



Planetary Health Report Card:

Royal College of Surgeons in Ireland
University of Medicine & Health
Sciences



2023-2024 Contributing Team:

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Summary of Findings

Overall	C-
<u>Curriculum</u>	F +
<ul style="list-style-type: none"> The physiotherapy curriculum at RCSI includes some coverage of Planetary Health (PH), particularly in core modules such as RCV1 and RCV2. However, the level of detail varies across different topics and years. Recommendations: Ensure consistent and comprehensive coverage of PH topics across all years of the physiotherapy curriculum. Provide opportunities for hands-on learning and practical application of PH principles in physiotherapy practice, for example SIM patient history taking. 	
<u>Interdisciplinary Research</u>	C +
<ul style="list-style-type: none"> While RCSI has researchers engaged in PH and healthcare sustainability research, the involvement of the physiotherapy school is limited. While researchers within the school have contributed to areas such as telehealth delivery and household air pollution, there's a notable gap in dedicated departments or institutes for PH research within the physiotherapy curriculum. Recommendations: Include more interdisciplinary research opportunities focused on PH and sustainable healthcare, addressing the identified gaps. 	
<u>Community Outreach and Advocacy</u>	D -
<ul style="list-style-type: none"> The physiotherapy school's engagement in community outreach and advocacy efforts related to PH and sustainable healthcare is currently limited. While some efforts exist, meaningful partnerships with community organizations and dedicated community-facing courses or events are lacking. Recommendations: Implement regular communication updates dedicated to PH and sustainable healthcare topics. Ensure that affiliated hospitals have accessible educational materials for patients regarding environmental health exposures and climate change impacts. 	
<u>Support for Student-Led Initiatives</u>	C
<ul style="list-style-type: none"> School of Physiotherapy demonstrates a moderate level of support for student-led initiatives related to PH. While there are opportunities for students to engage in sustainability projects, there are areas where improvement is needed to further enhance student involvement and support. Recommendations: Develop a dedicated webpage with comprehensive information on PH and sustainable healthcare activities, projects, and mentors within the physiotherapy school to facilitate student engagement. 	
<u>Campus Sustainability</u>	A -
<ul style="list-style-type: none"> RCSI performs very well in this category. They have a well-established and actionable plan for carbon neutrality, and many systems in place to facilitate sustainable transportation, waste management, and food packaging and procurement. This past year, RCSI was ranked first in the world for Sustainable Development Goal 3 (Good Health and Well-Being). Recommendations: RCSI would benefit from updating its policies on events hosted on campus, shifting to a mandatory policy for all events to align with sustainability measures, rather than a recommendation. 	

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as “a field focused on characterizing the human health impacts of human-caused disruptions of Earth's natural systems.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanization, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” the writers could find few examples of integration of planetary health into physiotherapy school’s institutional priorities to reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. Physiotherapist’s in particular should be adept in considering the environment through which our patients move as the efficacy of physiotherapy treatment is tied to surrounding ecology, including air, water and land. This preparation is in the hands of the institutions providing our physiotherapy training. It is imperative that we hold our institutions accountable for educating physiotherapy students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of color, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among physiotherapy schools, we have created a Planetary Health Report Card that physiotherapy students can use to grade and compare their home institutions on an annual basis. This student-driven initiative could be adapted to compare physiotherapy schools nationally and internationally. The current ratings are made on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) University support for student planetary health initiatives, and 4) community outreach centered on environmental health impacts 5) physiotherapy school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the *Planetary Health Alliance* as “the health of human civilisation and the state of the natural systems on which it depends”. For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of physiotherapy school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a physiotherapist to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Physiotherapy School vs. Institution:** When “physiotherapy school” is specified in the report card, this only refers to curriculum and resources offered by the School of Physiotherapy and does not include offerings from other parts of the university (for example, undergraduate departments (USA), other related departments eg Public Health,

Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly. Any resource reasonably accessible by physiotherapy students, no matter where in the institution the resource comes from or if it is specifically targeted for physiotherapy students, can meet this metric.

- **Environmental history (Metric 19 in curriculum section):** This is a series of questions providers are taught to ask during physiotherapy encounters that elicits patients’ exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mold after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution.
- **Elective:** The word “elective” refers to an optional course or lecture series that a physiotherapy student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Clinical placement:** This is a term used in Canada to refer to placements in clinical settings that physiotherapy students go on e.g. Acute Care, Inpatient Rehab, Pediatric Clinic.
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

Other considerations:

- If there are more than one “tracks” at your physiotherapy school with two different curricula, you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different.

This report card has been adapted from a version developed for medical schools internationally. As such, many examples below have been copied and pasted from the 2020 and 2021 school-specific Planetary Health Report Cards and as such, can give you a sense of the level of detail requested in qualitative explanations.

Noted areas for future improvement of the Physiotherapy Planetary Health Report Card: The current draft of the PHRC was adapted by University of Toronto and University of Toronto and McGill University physiotherapy students in their last months of the program. There were several perspectives from whom we did not have the opportunity to garner

feedback or contribution in order to shape the Planetary Health Report Card. This includes feedback/contribution from Indigenous elders, community organizers or from students in physiotherapy globally, including from the global south. As a result, this version is largely shaped by and suited to the narrow perspective of settler canadian physiotherapy students. Future versions of the PHRC should seek to fill these gaps.

Planetary Health Curriculum

Section Overview: *This section evaluates the integration of relevant planetary health topics into the physiotherapy school curriculum. Today's physiotherapy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that physiotherapy students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every physiotherapy school's core curriculum.*

Curriculum: General

1. Did your physiotherapy school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the physiotherapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the physiotherapy school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The physiotherapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the physiotherapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<i>No curriculum content, core or elective, identified to support this metric.</i>	

Curriculum: Health Effects of Climate Change

2. Does your physiotherapy school curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.

0	This topic was not covered.
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No curriculum content, core or elective, identified to support this metric.

3. Does your physiotherapy school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?

3	This topic was explored in depth by the core curriculum.
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2	This topic was briefly covered in the core curriculum.
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1	This topic was covered in elective coursework.
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0	This topic was not covered.
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No curriculum content, core or elective, identified to support this metric.

4. Does your physiotherapy school curriculum address the impact of climate change on the changing patterns of infectious diseases?

3	This topic was explored in depth by the core curriculum.
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2	This topic was briefly covered in the core curriculum.
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1	This topic was covered in elective coursework.
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0	This topic was not covered.
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No curriculum content, core or elective, identified to support this metric.

5. Does your physiotherapy school curriculum address the respiratory health effects of climate change and air pollution?

3	This topic was explored in depth by the core curriculum.
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2	This topic was briefly covered in the core curriculum.
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1	This topic was covered in elective coursework.
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0	This topic was not covered.
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No curriculum content, core or elective, identified to support this metric.

6. Does your physiotherapy school curriculum address the cardiovascular health effects of climate change, including increased heat?

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|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |

No curriculum content, core or elective, identified to support this metric.

7. Does your physiotherapy school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change, for example as part of the pain curriculum?

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|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |

No curriculum content, core or elective, identified to support this metric.

8. Does your physiotherapy school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?

- | | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |

No curriculum content, core or elective, identified to support this metric.

9. Does your physiotherapy school curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations (e.g. low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults)?

- | | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |

No curriculum content, core or elective, identified to support this metric.

10. Does your physiotherapy school curriculum address the unequal regional health impacts of climate change globally?

- | | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |

No curriculum content, core or elective, identified to support this metric.

Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Human Health

11. Does your physiotherapy school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides), for example during pediatric or pelvic health curriculum?

- | | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |

No curriculum content, core or elective, identified to support this metric.

12. Does your physiotherapy school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

No curriculum content, core or elective, identified to support this metric.

13. To what extent does your physiotherapy school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

3	Indigenous knowledge and value systems are integrated throughout the physiotherapy school's planetary health education
2	Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework.
0	This topic was not covered.

No curriculum content, core or elective, identified to support this metric.

14. Does your physiotherapy school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

No curriculum content, core or elective, identified to support this metric.

Curriculum: Sustainability

15. Does your physiotherapy school curriculum address the environmental and health co-benefits of a outdoor activity, active transport and immersion in nature?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

As part of the Physiotherapy Course RCV1 module, lecture Medical and Respiratory Conditions, and RCV2, lecture Exercise Physiology, the theoretical aspects of health benefits of exercise and aerobic outdoor activities are briefly covered.

16. Does your physiotherapy school curriculum address the carbon footprint of healthcare systems?

3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

No curriculum content, core or elective, identified to support this metric.

17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the core curriculum? (1 point each)

1	Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.

1	The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions.
1	The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfill this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK.
1	The health and environmental co-benefits of avoiding over-physiotherapyisation, over-investigation and/or over-treatment.
<i>The RCV1 and RCV2 modules incorporate these topics within Year 2 throughout various lectures, for example Drug and Oxygen therapy, Medical Respiratory Conditions, Exercise Physiology, Cardiac Rehabilitation and Pulmonary Rehabilitation.</i>	

Curriculum: Clinical Applications

18. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies to have conversations with colleagues and patients about the health effects of climate change?	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change
<i>No curriculum content, core or elective, identified to support this metric.</i>	

19. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies for taking an environmental history or exposure history?	
2	Yes, the core curriculum includes strategies for taking an environmental history.

1	Only elective coursework includes strategies for taking an environmental history.
0	No, the curriculum does not include strategies for taking an environmental history.
<p><i>The core curriculum content covers components of an environmental subjective history taking across modules like Advanced Musculoskeletal 1 and 2, RCV 1 and 2, Neuromusculoskeletal 1 and 2, and Complex Clinical Case Management. Additionally, across all years, physiotherapy students are involved in patient simulations case studies which involve extensive history taking including components of environmental history taking.</i></p>	

Curriculum: Administrative Support for Planetary Health

20. Is your physiotherapy school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH) / planetary health education?	
4	Yes, the physiotherapy school is currently in the process of making major improvements to ESH/planetary health education.
2	Yes, the physiotherapy school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.
<p><i>The Final Year Physiotherapy class will cover the following points during their Leadership in Professional Practice module by the end of the academic year with the following learning outcomes: Demonstrate an understanding of planetary health and climate change, Describe the impact of climate change on human health, Understand the impact of healthcare delivery/utilisation on climate change, Outline strategies that are being used to improve the sustainability of healthcare.</i></p>	

21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
6	Planetary health/ESH topics are well integrated into the core physiotherapy school curriculum.
4	Some planetary health/ESH topics are appropriately integrated into the core physiotherapy student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s).

0	There is minimal/no education for sustainable healthcare.
<i>Planetary Health topics are addressed across several Modules such as: RCV1 and 2, LPP, Physiotherapy Across Lifespan 1 and 2.</i>	

22. Does your physiotherapy school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
1	Yes, the physiotherapy school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the physiotherapy school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
<i>The Physiotherapy school has a specific faculty member, Dr. Orlagh O'Shea, overseeing curricular integration of planetary health and sustainable healthcare.</i>	

Section Total (13 out of 69)	18.8%
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Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the physiotherapy school and broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, physiotherapy schools should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasized.*

1.Are there researchers engaged in planetary health research and healthcare sustainability research at your physiotherapy school?	
3	Yes, there are faculty members at the School of Physiotherapy who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the School of Physiotherapy who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the physiotherapy school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or physiotherapy school at this time.
<p><i>Within the School of Physiotherapy, researchers have conducted research on the delivery of telehealth and triage as well as physical activity and self-management programmes which cover the four principles of sustainable healthcare (prevention, patient empowerment, lean pathways and low carbon alternatives).</i></p> <p><i>RCSI also offers elective research projects such as SURGE-Africa, and other partnerships with COSECSA, led by faculty members at RCSI (https://www.rcsi.com/surgery/global-surgery/our-work/surg-africa).</i></p> <p><i>Additionally, Prof Debbi Stanistreet is leading ongoing research on household air pollution, and is involved in the ENBEL project that links climate change to public health outcomes .</i></p> <p><i>Additionally, RCSI surgical trainees are currently involved in developing course materials for teaching sustainable surgery methods to surgical residents (the Green Surgery Checklist). RCSI also participated in a large report released in November 2023 regarding the Green Surgery Checklist, and are actively promoting its use. The results of this report were presented at the Surgery Charter Day on February 8th 2024.</i></p>	

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

3	There is at least one dedicated department or institute for interdisciplinary planetary health research.
2	There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years.
1	There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.
0	There is no dedicated department or institute.

The institute does not have a named department at RCSI dedicated to Planetary Health, however, there are over 60 researchers collaborating across the department of Public Health and Epidemiology, and the Institute of Global Surgery to improve the sustainable advancement of surgical and public health initiatives, both at a community and regional level.

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

3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process, and no efforts to create such a process.

No curriculum content, core or elective, identified to support this metric.

4. Does your institution have a planetary health website that centralizes ongoing and past research related to health and the environment?

3	There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment including all of the following:
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	upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.
<p><i>RCSI has several web pages dedicated to health and environment, such as: Green Campus initiative website, highlighting the ongoing efforts of the RCSI Sustainability committee This website, highlighting opportunities for students to get involved in sustainable development efforts.</i></p> <p><i>Additionally, RCSI is in the process of creating a Moodle page designed to act as a central resource for students interested in sustainability and climate health initiatives at the institution. This online platform will offer access to educational materials and opportunities for engagement.</i></p>	

5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
4	Yes, the physiotherapy school has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.
<p><i>During the 2024 Charter Week, RCSI organized a series of symposia focused on planetary health, covering a range of topics including:</i></p> <ul style="list-style-type: none"> <i>· Impact of Climate Change on Surgery</i> <i>· Saving Lives whilst Destroying the Planet: The Paradox of Healthcare</i> <i>· Sustainable Surgery & Medical Supply Chains</i> <i>· Introduction to Green Surgery e-learning module</i> 	

- *HSE Climate Action Strategy*
- *Sustainability Principles & Practice in Surgery*

6. Is your physiotherapy school a member of a national or international planetary health or ESH organization?

1	Yes, the physiotherapy school is a member of a national or international planetary health or ESH organization
0	No, the physiotherapy school is not a member of such an organization

No curriculum content, core or elective, identified to support this metric.

Section Total (11 out of 17)	58.8%
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Community Outreach and Advocacy

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

1. Does your physiotherapy school partner with community organizations to promote planetary and environmental health?	
3	Yes, the physiotherapy school meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the physiotherapy school meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the physiotherapy school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<i>No curriculum content, core or elective, identified to support this metric.</i>	

2. Does your physiotherapy school offer community-facing courses or events regarding planetary health?	
3	The physiotherapy school offers community-facing courses or events at least once every year.
2	The physiotherapy school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The institution has offered community-facing courses or events, but the physiotherapy school was not involved in planning those courses or events.
0	The physiotherapy school has not offered such community-facing courses or events.

No curriculum content, core or elective, identified to support this metric.

3. Does your physiotherapy school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not regularly receive communications about planetary health or sustainable healthcare.

The RCSI Student Union sends out weekly email updates, which sometimes contain information relevant to sustainable healthcare topics (in relation to the Environmental Society or the Green Campus Initiative). RCSI also implemented the “Love My Space” campaign to inform staff and students of initiatives across campus, some of which are related to planetary health.

4. Does the institution or any affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

2	Yes, the institution or any affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
1	Yes, the institution or any affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are no such accessible courses for post-graduate providers

Starting in June 2024, RCSI will launch an online Climate and Health module, available worldwide for health professionals eager to advance their understanding in climate and planetary health. Moreover, educational initiatives based on the Green Surgery Checklist will be rolled out, offering surgical trainees insights into sustainable practices. RCSI also provides all staff complimentary access to Sustainability/SDG learning resources and courses through their Engagement Moodle page, supporting continuous professional development in sustainable healthcare.

5. Does your physiotherapy school or its primary affiliated hospital have accessible

educational materials for patients about environmental health exposures?	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated physiotherapy centers have accessible educational materials for patients.
<i>No curriculum content, core or elective, identified to support this metric.</i>	

6. Does your physiotherapy school or its primary affiliated hospital have accessible educational materials for patients about climate change and health impacts?	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated hospitals have accessible educational materials for patients.
<i>No curriculum content, core or elective, identified to support this metric.</i>	

Section Total (3 out of 14)	21.4%
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Support for Student-Led Planetary Health Initiatives

Section Overview: *This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.*

1. Does your institution offer support for physiotherapy students interested in enacting a sustainability initiative/QI project?

2	Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	The physiotherapy school encourages sustainability QI projects (to fulfill clinical placement hours or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate.
0	No, the institution does not offer opportunities or support for sustainability initiatives or QI projects.

RCSI offers Student Engagement and Partnership (StEP) grants to students for project proposals designed to improve the curriculum or university as a whole, including sustainability efforts. This year, a grant was offered for students undertaking the PHRC project.

2. Does your institution offer opportunities for physiotherapy students to do research related to planetary health and/or sustainable healthcare?

2	The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	There are research opportunities for students to perform research related to planetary health/sustainable healthcare but these require student initiative to seek these out and carry them out in their spare time.
0	There are no opportunities for students to engage in planetary health/sustainable healthcare research.

RCSI offers a variety of funded summer research projects to their students, some of which are related to sustainable healthcare and planetary health. Additionally, the International Citizenship Award

developed by RCSI acts as an incentive for RCSI students to contribute to achieving the SDGs, with its emphasis on research, local community engagement, and overseas health challenges.
<https://www.rcsi.com/dublin/student-life/student-opportunities/international-citizenship-programme>

3. Does the physiotherapy school have a webpage where physiotherapy students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the physiotherapy school? For example, projects achieved, current initiatives underway at the physiotherapy school and/or contact of information of potential mentors.

2	The physiotherapy school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.
1	There is a physiotherapy school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the physiotherapy school, but it lacks key information.
0	There is no physiotherapy-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

No curriculum content, core or elective, identified to support this metric.

4. Does your physiotherapy school have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

2	Yes, there is a student organization with faculty support at my physiotherapy school dedicated to planetary health or sustainability in healthcare.
1	Yes, there is a student organization at my physiotherapy school dedicated to planetary health or sustainability in healthcare but it lacks faculty support.
0	No, there is not a student organization at my institution dedicated to planetary health or sustainability in healthcare.

No curriculum content, core or elective, identified to support this metric.

5. Is there a student liaison representing sustainability interests who serves on a physiotherapy school or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?

1	Yes, there is a student representative that serves on a physiotherapy school or institutional decision-making council/committee.
0	No, there is no such student representative.
<p><i>In 2023, RCSI developed a Sustainability and Climate Health Committee, which includes student representatives. This committee has various subcommittees focused on the breadth of goals and projects of the committee.</i></p>	

6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	
1	Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.
1	Panels, speaker series, or similar events related to planetary health that have students as an intended audience.
1	Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.
1	Cultural arts events, installations or performances related to planetary health that have students as an intended audience.
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.
1	Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students)
<p><i>The Surgery Charter Week conferences and panels provide opportunities for students to learn from experts in the field on the impact of surgery and medicine on climate change, as well as methods to improve sustainability in healthcare.</i></p> <p><i>Several RCSI clubs (Cycling, Rowing, Running, etc) and societies (Wilderness Society) regularly offer opportunities for students to spend time outdoors.</i></p>	

Section Total (8 out of 15)	53.3%
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Campus Sustainability

Section Overview: This section evaluates the support and engagement in sustainability initiatives by the physiotherapy school and/or institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinizing every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our physiotherapy schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimizing environmental impact.

1. Does your physiotherapy school and/or institution have an Office of Sustainability?

3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or physiotherapy school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of physiotherapy school and/or hospital sustainability.
1	There are no salaried sustainability staff, but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability

RCSI has a Sustainability and Climate Health Committee consisting of both staff and students, and a committee for the Green Campus Initiative. Prof Debbi Stanistreet manages Sustainability in Education, Dr Niamh Connolly is responsible for RCSI's Sustainable Research and Mr Matthew Snell in our Estates team manages RCSI Sustainable Campus operations. However, there are no full-time dedicated staff within the School of Physiotherapy as part of this committee.

2. How ambitious is your physiotherapy school/institution's plan to reduce its own carbon footprint?

4	The institution has a stated goal of carbon neutrality by 2030 or earlier and the physiotherapy school / institution has a well-defined and adequate plan in place to achieve this goal.
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3	Yes, there is a stated carbon neutrality goal by at least 2040 and the physiotherapy school/institution has a well-defined and adequate plan in place to achieve this goal.
2	Yes, there is a stated carbon neutrality goal by at least 2040, but the physiotherapy school/institution has not created a plan to reach that goal or the plan is inadequate.
1	There is a CO2 emission reduction goal, but it is not one of carbon neutrality.
0	There is no stated goal for reduction of CO2 emissions.

RCSI has committed to achieving 50% reduction by 2030 and net zero by 2050. RCSI like all public organisations are legally obliged to meet energy and carbon targets as outlined in the Public Sector Climate Action Mandate, these targets include - reduced energy related GHG by 51% in 2030 and improve energy efficiency in the public sector by 50% by 2030 compared to average baseline from 2016-2018.

RCSI is actively working towards these goals through an efficient energy management system, ongoing monitoring, and active energy efficiency improvements across all our campus buildings. RCSI's energy policy as approved and signed by our VC&CEO outlines our process to achieving these goals. Additionally, RCSI is currently processing a Climate Action Roadmap to 2030 which will outline our planned accommodation expansions projects and project pipeline to reduce consumption and carbon emissions such as fossil fuel retrofits (replace gas boilers with heat pumps) and installation of solar PV.

RCSI has also engaged in a comprehensive review by the UK Climate and Health Alliance of Net Carbon Zero in health care. In 2022, RCSI was recognized for its commitment to sustainability at the annual Education Awards with the Best Green Campus Award, Green Healthcare Award, and Sustainable Energy Achievement Award. This year, RCSI has been ranked number 1 in the world for Sustainable Development Goal 3 (Good Health and Wellbeing).

<https://www.rcsi.com/dublin/green-campus-initiative>

3. Do buildings/infrastructure used by the physiotherapy school for teaching (not including the hospital) utilize renewable energy?

3	Yes physiotherapy school buildings are 100% powered by renewable energy
2	Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.

0	Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy.
<p><i>RCSI uses 100% green electricity, with all power produced by wind farms. As an acknowledgement - Before the deadline for submission we didn't clarify the gas usage at RCSI and where this is supplied from (note that the website says they have achieved a 40% reduction in gas usage). If RCSI does still use gas it is unlikely to be from a renewable source and we will clarify this before next year's report.</i></p>	

4. Are sustainable building practices utilized for new and old buildings on the physiotherapy school campus, with design and construction of new buildings and remodeling of old buildings conforming to a published sustainability rating system or building code/guideline?	
3	Yes, sustainable building practices are utilized for new buildings on the physiotherapy school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilized for new buildings on the physiotherapy school campus, but most old buildings have not been retrofitted.
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.
<p><i>RCSI's new building project, 26 York Street project, achieved LEED Gold accreditation, and RCSI's 2 new building designs also aim to achieve similar accreditation when completed in 2025.</i></p> <p>https://www.igbc.ie/certification/leed/</p> <p><i>Overall, RCSI Green Campus Initiative states that they are "committed to the procurement of green energy for all future tenders to new and existing sites" (https://www.rcsi.com/dublin/green-campus-initiative).</i></p> <p><i>Block A of the Ardilaun Centre is currently being redeveloped, and is expected to help significantly reduce carbon emissions.</i></p>	

5. Has the physiotherapy school implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
2	Yes, the physiotherapy school has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public

	transport, or carpooling and these options are well-utilized by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	The physiotherapy school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The physiotherapy school has not implemented strategies to encourage and provide environmentally-friendly transportation options.
<i>RCSI encourages sustainable transportation for students while on Peripheral Clinical Placements by offering accommodation within a walking distance from the clinical site.</i>	

6. Does your physiotherapy school have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/plastic/glass)?	
2	Yes, the physiotherapy school has both compost and recycling programs accessible to students and faculty.
1	The physiotherapy school has either recycling or compost programs accessible to students and faculty, but not both.
0	There is no compost or recycling program at the physiotherapy school.
<i>RCSI follows the “Zero to Landfill” policy. According to the RCSI Waste Management Policy, RCSI has recycling programs available to students and staff in campus cafeterias and cafes. There are also campus bins for collecting organic waste for composting. RCSI follows the “Reduce, Recycle, Recover” practice, which involves general waste being sent to the “Waste to Energy Plant” in Dublin that converts waste to renewable energy, supporting electricity generation for over 100 000 homes.</i>	

7. Does the physiotherapy school apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
3	Yes, the physiotherapy school has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The physiotherapy school is engaged in efforts to increase food and beverage sustainability.

1	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The physiotherapy school is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.
<p><i>According to Green Campus Initiative, all restaurant cutlery and take-away food packaging at RCSI is compostable, and whenever possible, restaurant products are locally sourced (e.g. Cloud Picker Coffee, a local brand). RCSI has also introduced discounts for using reusable cups on campus, and a 30c levy for not using a reusable cup. Vegetarian options are available every day from the on-campus dining facilities but there are no meat-free or red meat-free days so a score of 2 is awarded. RCSI also has Fairtrade accreditation, and sells fair trade beverages at campus cafes and hospitality events.</i></p>	

8. Does the physiotherapy school or associated institution apply sustainability criteria when making decisions about supply procurement?	
3	Yes, the physiotherapy school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The physiotherapy school is engaged in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The physiotherapy school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.
<p><i>RCSI uses cleaning products that are green and free from environmentally harmful chemicals. According to Green Campus Initiative, the university is committed to giving full consideration to the sustainable use of resources in all management decisions. The RCSI investment portfolio and decision-making is driven by the Inevitable Policy Response (IPR), which supplies capital to green energy investments instead of high carbon activities.</i></p> <p>https://www.rcsi.com/dublin/green-campus-initiative</p>	

9. Are there sustainability requirements or guidelines for events hosted at the physiotherapy school?	
2	Every event hosted at the physiotherapy school must abide by sustainability criteria.

1	The physiotherapy school strongly recommends or incentivizes sustainability measures, but they are not required.
0	There are no sustainability guidelines for physiotherapy school events.
<i>According to RCSI's Green Campus Initiative, the university recommends, but does not require, sustainability measures at events hosted by the physiotherapy school. Despite this, RCSI has still managed to reduce electricity consumption on campus by 2-3% through their roll-out of an energy awareness campaign.</i>	

10. Does your physiotherapy school have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
2	Yes, the physiotherapy school has programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the physiotherapy school to make lab spaces more sustainable.
<i>RCSI has Green Labs objectives that have been rolled out across all college labs, and have achieved platinum certification from My_Green_Lab.</i>	

11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives.
3	No, the institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil fuel companies or has made a commitment to fully divest, but currently still has fossil fuel investments.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<i>As outlined in Green Campus Initiative, RCSI aligns to principles of environmental, social and governance (ESG) by applying ethical considerations when making investments, including not</i>	

investing in fossil fuels, tobacco or armaments. RCSI has signed the internationally-recognised Principles for Responsible Investment, and publically demonstrates their commitment to including ESG factors in investment decision-making, risk management and asset ownership.

RCSI has supported its pension schemes in becoming signatories to the Principles of Responsible Investment (PRI). The trustees incorporate these principles in investment decision-making and its investment portfolio continues to exclude tobacco, fossil fuels, nuclear and conventional weapons.

<https://www.rcsi.com/dublin/green-campus-initiative>

RCSI has, as stated previously, been utilizing 100% green energy for several years, and is also a member of the Solar Impulse Foundation, an initiative for developing clean technologies and renewable energies.

Section Total (26 out of 31)	83.8%
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Grading

Section Overview

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

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

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “-”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the Royal College of Surgeons in Ireland University of Medicine and Health Sciences. The following table presents the individual section grades and overall institutional grade for the Royal College of Surgeons in Ireland School of Physiotherapy on this physiotherapy-school specific Planetary health Report Card.

Section	Raw Score	Letter Grade
Planetary Health Curriculum (30%)	$(13 / 69) \times 100 = 18.8\%$	F +
Interdisciplinary Research (17.5%)	$(10 / 17) \times 100 = 58.8\%$	C+
Community Outreach and Advocacy (17.5%)	$(3 / 14) \times 100 = 21.4\%$	D-
Support for Student-led Planetary Health Initiatives (17.5%)	$(8 / 15) \times 100 = 53.3\%$	C
Campus Sustainability (17.5%)	$(25 / 31) \times 100 = 80.6\%$	A -
Institutional Grade	61= 43.14%	C -