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# Planetary Health Report Card (Medicine): *Medical University of Vienna (MedUni Vienna)*

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MEDICAL UNIVERSITY  
OF VIENNA

2024-2025 Contributing Team:

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Land acknowledgment: Austria

## Summary of Findings

<b>Overall Grade</b>	<b>C+</b>
<b>Curriculum</b>	<b>A</b>
<ul style="list-style-type: none"> <li>● MedUni Vienna incorporates planetary health (PH) and sustainable healthcare (SH) topics into its medical curriculum across multiple semesters, mainly in the courses of Block 6 ‘Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung’ (course on ‘Einführung in die Medizinische Ökologie’ and on ‘Umwelteinflüsse und Gesundheit’) and Block 22/23 ‘Public Health’ (seminars on ‘Umweltmedizin’ and on ‘Klimawandel und Gesundheit’). It also includes several elective courses. Strengths include the coverage of the health impacts of climate change on infectious, respiratory and cardiovascular disorders, as well as heat-related illnesses, anthropogenic toxins, carbon footprint, food and water security, and environmental justice concepts. While sustainable healthcare principles are addressed in some pharmaceutical and non-pharmaceutical management approaches, the environmental impact of reducing healthcare overuse and misuse receives little attention. A designated faculty member is responsible for overseeing the full longitudinal integration of planetary health education and leads the working group “Teaching” within the internal “Sustainable University” task force.</li> <li>● <b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ Curriculum integration should be expanded by creating planetary health and sustainable healthcare learning objectives for each course block that are in line with the <u>latest recommendations of the Austrian Public Health Institute for climate competence of healthcare professionals</u>. For implementing planetary health and sustainable healthcare topics longitudinally in the core curriculum, we highly advise the use of the resource collection developed by the Faculty of Medicine of the University of Würzburg. It covers a wide variety of topics with ready-made teaching concepts, materials, general and specific literature recommendations: <a href="https://www.med.uni-wuerzburg.de/planetaregesundheit/aktivitaeten/ressourcensammlung-planetary-health-lehre-fuer-gesundheitsberufe/">https://www.med.uni-wuerzburg.de/planetaregesundheit/aktivitaeten/ressourcensammlung-planetary-health-lehre-fuer-gesundheitsberufe/</a>. Additionally, we recommend following the activities from the European research project “BeWell” for green skills courses: <a href="https://bewell-project.eu/category/topic/green-skills/">https://bewell-project.eu/category/topic/green-skills/</a></li> <li>○ Expand existing courses in the core curriculum to include missing topics such as healthcare waste minimization (e.g. recycling and remanufacturing) and sustainable clinical practices (especially in surgical healthcare), as well as climate-sensitive health counseling.</li> <li>○ Highlight all relevant teaching activities on an official sustainability website.</li> </ul> </li> </ul>	
<b>Interdisciplinary Research</b>	<b>B-</b>
<ul style="list-style-type: none"> <li>● The MedUni Vienna has several research groups either dedicated to planetary health and sustainable healthcare or incorporating these aspects within broader research. Several small conferences related to PH/SH were hosted. While vulnerable populations affected by climate change play an advisory role in participatory research, there is no formal inclusion in research decision-making. Currently, there is no official sustainability website. The University Hospital of Vienna, as part of the Wiener Gesundheitsverbund, is a member of the Global Green and Healthy Hospitals (GGHH), an initiative by Health Care Without Harm (HCWH).</li> <li>● <b>Recommendations:</b> Creating an official sustainability website to increase the visibility of all university activities related to health and the environment in the form of a “Sustainability Navigator” is highly needed. At the institutional level, we could not find the university faculty listed as a member of any planetary health</li> </ul>	

or ESH organization. We see potential in initiating and strengthening connections with larger national and international movements, such as the Planetary Health Alliance and/or KLUG (Deutsche Allianz Klimawandel und Gesundheit).

### Community Outreach and Advocacy

C+

- MedUni Vienna has a vast variety of community outreach relating to planetary health. The University Hospital of Vienna does not have accessible educational materials about the health impacts of climate change for patients.
- **Recommendations:** To improve its planetary health impact, the MedUni Vienna should integrate post-graduate education on sustainable healthcare and provide regular staff training on PH/ESH, and provide easily accessible resources or awareness initiatives for patients on climate-related health risks.

### Support for Student-Led Initiatives

D

- So far, MedUni Vienna provides limited support for student-led planetary health initiatives, lacking dedicated funding for sustainability projects, structured research fellowships, or a centralized web page for planetary health opportunities. There is no dedicated student representative advocating for sustainability in decision-making bodies yet.
- **Recommendations:** To strengthen student engagement in planetary health, MedUni Vienna should provide funding for student-led initiatives and develop structured research opportunities and integrate student representation in sustainability decision-making processes. Additionally, a central website should showcase teaching, mentoring, and related opportunities.

### Campus Sustainability

C-

- MedUni Vienna has established the internal ‘Sustainability University’ task force to strengthen sustainability in the areas of teaching, research, procurement, and construction. While the University Hospital Vienna has already established a roadmap to climate neutrality, MedUni Vienna still has to release a climate protection concept. The MedUni Vienna campus is partly integrated in the University Hospital of Vienna complex and the sustainability strategies are not yet fully streamlined. In structural terms, a number of sustainability measures in the areas of staff mobility and energy efficiency have been implemented on the campus in recent years.
- **Recommendations:** MedUni Vienna is in the process of developing a comprehensive sustainability roadmap with concrete, time-bound goals (e.g. to contain guidelines on how to make lab spaces and hosted events environmentally friendlier). This sustainability roadmap should be made publicly visible. Energy supply should be increasingly sourced from renewable sources. It is advisable to actively engage in efforts to increase sustainability of procurement and establish sustainability guidelines for the procurement of green pharmaceuticals to promote environmentally responsible purchasing practices.

# Statement of Purpose

*Planetary health is human health.*

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. Human health 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,” many medical school’s institutional priorities do not 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. This preparation is in the hands of the institutions providing our medical training. It is imperative that we hold our institutions accountable for educating medical 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 other environmental threats such as biodiversity loss disproportionately affect vulnerable populations (for example, communities of colour, 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 health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally 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 centred on environmental health impacts 5) medical 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 medical 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.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **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 doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions students are taught to ask during medical 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 mould 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. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a medical 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.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic

seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

**Other considerations:**

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), 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 (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

Completed in 2022 a [Literature Review by Metric](#) is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

# Planetary Health Curriculum

**Section Overview:** *This section evaluates the integration of relevant planetary health topics into the medical school curriculum. Today's medical students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that medical 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 medical school's core curriculum.*

## Curriculum: General

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>The MedUni Vienna offered two elective courses in the past year:</i></p> <ol style="list-style-type: none"> <li>1. <i>A lecture series with exercises entitled „<a href="#">647.014 - Planetary Health - Ein umfassendes Gesundheitskonzept</a>“ (planetary health - an Extensive Health Concept). It covers topics such as planetary borders, carbon footprint, planetary health basics, climate crisis, mobility, climate and heat, sustainable healthcare sector, impact of climate change on mental health.</i></li> <li>2. <i>A practical seminar on „<a href="#">851.101 - PS Global Health and Humanitarian Work</a>“. This practical seminar offers an inter-/transdisciplinary overview on work and research in health and health care in the so-called Global South (formerly: developing countries). It confers basic knowledge on the history, actors and principles in the humanitarian arena. It includes topics such as infectious diseases, migration, inequality, water/sanitation (e.g. <a href="#">Léo Heller's</a> lecture about WASH projects), appropriate technology, or clinical research, and refers to viewpoints of medical anthropology as well as postcolonial and gender studies. The focus is on providing a deeper insight and a critical reflection on practical aspects of working and conducting research under resource-limited settings while providing an overview of existing resources as well as recent international collaborations.</i></li> </ol>	



In addition, there were several lectures offered that covered the topic only in specific sessions without having the primary focus on ESH/planetary health

- Lecture series summer term 2024 „896.061 - Gender Lectures - Machen Unterschiede einen Unterschied? Basics der Gender Medizin,, with a topic on „Klimawandel und Public Health: Gender und Diversityaspekte, Daniela Haluza, Department of Environmental Health“
- Lecture series as part of the [PhD programme Public Health](#) on “851.010 / 851.106 -SE Basic Lectures: Public Health” covering topics on environmental health and global health.

### Curriculum: Health Effects of Climate Change

**1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation:*

*2.Semester; Block 4 Funktionssysteme und biologische Regulation, Kapitel 5, Thema 3, Wärmehaushalt – the topic is mentioned on 1 slide*

*2.Semester; Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 6 – Einführung in die Medizinische Ökologie. Effects of extreme heat are included in the main objectives of the lecture and covered by the slides. The teaching concept of this course on medical ecology can be found here:*

*Gundacker, C., & Himmelbauer, M. (2023). The impact of climate change on the medical profession - a newly implemented course on medical ecology. GMS journal for medical education, 40(3), Doc30. <https://doi.org/10.3205/zma001612>*

*3.Semester; Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides of the lecture address heat-related morbidity and mortality.*

*7.Semester; Block 22/23 Public Health, lecture on Health Impact Assessment – material was discussed across several slides; Bewegung - material was discussed across several slides*

*The publicly available curriculum can be found by this link:*

*<https://studyguide.meduniwien.ac.at/curriculum/n202-2024/?state=0-105374-7192/diplomstudium-humanmedizin>*

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation:*

*2.Semester, Block 6 Prävention und Präventivmedizin, Thema 6 – Einführung in die Medizinische Ökologie. The health effects of extreme weather are put in the main objectives of the lecture and covered by several slides.*

*9.+10. Semester: Tertiäler Kinder- und Jugendheilkunde, Thema 9-10. Allergologie und Pulmologie. The topic is covered by 1 slide - Wetterwechsel auf Asthma bronchiale.*

*7.Semester, Block 22/23 Public Health:*

- *lecture on Health Impact Assessment – the topic covered by 1 slide; Bewegung – the topic covered by 1 slide.*
- *seminar on Thema 12 - Klimawandel und Gesundheit.*

**1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation:*

*2.Semester, Block 6 Prävention und Präventivmedizin, Thema 6, Einführung in die Medizinische Ökologie. Rückwirkungen auf den Menschen: Klimamodelle, Gesundheitsfolgen, Parasiten als Überträger von Krankheitserregern, Einführung in die Parasitologie, ökologische Einnischung und Zoonosen. The effects of climate change on patterns of infectious diseases are put in the main objectives of the lecture and covered by slides.*

*7.Semester, Block 22/23 Public Health, seminar on Thema 12 - Klimawandel und Gesundheit.*

**1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*2.Semester, Block 6 Prävention und Präventivmedizin:*

- *Thema 6, Einführung in die Medizinische Ökologie.*
- *Thema 7, Umwelteinflüsse und Gesundheit. The main objectives of the lecture were: Umweltmedien / Problemfelder; Auswirkungen / Wechselwirkungen Mensch-Umwelt. Wasser, Boden, Luft, Klima, Strahlung, Lärm und Schall, Ernährung, Mobilität, Arbeitsplatz, Wohnen, Freizeit. The topic is also covered by the slides.*

*4.Semester, Block 12 Respiration, Thema 4, Pathologie des Respirationstraktes. Environmental etiology of chronic respiratory disorders are covered by at least four slides.*

*7.Semester, Block 22/23 Public Health, Kapitel 3, Thema 4, Umweltmedizin. The main objectives of the lecture are: Die Studierende sollen über den Beitrag von Umweltfaktoren bei der Pathogenese und/oder Aggravation akuter und chronischer Erkrankungen beispielhaft (Feinstaub, Stickstoffoxide, Schall, EMF) Bescheid wissen. The topic is also covered by slides.*

**1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*7.Semester, Block 22/23 Public Health, lecture on Bewegung – the topic covered by 1 slide;*

*2.Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung. The cardiovascular effects of climate change are covered by several slides of two lectures:*

- *Thema 6 – Einführung in die Medizinische Ökologie; Kardiovaskuläre Prävention;*
- *Thema 8 - Arbeitsmedizin.*

3.Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides cover the effects of heat on comorbidities, including cardiovascular disorders.

7.Semester, Block 22/23 Public Health, seminar on Thema 12 - Klimawandel und Gesundheit.

**1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

2.Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung. Neuropsychological effects of climate change are covered by 1 slide of each of the topics:

- Thema 6 – Einführung in die Medizinische Ökologie;
- Thema 8 – Arbeitsmedizin.

3.Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides cover effects of heat on comorbidities, including neurological disorders.

7.Semester, Block 22/23 Public Health, seminar on Thema 12 - Klimawandel und Gesundheit.

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

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

2. Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 7. Umwelteinflüsse und Gesundheit. Ziele: Umweltmedien / Problemfelder; Auswirkungen / Wechselwirkungen Mensch-Umwelt. Wasser, Boden, Luft, Klima, Strahlung, Lärm und Schall,

*Ernährung, Mobilität, Arbeitsplatz, Wohnen, Freizeit. Food and water security is mentioned in main objectives of the lecture as well as the slides.*

7. Semester, Block 22/23 Public Health:

- *Seminar on Ernährung. The whole lecture is dedicated to food and water security.*
- *Seminar on Thema 12 - Klimawandel und Gesundheit.*

**1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*2.Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 6 – Einführung in die Medizinische Ökologie. Climate effects on marginalized groups are mentioned on several lecture slides.*

*3.Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides cover more prominent health effects of heat exposure on young children, people with lower socioeconomic status including people experiencing homelessness, people with reduced mobility and elderly.*

*5.Semester, Block 16 Säugling, Kindheit und Jugend, Kapitel 6, Thema 7, Sozialpädiatrie. Saubere Luft und Wasser – Armut und Kinder.*

7. Semester, Block 22/23 Public health:

- *Ernährung. Climate effects on different populations are mentioned on several slides.*
- *seminar on Thema 12 - Klimawandel und Gesundheit.*

**1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*2.Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 6 – Einführung in die Medizinische Ökologie. CO2 emissions from Austria – global effects  
7.Semester, Block 22/23 Public Health, seminar on Thema 12 - Klimawandel und Gesundheit.*

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

**1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*3. Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3, Thema 17 – Bleivergiftung. Thema 12 Zytostatika. Xenööstrogene. The environmental toxins are mentioned across several slides for both topics.*

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

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

2

*Score explanation:*

*7. Semester, Block 22/23 - Public Health: Open Seminar "Green Walks" where students participate in a guided tour in the city and the seminar "Climate change" are covering many aspects of greening the city of Vienna and the importance of green space availability.*

**1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*At the MedUni Vienna, the topic of traditional knowledge (especially regarding local perceptions of disease (e.g. vaccinations) in East and West Africa) is briefly covered in the core curriculum as part of lectures in Block 6 (Prevention and Preventive Medicine) and Block 22/23 (Public Health) thought by medical anthropologist [Associate Professor Ruth Kutalek](#).*

**1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*1.Semester, Block 1 Gesunde und kranke Menschen, Kapitel 3, Thema 6, Gendermedizin. The effects of environmental toxins on women is mentioned on 1 slide – Umweltnoxen*

*3.Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3, Thema 17, Bleivergiftung. Kinder – höhere Resorptionsrate für Blei. The effects of lead on children is mentioned throughout the lecture.*

*7.Semester, Block 22/23 Public Health, seminar, Thema 8, Umweltmedizin.*

*Curriculum: Sustainability*

**1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*2.Semester, Block 4 Funktionssysteme und biologische Regulation, Kapitel 5, Thema 1. Ernährung. Comparison between different food pyramids with benefits of plant-based diet. Focus on safer environment and planetary health. The benefits of plant-based diet is mentioned throughout the lecture.*

*7.Semester, Block 22/23 Public Health:*

- *Ernährung. Climate effects of diet are mentioned on several slides.*
- *seminar on Thema 12 - Klimawandel und Gesundheit covers co-benefits at length. The depth can vary depending on the lecturer though.*

**1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?**

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

*Score explanation:*

*2.Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 6 – Einführung in die Medizinische Ökologie. The carbon footprint was discussed in several slides.*

*7.Semester, Block 22/23 - Public Health, seminar on Thema 12 - Klimawandel und Gesundheit. The carbon footprint is mentioned on 1 slide*



1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	Score
a) The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	2
b) The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
c) The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> 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. This is commonly known as social prescribing in the UK. (1 point)	1
d) Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
e) The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
f) The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
g) <b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

*Score explanation:*

*2.Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung. Only health effects of overmedicalization and overprescribing are described on several slides. We have given zero points since there is no mention of environmental effects. 3. Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3 — Pharmakolog. Grundlagen der Arzneitherapie/Umgang mit akuten Vergiftungen. None of the available teaching materials explicitly covered the environmental impacts of pharmaceuticals. We could not confirm whether this was mentioned during the presentation. → corresponds to row b)*

*4.Semester, Block 12 Respiration, Kapitel 3, Thema 1, COPD. Non-pharmaceutical management of COPD is discussed on several slides. The environmental benefits of the dry inhalers were also discussed verbally. The comparison between powdered and metered dose inhalers was verbally provided. → corresponds to rows c) and f)*

*7.Semester, Block 22/23 Public Health. seminar on seminar on Thema 12 - Klimawandel und Gesundheit covers the effects of healthcare on climate change and co-benefits. The seminar on Thema 11 - Gesundheitsökonomie und Entscheidungsfindung only covers the economic consequences of wasteful healthcare. → corresponds to rows a), e), b)*

*11. Semester, Clinical Practical Year (CPY): all employees of the University Hospital Vienna receive as part of the mandatory "Welcome@AKH" training course in the lecture hall, a lecture on waste management. However, the topic on healthcare waste minimization (e.g. recycling and remanufacturing) should be emphasized more in the core curriculum. → corresponds to row g)*

### Curriculum: Clinical Applications

**1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?**

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 points)

No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

2

*3.Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides provide recommendations on behavior during heatwaves and climate-sensitive health counseling. However, we were not able to find any communication training on other climate change related topics.*

*Recommendation: For implementing the topic PH/SH longitudinally in the core curriculum, we highly advise the use of the resource collection developed by the Faculty of Medicine of the University of Würzburg. It covers a wide variety of topics with ready made teaching concepts, materials, general and specific literature recommendations. In particular, most relevant are the guidelines for climate-sensitive health counseling:*

*<https://openwuecampus.uni-wuerzburg.de/moodle/mod/folder/view.php?id=10240>*

**1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?**

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

2

*Score explanation:*

*7. Semester, Block 22/23 Public Health, Kapitel 3, Thema 3, Arbeitsmedizin. Arbeitsplatzbezogene Anamnese und Berufskrankheiten. Ziele: die Klassifizierung und die Konsequenzen der biologischen Arbeitsstoffe im Sinne der „Verordnung biologische Arbeitsstoffe“ kennen; Kenntnisse über physische, physikalische, chemische, biologische und psychische Belastungsfaktoren in der Arbeitswelt und die daraus resultierenden Beanspruchungen haben.*

*Curriculum: Administrative Support for Planetary Health*

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  <i>The MedUni Vienna runs the elective course on Planetary Health.</i>  <i>An internal task force “Sustainable University” with a specific working group related to “Teaching” has been set up in spring 2024 to provide recommendations for integrating ESH/planetary health concepts into the core curriculum led by Assoc. Prof. Daniela Haluza.</i></p>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</b>	
Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum. (6 points)	
<b>Some</b> planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i>  <i>1.Semester, Block 1 Gesunde und kranke Menschen</i>  <i>2.Semester, Blocks 4 Funktionssysteme und biologische Regulation and 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung</i>  <i>3. Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie</i>  <i>4.Semester, Block 12 Respiration</i>  <i>5.Semester, Block 16 Säugling, Kindheit und Jugend</i>  <i>7.Semester, Block 22/23 Public Health</i>  <i>9.+10. Semester: Tertial Kinder- und Jugendheilkunde</i></p> <p><i>Some topics of climate change and planetary health were discussed in detail throughout the curriculum in each academic year. Many topics were included in the main objectives of the lectures. However, some of the topics were covered only by 1-2 slides or not discussed.</i></p>	

**1.22. Does your medical 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?**

**Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)**

**No, the medical school does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)**

Score Assigned:

1

*Score explanation:*

*The MedUni Vienna has set up an internal task force “Sustainable University” with a specific working group related to “Teaching” to provide recommendations for integrating ESH/planetary health concepts into the core curriculum led by Assoc. Prof. Daniela Haluza.*

**Section Total (64 out of 72)**

**89%**

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*This PHRC has been prepared to the best of our knowledge and judgment, using the information made available to us. We sincerely thank all those who contributed insights and observations to support this assessment.*

# Interdisciplinary Research

***Section Overview:*** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the 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, institutions 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 emphasised.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>The MedUni Vienna has a dedicated <u>Department of Environmental Health</u> which is a sub-unit of the <u>Center for Public Health</u>. Its work is focused on the research, prevention and early detection of environmental health risks and with environmental aspects of health promotion.</i>  <i><a href="#">Climate4Health project (2024-2028)</a> and ‘p:recycle: Precycling und Recycling von Narkosegasen im AKH Wien are the latest PH/SH research project from the department.</i></p> <p><i>In addition, there are several other research groups who engage in climate change related research:</i></p> <ul style="list-style-type: none"> <li>- <a href="#">Department of Social and Preventive Medicine</a> of the Centre of Public Health: <a href="#">“Less is More: De-Prescribing Pharmaceuticals for Patient Safety and Sustainable Public Health”</a> and <a href="#">“Sonar-Cities”</a></li> <li>- <a href="#">Department of Epidemiology</a> of the Centre of Public Health: <a href="#">VEGANScreeener – Development and evaluation of a web-based diet quality screener for vegans.</a></li> <li>- <a href="#">Working Group Public Health Nutrition</a> of the Centre of Public Health: <i>Nutrition in the face of the climate and environmental crisis: primary prevention of diet-related diseases, plant-based nutrition</i></li> <li>- <a href="#">Department of Health Economics</a> and Biomedical Imaging and Image-guided therapy: <a href="#">Value Based Breast Screening in Vienna (VABABS) project</a> and <a href="#">CD Laboratory for Patient-Centered Breast Imaging</a></li> </ul>	

- Center for Pathophysiology, Infectiology and Immunology - [CLIMOS project](#) as part of the [European Climate-Health Cluster](#): CLIMOS, aims to reduce the impact of climate change on the spread of vector-borne and zoonotic diseases, using Eco-health and One Health approaches. The project focuses on understanding how climate and environmental factors affect sand fly populations and the diseases they transmit (SFBDs) across Europe. (from <https://www.meduniwien.ac.at/web/ueber-uns/news/2023/neues-wissen-zur-gesundheit-in-der-klimakrise/>)
- Department of Emergency Medicine: Climate Emergencies (study [protocol](#))
- Complexity Science Hub: [HeatProtect project](#) - Development and data-based evaluation of climate-friendly measures to reduce heat-related health risks
- [Ignaz Semmelweis Institut](#): field of infection research; One Health approach ([press release](#))

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

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

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. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)

There is **no** dedicated department or institute. (0 points)

Score Assigned:

3

*Score explanation:*

*The majority of MedUni Vienna's PH/ESH research is performed at the [Center for Public Health](#) with a dedicated [Department of Environmental Health](#). Its work is focused on the research, prevention and early detection of environmental health risks and with environmental aspects of health promotion.*

**2.3. 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 institution?**

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. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

**No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)

There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  Based on our best judgment, at least two research groups at the MedUni Vienna have mastered the process of engaging vulnerable populations affected by climate change in relevant participatory research. Other groups may also be implementing similar approaches, but we are most familiar with these two.</p> <p>The global health research group, a sub-unit of the <u>Center for Public Health</u>, is currently working on an <u>EU-funded research project “Sonar-Cities”</u> to involve vulnerable population groups more closely in disaster management (especially related to heat waves). It aims to develop innovative tools together with civil society organizations, first responders and local authorities to promote inclusion in risk management, improve crisis preparedness and reduce health risks. MedUni Vienna is leading a central work package that includes the analysis and further development of crisis communication and public participation. They are conducting expert interviews and social listening of social media; and in a stakeholder engagement process with relevant actors (City of Vienna, blue light organizations, CSOs), in which people in vulnerable situations (people with disabilities, homeless people) are involved, to enable joint decisions on the type of and preference for future heat-related measures.</p> <p>The project <u>“Making Green Inclusive. Ecosystem Services. Health Impact Assessment and Participative Scenarios”</u> adapted a co-design approach where Assoc. Prof. Daniela Haluza from the <u>Department of Environmental Health</u> was actively involved.</p>	

<b>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  The MedUni Vienna currently has no one-stop shop that provides a comprehensive overview of research activities. The “Sustainable University” task force is preparing a roll-out of such a website on the intranet in the first half of the academic year in 2025.</p> <p><i>Recommendation:</i></p>	

*We highly recommend opening up this website to the general public in the form of a “Sustainability Navigator” to increase the visibility of all university activities related to health and the environment.*

**2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?**

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

2

*Score explanation:*

*The MedUni Vienna has hosted the following small conferences related to planetary health and sustainable healthcare:*

- [CCR Green Day - Spring 2024](#)
- Invited lecture of Mag.a Maria Buchmayr a spart of the women scientists' network medicine (WNWmed) "[Mission 2030 - die JKU folgt ihrer Vision in eine grüne Zukunft](#)" (6.11. 2024)

*Additionally, faculty members of the MedUni Vienna contributed to the organization of the [FANTOM Brno Training Event](#) for PhD students on “New Technologies in Genome Analysis and Green Issues” with the aim of equipping participants with practical strategies for establishing environmentally sustainable research environments.*

*Recommendation:*

*We recommend hosting a full day conference or symposium on topics related to planetary health.*



**2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?**

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

1

*Score explanation:*

*We couldn't find the university faculty listed as a member of any planetary health or ESH/ESV organization. However, the University Hospital Vienna, as part of Wiener Gesundheitsverbund, is a member of the [Global Green and Healthy Hospitals \(GGHH\)](#), an initiative by [Health Care Without Harm \(HCWH\)](#).*

*MedUni Vienna recently became a member of the Austrian alliance of sustainable universities '[Allianz nachhaltige Universitäten Österreich](#)'*

*Recommendation:*

*We recommend becoming an institutional member of the [Planetary Health Alliance](#) and/or [KLUG \(Deutsche Allianz Klimawandel und Gesundheit\)](#).*

**Section Total (11 out of 17)**

**65%**

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*This PHRC has been prepared to the best of our knowledge and judgment, using the information made available to us. We sincerely thank all those who contributed insights and observations to support this assessment.*

## Community Outreach and Advocacy

**Section Overview:** *This section evaluates medical 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 colour. 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.*

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary health and sustainable healthcare?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but has participating in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>The MedUni Vienna is very actively engaged in science communication and has a genuine interest in fostering the interest in science as well as health and green literacy among the population. Several partnerships with community organisations have been established where planetary health and sustainable healthcare topics were promoted:</i></p> <ul style="list-style-type: none"> <li>- <i>Kinderuni.online</i></li> <li>- <i>MedUni Wien-Forscher:innen als Wissenschaftsbotschafter:innen – BMBWF-Programm im Bereich „Wissenschaft trifft Schule“</i></li> <li>- <i>Vortragsabende @ <a href="#">Wiener Volkshochschulen (VHS) für das Wissenschaftsprogramm „Science“</a></i></li> <li>- <i>Podcast „Hörgang MedUni Wien“ in Kooperation mit Springer Verlag</i></li> <li>- <i>“Grün statt grau”, Austria's competence center for greening of buildings (scientific advisory board membership)</i></li> <li>- <i>Rat der Sachverständigen für Umweltfragen der Stadt Wien, board memberships</i></li> </ul> <p><i>Researchers from the Department of Environmental Health have participated in various science transfer events. Here is a non-exhaustive list of those events:</i></p> <ul style="list-style-type: none"> <li>- <i><a href="#">Gesundheitsfolgen der Klimakrise: Schwerpunkt Senior*innen - was ist zu tun?</a> (lecture, 3 Dec 2024 as part of the series “Senior*innen aktiv” in cooperation with the Vienna Social Services and the City of Vienna's Senior Citizens' Representative)</i></li> </ul>	

- [“Gesund trotz Klimakrise \(4\) – Resilient durch die Krise”](#) (radio interview, Ö1, 20th June 2024)
- ORF2 - konkret 19.06.2024 18:30: Schutzmaßnahmen bei hohen Temperaturen
- puls24.at // 19.06.2024 12:15: Hitze: Was man jetzt auf keinen Fall machen sollte
- ATV - ATV aktuell 22.04.2024 19:20: Jahr der Wetterextreme
- Puls 4 - Puls 24 News 22.04.2024 18:45: Jahr der Wetterextreme
- [„Heiße Nächte – ganz ohne Romanze“](#) (lecture and panel discussion organized by the Austrian Red Cross, Retz, 20<sup>th</sup> June 2024)
- [“Podcast mit Hans-Peter Hutter \(MedUni Wien\)“](#) (5th February 2025)
- [„Heißzeit: Die Transformation des Sommers \(Flg.1\)“](#) (radio interview, Ö1, 8th July 2024)
- Österreichische Ärztezeitung // 15-16/2023, S. 18: Ideale Temperatur im Büro: 25 Grad Celsius
- Ö1 - Mittagsjournal 22.07.2023 12:00: Wie heiß ist "zu heiß" für Menschen?
- wien.orf.at // 22.07.2023 14:04: Obere kritische Temperatur bei 50 Grad
- heute.at // 22.07.2023 06:58: Extreme Hitze, Waldbrände: Wo wir künftig Urlaub machen
- Krone Hitradio - Newsfeed 23.07.2023 18:00: Siesta-Debatte: Nachmittagspause mit vielen Hürden
- Der Standard // 15.07.2023, S. Karriere: Ist es bald zu heiß für Homeoffice?

### 3.2. Does your **institution** offer community-facing courses or events regarding planetary health?

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution/medical school** have not offered such community-facing courses or events. (0 points)

Score Assigned:

3

#### Score explanation:

The MedUni Vienna has offered the following public lecture series that we are aware of.

Researchers from the Department on Environmental Health have contributed with

- lectures on [“Klima und Gesundheit“](#) and on [“Wald und Gesundheit”](#) as part of the KinderuniWien, an annual lecture series for children offered by researchers from multiple disciplines.
- a lecture on [“The role of environmental factors in the development of cancer”](#) as part of the [Cancer School CCC Vienna](#) on 4<sup>th</sup> June 2024. It is a series of events offered for free to learn more about cancer, meet the experts in person and ask questions.
- a panel discussion on [“Klima wandelt Wien”](#) on 19<sup>th</sup> November 2024.
- podcast „Hörgang MedUni Wien“ in Kooperation mit Springer Verlag

- o Podcast “[Flexitarische Ernährung - gesunder und klimafreundlicher Genuss](#)“ (19th June 2024)
- o Podcast „[Heuschnupfen im Winter - das sagen die Pollenexperten der MedUni Wien](#)“ (26th Feb 2024)

In addition, [Vienna BioCenter Climate Lecture series hosted by MaxPerutzLabs Vienna](#): Lecture topics covered by international speakers range from exchanging best practices on energy reduction, waste avoidance and other aspects of sustainability in the lab, covering all aspects of climate change.

### 3.3. Does your **institution** have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

1

*Score explanation:*

*Planetary health and sustainable healthcare issues are often mentioned in the regular and general news sections and press releases of the university. There is no such communication targeted exclusively at students.*

### 3.4. Does the **institution** or **main 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?

Yes, the **institution** or **main 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. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

1

*Score explanation:*

*Basic module 3 on “Environmental Health Sciences” (2 ECTS) as part of the [Master of Public Health](#), a part-time postgraduate course.*

Engagement in the external post-graduate training "[ÖÄK-Diplom Umweltmedizin](#)" by the Austrian Medical Association.

[Lehrgang Klima-Manager:innen in Gesundheitseinrichtungen 2024](#) by the Austrian Public Health Institute, Module 3, lecture on "Umweltmedizin im Fokus".

The most recent available resources in print are: a handbook on "[Medizin im Klimawandel – Ein Leitfaden für die Praxis](#)" (2022) published by the Austrian Medical Association, and "[PUBLIC HEALTH kompakt](#)" (2021) to which several members of the Department Environmental Medicine have made significant contributions.

The working group on Teaching from the Task Force Sustainable University is currently planning to offer a seminar on "Climate change and health" in the upcoming academic year.

**3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?**

Yes, the **medical school** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

0

*Score explanation:*

*We were unable to retrieve any centrally provided accessible educational materials for patients. However, it is highly likely that leaflets on topics related to heat and allergies are made available depending on seasonality.*

*Generally, the podcast series „Hörgang MedUni Wien“ as mentioned under 3.2. offered planetary health related episodes available to the general public.*

**3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?**

Yes, the **medical school** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

*Score explanation:*

*We were unable to retrieve any centrally provided accessible educational materials for patients. However, it is highly likely that leaflets on topics related to heat and allergies are made available depending on seasonality.*

Section Total (8 out of 14)	57%
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*This PHRC has been prepared to the best of our knowledge and judgment, using the information made available to us. We sincerely thank all those who contributed insights and observations to support this assessment.*

## 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.

4.1. Does your <b>institution</b> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the <b>institution</b> <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. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, <b>neither</b> the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  <i>At this time, there is no such support for medical students.</i></p>	

4.2. Does your <b>institution</b> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these <b>require student initiative</b> to seek these out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i>  <i>The only opportunity for medical students to perform research related to planetary health and sustainable healthcare topics is through individual mentors. The available topics are either published at the Themenbörse (topic pool) or proactively sought by the students. There is not a specific research or fellowship program for medical students at this time.</i></p>	

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

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

0

*Score explanation:*

*The MedUni Vienna currently has no one-stop shop that provides a comprehensive overview of teaching and mentoring activities and opportunities. The “Sustainable University” task force is preparing a roll-out of such a website on the intranet in the first half of the academic year in 2025.*

*Recommendation:*

*We highly recommend creating a public website for students in the form of a “Sustainability Navigator” to feature all relevant information on mentoring opportunities.*

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

Yes, there is a student organisation **with faculty support** at my medical school dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my medical school dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:

1

*Score explanation:*

*There is an initiative by students who are campaigning for a purely plant-based canteen at MedUni Vienna.*



<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>There is currently no plan to establish such a student representative.</i>	

<b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	<b>Score</b>
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.	0
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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<i>Score explanation:</i> <i>The elective course „647.014 - Planetary Health - Ein umfassendes Gesundheitskonzept“ offers lectures to all students on climate change issues.</i> <i>The MedUni Vienna offers several teaching activities outdoors: the ‘The Green Walk Tour’ showing various green building solutions for climate change adaptation as part of the public health open seminars in Block 22/23; the ‘Running Team MedUni Wien’, an interdisciplinary seminar, aiming at improving the physical fitness and athletic performance of students and deepening their knowledge of physical training and health or exercise in the prevention, therapy and rehabilitation of illness among future doctors.</i>	

<b>Section Total (4 out of 15)</b>	<b>27%</b>
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# Campus Sustainability

***Section Overview:*** This section evaluates the support and engagement in sustainability initiatives by the 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 endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising 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 medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.

5.1. Does your <u>institution</u> have an Office of Sustainability?	
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 <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no staff members or task force</b> responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>            MedUni Vienna currently does not have an Office of Sustainability but has established a dedicated internal Task Force, 'Sustainable University,' to strengthen sustainability in the areas of teaching, research, procurement, and construction. The Task Force aims to facilitate knowledge exchange, make concepts, initiatives, and best practice examples more visible and streamlined, and foster coordination and cooperation with the University Hospital of Vienna as well as among university departments and labs.</p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution/medical school does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	1

*Score explanation:*

The Austrian University Development Plan envisions that universities, including the MedUni Vienna, achieve climate neutrality by 2035 at the latest. As part of the [latest performance agreement for 2025-2027](#), it has been agreed to develop a climate neutrality roadmap with a clear action plan.

The [University Hospital Vienna](#), Austria's largest hospital and a member of the Wiener Gesundheitsverbund, has been jointly managed with MedUni Vienna's clinical areas since 2016. While the MedUni Vienna has only recently begun developing its climate neutrality roadmap with the support of the "Sustainable University" task force, the University Hospital Vienna is already a few steps ahead.

To ensure that climate protection targets are pursued sustainably and continuously, the [University Hospital Vienna](#) has established and adopted a roadmap to climate neutrality. One of the first measures taken was the implementation of an environmental management system. The university hospital is currently conducting an [Eco-Management and Audit Scheme \(EMAS\)](#) report to further enhance environmental performance.

Given that MedUni Vienna has yet to finalize a concrete plan to reach the net-zero target, we have opted for a lower score, allowing room for future improvement.

**5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?**

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

3

*Score explanation:*

Given that the energy sources differ between the MedUni Vienna and the University Hospital Vienna, we have opted for a higher score, representing the focus on the buildings/infrastructure managed by MedUni Vienna. According to internal assessments, 100% of MedUni Vienna's electricity is sourced from renewable energy (around 95.67% from hydropower). Almost 17% of district heating is sourced from renewable energy. With regard to natural gas consumption, the possibility of blending renewable gas (e.g. biomethane, synthetic gases, hydrogen, etc.) can be ruled out.

However, some of the teaching infrastructure is also located within the premises of the University Hospital Vienna. There is 30% verifiably certified green electricity. Although the rest of the electricity also has a green component, it is not specially certified, and does not exceed 80% in total.

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?**

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

*Score explanation:*

*New buildings such as the new [MedUni Campus Mariannengasse](#), are clearly built in accordance with the currently valid building guidelines of the [BIG](#) (largest property owner in Austria), old buildings are only partially retrofitted where appropriate.*

**5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?**

Yes, the institution 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-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

*Score explanation:*

*The MedUni Vienna is located right at the heart of the ninth district of Vienna. The campus location is in a city centre where unsustainable forms of transportation like cars are not generally used by students. Vienna has an excellent public transportation network. There are also bike parking facilities next to all buildings.*

**5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?**

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the medical school. (0 points)

Score Assigned:

1

*Score explanation:*

*There are recycling bins on campus, but there is not an organics recycling program with compost bins available for students or faculty. However, there is room for improvement to have better waste separation in lecture halls and classrooms, where there is currently often only a single waste garbage container.*

**5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?**

Yes, the institution 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. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

1

*Score explanation:*

*The [Austrian Action Plan for Sustainable Public Procurement \(in short: naBe action plan\)](#) is to be taken into account in a binding manner for federal public procurers such as all federal Ministries as well as the central purchasing body, the Federal Procurement Agency (BBG). All other public entities, which are subject to federal procurement law (BVerG2018), like federal states, cities, municipalities and other public institutions, are advised to use the criteria as well. MedUni Vienna has no such customized sustainability guidelines.*

*In the canteen of the University Hospital Vienna approximately 30% were sustainable sourced (requirement according to the Organic inspection body number: AT-BIO-301).*

*As for coffee and cold beverage vending machines, sustainability criteria were applied in the past (e.g. compostable packaging, fair-trade coffee and tee, minimum 30% of offered beverages must be organically sourced).*

*Recommendation:*

*We recommend offering more high-quality vegetarian and vegan options in the canteen to make meat-free alternatives more appealing.*

**5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?**

Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

1

*Score explanation:*

The [Austrian Action Plan for Sustainable Public Procurement \(in short: naBe action plan\)](#) is to be taken into account in a binding manner for federal public procurers such as all federal Ministries as well as the central purchasing body, the Federal Procurement Agency (BBG). All other public entities, which are subject to federal procurement law (BVergG2018), like federal states, cities, municipalities and other public institutions, are advised to use the criteria as well.

The University Hospital of Vienna is subjected to the [ECO purchasing guidelines of the City of Vienna \(ÖkoKauf Wien\)](#).

According to the [latest available annual report from 2023](#), the use of nitrous oxide has been avoided since 2023 in the University Hospital of Vienna. This measure will save around 1,000 tons of CO2 equivalents per year. The implementation of general narcotic gas recycling is also being driven forward so that around 140 tons of CO2 equivalents can also be saved here from 2025. In addition, it was decided that the aisle lights would gradually be replaced with more energy-efficient lights. This will save 700 tons of CO2 equivalents per year in the future.

However, there are no sustainability guidelines for procurement of green pharmaceuticals.

*Recommendation:*

The newly established “Sustainable University” task force serves as an ideal platform for fostering engagement in sustainable procurement.

**5.9. Are there sustainability requirements or guidelines for events hosted at the institution?**

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:

0

*Score explanation:*

The “Sustainable University” task force is currently in the process of developing guidelines for hosting green events at the MedUni Vienna.

**5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?**

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

1

*Score explanation:*

*The 'Community' working group of the “Sustainable University” task force has developed guidelines for sustainable labs, focusing on reducing freezer temperatures to -80°C, minimizing plastic use, encouraging recycling, and other practices. These guidelines will be made available on the soon-to-be-launched intranet website.*

**5.11. Does your institution’s endowment portfolio investments include fossil-fuel companies?**

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. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:

1

*Score explanation:*

*Some members of the faculty have started advocating for divestment and raising awareness for sustainable investments at the dean’s office for financing.*

*Recommendation:*

*We recommend considering [educational materials provided from the Ministry of Climate Protection](#) and updating internal investment guidelines to include green investments only.*

Section Total (13 out of 32)	41%
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*This PHRC has been prepared to the best of our knowledge and judgment, using the information made available to us. We sincerely thank all those who contributed insights and observations to support this assessment.*



# 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%

## Planetary Health Grades for the Medical University of Vienna

The following table presents the individual section grades and overall institutional grade for the Medical University of Vienna on this medical-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	86%	A
<b>Interdisciplinary Research (17.5%)</b>	65%	B-
<b>Community Outreach and Advocacy (17.5%)</b>	57%	C+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	27%	D
<b>Campus Sustainability (17.5%)</b>	41%	C-
<b>Institutional Grade</b>	<b>59.8%</b>	<b>C+</b>

# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which the Medical University of Vienna has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for the  
MEDICAL UNIVERSITY OF VIENNA (Academic year 2024-2025)

