B	A-
4.	King's College London	B	B	B	D	B	A
5.	University of Pittsburgh	C+	F	A	C	A+	B
6.	University of Sheffield	C+	D+	B	C+	B-	B
7.	University of Washington	C-	F	A	F	B-	C+
8.	V. S. Dental College & Hospital Bengaluru	F+	F	F	F	C-	F

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

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RESULTS: PHYSIOTHERAPY

This year **7** physiotherapy schools completed planetary health report cards in **5** countries with **3** returning schools and **4** new schools.

This marked the second year the PHRC was completed for Physiotherapy, featuring a newly updated and more specific curriculum metric for the field. The initiative's expansion to 5 countries and the involvement of 5 new schools demonstrates significant progress and highlights growing awareness among students and staff about physiotherapy's vital role in planetary health.

Read more about PHRC Physiotherapy here: https://phreportcard.org/physiotherapy/

Top three PHRC Physiotherapy insights:

1.

Universitat de València, Spain

Carlos Forner Álvarez

Throughout the curriculum, the benefits of a sustainable lifestyle are promoted. It is emphasized throughout the entire course that it is necessary to educate the patient on the importance of a healthy and sustainable lifestyle.

2.

Keele University, UK

Michael Daniline, Maisie Rixon, Hollie Sheehan, Cassie Taylor, Ellie Pilkington

The curriculum includes local industry-related toxins. The impacts of this local history are explored in depth within the “Physiotherapy Practice: CVR” module with teaching and examination case studies being based on respiratory conditions, which can be linked with industry-related health issues such as Bronchiectasis and COPD.

3.

Karolinska Institutet, Sweden

Niels Krämer, Clara Brune, Jenny Lucia Pokorny Depadua

Features a one-hour “Sustainable physical activity” lecture including discussions and reflections. There is a dedicated learning outcome stating students should “analyse and discuss the promotion of physical activity based on the global sustainable development goals and relate this to the role of the physiotherapist in health care.”

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2025 PLANETARY HEALTH REPORT CARD RESULTS

PHYSIOTHERAPY

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**Keele University**	A-	C	A	A+	A+	A+
2.	**Universidad de Valencia**	B+	B	B+	A	A	B-
3.	**Karolinska Institute**	B-	C-	A	D+	A-	B
4.	**Anglia Ruskin University**	C	D-	B+	B	B	C+
5.	**Trinity College Dublin**	C	F	B+	C	B-	B
6.	**Oxford Brookes University**	D	D-	D-	D	D	C+
7.	**Haute École de Santé Vaud**	D	C-	D+	F-	D	D+

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

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RESULTS: OCCUPATIONAL THERAPY

This year **2** occupational therapy schools completed planetary health report cards in **2** countries with no returning schools and **2** new schools.

The Occupational Therapy PHRC has had international participation this academic cycle following its pilot last year. The report card itself has benefitted from this global perspective as it continues to evolve to capture the diverse nature of occupational therapy. This year has also seen the first placement form of the occupational therapy PHRC at the University of Brighton, UK. Both teams have gone on to collaborate with faculty members, using their findings from the PHRC to support their advocacy for Planetary Health at their respective universities.

Read more about PHRC OT here: https://phreportcard.org/occupational-therapy/

Top PHRC Occupational Therapy insights:

1. University of Brighton.

Victoria Gibson & Alissa Ellis

The Occupational Therapy department hosted a collaborative event with pharmacy students with a focus on deprescribing. Here occupational therapy students could learn from a multidisciplinary perspective and apply these practices to their own clinical knowledge.

2. University of British Columbia.

Marieke De Vynck.

There is already a dedicated Teaching and Learning Enhancement Fund (TLEF) within the Occupational Therapy department, which from 2024-2025 has been aimed at “Implementing Climate and Sustainability Education in Occupational Therapy Programs”. Subsequently, students’ final projects had a greater focus on sustainability, and more concrete plans are underway for incorporating planetary health into the curriculum.

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2025 PLANETARY HEALTH REPORT CARD RESULTS

OCCUPATIONAL THERAPY

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**University of Brighton**	C	D	A	B	C	C
2.	**University of British Columbia**	B	F	A	A	A	B

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

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2025 PLANETARY HEALTH REPORT CARD RESULTS

VETERINARY

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**Colorado State University**	B	B	A-	C+	A	B
2.	**The Ohio State University**	C+	C	A-	C	C	C+
3.	**Ontario Veterinary College**	C	D	A-	C	A-	D+
4.	**Royal Veterinary College**	C	C-	C	C	C-	B

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

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RESULTS: HEALTHCARE MANAGEMENT

This year a new report card in Healthcare Management was piloted by five schools in the US and Canada. Healthcare managers are critically important collaborators in safeguarding planetary health. Through the choices they make, their organizations can lead by example in transitioning to more sustainable practices and advocating for environmental health in the communities they serve.

We're proud to present the publication of the first five schools. You can read more about the pilot and how to get involved at phreportcard.org/healthcare-management.

2025 PLANETARY HEALTH REPORT CARD RESULTS

HEALTHCARE MANAGEMENT

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Minnesota	B	C	A	B	A	C+
2.	University of Illinois Chicago	C+	D+	A-	D+	A	C
3.	Rush University	C	D	B-	B-	C	C
4.	Virginia Commonwealth University	C	B	C	D–	C–	D+
5.	University of Toronto	C-	D-	B	D-	D	B

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RESULTS: AUDIOLOGY

The Planetary Health Report Card for Audiology was developed in 2025 by a global team of students, collectively striving for a planetary health-oriented curriculum, education for sustainable healthcare, and sustainable practices in the Audiology discipline. This report card was adapted from the from the Medicine PHRC template and adapted to the Audiology context. It was piloted in 2025 at The University of Melbourne, Australia.

Our team hopes that by completing this report card, evaluating your curriculum, institution, and creating clear recommendations, we support the collective education and training of audiologists in planetary health and education for sustainable healthcare. These clinicians will critically consider interactions between patient, community and planet, and our profession's role in addressing and mitigating the impacts of climate change on planetary health.

Read more about PHRC Audiology here: phreportcard.org/audiology-2025

2025 PLANETARY HEALTH REPORT CARD RESULTS

AUDIOLOGY

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**University of Melbourne**	C+	D-	B	B+	B	B

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RESULTS: NUTRITION & DIETETICS

In 2024, the Planetary Health Report Card was adapted for Nutrition and Dietetics by two student dietitians and a faculty member at Monash University, Australia. To ensure global relevance, draft metrics were reviewed by 16 international educators from seven countries, identified through previous collaborations with the International Congress of Nutrition and Dietetics' Sustainable Food Systems toolkit. Further feedback from 11 experts informed revisions to the metrics, which were then piloted with Monash Nutrition educators and students as part of the 2024/2025 PHRC data collection.

Our hope is that the PHRC will serve as a valuable tool to advocate for and support planetary health to be prioritised by nutrition and dietetics schools globally, both in education and across broader practice. Given that the food system contributes about one-third of global greenhouse gas emissions, nutritionists and dietitians are well-positioned to drive change toward more sustainable and equitable food systems.

Read more about PHRC Nutrition & Dietetics here:
phreportcard.org/nutrition-dietetics-2025

2025 PLANETARY HEALTH REPORT CARD RESULTS

NUTRITION AND DIETETICS

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	**Monash University**	B	B	A	B-	B	C+

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RESULTS: POSTGRADUATE

After participating in the Planetary Health Report Card in medical school, many newly graduated doctors want to continue their advocacy for planetary health in their **post-graduate and specialty training**. We are excited to announce that an effort is underway to adapt the PHRC to this next phase of training! This new tool will provide junior doctors, residents and fellows the power to assess and spur improvement in their training programs and institutions.

New metric development is nearly complete, focused on post-graduate curriculum, research, support for trainee leadership, community engagement, and healthcare sustainability. Initial results were recently published in the U.S. Journal of Graduate Medical Education.

Now, we are seeking an international group of post-graduate medical trainees (e.g. residents, fellows, junior doctors) **interested in piloting this new tool in the 2025-2026 academic year!** Trainees from any speciality may participate. The pilot group will meet regularly online and have a key role in developing the scoring system of the report card and launching the tool's use around the world!

Are you interested in participating in the pilot year of the PHRC for post-graduate medical training? **Please fill out this Google Form to express your interest**, or contact Sarah Schear for more information at sesschear@gmail.com.

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6. RECOMMENDATIONS

1. UTILIZE EXISTING RESOURCES

Appreciate the work that has already been done in advancing planetary health across the world and draw upon resources from other institutions and organizations when developing learning objectives or new resources:

- Climate Resources for Health Education - an open-access repository of climate-health learning objectives, slides, and problem based learning cases for undergraduate and graduate medical education
- Medical Students for a Sustainable Future (MS4SF) Curriculum Guide
- Education for Sustainable Healthcare - a curriculum for the UK
- Centre for Sustainable Healthcare Sustainable QI project resources
- Climate Health in Medical Education Network (CHIME) - Irish Doctors for the Environment and the Royal College of Surgeons of Ireland.
- Global Consortium on Climate and Health Education (GCCHE) Resource Bank
- Planetary Health Alliance - the go to for all things planetary health, packed with resources and information about global and regional networks.

2. REFINE INTERDISCIPLINARY COLLABORATION

Health professional schools do not exist in silos, and there are immense benefits to structured learning that fosters collaboration between different health disciplines. This could take the form of interdisciplinary shared learning days, the development of shared teaching materials, and the identification of curriculum areas ripe for shared content. Collaborate with other individuals, groups, and institutions to facilitate efficient and quality advancements in planetary health and sustainable healthcare.

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3. INTEGRATE CURRICULAR CONTENT LONGITUDINALLY

Planetary health and Education for Sustainable Healthcare is relevant to every organ system, and spaced repetition is more effective for learning. Therefore, PH and ESH should be a cross-curricular theme integrated into existing lectures, small groups, and projects whenever possible, rather than a standalone lecture. Planetary health topics should be incorporated into the relevant health modules, ensuring longitudinal integration rather than a stand-alone approach. Faculty members should be empowered, educated, and incentivized to integrate the topics into their existing content.

4. OFFER ELECTIVES AND STUDENT SELECTED COMPONENTS ON THE PHRC

In addition to the core curricular content on planetary health and environmental health required for all students, schools should provide opportunities for deeper exploration for interested students, such as electives, community engagement opportunities, and optional reading. Consider the integration of the completion of the Planetary Health Report Card (PHRC) as an elective student module, audit, or quality improvement project. This could be done with protected curriculum time and dedicated faculty support.

5. TEACH CLINICAL COMMUNICATION SKILLS

Research shows that community members rely on their primary care doctor for information on climate change. However, most medical students feel unprepared to answer patient questions on climate change. Therefore, medical schools should include a clinical curriculum on taking an environmental history and communicating information on planetary health to patients.

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6. SITUATE TEACHING IN A GLOBAL CONTEXT

The ecological crisis is a global issue and given the interconnected nature of human health globally, medical students should understand the health impacts of climate change throughout the world, its disproportionate effects on low-resource nations, and impacts on global stability through mechanisms such as food security.

7. RESPECT FOR INDIGENOUS KNOWLEDGE

In teaching about planetary health and climate change, the curriculum should acknowledge how Indigenous communities, who have long lived in harmony with the planet, have knowledge and value systems that are an essential part of the solution. This topic should be covered across all health professional education internationally regardless of whether indigenous populations are locally present.

8. CENTER EQUITY

Ensure that planetary health and environmental health curricular content and auxiliary opportunities center the disproportionate impact of all health effects on vulnerable populations, such as communities of color, low-income communities, Indigenous populations, and older adults.

9. DELIVER SUSTAINABLE HEALTHCARE TEACHING ALONGSIDE PROGRESSIVE AFFILIATED HOSPITALS

Students must understand that healthcare provision significantly contributes to environmental degradation and therefore patient morbidity. They must learn ways to mitigate this impact, including carrying out Sustainability Quality Improvement projects. For this learning to be effective, associated hospitals should be promoting sustainable practices and educating staff and patients.

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11. SUPPORT STUDENTS TO FACILITATE THEIR LEADERSHIP

Create funded opportunities for students to engage with planetary health, environmental health, and sustainability, such as sustainability grants, research fellowships, student groups, and community-based projects. Support student advocacy efforts and take action in response to student input.

12. PRIORITIZE COMMUNITY ENGAGEMENT

Partner with community organizations, develop community-facing courses on planetary health, and include planetary health in patient educational materials and marketing. This focus on community engagement recognizes that planetary health extends beyond the walls of the institution and necessitates a collaborative approach to address the complex interplay between environmental and social factors that impact health.

Key aspects of prioritizing community engagement include:

- Building Reciprocal Relationships: Emphasize the importance of establishing collaborative partnerships built on reciprocity, trust, and respect with community organizations. This involves moving beyond a unidirectional flow of information from the institution to the community, and instead fostering mutual learning and shared decision-making.
- Community Participation in Research: Actively involve community members and local leadership in research processes. This ensures that research is relevant to community needs, incorporates local knowledge and experiences, and empowers communities to contribute to shaping the research agenda.
- Accessible Communication: Ensure that information about planetary health and research findings are communicated back to the community in a timely, culturally sensitive, and accessible manner. This may involve utilizing diverse communication channels such as radio shows, comic books, posters, and community meetings to reach a broad audience.
- Addressing Local Priorities: Community engagement efforts should be tailored to address local priorities and promote environmental and social justice. This requires a thorough understanding of the specific challenges and needs of the community, and a commitment to working collaboratively to find solutions.

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7. LIMITATIONS

The 2024-25 Planetary Health Report Card is the 6th iteration of the PHRC, and with each cycle, the report card grows, and we continue to learn what works and what doesn't.

Inflated scoring of sections 2-5

Our goal for this year was to improve interdisciplinary collaboration. We aimed to do this by standardising sections 2-5 to apply to an institution as a whole, as opposed to single discipline schools. We believed this would streamline interdisciplinary collaboration, reduce duplication of work and potentially increase the number of interdisciplinary schools taking part.
We've yet to fully analyse the impact of this change in achieving our goal, but the numbers suggest this was not wholly effective in driving interdisciplinary recruitment.
It does, however, present a clear inflation in the scoring of sections 2-5. Now applying to an institution, students were able to apply evidence from across an entire university to score a metric and hence we have seen significant rises in the scoring.
We do believe this change has the potential to promote interdisciplinary collaboration, but it has not been delivered this year.

Overall subjectivity of scoring

While the review process of each report aims somewhat to standardise the scoring process of the report cards, there still remains an element of subjectivity in the scoring. We have endeavoured to tighten our definitions of 'in-depth' and 'brief' inclusion, but metrics may be interpreted differently by students and staff at different health professional schools.

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International generalizability and exclusion of some important global areas

Despite our efforts to anticipate limitations in metric international generalizability and to refine metrics for a global audience, we recognise that the metrics were originally developed with the U.S. medical education system in mind. As a result, there may be some unintentional cultural bias.

In previous years we have funded the support of non-English report cards and although efforts were made to duplicate this process as the metric templates were updated, due to funding constraints this was not done professionally. This may have affected our international uptake in participation, and as a result, almost all the report cards are published in English this year.

As we continue to expand globally and ensure our organisational funding, we seek to lock in reliable investment to ensure translations can be adequately funded and we have the leadership capacity to support non-English speaking schools.

Annual reporting cycle

This year saw a not insignificant proportion of the 2023-24 participants drop out of the PHRC, citing the annual cycles as insufficient time to enact changes identified by the report card. Although we acknowledge the report card is a significant time commitment, and we respect those students who chose to focus their advocacy efforts elsewhere, we take this opportunity to highlight the benefits of yearly reporting:

- Change needs to happen fast. This is a climate emergency, and annual reporting keeps the pressure on ensuring that the planetary health education we are advocating for happens with haste.
- Year-on-year reporting shows growth. We see growth in the majority of schools, and curriculums are developing. Yearly reporting allows for the celebration of newly incorporated planetary health education and its sharing with our global community.

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Sustainability of the PHRC

A key limitation to acknowledge is the inherent challenge in ensuring the long-term sustainability of a predominantly student-led organization. The Planetary Health Report Card initiative, while driven by the passion and dedication of its members, operates with a leadership team comprised primarily of volunteers. These individuals are either full-time students, often navigating the demanding schedules of their final years of study, or early-career healthcare professionals balancing the intense responsibilities of their initial practice. Consequently, the significant administrative burden associated with running a now-registered non-profit organization is shouldered during evenings, weekends, and days off, highlighting the immense personal commitment required to sustain the PHRC's activities. The creation of this report, along with the numerous unseen tasks critical to the PHRC's operation, is a testament to the team's extraordinary dedication. To mitigate this limitation and secure the ongoing viability of the PHRC, a priority for the organization is to secure substantial grant funding. These funds will be crucial in supporting the daily operations and ensuring the long-term continuation of the PHRC's mission.

In the interim, we would welcome the support from individuals and institutions who have benefited from or value the PHRC for its contributions to planetary health education. **Interested parties are encouraged to contact the PHRC to explore opportunities for collaboration and support.**

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8. FUTURE DIRECTIONS

The Planetary Health Report Card (PHRC), now in its 6th cycle, continues to experience international growth, with increasing participation from new schools, countries, and disciplines. We are committed to the ongoing development of the report card, incorporating new ideas, and expanding its scope. Our recent establishment as a non-profit organization provides us with the opportunity to pursue this growth in innovative ways. Our future efforts will focus on the following key areas:

- **Improving Accessibility for Participation**

  We aim to broaden participation in the PHRC, with a particular focus on increasing engagement from regions such as Africa and Asia. Currently, limited available translations and other barriers can make participation challenging for schools in these areas. We will explore strategies to overcome these obstacles and facilitate more inclusive global participation.

- **Promote Interdisciplinary Collaboration**

  Sections 2-5 of the PHRC scorecard are now streamlined to focus on the institution rather than individual medical, nursing, or pharmacy schools. This structural change is intended to foster interdisciplinary collaboration. We anticipate that this approach will: a) avoid duplication of effort and reduce the burden on faculty, b) lessen the time commitment required from each team, and c) provide valuable opportunities for students across different healthcare professions to collaborate and learn from one another.

- **Engaging the Community Beyond the Report Card**

  The PHRC network has expanded significantly, with over 1500 students participating this year. However, we recognize the need to strengthen our online community and connections. Our goal is to upgrade our community platform to better connect students and faculty and to promote international collaboration in planetary health education that extends beyond the annual report card cycle.

- **Securing Organizational Sustainability**

  A crucial future direction involves securing the long-term sustainability of the PHRC. This includes actively pursuing grant funding to support our operational needs and ensure the continuity of our work. Additionally, we will focus on strengthening our organizational processes, including addressing leadership turnover and developing robust succession plans to maintain the PHRC's momentum and effectiveness.

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Student, faculty, supporter, board member, leadership team, friend, parent or reader of this report. You are all amazing and the power behind this initiative comes from you.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

- Margaret Mead



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We rely on the passion and generosity of the hundreds of students involved in the initiative. If you don't see your **country, school or discipline** represented here we would love to hear from you. If you would like to support the work we are doing please share this report and our initiative with your colleagues, faculty and friends so we can reach as many people as possible.

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