

# PLANETARY HEALTH REPORT CARD

APRIL 2025

2024-2025 INTERNATIONAL SUMMARY REPORT



**Prepared by:**

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

# FOREWORD

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

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

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

**James, Arya and Emily**  
**Co-Directors**

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# 1. PLANETARY HEALTH

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

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



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

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





## 2. ABOUT THE INITIATIVE

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

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

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

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

## The report card was founded in 2019

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

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

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

## The report card becomes a non-profit in 2025

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

# 3. GOALS

## 2024-25 Primary Goals:

- 1.1 Operate as a **needs assessment tool** to drive the development of Planetary Health Education in Health Professional Schools around the world.
- 1.2 Increase publication of planetary health report cards from **more countries and healthcare professions.**

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

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

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

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

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



## 3. GOALS

### Secondary Goals:

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

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

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

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

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

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

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

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

## 4. METHODS

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

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

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

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

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



## Sections of the Report Card:



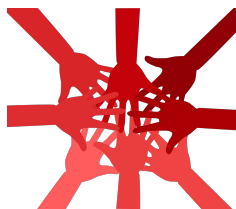
### Planetary Health Curriculum

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



### Interdisciplinary Research in Health and Environment

Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, health professional schools should fund research studying environmental health, the health effects of climate change, and climate solutions.



### Community Outreach and Advocacy

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



## Sections of the Report Card:

### Support for Student-Led Planetary Health Initiatives



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

### Campus Sustainability

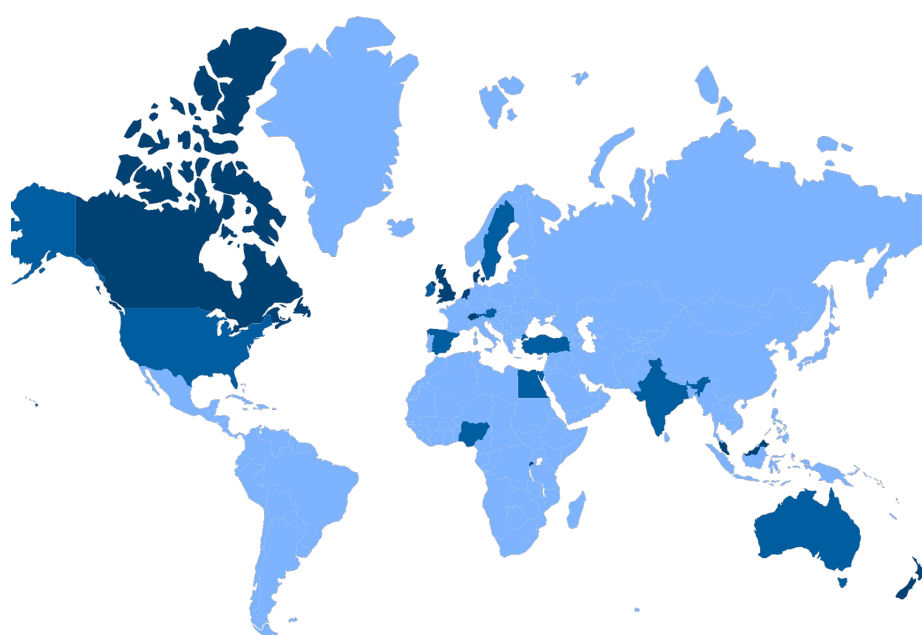


The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. This transformation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



## 5. RESULTS

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



2019

2020

2025

Initiative  
founded

13 US Medical  
Schools

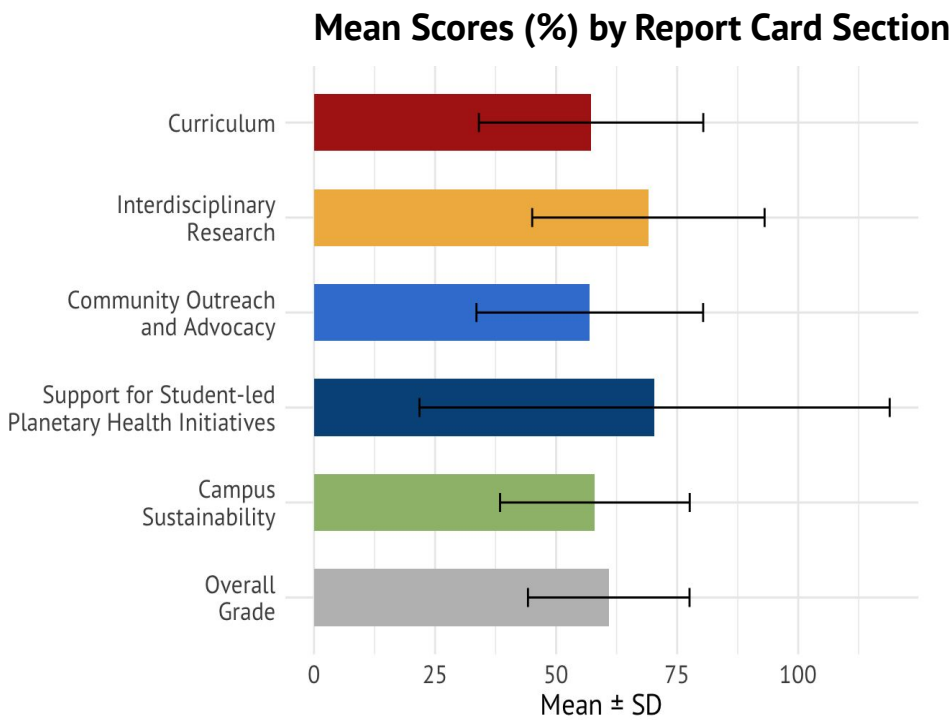
188 Schools  
21 Countries  
10 Disciplines



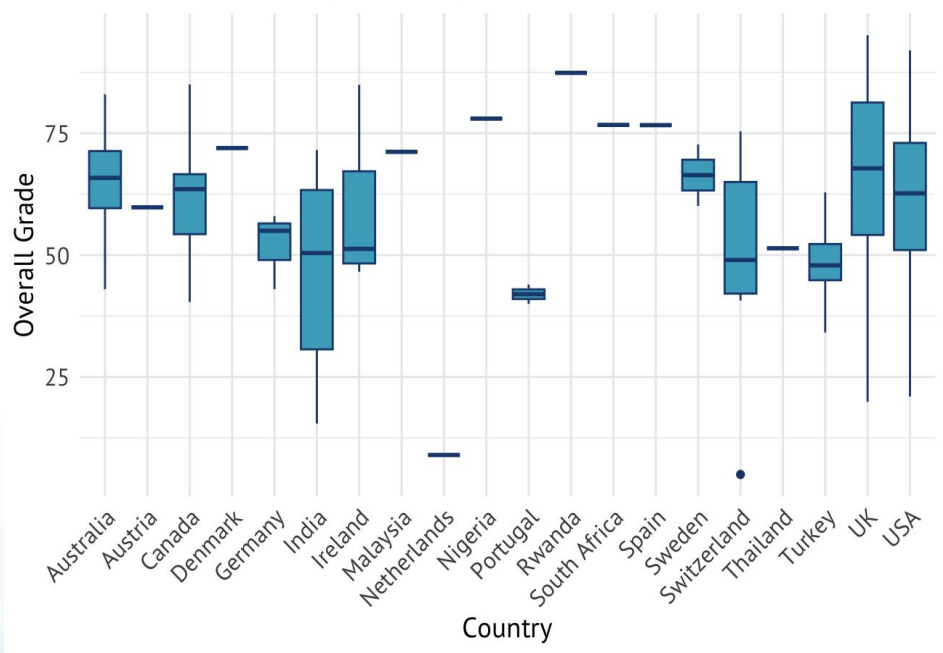
# 5. RESULTS

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

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



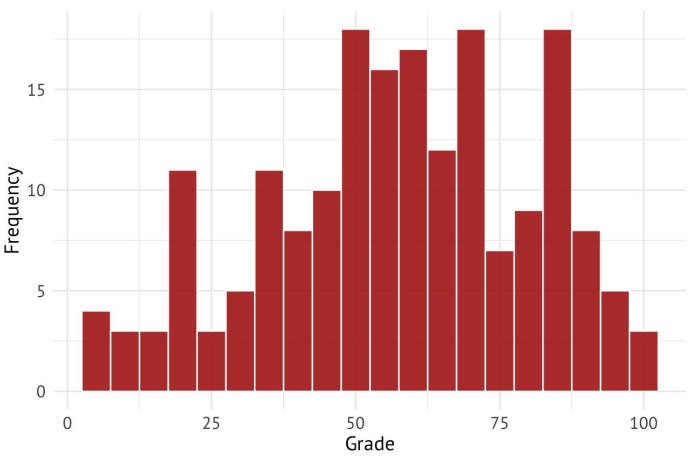
**Overall Mean Grades by Country**



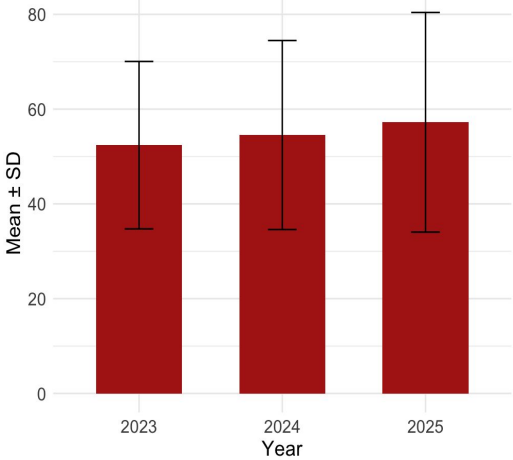
# 5. RESULTS

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

Curriculum Scores 2025 (all disciplines)

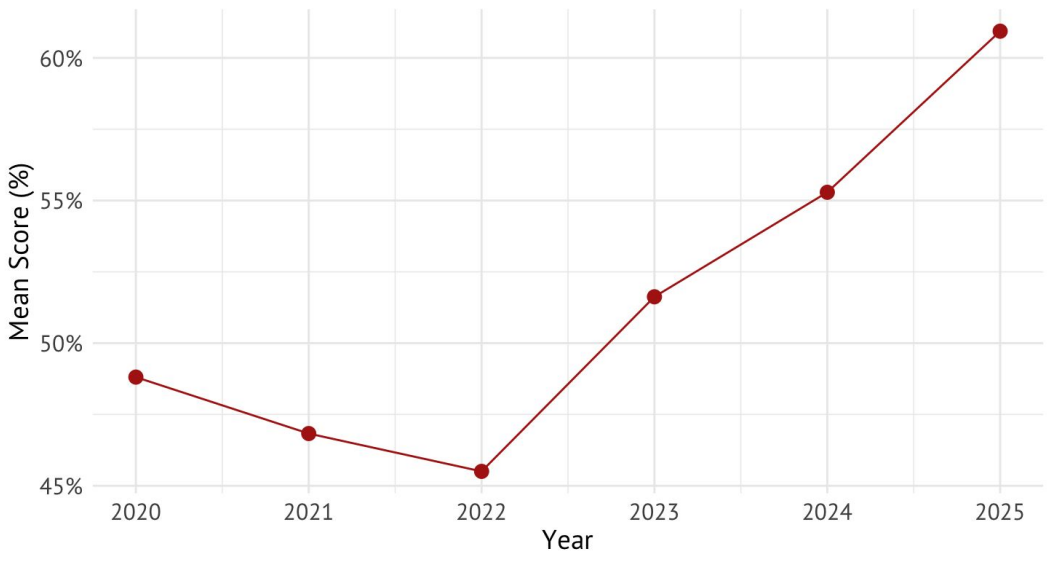


Three-Year Trends (all disciplines)



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

Curriculum Scores Six-Year Trends (medicine only)



# 5. RESULTS

Examples of good practice: **Curriculum**

## UNIVERSITY OF MINNESOTA, USA

**A**

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

## UNIVERSITY OF MANITOBA, CANADA

**B-**

Lecture highlight: *'Climate Change and Human Health'*

Learning objectives:

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

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

## UNIVERSITY OF BRIGHTON, UK

**C**

Impacts of colonialism on the occupational therapy core curriculum:

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

# 5. RESULTS

Examples of good practice: **Curriculum**

## RUSH MEDICAL SCHOOL, US

B-

Example of curriculum addressing climate justice:

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

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

## UNIVERSITY OF EAST ANGLIA, UK

B-

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

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

# 5. RESULTS

Examples of good practice: **Curriculum**

## UNIVERSITY OF MELBOURNE, AUS

**B**

Education for Sustainable Dentalcare:

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

Strategies to communicate climate change and sustainability to patients:

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

## UNIVERSITY OF COPENHAGEN, NETHERLANDS

**B**

Student representation of curriculum steering groups:

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

## TRINITY WESTERN UNIVERSITY, CA

**B**

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

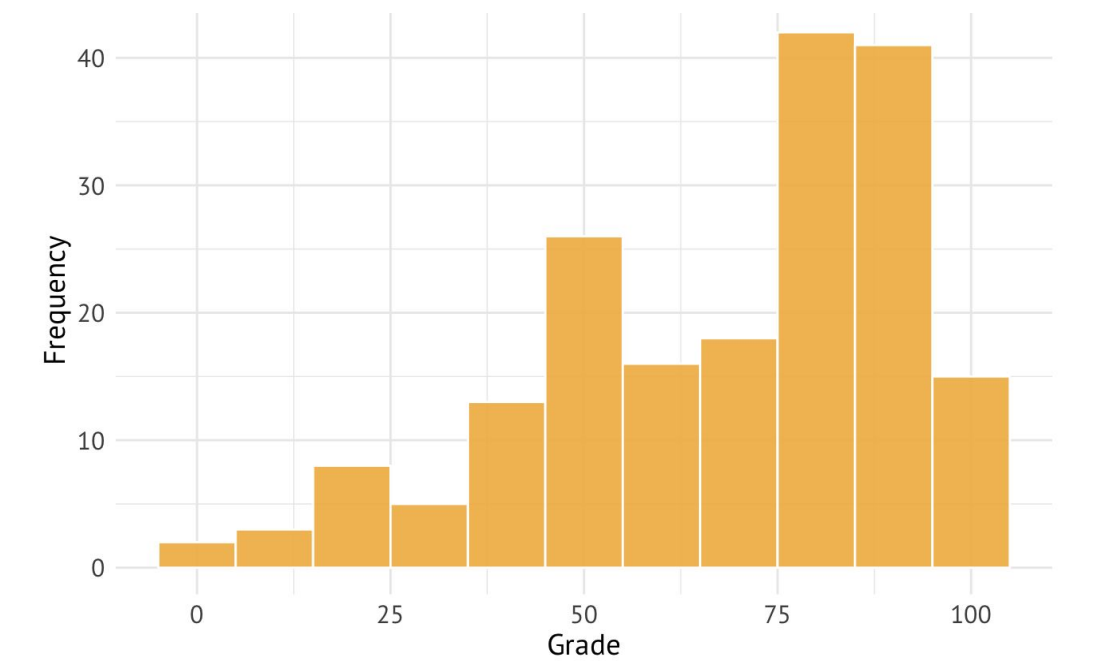
Students from Trinity Western University School of Nursing are taught about the extensive link between Indigenous peoples and their land and its impact on health. This includes a lecture on Indigenous ways of knowing, such as land stewardship. Students are also invited to visit an Indigenous community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



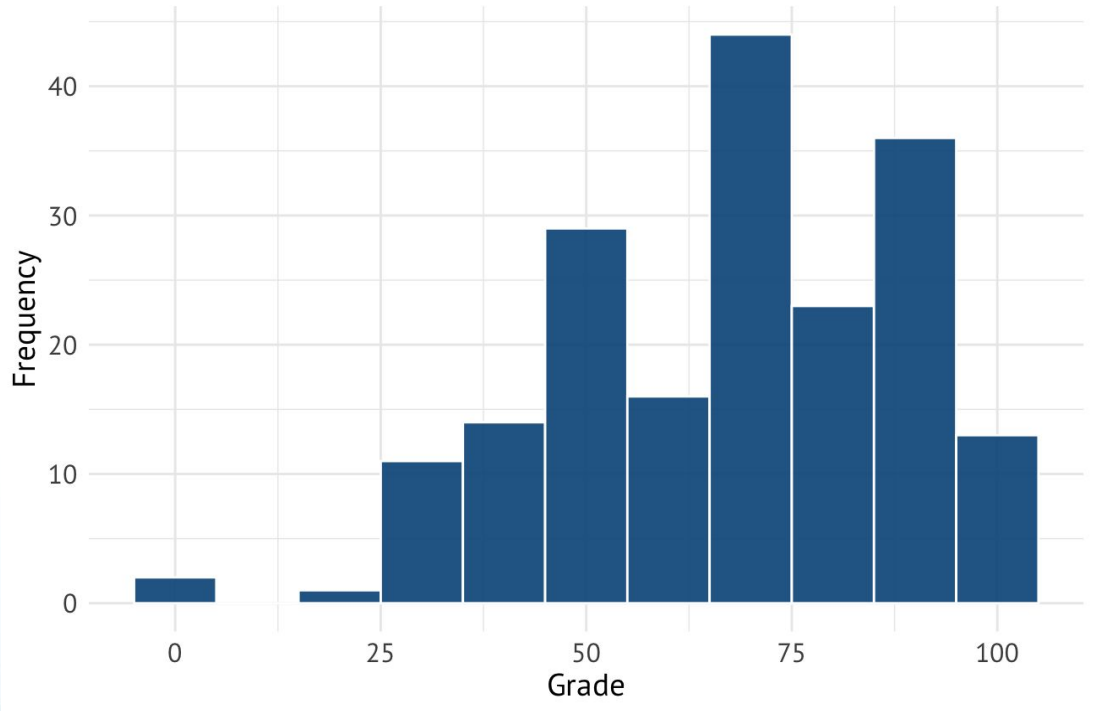
# 5. RESULTS

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

**Interdisciplinary Research Scores 2025 (all disciplines)**



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



## 5. RESULTS

Examples of good practice: **Interdisciplinary Research**

### UNIVERSITY ILLINOIS CHICAGO, USA

C

Example of a dedicated planetary health research department:

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

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

### KEELE UNIVERSITY, UK

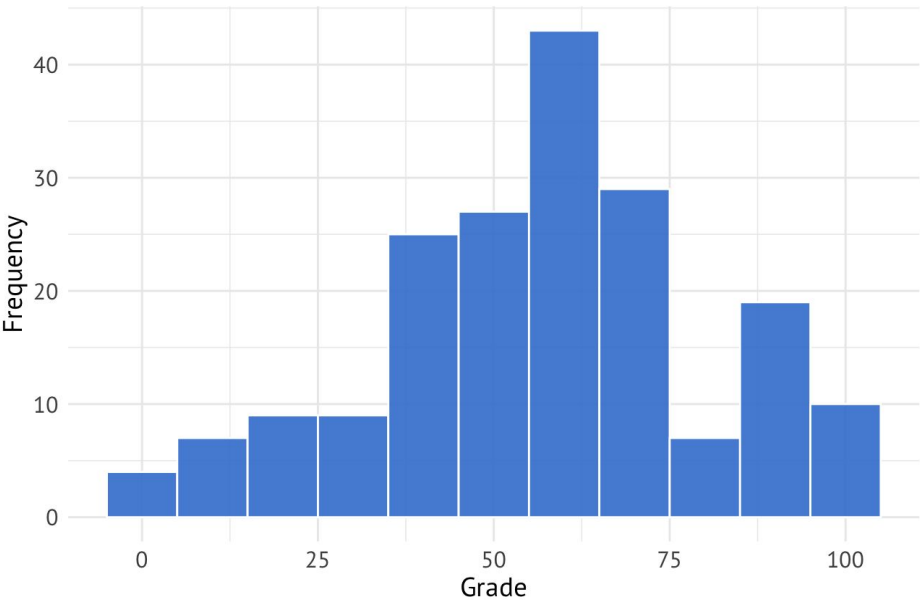
A+

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

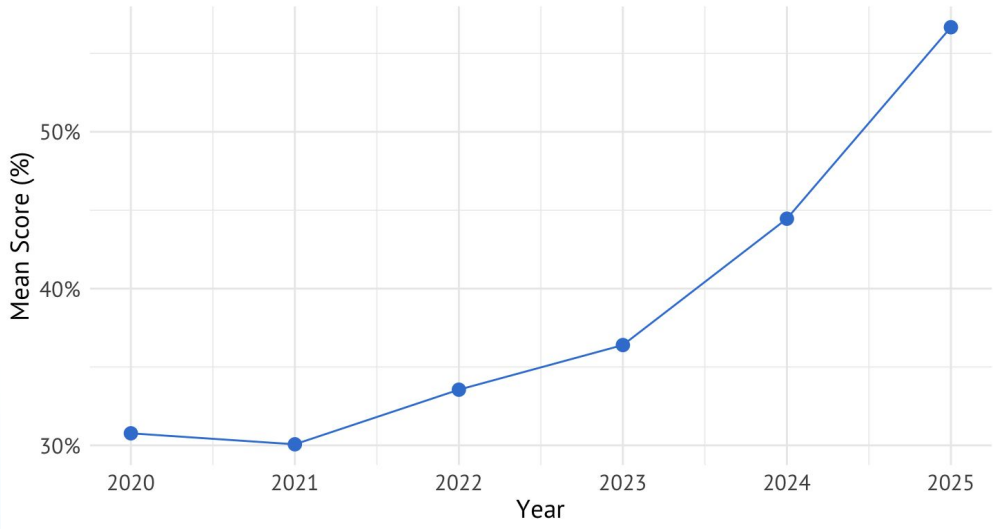
# 5. RESULTS

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

Community Outreach and Advocacy Scores 2025 (all disciplines)



Community Scores Six-Year Trends (medicine only)



## 5. RESULTS

Examples of good practice: **Community Outreach**

### BRISTOL MEDICAL SCHOOL, UK

A

Example of a dedicated planetary health research department:

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

### UNIVERSITY OF GLOBAL HEALTH EQUITY, RWANDA

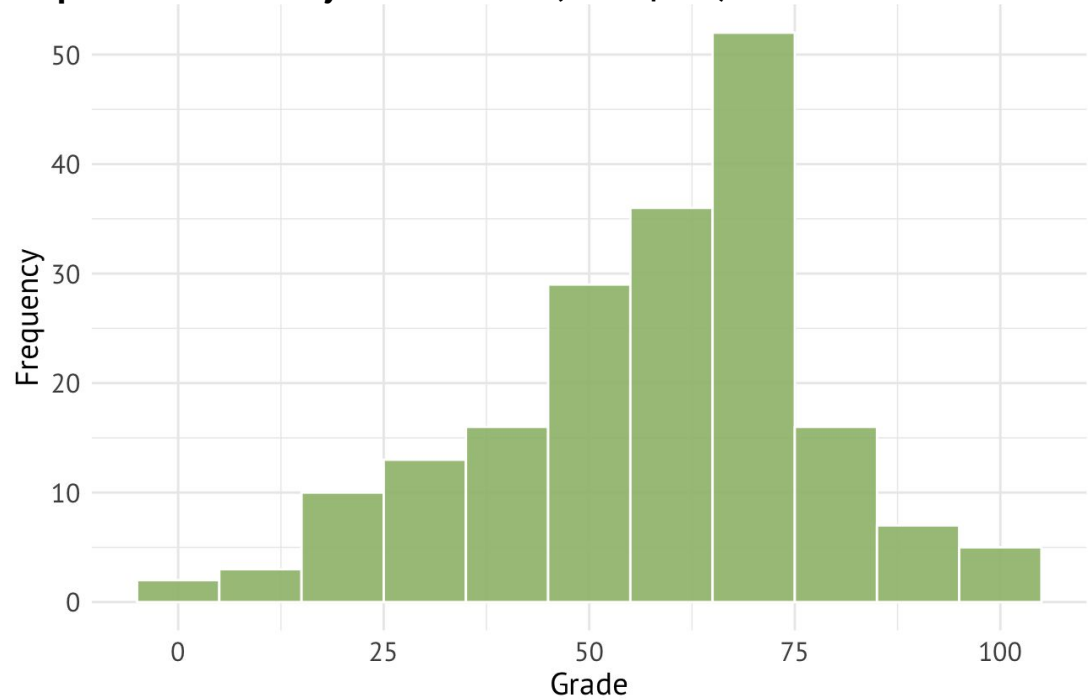
A

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

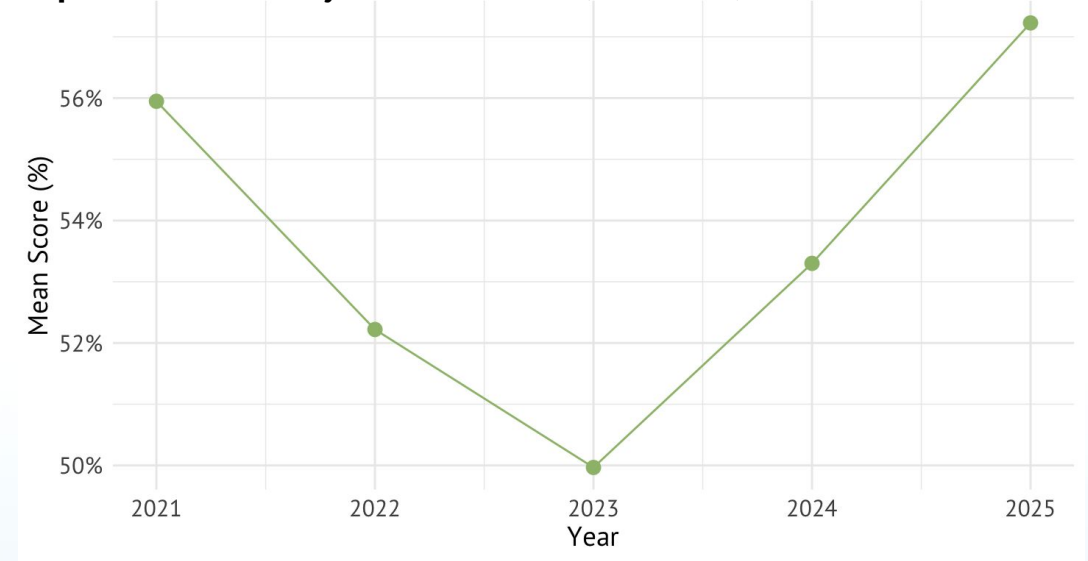
# 5. RESULTS

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

Campus Sustainability Scores 2025 (all disciplines)



Campus Sustainability Six-Year Trend (Medicine only)

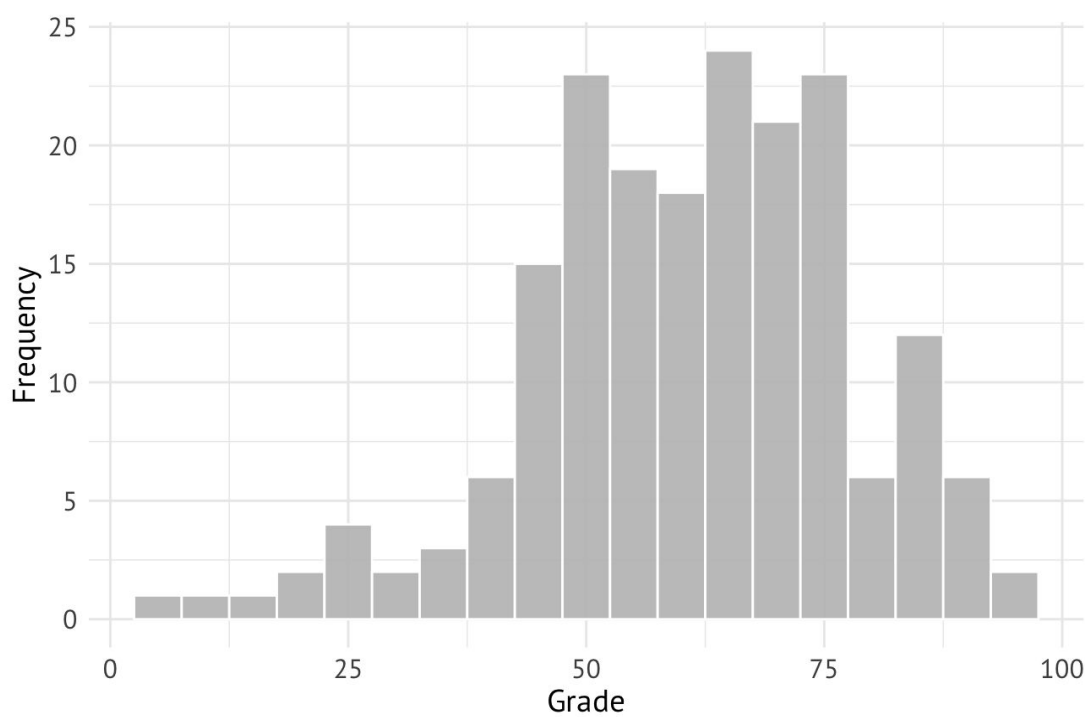




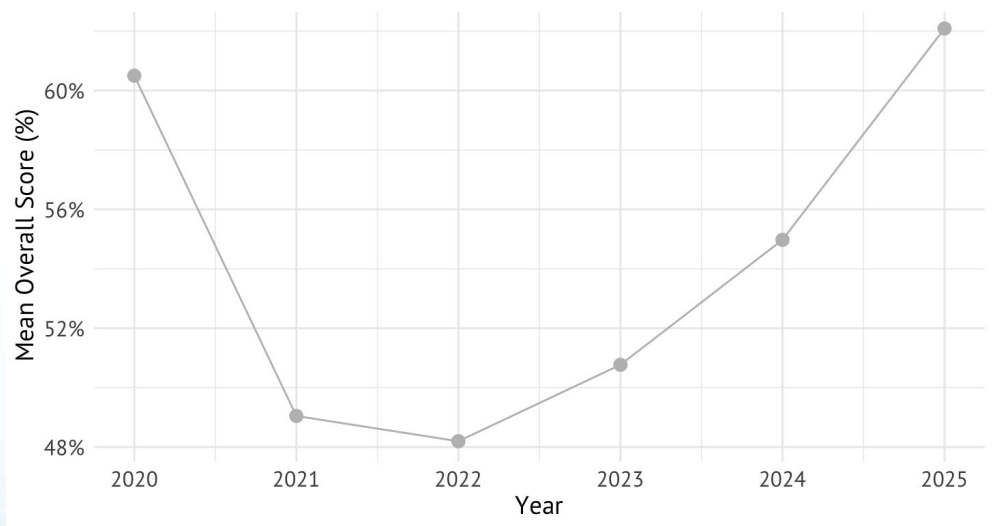
# 5. RESULTS

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

Overall Scores 2025 (all disciplines)



Overall Scores Six-Year Trends (medicine only)



# 5. RESULTS

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

## Medicine

97 completed consecutive cards, 87 improved their score

## Nursing

2 completed consecutive cards, 2 improved their score

## Pharmacy

6 completed consecutive cards, 5 improved their score

## Dentistry

3 completed consecutive cards, 3 improved their score

## Physiotherapy

1 completed consecutive cards, 1 improved their score

## Veterinary Medicine

2 completed consecutive cards, 2 improved their score

## Overall

111 completed consecutive cards, 100 improved their score



# Results by Discipline

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

**Medicine** ([link](#))

**Nursing** ([link](#))

**Pharmacy** ([link](#))

**Dentistry** ([link](#))

**Physiotherapy** ([link](#))

**Occupational Therapy** ([link](#))

**Veterinary Medicine** ([link](#))

**Nutrition and Dietetics** ([link](#))

**Healthcare Management** ([link](#))

**Audiology** ([link](#))

**Postgraduate** ([link](#))

# RESULTS: MEDICINE

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

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

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

## Top three international scoring medical schools:

**1. Keele University, UK**  
Overall score: 95%

A+

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

A

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

A

# RESULTS: MEDICINE

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

## Medicine:

**Australia**

**Österreich** (Austria)

**Canada**

**Danmark** (Denmark)

**Deutschland** (Germany)

**India**

**Éire** (Ireland)

**Malaysia**

**Nederland** (Netherlands)

**Nigeria**

**Portugal**

**Rwanda**

**Sverige** (Sweden)

**Schweiz** (Switzerland)

**Türkiye** (Turkey)

**ประเทศไทย** (Thailand)

**United Kingdom**

**United States**





2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

AUSTRALIA

(Click the school name to read their full report)

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





80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
Scores within top or bottom 5% awarded + or -, respectively  
= Overall score improved from 2023-2024 to 2024-2025




2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

CANADA

(Click the school name to read their full report)

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

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
Scores within top or bottom 5% awarded + or -, respectively  
 = Overall score improved from 2023-2024 to 2024-2025



2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

DEUTSCHLAND (GERMANY)

(Click the school name to read their full report)

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

DANMARK (DENMARK)


(Click the school name to read their full report)

1.	University of Copenhagen 	B	C	A+	C+	A	B+
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ÖSTERREICH (AUSTRIA)

(Click the school name to read their full report)

1.	Medical University of Vienna	C+	A	B-	C+	D	C-
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80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
Scores within top or bottom 5% awarded + or -, respectively  
 = Overall score improved from 2023-2024 to 2024-2025




2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

INDIA

(Click the school name to read their full report)

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

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
Scores within top or bottom 5% awarded + or -, respectively  
 = Overall score improved from 2023-2024 to 2024-2025



2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

ÉIRE (IRELAND)

(Click the school name to read their full report)

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

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy

Support for Student-led Initiatives

Campus Sustainability

MALAYSIA

(Click the school name to read their full report)

1.	Newcastle University Medicine	B	A	C	B	B	C+
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NEDERLAND (NETHERLANDS)

(Click the school name to read their full report)

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


(Click the school name to read their full report)

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

(Click the school name to read their full report)

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

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

ประเทศไทย (THAILAND)

(Click the school name to read their full report)

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

SVERIGE (SWEDEN)

(Click the school name to read their full report)

1.	Karolinska Institutet 	B+	B+	A	B	B	B
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RWANDA (RWANDA)

(Click the school name to read their full report)

1.	University of Global Health Equity 	A	A	A	A	A	B+
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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

SCHWIEZ (SWITZERLAND)

(Click the school name to read their full report)

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

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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

TÜRKIYE (TURKEY)

(Click the school name to read their full report)

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

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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

UNITED KINGDOM

(Click the school name to read their full report)

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy

Support for Student-led Initiatives

Campus Sustainability

1.	Keele University	A+	A	A	A+	A+	A+
2.	Bristol Medical School	A	A+	A-	A+	A	A
3.	Imperial College London	A	A	A+	A+	A	B+
4.	University College London	A	B+	A+	A	A	A+
5.	Brighton and Sussex Medical School	A	A	A	B+	A	B
6.	Lancaster University	A-	A	A	B	A-	A-
7.	Barts and the London School of Medicine and Dentistry	A-	A	B+	A	A	B
8.	University of Southampton	A-	A	A	B	B	B+
9.	Queen's University Belfast	B+	A-	A	B	A	B
10.	Warwick Medical School	B+	A	B-	C+	A+	B
11.	Oxford University Medical School	B+	A	B+	B-	A-	B
12.	University of Manchester	B	C+	A	B+	B	A-
13.	University of Dundee	B	A-	B-	A	B	B
14.	University of Cambridge	B	A	B+	C	B	B+
15.	University of Nottingham	B	C	A-	C+	A-	B+

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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

UNITED KINGDOM

(Click the school name to read their full report)

Overall



Planetary Health Curriculum


Interdisciplinary Research

Community Outreach & Advocacy

Support for Student-led Initiatives

Campus Sustainability

16.	University of Aberdeen	B	C	B	B+	B	B
17.	Peninsula Medical School	B	B	B+	B+	B-	B+
18.	University of Sheffield	B	B	B	C+	B-	B
19.	Anglia Ruskin University	B-	C+	B+	B	B	C+
20.	Swansea 	B-	A-	B	F	B-	B+
21.	University of Leeds	C+	C+	C-	D	A-	B+
22.	St George's University of London	C	A-	D	C-	C-	C+
23.	University of Birmingham 	C	D	B+	D	A-	C+
24.	University of Buckingham	C	C	C	B-	C	D-

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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

UNITED STATES

(Click the school name to read their full report)

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy

Support for Student-led Initiatives

Campus Sustainability

1.	UC Berkeley - UCSF Joint Medical Programme	A-	B	A+	A	A-	B+
2.	Emory University School of Medicine	A	A+	A+	A	A+	B
3.	University California San Francisco	A-	A-	A+	A	A	B
4.	University of Connecticut	A-	A	A+	B	A-	B+
5.	University California San Diego	A-	B+	A	A+	B	A
6.	University of Minnesota	A-	A	A	B	A	C+
7.	University of Pennsylvania	B+	B	A	A	A	B-
8.	University of Wisconsin School of Medicine and Public Health	B+	B	A+	A	A	C
9.	University of Colorado School of Medicine	B+	B	A	A+	B	C+
10.	Cooper Rowan University	B+	B	A	B	A	C+
11.	University of Pittsburgh	B+	B-	A	C+	A+	B
12.	The Ohio State University	B+	C	A	A	A	B-
13.	Hackensack Meridian School of Medicine	B	A-	C+	A	A-	C
14.	Harvard Medical School	B	B	B+	B	A	B

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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

UNITED STATES

(Click the school name to read their full report)

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy

Support for Student-led Initiatives

Campus Sustainability

15.	Warren Alpert Medical School of Brown University	B	B	A-	C	A	B
16.	Spencer Fox Eccles School of Medicine	B	C+	A+	B	A	C+
17.	Johns Hopkins University School of Medicine	B	C+	A	B+	A-	B
18.	Chobanian & Avedisian School of Medicine (Boston University)	B	B	B	C	A	B
19.	University of Nebraska Medical Centre	B	C	A-	C+	A	A-
20.	Creighton University Omaha Campus	B	B	B+	B-	A	C
21.	University of California, Davis School of Medicine	B	B-	A	C+	B	B+
22.	Vanderbilt University	B	B	A-	C+	B	B
23.	University of Hawaii John A Burns School of Medicine	B	B	A	B-	B	C+
24.	University of Vermont	B	C	A-	B	B	B+
25.	University of Virginia	B	B-	A-	C+	B	B+
26.	NYU Grossman	B	D+	A	A	A	C
27.	Icahn School of Medicine Mount Sinai	B	C-	A	A	B-	C+

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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

UNITED STATES

(Click the school name to read their full report)

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy

Support for Student-led Initiatives

Campus Sustainability

28.	University of Massachusetts TH Chan	B	B-	B	B-	B	B-
29.	Norton College of Medicine, SUNY Upstate Medical University	B	C+	B-	A	A-	C
30.	Indiana University	B	C+	B	C+	A	C
31.	Creighton University Phoenix Campus	B	B-	B-	B-	A	C
32.	Case Western Reserve University School of Medicine	B-	B	A-	C	B	C
33.	Columbia University	B-	C	A	C	A	C
34.	Loyola	B-	C-	B+	B-	B	B+
35.	Rush Medical College	B-	B	B-	C+	C	C
36.	Oregon Health and Science University	B-	A	C	C-	C	C
37.	Washington State University	B-	C+	A	D+	B	C
38.	Medical College of Wisconsin	B-	B	A-	C	B-	D
39.	Albert Einstein School of Medicine	C+	B	D-	B	A	D+
40.	Rosalind Franklin Chicago Medical School	C+	C+	C	B	B	D
41.	The George Washington University	C+	C	B	C+	C	C+

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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

UNITED STATES

(Click the school name to read their full report)

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

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2025 PLANETARY HEALTH REPORT CARD  
MEDICINE

UNITED STATES

(Click the school name to read their full report)

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


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# RESULTS: NURSING

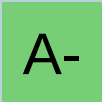
This year **10** nursing schools completed planetary health report cards in **6** countries with **4** returning schools and **6** new schools.

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

## Top three PHRC Nursing insights:

- 1. Trinity Western University (Canada)**   
Malaya Brandsma and 8 colleagues  
“With a clear invitation for nursing students to collaborate with natural and applied sciences, TWU’s efforts embody the essence of planetary health; healing the earth requires every discipline at the table.”

- 2. University of Toronto-Bloomberg Faculty of Nursing (Canada)**   
Amna Zafar NS2 and 23 colleagues  
“With fossil fuel divestment already underway, Toronto is setting a precedent, the path to climate positivity by 2050 starts with clarity, consistency, and student-powered accountability.”

- 3. University of Wisconsin-Madison (USA)**   
Ashley Smith, MSN-RN, Eric Ido Bruce, BSN-RN, Sophie Butkiewicz  
“With a cross-campus infrastructure and student-driven efforts, Wisconsin is showing how planetary health visibility isn’t just about data; it’s about creating shared tools, shared language, and shared leadership.”



2025 PLANETARY HEALTH  
REPORT CARD RESULTS

NURSING

(Click the school name to read their full report)

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

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# RESULTS: PHARMACY

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

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

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

## Top three PHRC Pharmacy insights:

### University of Portsmouth

**1.**

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

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

### Monash University

**2.**

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

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

### University of Auckland.

**3.**

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

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



2025 PLANETARY HEALTH  
REPORT CARD RESULTS

PHARMACY

(Click the school name to read their full report)

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

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Scores within top or bottom 5% awarded + or -, respectively  
 = Overall score improved from 2023-2024 to 2024-2025

# RESULTS: DENTISTRY

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

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

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

## Top three PHRC Dentistry insights:

### King's College London, UK

1.

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

### University of California San Francisco (UCSF), USA

2.

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

### University of Melbourne, Australia

3.




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




2025 PLANETARY HEALTH  
REPORT CARD RESULTS

DENTISTRY

(Click the school name to read their full report)

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

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

# RESULTS: PHYSIOTHERAPY

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

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

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

## Top three PHRC Physiotherapy insights:

### Universitat de València, Spain

Carlos Forner Álvarez

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

### Keele University, UK

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

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

### Karolinska Institutet, Sweden

Niels Krämer, Clara Brune, Jenny Lucia Pokorny Depadua


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




2025 PLANETARY HEALTH  
REPORT CARD RESULTS

PHYSIOTHERAPY

(Click the school name to read their full report)

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

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
Scores within top or bottom 5% awarded + or -, respectively  
 = Overall score improved from 2023-2024 to 2024-2025

# RESULTS: OCCUPATIONAL THERAPY

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

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

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

## Top PHRC Occupational Therapy insights:

### University of Brighton.

Victoria Gibson & Alissa Ellis

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

### University of British Columbia.

Marieke De Vynck.

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





2025 PLANETARY HEALTH  
REPORT CARD RESULTS

OCCUPATIONAL THERAPY

(Click the school name to read their full report)

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



80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
Scores within top or bottom 5% awarded + or -, respectively  
= Overall score improved from 2023-2024 to 2024-2025




2025 PLANETARY HEALTH  
REPORT CARD RESULTS

VETERINARY

(Click the school name to read their full report)


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

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
Scores within top or bottom 5% awarded + or -, respectively  
 = Overall score improved from 2023-2024 to 2024-2025

# RESULTS: **HEALTHCARE MANAGEMENT**

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

We’re proud to present the publication of the first five schools. You can read more about the pilot and how to get involved at [phreportcard.org/healthcare-management](https://phreportcard.org/healthcare-management).



2025 PLANETARY HEALTH  
REPORT CARD RESULTS

# HEALTHCARE MANAGEMENT

(Click the school name to read their full report)

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

# RESULTS: AUDIOLOGY

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

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

Read more about PHRC Audiology here: [phreportcard.org/audiology-2025](https://phreportcard.org/audiology-2025)



## 2025 PLANETARY HEALTH REPORT CARD RESULTS

### AUDIOLOGY

(Click the school name to read their full report)

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

# RESULTS: NUTRITION & DIETETICS

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

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

Read more about PHRC Nutrition & Dietetics here:  
[phreportcard.org/nutrition-dietetics-2025](http://phreportcard.org/nutrition-dietetics-2025)

<div>2025 PLANETARY HEALTH REPORT CARD RESULTS</div>							
NUTRITION AND DIETETICS		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Monash University	B	B	A	B-	B	C+

# RESULTS: POSTGRADUATE

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

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

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

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



# 6. RECOMMENDATIONS

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## 1. UTILIZE EXISTING RESOURCES

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

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

## 2. REFINE INTERDISCIPLINARY COLLABORATION

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



### 3. INTEGRATE CURRICULAR CONTENT LONGITUDINALLY

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

### 4. OFFER ELECTIVES AND STUDENT SELECTED COMPONENTS ON THE PHRC

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

### 5. TEACH CLINICAL COMMUNICATION SKILLS

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

## **6. SITUATE TEACHING IN A GLOBAL CONTEXT**

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

## **7. RESPECT FOR INDIGENOUS KNOWLEDGE**

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

## **8. CENTER EQUITY**

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

## **9. DELIVER SUSTAINABLE HEALTHCARE TEACHING ALONGSIDE PROGRESSIVE AFFILIATED HOSPITALS**

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

## 11. SUPPORT STUDENTS TO FACILITATE THEIR LEADERSHIP

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

## 12. PRIORITIZE COMMUNITY ENGAGEMENT

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

Key aspects of prioritizing community engagement include:

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

# 7. LIMITATIONS

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

## **Inflated scoring of sections 2-5**

Our goal for this year was to improve interdisciplinary collaboration. We aimed to do this by standardising sections 2-5 to apply to an institution as a whole, as opposed to single discipline schools. We believed this would streamline interdisciplinary collaboration, reduce duplication of work and potentially increase the number of interdisciplinary schools taking part.

We've yet to fully analyse the impact of this change in achieving our goal, but the numbers suggest this was not wholly effective in driving interdisciplinary recruitment.

It does, however, present a clear inflation in the scoring of sections 2-5. Now applying to an institution, students were able to apply evidence from across an entire university to score a metric and hence we have seen significant rises in the scoring.

We do believe this change has the potential to promote interdisciplinary collaboration, but it has not been delivered this year.

## **Overall subjectivity of scoring**

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

## **International generalizability and exclusion of some important global areas**

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

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

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

## **Annual reporting cycle**

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

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

## Sustainability of the PHRC

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

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



## 8. FUTURE DIRECTIONS

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

- **Improving Accessibility for Participation**

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

- **Promote Interdisciplinary Collaboration**

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

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

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

- **Securing Organizational Sustainability**

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



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# 10. ACKNOWLEDGEMENTS

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The creation and development of the Planetary Health Report Card would not have been possible without the help and inspiration of many individuals and organisations. We have tried to list as many as possible here.

**Macy Foundation**, for the generous grant funding in 2022 which has allowed the report card to develop into the international non-profit organisation it is today.

**Global Consortium on Climate Change and Health Education** (Columbia University), for being our fiscal sponsors and allowing us to thrive under your guidance.

**White Coats for Black Lives Racial Justice Report Card**, for your inspiration and pioneering work in healthcare education advocacy.

**The Planetary Health Alliance**, for your support in founding the initiative and all you do as the home of planetary health education.

**Medical Students for a Sustainable Future**, for your generous advice supporting us in our transition to a non-profit.

**Brytebridge non-profit solutions**, for your services and assistance in our transition to a non-profit organisation.

**Climate Resources for Health Education**, for your excellence resources linked directly to the report card metrics.

Here we'd like to list the other organisations that have been persistently supportive to our initiative throughout the six years of the PHRC:

UK Health Alliance on Climate Change  
Plant Based Health Professionals  
Center for Sustainable Healthcare  
Students for Global Health  
European Medical Students Association  
Canadian Association of Physicians for the Environment  
Nutritank  
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Revolution Zero  
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The Canadian Association of Nurses for the Environment  
Climate Health Now

# 10. ACKNOWLEDGEMENTS

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Lastly, of course we'd like to thank **you**.

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

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

- Margaret Mead



# 11. CONTACT US

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

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### University of Toronto

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## DEUTSCHLAND (GERMANY)

### Eberhard Karls Universität Tübingen

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Sophia Bültel  
Pauline Berlet  
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### Universität Heidelberg

Ilsa Beig

## DANMARK (DENMARK)

### University of Copenhagen

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Helena Hedegaard Udsen  
Mathilde Lysemose Hansen  
Nicolai Claes Jensen  
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# 12. REPORT CARD SCHOOL TEAMS

## INDIA

### **Father Muller Medical College**

Dhriti Kurian  
Shashank Shrey  
Kevin Jason  
Blessin Scaria

### **Institute of Medical Sciences and SUM Hospital**

Prateek Goyal  
Sejal Bagaria  
Sreyasmita Panda

### **Kalinga Institute of Medical Sciences**

Disha Samanta  
Khyati Kiran  
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### **Srirama Chandra Bhanja Medical College and Hospital**

Kaushik Nath  
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## ÉIRE (IRELAND)

### **Royal College of Surgeons Ireland**

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### **University College Dublin**

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Jeisun Poornaselvan

## ÉIRE (IRELAND)

### **Trinity College Dublin**

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Aoife Devin  
Maeve Sullivan  
Michaela Moriarty  
Lisa Cordos  
Seán Healy  
Minyoung Baek  
Patricia Xiang Ru Sim  
Claudia Clarke Gosálvez

### **University College Cork**

Sebastian Sorger Brock  
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Keegan McCarvill  
Nora Skuridina  
Rayan Ben Letaifa  
Mathieu Wong  
Julia Perez  
Megan MacCarthur  
Sophie Dunn  
Nooralhuda Alshami  
Zaineb Hamza  
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### **University of Limerick**

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Ashley Mackenzie  
Francesca Santos  
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## ÉIRE (IRELAND)

### University of Galway

Shane O'Halloran  
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Aoife Owens  
Rosemary Gillman  
Yamikani Asefa  
Aoibhe Darcy  
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Dhanvin Raj Puppala  
Dylan O'Halloran  
Faraz Siddiqui  
Maia Blomberg Toliusis  
Katie Scrivener  
Diarmuid O'Donoghue  
Chung Ying Lip  
Benedikt Licht  
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## MALAYSIA

### Newcastle University of Medicine

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## NIGERIA

### Usmanu Danfodiyo University

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Muhammed Zainab  
Muhammed Musa  
Oguntoye Timothy Oluwafemi  
Usman Zainab Babazhitsu

## PORTUGAL

### Universidade do Minho

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Marta Duarte  
Tomás Giesteira  
Cristina Costa  
Ana Rita Peixoto

### Universidade do Porto

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Sofia Lopes  
Bárbara Moura  
Bruno Fonseca  
David Freiria  
Joana Gaspar  
Francisca Correia  
Dra. Tânia Fernandes  
Luísa Vale  
Dinis Cabral

## NEDERLAND (NETHERLANDS)

### Leids Universitair Medisch Centrum

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Annebel Soffers  
Ayrton Schouten

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## RWANDA

### University of Global Health Equity

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Ange Bertin Izere  
Mohlakore Mokhehle  
Bailor Jalloh  
Egide Ishimwe  
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Pascal Kalisa  
Fabiola Umutesi  
Provident Freddy Robert L Han  
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## SVERIGE (SWEDEN)

### Karolinska Institutet

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Niels Krämer  
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Jenny Lucia Pokorny Depadua  
Daniel Doyon  
Aleksandra Elwertowska  
Shweta Ghaisas  
Christina Alisia Heinle  
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Zacharenia Kourkounaki  
Nikolaus Mezger  
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## SCHWEIZ

## (SWITZERLAND)

### ETH Zürich

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### Università della Svizzera italiana

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### Université de Genève

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### Université de Lausanne

Anoushka Dörr  
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### University of Basel

Lena Döbeli  
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### University of Bern

Julian Eychmüller  
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### University of Zurich

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## 12. REPORT CARD SCHOOL TEAMS

### ประเทศไทย (THAILAND)

#### Faculty of Medicine Siriraj Hospital, Mahidol University

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Thammarath Thiamsuk  
Peerada Sorananuphap  
Tanupat Kokkeadtikul  
Yanaphat Pinijpichitkul

### TÜRKİYE (TURKEY)

#### Acıbadem Üniversitesi

Önder Karakaş  
Burak Emre Gündüz  
Gökberk Karaca  
Lara Hancı/Handzha  
Beril Arnavutoğlu  
Danial Joulousi

#### Ankara Üniversitesi

Sudenaz Dirican  
Yusuf Ökçe  
Ceren Bal  
Irmak Kuru  
Ece Hacır  
Ecem Erçelik  
Emhammed Alsagher  
Musa Önal  
Miray Gürbüzer  
Eylül Ceren Dönmez

#### Çukurova Üniversitesi

Ayça KURT  
Ayça ÖZ  
Ayten Yaren CEYHAN  
Beren Öykü CAN  
Berika TUĞRUL  
Devlet Güven TOPAL  
Dicle ALTÜRK  
Elif Bengisu BOZKURT  
Laman GAFARLI  
Melisa GÜLDÜREN  
Mert KAYIKÇI  
Mirsaid ALİOĞLU  
Mustafa ŞAHİN  
Sezen ÖZSEFİL  
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## TÜRKİYE (TURKEY)

### Ege Üniversitesi

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Ayşe Rana Eygöl  
Fevzi Koray Özkul  
Hümay Özgürler  
Kiana Mesry  
Mustafa Berşe  
Nisanur Kasap  
Taylan Ceylan  
Tuana Dinçel  
Yusuf Yıldız

### Ondokuz Mayıs Üniversitesi

Alperen Dinçsoy  
Amirreza Sharghimarandi  
Betül Yeşilçimen  
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### Erciyes Üniversitesi

Sena Alevli  
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Burak Sarıkaya  
Bekir Keçetepen  
Belin Gecener  
Göktuğ Orkun Akkuş  
Mehmet Arda Yazman  
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### Hacettepe Üniversitesi

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### Karadeniz Teknik Üniversitesi

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## UNITED KINGDOM

### **Anglia Ruskin University**

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### **Barts and the London School of Medicine and Dentistry**

Zahrah Khan

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### **Brighton and Sussex Medical School**

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Yanet Alemu

Fathima Ana Mohamed Aboobucker

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### **Bristol Medical School**

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### **Imperial College London**

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### **Lancaster University**

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### **Oxford University Medical School**

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# 12. REPORT CARD SCHOOL TEAMS

## UNITED KINGDOM

### Peninsula Medical School

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### Queens University Belfast

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Gwen Rees-Stams  
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### Swansea University Medical School

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### University College London

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### University of Aberdeen

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### University of Birmingham

Rhea Khosla  
Anushka Lahiri  
Emma Mayger-Dutfield  
Joshua Poole

### University of Buckingham

Laiyba Wasim  
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### University of Cambridge

Audree Hassan  
India Featherstone  
Elys Healy  
Louisa Yapp

### University of Dundee

Anna Antas  
Rachel Elizabeth Burns  
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## UNITED KINGDOM

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### Warwick Medical School

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### University of Manchester

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### University of Nottingham

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### University of Sheffield

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### University of Southampton

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## USA

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### **Boston University**

Catherine Sutton  
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Anshika Gupta  
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### **Case Western Reserve University**

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### **Columbia University**

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### **Cooper Rowan University**

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### **Creighton University Phoenix Campus**

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Robert Brock  
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### **Emory University**

Climate and Health Curriculum Team

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## USA

### **George Washington University**

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### **Hackensack Meridian School of Medicine**

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Daniella Kay  
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### **Harvard Medical School**

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### **Icahn School of Medicine Mount Sinai**

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Jessica Yang  
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### **Idaho College of Osteopathic Medicine**

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### **Indiana University**

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Luka Boha  
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Mitchell Holland  
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Khunsha Ahmed  
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## USA

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### **Mayo Clinic Arizona**

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### **Medical College of Wisconsin**

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### **New York Medical College**

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Eric Sinton  
Moshe Levy  
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Josh Garelik  
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### **Norton College of Medicine, SUNY Upstate Medical University**

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Shuchi Sharma  
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### **Oregon Health & Science University**

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### **Robert Wood Johnson Medical School**

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## USA

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Chloe Liew  
Megan Lumbert  
Henry Morrison  
Eli Schulman  
Shanti Shrestha  
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### **Rowan University**

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### **Rush Medical College**

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### **Sidney Kimmel Medical College**

Matthew Driben  
Meryem Guler  
Reese MacMillan  
Sophie Flomenbaum  
Macy Matheson  
Melissa Gormus  
Serena Gelfer  
Tamanaa Atrafi  
Justin Do  
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### **Spencer Fox Eccles School of Medicine**

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Forest Streeter  
Michelle Culbertson  
Eva Gontrum  
Puja Batchu  
Samaya Cristina-Bailey  
Olivia Hanson  
Jordyn Gagon  
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Megan Menard  
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Sabeeca Vadakkan  
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Lila Krop  
Jesse Kuen  
Kendyl Naugle  
Suzan Sargsyan  
Kristine Ly  
Danielle Gallandt  
Spencer Chau  
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### University of California San Francisco

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Renée Landzberg  
Sara Vargo  
Grace Kloss  
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### UC Berkeley - USCF Joint Medical Programme

Philip Shih  
Alex Viet Ha

### University of Cincinnati

Dylan Clapp  
Justin Freking  
Grace Roudebush  
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Michael Hughes

### University of Massachusetts - T.H. Chan School of Medicine

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Tinyan Omere  
James McCoy  
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Venkatesh Varadharaj  
Neelanjana Gayen  
Luke Hamilton  
Shamema Sheree  
Bryson Lewis  
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## USA

### **University of California, Davis School of Medicine**

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### **University of Colorado School of Medicine**

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### **University of Connecticut**

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Braeden Reev Sagehorn  
Stefan Marczuk  
Sumeet Kadian  
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### **University of Hawaii John A Burns School of Medicine**

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Kenji Aoki  
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### **University of Illinois College of Medicine**

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Shaiva Dhyani  
Shavit Keren

### **University of Illinois College of Medicine Peoria**

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Yanal Kawaleet  
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### **University of Maryland**

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Kathryn Driscoll  
Haoran Li  
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### **University of Minnesota**

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Gabriela Christensen  
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## USA

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Samantha Swinfard  
Jenny Kim  
Shaan Moheet  
Paulina Kempa  
Juhi Modh  
Aishva Kothari  
Amy Spencer  
Lauren Shaffer  
Thanh Phan  
Addison Wheatley  
Jake Brooks  
Carl Laude  
Adrienne Hunt  
Ashtyn Bevans  
Hannah Barnes  
Maya Greenquist  
Derek Steinback  
Aliyah Lyons

### University of Missouri Kansas City

Simrin Phatak  
Lauren Roberts  
Anh Luu  
Cameron Quick  
Vignesh Tiruvannamalai  
Lavina Thadani  
Akash Guruswamy

### University of New England

Sree Gurralla  
Maggie Frazier

### University of North Carolina

Olivia Davis  
Aly Chura  
Samuel Haddad  
Jesse Kovacs  
Sylvia Mihailescu  
Jaewon Moon  
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### University of Oklahoma

Grace Townsend  
Jordan Zimmerman  
Lara Colby  
Rishi Gattu  
Spencer Shumway  
Sarah Power

### University of Pennsylvania

Elizabeth Whidden  
Jessica Campanile  
Phoebe Cunningham  
Isha Thapar

### University of Pittsburgh

Longyi (Ivy) Yip  
Rami Homsy  
Karensa Tjoa  
Brianna Brooks  
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# 12. REPORT CARD SCHOOL TEAMS

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## USA

### University of Vermont

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Stefanie Geiger Kelsey  
Tyler McGuire  
Shane Cauley  
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Sophia Mokhtarian  
Alison Yong

### University of Virginia

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Alexia Childress  
Sriram Amirneni  
Farah Contractor  
Maya Parker  
Selena Cheng  
Aly Dwight  
Brady Sack  
Kristen Briney  
Rohan Mainali  
Thi Nguyen  
Nina Jannatifar  
Nadia Sadanandan  
Vishal Reddy

### University of Wisconsin School of Medicine and Public Health

School of Medicine and Public Health:  
Gabriela Mata-Pacheco  
School of Nursing:  
Ashley Smith  
Eric Lee Ido-Bruce  
Sophia Butkiewicz

### Vanderbilt University

Stirling Argabright  
Lily Campbell Lewis  
Roma Kankaria  
Lynnea Doshi  
Sydney Nelson  
Sunaya Krishnapura  
Omar Abdalla

### Virginia Commonwealth University

Chelsea Levi  
Hisham Vora  
Eleanor Dalsass

### Wake Forest University

Sydney Warner  
Jacob Corrales  
Kaycie Meinhardt  
Elaina Alzaibak  
Olivia Lannom  
Allyson Howard-Green  
Kameron Downs  
Halle Kincaid  
Olivia Little  
Mia Guzynski

### Warren Alpert Medical School of Brown University

Alexander Pralea  
Mollie Ockene  
Zach Johns  
Jane Kaull

### Washington State University

Hardeep Tiwana  
Emily Grant

# 12. REPORT CARD SCHOOL TEAMS

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## USA

### **NYU Grossman School of Medicine**

Avery Borgmann  
Keenan Duggal  
Sara Long

### **Loma Linda University**

Jonathan Cleek  
Brenna Fillmore  
Luiza Barseghyan  
Ashley Kim  
Stephanie Zebedeus  
Gloria Oh  
Cameron Maciel  
Lois Kim  
Chaeun An  
Kimberly Ajalat  
Hope Furukawa  
Casey Gaughan  
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# 12. REPORT CARD SCHOOL TEAMS

## NURSING

### **The University of Sydney (Australia)**

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Pritika Prahatheesan

### **Trinity Western University (Canada)**

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Kiel Mayich  
Nolan Lagrisola  
John Chang  
Anaya Jhutti  
Amberly Adema  
Christine Ryoo  
Ava Conwell  
Stephen Reed  
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### **University of Northern British Columbia (Canada)**

Ankur Patel

### **Bern University of Applied Sciences BFH : School of Nursing (Switzerland)**

Anna Schneider  
Fabienne Karli  
Gianna Wohler  
Christian Burr

### **Rush University College of Nursing (USA)**

Regina Piper  
Madison Spellman  
Heide Cygan

### **University of Toronto - Bloomberg Faculty of Nursing (Canada)**

Tom Joseph  
Amna Zafar  
Annissa Ho  
Dhanyasri Maddiboina  
Izma Shahzad  
Jason Lau  
Mickaela Mae Bautista  
Nistha Fernando-Majewski  
Ramisa Reazuddin  
Samantha Rapson  
Serena Lai  
Sweta Subedi  
Abigail Dispo  
Alexandra Carleton  
Charlize Martins  
CJ Gabriel  
Dana Asbury  
Deborah Olugbemiro  
Jacqueline Lapite  
Jerrienne Palarca  
Khadro Ahmed  
Leena Khan  
Najma Mohamud  
Susanna MacLeod  
Victoria Liang

### **The University of Auckland (New Zealand)**

Maria Flash  
Lucy Dekker  
Hannah Brook  
Neron Devanand  
Yemima Babu  
Hasini Wanigasuriya

# 12. REPORT CARD SCHOOL TEAMS

## NURSING

### **Stellenbosch University (South Africa)**

Nwabisa Dingane  
Akhona Malotana  
Andisiwe Feleza  
Andisiwe Tobo  
Andrea Botha  
Elgean Francis  
Elze-Mari Ellis  
Georgia Clazen  
Craig Albertus  
Heike Basson  
Hlakanipho Mazibuko  
Jabulile Ndlovu  
Janice Swartz  
Jody Swartz  
Kgomotso Sekatane  
Lechrecia Goliath  
Magadla Kholeka  
Makinana Siphesihle  
Mari-Lee Van Rooyen  
Mookho Nonkonyane  
Mpumie Simmers  
Mzukisi Malongwana  
Naledi Mapangwana  
Palesa Maqhashslal  
Refentse Mathibe  
Siphamandla Zibekile  
Stacey Afrikaner  
Taylene Morris  
Agnethea Daniels  
Thembinkosi Couter  
Zaunique Temmers  
Ashleigh Garish

### **University of Minnesota Twin Cities (USA)**

Bianca Onrubia  
Yvonne Mongare  
Berg (Mary) Ellenberger

### **University of Wisconsin-Madison (USA)**

School of Nursing:  
Ashley Smith  
Eric Lee Ido-Bruce  
Sophia Butkiewicz  
School of Medicine & Public Health:  
Gabriela Mata-Pacheco

# 12. REPORT CARD SCHOOL TEAMS

## PHARMACY

### **Hacettepe University (Türkiye)**

Başak Sevim ERTEN  
Ceren MANDACI  
Ece AYDIN  
Elif KÜÇÜKARSLAN  
Melek Özlem ARPACI  
Sena HOPYAR  
Sedanur BOLAT

### **Istanbul University (Türkiye)**

Fatıma Beyhan KARTAL  
Nurefşan ÖKSÜZ  
Sümeyye Eylül YILMAZ  
Hakan UYSAL  
Ayşe Betül DEMİR  
Ayşenur ŞEN  
Zehra İrem KARAARSLAN  
Ayşenur ARICI

### **Keele University (United Kingdom)**

Ellie Pilkington  
Poly Moschouri  
Alaa Altahir  
Vilashinee Payen  
Vinusaa Thayananthan  
Ash Fiaz  
Jasgobind Virk  
Angelin Roy

### **Queen's University Belfast (United Kingdom)**

Anna Young  
Medical PHRC committee

### **Medway School of Pharmacy (United Kingdom)**

Shiva Mazar  
Zainab Awais  
Ester Adeleke  
Vishnu Mistry  
Mohammad Ghos  
Nargis Salari  
Fouzia Guraye  
Tyrone Fox  
Rio Braganca

### **Monash University (Australia)**

Yannee Liu  
Perri Teoh  
Zachary Cobucci  
Zhi Yi Gong  
Rida Karim  
Jack Cullen  
Martina Joung

### **University of Birmingham (United Kingdom)**

Hamza Sadaq  
Nilima Nili  
Bilkis Islam-Ali

### **University of Colorado Anschutz (USA)**

Diane Lee  
Jenna Mayer

# 12. REPORT CARD SCHOOL TEAMS

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## PHARMACY

### **University of Pittsburgh (USA)**

Abby Lemp  
Lauren Phillips  
Josh Berkowitz  
Ainsley Lederer

### **University of Portsmouth (United Kingdom)**

Ramisa Ahmed  
Tasnia Ahmed  
Manira Hassan  
Fahad Alwan  
Alen Kuncheria  
Richa Jacob  
Ranya Alkandari  
Asifa Poswal

### **University of Auckland (New Zealand)**

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

# 12. REPORT CARD SCHOOL TEAMS

## DENTISTRY

### **King's College London (United Kingdom)**

Jing Yuan Chan  
Abigail Hunter  
Sahba Aghababaei

### **University of California San Francisco (USA)**

Jessi Cook  
Ali Sabouri  
Keira Nguyen

### **University of Manchester (United Kingdom)**

Rachel Lee  
Michael Mcbrearty  
Shivani Chohan  
Aryan Panchmatia  
Amaan Amjad  
Poppy-May Alzua-Blanco  
Husnaa Razzaq

### **University of Melbourne (Australia)**

Chloe Lim  
Den Rose Badelles  
Lahiru Herath  
Jiayi Qian

### **University of Pittsburgh (USA)**

Lexi Adkins  
Victoria Ming  
Noel Do  
Jaki Kidwell  
Ean Maxwell

### **University of Sheffield (United Kingdom)**

Amelia Cowie  
Salih Gajoum  
Thomas Marwood  
Mard Khoshnaw  
Amani Sadiq  
Isabel Taylor

### **University of Washington (USA)**

Ivy F. Lin  
Angela Denton  
Delbert Oxborrow

### **Vokkaligara Sangha Dental College & Hospital (India)**

Shehzadi Jasrah Afreen  
Rutu. C. Gokavi  
Zaid Addin Shariff  
Afifa Akram  
Priyanka Padmasai Bandhakavi  
Jafna. G  
Aaditya Biju  
Manisha V. S  
Hemanth Rangaswamy  
Simoni Kalyani  
Ruchitha M.N  
Prateeka S. U  
Safura Aiman  
Mohammed Zain Shariff

# 12. REPORT CARD SCHOOL TEAMS

## PHYSIOTHERAPY

### **Anglia Ruskin University (United Kingdom)**

Tom Chapman  
Nuha Abdul Latiff  
Zoya Arif  
Ellie Lloyd-Jones  
Bazahir Murshid  
Alisa Syed  
Varnanthi Thiyagarajah

### **Haute Ecole de Santé Vaud (Switzerland)**

Romain Konde  
Adeline Seydoux

### **Karolinska Institutet (Sweden)**

Niels Krämer  
Clara Brune  
Jenny Lucia Pokorny Depadua  
Daniel Doyon  
Aleksandra Elwertowska  
Shweta Ghaisas  
Christina Alisia Heinle  
Clara Kihlberg  
Judy Fabienne Kool  
Zacharenia Kourkounaki  
Nikolaus Mezger  
Tanja Paul  
Paula Ittay Strobel Gallego

### **Oxford Brookes University (United Kingdom)**

Harvey Alcock  
Liam Smallwood

### **Keele University (United Kingdom)**

Physiotherapy School Team:  
Michael Daniline,  
Maisie Rixon,  
Hollie Sheehan,  
Cassie Taylor  
Fran Quinn-Thomas  
Pharmacy School Team:  
Ellie Pilkington

### **Trinity College Dublin (Ireland)**

Daniela Izzaldinova  
Michael Sinclair

### **Universitat de Valencia (Spain)**

Carlos Forner Álvarez

# 12. REPORT CARD SCHOOL TEAMS

## OCCUPATIONAL THERAPY

### **University of British Columbia (Canada)**

Marieke De Vynck  
Adam Canete  
Fiona King  
Emma Jinnouchi  
Danika Pal  
Rachael Zhang

### **University of Brighton (United Kingdom)**

Victoria Gibson  
Alissa Ellis

## VETERINARY MEDICINE

### **Colorado State University (USA)**

Valeria Sanchez  
Student Veterinarian  
Dr. Colleen Duncan  
Dr. Danni Scott

### **Ontario Veterinary College (Canada)**

Youstina Makhlof  
Dr. Katie Clow

### **The Ohio State University (USA)**

Ondraya Romero  
Brittney Graham  
Magdalen Ringley  
Natalie Chin  
Jovanna Fusco

### **Royal Veterinary College (United Kingdom)**

Charlotte Butcher  
Pascal Costa  
Jie En Siaw  
Matthias Fulmer  
Mary Godfrey  
Lucile Gourlay  
Zoe Latimer  
Pak Kei Liu  
Alison Lund  
Katherine McGirt  
Malena Rodriguez  
Ester Rodriguez Riley  
Carly Sellers  
Katherine Spencer-Amis  
Isla Sligo-Young  
Catherine Trevino  
Maya Young  
Saira Akhtar



# 12. REPORT CARD SCHOOL TEAMS

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## NUTRITION AND DIETETICS

### **Monash University (Australia)**

Sarah Kim  
Truc (Mindy) Dang  
Liza Barbour

## AUDIOLOGY

### **University of Melbourne (Australia)**

Athena Koutsovasilis  
Sumya Rashid  
Eva Toma  
Nikolia Locke

## HEALTHCARE MANAGEMENT

### **Rush University (USA)**

Darius Baginskis  
Alex Negrón Price  
Sydney Schultz

### **University of Chicago Illinois (USA)**

Amanda Murphy  
Nidhi Patel

### **University of Minnesota (USA)**

Nathan Shimamoto  
Carter Nielson  
Connor Oetzmann  
Anna Hagel  
Alec Kaselnak  
Jakob Agatep  
Noah Kiemel  
Seth Clawson  
Mimi Nguyen

### **University of Toronto (Canada)**

Genny Ng

### **Virginia Commonwealth University (USA)**

Liam Simpson  
Ireland Miller