

Planetary Health Report Card (Medicine):



2024-2025 Contributing Team:

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Land acknowledgment:

I pay respect to the traditional and original owners of this land, the muwinina (mou wee nee nar) people, to pay respect to those that have passed before us and to acknowledge today's Tasmanian Aboriginal people who are the custodians of this land.

Summary of Findings

C+

С

B-

C-

C-

A

Overall Grade

Curriculum

- The University of Tasmania does not include electives in the course structure of the medical program. UTAS medicine teaching addresses many health effects of climate change including increasing respiratory disease, extreme weather and infectious diseases, however some important relevant health topics are not covered. There is limited evidence of improvement in these areas.
- **Recommendations:** The University of Tasmania should provide evidence that they are continuing to review and update their planetary health teaching. Teaching should be provided addressing the relationship between climate change and cardiovascular health. Teaching around specific environmental threats to Tasmania should be addressed, and may be valuable for rural health teaching.

Interdisciplinary Research

- Emerging planetary health events in 2025 demonstrate a commendable ongoing commitment to supporting regular extracurricular education and conversations around planetary health.
- **Recommendations:** Develop an overarching interdisciplinary planetary health focused research team. Develop a consistent pathway for community input into research direction. Centralise research output related to planetary health on an accessible page.

Community Outreach and Advocacy

- The University of Tasmania partners with a number of environmental organisations, however there is no evidence of meaningful partnership with these organisations in regard to planetary health specifically. Community facing courses are currently not on a regular schedule and largely student-oriented.
- **Recommendations**: The University of Tasmania should collaborate with its partner organisations to promote planetary health. The university should aim to provide more structured and scheduled community facing courses, such as yearly planetary health lecture series or recordings. More accessible materials should be provided for patients by associated hospitals.

Support for Student-Led Initiatives

- There are options available for students to engage in planetary health and sustainability projects, but they lack support in many cases and are often not strongly encouraged/advertised poorly. While student representatives exist at the 4th and 5th year level there is no documentation of the role and responsibilities.
- **Recommendations**: whilst there are a number of initiatives available to students to become further involved, students should be actively encouraged to engage with these programs. Funding and structured programs for interested students to engage in sustainability and planetary health research should be provided by the University. There should be a dedicated page for locating planetary health projects and mentors. Greater engagement with external organisations like environmental justice and wilderness groups should be sought. Student representatives with clearly defined roles/responsibilities should be incorporated.

Campus Sustainability

- The University of Tasmania has a commendable sustainability profile. Tasmania produces a large amount of renewable energy and the University of Tasmania has further guidelines. Sustainability is considered in procurement and construction. The University is carbon neutral, with plans to reach net zero underway.
- **Recommendations:** A staff member should oversee sustainability at the medical school. Stricter guidelines for events held at the School of Medicine. Create a sustainability policy or guideline for laboratory spaces.

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as "a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth's natural systems on human health and all life on Earth." This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. 'Although the World Health Organization has called climate change "the greatest threat to global health in the 21st century," many health professional school's institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients' health. 'This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

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

Definitions & Other Considerations

Definitions:

- Planetary Health: is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.
- Sustainable Healthcare: As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- Education for Sustainable Healthcare (ESH): is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 - 1. Describe how the environment and human health interact at different levels.
 - 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 - 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- Medical School/Department vs. Institution: When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- Environmental history (Metric #19 in Curriculum Section): This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is develoered to the entire cohort of students in one year.
- Clerkship / Outreach: This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- Clinical rotation: This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- Climate justice: The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivisim:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

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

Other considerations:

• If there are more than one "tracks" at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?

Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)

Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)

The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 points)

No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)

Score Assigned:

0

Score explanation:

At the University of Tasmania (UTAS), there are no academic electives offered in the course of Bachelor of Medicine and Bachelor of Surgery (M3N) or the Bachelor of Medical Science and Doctor of Medicine (H3X). However students from both degrees are required to undertake a student-organised elective placement lasting 3-6 weeks at the end of the fourth year (units CAM418 and CAM419) as well as a "selective" placement during the fifth (final) year (CAM524 and CAM525) in which students may choose any medical discipline and are eligible to attend any safe locations they are accepted at. A non-clinical placement in fields such as public health or research which may have some relevant planetary health content is possible.

Additionally, students in the third year of the Bachelor of Medicine and Bachelor of Surgery (CAM304 and CAM305) are offered the option of undertaking an additional qualification, in the form of a one year research degree, the Bachelor of Medical Science with Honours (M4N) between the third and fourth years of the degree, with environmental health projects often available. There is, however, no lecture content in these pathways.

M4N Bachelor of Medical Science with Honours - Courses & Units - University of Tasmania, Australia

Medicine Year 4 - 4A CAM418 | University of Tasmania Medicine Year 4 - 4B CAM419 | University of Tasmania Medicine Year 5 - 5A CAM524 | University of Tasmania Medicine Year 5 - 5B CAM525 | University of Tasmania In addition to this, the University of Tasmania transitioned their medical course from a Bachelor of Medicine and Bachelor of Surgery (MBBS) to a Bachelor of Medical Science and Doctor of Medicine (MD) in 2023, with students from years 1-2 enrolled in the new course as of 2024. As a result, new students undertake a compulsory long-term research project as part of medical education and assessment beginning with a literature review in year 3 and commencing in year 4. Students are able to choose projects from a range of disciplines including planetary health and education for sustainable healthcare. There is however no publicly available list of MD research projects currently.

Bachelor of Medical Science and Doctor of Medicine (H3X) - Courses & Units | University of Tasmania

The first year medical students in 2023 were not offered any ESH/planetary health electives under the Bachelor of Medical Science/Doctor of Medicine (H3X). There was one compulsory physical environment and planetary health lecture for all first year students. Its intended learning outcomes were identifying and describing how the physical environment influences human health, and how the level of vulnerability of the affected population determines the impact of any environmental hazards. Additionally, identify and describe how planetary health impacts human health. https://www.utas.edu.au/courses/chm/courses/h3x-bachelor-of-medical-science-and-doctor-of-medic

Curriculum: Health Effects of Climate Change

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

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

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

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

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

Score Assigned:

Score explanation:

Teaching at the University of Tasmania is separated into four domains: Domain 1 being science/scholarship, domain 2 being professionalism, domain 3 being health and society and domain 4 being ethics. Planetary/environmental health, along with other public health topics, are covered in domain 3 teaching in the preclinical years, often through a multidisciplinary lens in the way that it may compound with other public health issues.

2

Year 3 CAM305 module 2.4, "Planetary health", includes a 20 minute talk on planetary health which discusses the effects of climate change on health through direct effects (heat, extreme weather events), ecosystem mediated and indirect effects over time on food, economy and mental health etc.

7th RRHSS: Anthony Capon - Planetary health: shaping the future of rural and remote health

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

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

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

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

This topic was not covered. (0 points)

Score Assigned:

Score explanation:

In year 3 semester 2 of the MBBS (CAM305) Domain 3 Module 2 is a unit titled 'Global Health'. This module focuses on systems thinking to assist students in understanding the complex factors affecting global health, including climate change. One of the videos embedded in the module titled "7th RRHSS: Anthony Capon – Planetary health: shaping the future of rural and remote health" addresses the 'direct' effects of climate change such as damage and rising death toll from extreme weather events like flooding, and ecosystem mediated events like changing distribution and abundance of mosquito vectors and dengue fever and malaria, and indirect/displaced effects such as prolonged drought or slum dwelling in other places.

2

Functional Clinical Practice CAM305 | University of Tasmania

7th RRHSS: Anthony Capon – Planetary health: shaping the future of rural and remote health

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?

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

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

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

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

Score Assigned:

Score explanation:

UTAS year 1 MD students were required to complete a lecture titled 'Environmental Determinants of Health' as part of their CAM 102 content. It describes anthropogenic changes such as climate change as environmental contributors to preventable disease. Foundations of Medicine 2 - CAM102 | University of Tasmania

3

A lecture on 'Emerging & Re-Emerging Communicable Diseases' was part of the core year 2, semester 2 UTAS medical teaching for the MD course. The lecture mentions climate change as a determinant for emerging infectious diseases. This lecture also provided an article titled "vaccines for neglected, emerging and re-emerging diseases" as a key reading expanding on the effects of climate change on infectious diseases.

Fundamentals of Clinical Science 2 CAM202 | University of Tasmania Vaccines for neglected, emerging and re-emerging diseases, Madhav et. al The Year 3 CAM305 Domain 3 module 2.4 "Planetary Health" discusses the effect of climate change on increasing infectious diseases including rising rates of vector borne diseases, and the effect of forest conservation on reducing rates of some diseases. Module 2.5 "Sustainable Healthcare Systems" mentions the effect of deforestation increasing the range of mosquitos which transmit malaria. Functional Clinical Practice CAM305 | University of Tasmania <u>7th RRHSS: Anthony Capon – Planetary health: shaping the future of rural and remote health</u>

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?

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

This topic was briefly covered in the core curriculum.

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

This topic was **not** covered.

Score Assigned:

Score explanation:

UTAS Year 1 MD students completed the CAM102 Domain 3 module 5.2, 'Physical environment & Planetary health', it was briefly mentioned that deaths from lower respiratory infections could be prevented by improving air quality and eliminating the use of solid fuel stoves indoors. D3-Module 3.2 Chronic Respiratory Diseases also discussed how chronic respiratory diseases are largely due to the ubiquity of noxious environments and occupational and behavioural inhalation, it also mentioned the role bushfires, thunderstorms and air pollutants play in triggering and exacerbating asthma.

2

Fundamentals of Clinical Science 2 CAM202 | University of Tasmania

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat

This topic was explored in depth by the core curriculum.

This topic was briefly covered in the core curriculum.

This topic was covered in elective coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation:

Unable to find evidence of content addressing the cardiovascular effects of climate change, including increased heat.

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

This topic was explored in depth by the core curriculum.

This topic was briefly covered in the core curriculum.

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

This topic was **not** covered.

Score Assigned:

Score explanation:

Year 1 MD students completed the CAM102 Domain 3 module 5.2, 'Physical environment & Planetary Health', briefly mentioning how climate-induced economic dislocation and environmental decline results in displaced populations and demoralisation leading to diverse health consequences. The module mentions that climate change can have psychological consequences in demoralised and displaced populations in the wake of climate-induced economic dislocation, environmental decline and conflict situations. However, the psychological impacts were not further elaborated upon.

2

Foundations of Medicine 2 CAM102 | University of Tasmania

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

This topic was explored in depth by the core curriculum.

This topic was briefly covered in the core curriculum.

This topic was covered in elective coursework.

This topic was **not** covered.

Score Assigned:

Score explanation: Insert explanation here.

The Year 1 CAM101, module 4.1 'What is Public Health' outlined the "knock-on effect" of environmental sustainability and climate change on food security, air and water quality and human health, the effects of which can be seen in non-communicable diseases such as asthma, cancers, obesity, infectious diseases, and viral pandemics. Foundations of Medicine 1 CAM101 | University of Tasmania

3

The Year 3 CAM305 Domain 3 module 2.4 "Planetary Health" contains a talk which discusses the relationships between environmental degradation and climate change and health effects: direct,

ecosystem mediated and indirect. The indirect effects of drought in agricultural communities, soil degradation and loss of pollinators on food instability are mentioned. <u>Functional Clinical Practice CAM305 | University of Tasmania</u> <u>7th RRHSS: Anthony Capon – Planetary health: shaping the future of rural and remote health</u>

The UTAS Year 3 medical curriculum also addresses the relationships between health, food and water security, ecosystem health, and climate change through a case study on childhood malnutrition in Afghanistan. The "Feeding the Children of Afghanistan Together" case study highlights how a multisectoral and systemic approach, including sustainable practices like micro-gardens, can help improve food security and health outcomes. This case study links to the United Nations Sustainable Development Goals (SDGs), particularly No Poverty, Zero Hunger, and Good Health and Well-being. Students are encouraged to reflect on their roles in contributing to sustainable health systems, with a focus on how their obligations may differ between resource-limited environments, like Afghanistan, and resource-rich environments, like Australia. Functional Clinical Practice CAM305 | University of Tasmania

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

This topic was explored in depth by the core curriculum.

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

This topic was covered in elective coursework.

This topic was **not** covered.

Score Assigned:

Score explanation:

This topic was extensively covered in the core Year 1 CAM102 curriculum, Health in Society D3 module 5 "Physical Environment & Planetary Health". The module discussed how mortality and morbidity of many diseases could be greatly reduced by improving environmental factors, for example 40% of malaria related deaths and 94% of deaths from diarrhoeal illness. However, people who are isolated and/or impoverished (which includes people in lower or middle income countries, and also socially disadvantaged groups in higher income countries for example, Indigenous Australian communities) are less likely to be able to make changes to improve their environment, resulting in the negative environmental determinants of health affecting these people disproportionately.

3

Foundations of Medicine 2 CAM102 | University of Tasmania

This topic is covered again in Year 2 CAM201, D3 module 3.1, "NCD Determinants & inequity" where the relationship between non-communicable and inequity were explored in depth both in the module and by the recommended talk from Sir Michael Marmot 'Confronting The Health Gap' Fundamentals of Clinical Science 1 CAM201 | University of Tasmania CONFRONTING THE HEALTH GAP: Sir Michael Marmot

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?
This topic was explored in depth by the core curriculum.
This topic was briefly covered in the core curriculum.
This topic was covered in elective coursework.

3

This topic was **not** covered.

Score Assigned:

Score explanation:

This was emphasised through multiple lectures throughout the preclinical years. In Year 2 CAM201, D3 module 3.1, "NCD Determinants & inequity" where the relationship between non-communicable and inequity were explored in depth both in the module and by the recommended talk from Sir Michael Marmot 'Confronting The Health Gap' Fundamentals of Fundamentals of Clinical Science 1 CAM201 | University of Tasmania CONFRONTING THE HEALTH GAP: Sir Michael Marmot

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?		
This topic was explored in depth by the core curriculum.		
This topic was briefly covered in the core curriculum.		
This topic was covered in elective coursework.		
This topic was not covered.		
Score Assigned:	0	
<i>Score explanation:</i> Unable to find evidence of content addressing the reproductive health effects of industry-related environmental toxins.		

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

This topic was explored in depth by the core curriculum.

This topic was briefly covered in the core curriculum.

This topic was covered in elective coursework.

This topic was **not** covered.

Score Assigned:	0	
Score explanation: There are no specific teachings or mention of environmental threats in Tasmania		

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

This topic was explored in depth by the core curriculum.

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

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

This topic was **not** covered.

Score Assigned:

Score explanation:

The university of Tasmania has placed great importance on Aboriginal and and Torres Strait Islander peoples' culture, knowledge and their connection to health. There has been extensive teaching surrounding cultural awareness and Aboriginal health and perspectives. In the Year 3 CAM305 Domain 3 module 2.4 "Planetary Health" contains a talk which briefly mentions the connection of indigenous communities to environment and planetary health and suggests that indigenous and local knowledge (ILK) should be considered in the healthcare systems response to climate change/planetary health.

2

Functional Clinical Practice CAM305 | University of Tasmania

7th RRHSS: Anthony Capon – Planetary health: shaping the future of rural and remote health

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

This topic was explored in depth by the core curriculum.

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

This topic was covered in elective coursework.

This topic was **not** covered.

Score Assigned:

2

Score explanation:

The CAM102 Domain 3 Module 5.1: "Physical Environment" covers the disproportionate effect that environmental hazards have on vulnerable populations, however this module focuses on the effects in developing countries and only briefly mentions "socially disadvantaged groups" in higher

income countries (with the example being indigenous Australians). The CAM102 Domain 3 module 5.3: "Case study: Karla" discusses groundwater contamination of heavy metals and pesticides in a rural mining town, and the effect of being unable to drink the water on the health of an infant.

Foundations of Medicine 2 CAM102 | University of Tasmania

Curriculum: Sustainability

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

0

This topic was explored in depth by the core curriculum.

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

This topic was covered in elective coursework.

This topic was not covered.

Score Assigned:

Score explanation:

Unable to find any evidence of mention of the environmental and health co-benefits of a plant-based diet.

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?

This topic was explored in depth by the core curriculum.

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

This topic was covered in elective coursework.

This topic was **not** covered.

Score Assigned:

Score explanation:

The CAM102 module "D4-Bioethics in Context: An Introduction to Environmental Ethics" discussed the ethical responsibilities we have as doctors to advocate for sustainability and the environment. The healthcare's environmental impact was discussed by one of the featured articles in the modules "Should Physicians Consider the Environmental Effects of Prescribing Antibiotics?" (Blach et.al, 2017), Blach et.al (2017) discussed how whilst antibiotics are beneficial for the patients, physicians rarely considered the detrimental aquatic impact antibiotics have, from production to disposal (the potential impacts of which were elaborated upon in the article). The CAM102 Domain 3 module 2.5: "Sustainable Healthcare Systems" discusses a paper on the carbon footprint and various other measures of environmental degradation attributed to the healthcare system globally and a further report on the carbon footprint of healthcare in Australia.

3

<u>The environmental footprint of health care: a global assessment</u> <u>The carbon footprint of Australian health care - The Lancet Planetary Health</u>

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points).	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaestheisa's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
Score explanation: The CAM102 Domain 3 module 2.5: "Sustainable Healthcare Systems" discusses the conce "co-benefits", programs that both improve health and reduce the carbon footprint of the hea system, such as encouraging active transport like walking and cycling, identifying that preve patients from requiring admission in the first place has a major effect on the carbon footprin healthcare.	pt of lth enting t of
The CAM102 Domain 3 module 2.5: "Sustainable Healthcare Systems" mentions the high r disposal of PVC plastic in the medical industry, a recyclable material the production of which highly toxic and the efforts of the Royal Hobart Hospital in recycling the material to reduce production.	ates of ch is further

Foundations of Medicine 2 CAM102 | University of Tasmania

Curriculum: Clinical Applications

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

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

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

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

0

Score Assigned:

Score explanation:

The University of Tasmania's curriculum does not introduce any strategies to converse with patients about the health effects of climate change, there is little coverage of climate anxiety beyond brief mention.

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

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

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

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

Score Assigned:

While exposure histories are generally taught in the curriculum, the concept of an environmental history is only given brief mention. Particular focus in respiratory teaching is given to the importance of discussing occupational exposures such as asbestos and use of protective equipment in high-risk occupations, however however the only teaching given on taking an environmental health history is through picture and brief mention of an example history questionnaire used at the Public Health departments at Harvard and Yale universities in the CAM102 D3 Module 5.0: Environmental determinants of health, this is not assessable or emphasised however. Environmental Determinants of Health, Jacqueline MacDonald Gibson Foundations of Medicine 2 CAM102 | University of Tasmania

0

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?

Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)

Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)

No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	2

At the University of Tasmania, there is limited evidence of change occurring in Planetary Health teaching within the medical course. Staff responded well to the 2023-24 Planetary Health Report Card and were engaged in consultation and receptive to recommendations generated by this report. With the transition from an MBBS to an MD course there is discussion around teaching changes but this 2024-25 report shows limited evidence of change thus far. Planetary Health Report Card (Medicine): The University of Tasmania 2023-24 | PHRC

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?

Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points)

Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 points)

4

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

Score explanation:

In the Bachelor of Medicine and Surgery at the University of Tasmania, planetary health and sustainable healthcare has well made stand-alone lectures as part of Domain 3 during the preclinical years: 1 (CAM101, CAM102), 2 (CAM201, CAM202) and 3 (CAM304, CAM305). Some content relative to medical science (conditions, diagnosis etc.) is covered in Domain 1. Foundations of Medicine 1 CAM101 | University of Tasmania Foundations of Medicine 2 CAM102 | University of Tasmania Fundamentals of Clinical Science 1 CAM201 | University of Tasmania Fundamentals of Clinical Science 2 CAM202 | University of Tasmania Fundamentals of Clinical Science 3 CAM304 | University of Tasmania Fundamentals of Clinical Science 3 CAM304 | University of Tasmania Fundamentals of Clinical Science 3 CAM305 | University of Tasmania

There is no further discussion of planetary/environmental health during the "clinical" (final) two years - 4 (CAM418, CAM419) and 5 (CAM524, CAM525). Learning during these years is largely placement-based, with some content delivered via lectures and a focus on the self-directed "Learning Management System" (LMS) knowledge bank. There is little to no public health content delivered across the 3 campuses during this time however. <u>Medicine Year 4 - 4A CAM418 | University of Tasmania</u> <u>Medicine Year 4 - 4B CAM419 | University of Tasmania</u> <u>Medicine Year 5 - 5A CAM524 | University of Tasmania</u>

Medicine Year 5 - 5B CAM525 | University of Tasmania

Of note however, is the "portfolio" major assessment included in the final year of the MBBS course, which aims to assess student achievement of the Australian Medical Council (AMC) graduate outcomes throughout their medical course, with evidence from both compulsory and extra-curricular tasks. The latest iteration of the graduate places emphasis on climate health and sustainability. As a result, medical students are encouraged to seek opportunities to "achieve" these graduate outcomes throughout their course in order to pass the portfolio interview in their final year.

Standards for Assessment and Accreditation of Primary Medical Programs | Australian Medical Council Limited

Medicine Year 5 - 5A CAM524 | University of Tasmania Medicine Year 5 - 5B CAM525 | University of Tasmania

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

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

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

0

Score Assigned:

Score explanation:

There is no faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare in particular. "Health and Society" is the subject which predominantly integrates planetary health content as part of public health, and is coordinated by Jennifer Ayton during the first 3 (preclinical) years of the course, and <u>Kate Macintyre</u> for years 4 and 5.

Section Total (35 out of 72)

48.61%

Back to Summary Page here

Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?

Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)

Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)

There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)

No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)

2

Score Assigned:

Score explanation:

The University of Tasmania employs staff who undertake research in varying fields relevant to healthcare sustainability, environmental and planetary health. The University of Tasmania College of Health and Medicine is home to the "Sustainable Healthcare Research and Advancement Group" whose focus is partially on healthcare sustainability through efficiency, particularly in overlooked services like medical education and oral health. The team is Led by Dr.Silvana Bettiol and includes Kate MacIntyre and Nara Jones, faculty members of the Tasmanian School of Medicine. Sustainable Healthcare Research and Advancement Group (Including Dental Public Health) - Research | UniversityofTasmania

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?

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

There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

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

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

Score Assigned:

Score explanation:

The College of Health and Medicine contains the "Sustainable Healthcare Research and Advancement Group", dedicated to improving the sustainability of healthcare systems with a focus on often overlooked services such as dentistry.

3

Sustainable Healthcare Research and Advancement Group - Research | University of Tasmania

The University of Tasmania employs the "Bushfire and Public Health Research Group" whose focus is on examining the interactions between human health and bushfire with a particular focus on health effects related to smoke exposure. The team contains researchers from a variety of fields such as public health and social pyrogeography, and has produced a variety of publications reflective of this.

Bushfire and Public Health Research Group - Fire Centre | University of Tasmania.

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

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

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

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

0

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

Score explanation:

The University Of Tasmania is committed to producing research contributing to the needs of the Tasmanian, national and global communities as stated in their research policy. However, there currently is no consistent processes for community members or communities impacted by climate change and environmental injustice to give input or make decisions about the research agenda, nor evidence of efforts to create such a process.

4.1 Research Policy | University of Tasmania

On the 8th of December 2024, the University of Tasmania hosted "Living Well with Climate Change, A Conversation for the Huon Community". This event provided both education for how the Huon community can support themselves and one-another facing climate change, but also an avenue for community members to have input that will help UTAS design research based around their needs and wants. There is no evidence however of consistent pathways for research input, nor attempts to develop these.

Living Well with Climate Change, A Conversation for the Huon Community - Events | University of Tasmania

2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

Score explanation:

There is a centralised website for the whole University of Tasmania on sustainability with information regarding, past and current involvements as well as future plans regarding sustainability with a dedicated page for information on sustainability research at UTAS. However, the links contained within are directed to various departments with only featured research displayed rather than dedicated easy to navigate databases of research output, which is still largely found in individual researchers' staff profiles as opposed to a dedicated planetary health platform. Sustainability | University of Tasmania

2

Sustainable research - Learning, teaching and research | University of Tasmania

2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?

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

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

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

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

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

Score Assigned:	4
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Score explanation:

On the 9th of November 2024, the University of Tasmania hosted "Healthcare in a Changing World", a community conversation around climate change and how it will impact healthcare. Healthcare in a Changing World - Events | University of Tasmania

From the 19th-22nd of November 2024 the University of Tasmania hosted the Inaugural Australian Antarctic Research Conference with a focus on the climate-related impacts occurring in Antarctica, the impacts of this including on the wellbeing of the global population, and the importance of Antarctic and Southern Ocean Science for informing climate policy and emissions targets Hundreds gather for emergency summit on Antarctica's future - News and Stories | University of Tasmania

The Tasmanian School of Medicine has a current learning and teaching seminar series on planetary health and sustainability underway. The first session was delivered by Professor Martin Hensher on the 12th of March 2025 and these are planned to continue throughout 2025.

On the **22nd of March 2025** the University of Tasmania hosted an international panel of activists and academics from the school of geography centred around major global issues including climate change titled "this is collapse - what do we do now?" This is Collapse - What Do We Do Now | Just Collapse (Facebook Page)

Additionally, while not always directly associated with the University of Tasmania, academic staff often contribute to climate related projects such as national panels. For example, on the 26th of March 2025, professor Martin Hensher presented a health economist perspective on the implications of different energy futures on climate change and health as part of a panel in conjunction with the Climate and Health Alliance (CAHA). Healthy Conversation: Too Slow, Too Risky - Climate and Health Alliance (CAHA) | Eventbrite

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

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

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

Score Assigned:

1

The University of Tasmania is a member and supporter of the national Healthy Environments And Lives (HEAL) network - a network dedicated to researching environmental and climate health in Australia.

Landing Page | HEAL Network

Section Total (12 out of 17)

70.59%

Back to Summary Page <u>here</u>

Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?

Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)

Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)

The **institution** does not partner with community organisations, but **participates** in community focused events relating to planetary health. (1 point)

No, there is **no** such meaningful community partnership. (0 points)

Score Assigned:

0

Score explanation:

The University of Tasmania partners with a number of local and national sustainability organisations. However, the only organisation with a partial focus on planetary health is the Centre for Marine Socioecology. Evidence of meaningful collaboration to promote planetary health however is limited.

Sustainability Education and Research Partnerships - Sustainability | University of Tasmania

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?

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

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

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

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

Score Assigned:

2

Score explanation:

The University of Tasmania hosts the "Island of Ideas" free public talks series which occur year-round and are guided by the United Nations Sustainable Development Goals. These talks frequently feature topics related to sustainability and planetary health, for example "Can we survive on a Hotter Planet?" on the 27th of June 2024. However advertisement of these talks is still largely targeted towards those in contact with the University.

Island of Ideas - Public Talks Series - Events | University of Tasmania

UTAS has a one year diploma of sustainable living designed to educate students on sustainable living practices and current climate threats, as well as a 6 month Undergraduate Certificate in Climate Change Awareness and Action. Domestic students commencing these courses in 2025 may be eligible for a 100% HECS fee scholarship entitling students to study them for free. However, this is a recent change and there is no indication that HECS scholarships will be available in future years.

Diploma of Sustainable Living (Z1k) - Courses & Units | University of Tasmania Undergraduate Certificate in Climate Change Awareness and Action - Courses & UNits | University of Tasmania

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

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

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

1

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

Score Assigned:

Score explanation:

The University of Tasmania has a regular sustainability bulletin available to subscribe to for all staff, students and community members. The sustainability bulletin provides news of on campus sustainability news, infrastructure and education.

University of Tasmania | About | Sustainability Bulletin

The Green Impact student and staff newsletter also provides sustainability news, events and tips. However, Green Impact's last post on Facebook was 2023 Green Impact Student Newsletter #02

The Royal Hobart Hospital has a Health Sustainability Task Force which is open to students. Meetings are held regularly to discuss sustainability and planetary health topics. There is no record of this available however. 3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

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

1

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

Score Assigned:

Score explanation:

The Masters of Public Health (MPH) is a postgraduate course particularly targeted to health and medicine graduates and includes the environmental health unit (CAM617) as core content in the second year of the course.

Environmental Health (CAM617) - College of Health and Medicine | University of Tasmania

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

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

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

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

Score Assigned:

Score explanation:

The Tasmanian Department of Health webpage has an environmental health page with some information related to environmental exposures such as PFAS. However, the information on this webpage is largely related to public health endeavours with limited accessible resources such as flyers etc. and includes missing/broken links. It is not uncommon for medical professionals in Tasmania to refer concerned patients to online resources such as websites, in which case this webpage may be used. No further evidence of accessible information provided by the University of Tasmania or affiliated hospitals was found.

1

Environmental Health - Health Topics | Tasmanian Government Department of Health

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

Yes, the **institution** or <u>all</u> affiliated hospitals have accessible educational materials for patients. (2 points)

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

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

Score Assigned:

Score explanation:

The Tasmanian Department of Health website contains a web page titled "Climate change and Health", which is accessible to the public and summarises the health impacts of climate change. Whilst there is no further evidence of resources such as flyers etc., it is not uncommon for medical professionals in Tasmania to refer concerned patients to online resources such as websites, in which case this webpage may be used. No evidence of other materials accessible to the public provided by the University of Tasmania Medical School or within affiliated hospitals was found. Climate Change - Health Topics | Tasmanian Government Department of Health

1

Section Total (6 out of 14)

42.86%

Back to Summary Page here

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the **institution** does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

1

Score Assigned:

Score explanation:

The University of Tasmania medical school encourages extracurricular initiatives in order to fulfil the AMC graduate outcomes, which are assessed in the form of a portfolio in the final year of the degree. There are often planetary health related projects on offer as part of additional Honours or PHD projects, with relevant scholarships and funding available. Research projects are being incorporated as part of the MD program replacing the MBBS, undertaken during the third year of the degree, through which students are able to choose projects with a focus on sustainable healthcare. Sustainability QI projects are not directly encouraged by the university, however, and funding in regards to these would be limited to research grants (if relevant) and SSAF funding given through TUSA for projects conducted by student-run clubs and societies. <u>SSAF at TUSA - Home | Tasmanian University Students Association</u>

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek these out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	1
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Score explanation:

Third years can choose to undertake a planetary health doctor of medicine project. It is an audit of clinical wastes and QI at the Launceston General Hospital emergency department.

The optional Bachelor of Medical Science with Honours (M4N) and the research component Bachelor of Medical Science and Doctor of Medicine (H3X) typically offer planetary health related research projects. The University of Tasmania runs sustainability groups like a 'Sustainable Healthcare Research & Advancement Group (inc Dental Public Health) and the Menzies Institute for Medical Research in Hobart has an Environmental and Respiratory Health research team that conducts research in this area occasionally accessible to students. However conducting research in this area still requires student initiative - although scholarship support is often possible, a specific research program does not exist for students with an interest in planetary health/sustainable healthcare.

Bachelor of Medical Science with Honours (M4N) - Courses & Units | Menzies Institute for Medical Research

Sustainable Healthcare Research and Advancement Group - Research | University of Tasmania Environmental and respiratory health - Our research | University of Tasmania

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

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

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

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

Score Assigned:

0

Score explanation:

Whilst there is a webpage for Sustainable Research at the University of Tasmania and pages for relevant research groups, there is typically only information on the group members who could be mentors and a contact email. There is no centralised webpage dedicated to mentors and available projects.

Sustainable research - Learning, teaching and research | University of Tasmania

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

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

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

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

Score Assigned:

Score explanation:

IMPACT is a volunteer medical student Global Health Group at the university of Tasmania, which covers a range of interests/global health topics. The organisation includes a local university representative of AMSA Code Green - the environmental/planetary health branch of AMSA Global Health, whose role is primarily on local events and education around sustainability and environmental/planetary health. Whilst there is no regular contact between the Code Green representative and faculty, collaboration is possible. IMPACT Society - Home | Tasmanian University Student Association

1

AMSA Global Health - Initiative Groups | Australian Medical Students Association

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department</u> <u>or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?

Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)

0

No, there is no such student representative. (0 points)

Score Assigned:

Score explanation:

In the Bachelor of Medicine and Bachelor of surgery, there is a "sustainability representative" role open for students in the clinical years of the degree at the Hobart and Launceston Clinical School. However, there is no recorded evidence of this role and whether it also exists at the Launceston or Rural clinical schools, nor were staff able to locate a role description and as such we are unable to determine the responsibilities of this role. There is a Health Sustainability Taskforce at the Royal Hobart Hospital run by staff, which is open for students to join. However, there is no written evidence of either of these.

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1

Panels, speaker series, or similar events related to planetary health that have students as an intended audience.		1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.		0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.		0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.		1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)		0
Score Assigned:	2	

Score explanation:

UTAS has a community garden program at all 3 campuses at Burnie, Launceston and Hobart, with the goal of transitioning to a more healthy, sustainable, and equitable food systems for students and staff across our campuses using a rights-based approach.

Food and Gardens - Facilities and Operations | University of Tasmania

UTAS has a webpage for "Climate Change and Mental Health" which included several videos related to climate change. One webinar focused on how to convert climate change anxiety into action using the A.C.T.I.V.A.T.E. empowerment framework. However, due to the recording being internal to UTAS, no link could be provided.

Another video "Wellbeing in a changing climate" discussed the topics in the title and can be found as an unlisted Youtube video.

Wellbeing in a changing climate - University of Tasmania | YouTube

Another improvement from last year to the medicine was the introduction of a learning and teaching seminar series on planetary health and sustainability by the Tasmanian School of Medicine with students as an intended audience. The first seminar "Sustainable Healthcare Systems in an era of Ecological Crisis" was delivered by Professor Martin Hensher on the 12/032025 and there are at least 2 more planetary health related topics planned. However, due to the evidence deadline being 17/02/2025 this would not contribute to the scoring.

No evidence of cultural arts events, installations or performances related to planetary health with students as an intended audience within the last year. Of note however is the 2018 art installation "The Derwent Project", created by visual artists from the University of Tasmania, which showcases the changes to the Derwent river over time including effects of human impact. This installation was hosted at the Tasmanian Museum and Art Gallery and targeted towards the public however.

No evidence of events in which students can learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts. However, it is worth noting that the University of Tasmania is home to the Climate Justice Network, a resource that could potentially assist with this in the future.

School of Law - College of Arts, Law & Education | University of Tasmania

One volunteering opportunity advertised on UTAS's Sustainability & social responsibility page is Source EcoHub located on the UTAS Sandy Bay Campus. Source Ecohub's main goal is to drive sustainable practices for home and agriculture which helps combate many aspects of anthropogenic environmental impacts such as more sustainable agricultural practices and food security through various workshops and learning sessions. Sustainability & social responsibility - Student Portal | University of Tasmania

No evidence for UTAS led wilderness or bushwalking programs.

Section Total (6 out of 15)

40%

Back to Summary Page here

Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?

Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)

There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)

There are **no salaried sustainability staff**, but there is a sustainability task force or committee. (1 point)

There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)

Score Assigned:

Score explanation:

The University of Tasmania employs a sustainability team including multiple full time staff members which acts as a stand-alone functional unit within the Student Services and Operations Division, with a broad remit of furthering a holistic sustainability agenda as laid out in the strategic framework for sustainability. There is however no specific staff member overseeing sustainability at the medical school and/or Hospitals.

2

<u>Contact us about sustainability - Sustainability | University of Tasmania</u> <u>UTAS Strategic Framework For Sustainability | University of Tasmania</u>

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?

The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)

The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)

The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)

The institution does **not** meet any of the requirements listed above (0 points)

Score Assigned:	5

Score Explanation:

The University of Tasmania has already been certified as a carbon neutral organisation as of 2016 by the Australian Government's Climate Active Carbon Neutral Standard in accordance with their criteria.

We're a Certified Carbon Neutral Uni - News & Stories | University of Tasmania

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

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

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

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

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

3

Score Assigned:

Score Explanation:

As of 2024, Tasmanian electrical generation is 100 percent renewable. The University of Tasmania Energy Strategic Plan 2018-2022 details further plans, such as reduction of unnecessary energy usage .

<u>200% Target (TRET) - Renewables | Tasmanian Government Department of State Growth Energy -</u> <u>Facilities and Operations | University of Tasmania</u>

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

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

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

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

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

Score Assigned:

Sustainable building practices are utilised for new and old buildings in accordance with the University of Tasmania's own published green bond. Green Bond - Sustainability | University of Tasmania

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

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

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

Score Assigned:

2

Score explanation:

The University of Tasmania gives priority to pedestrians and encourages staff and students to take advantage of walking paths around campus. There are also bike tracks available, with electric scooters allowed, along with chargers for electric bikes and scooters on campus. Carpooling is encouraged, and there are electric vehicle charging stations installed on multiple campuses, however this does not include the medical school (as parking is highly limited). The University also provides "Virtual transport" to reduce unnecessary travel - digital learning resources, telecommunication options for staff remote working and a range of videoconferencing options <u>Transport - Facilities and Operations | University of Tasmania</u>

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

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

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

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

Score Assigned:

2

Score explanation:

Compost and recycling bins are available both at the Menzies campus and Hobart clinical school. Resource and Waste Management - Facilities and Operations | University of Tasmania 5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

Yes, the institution has a**dequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

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

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

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

Score	Assigned:	
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Score explanation:

The University of Tasmania Sustainable Procurement Guide and principle 1.5 of the University of Tasmania Procurement Policy apply to all branches of the university and require the consideration of sustainable principles through all procurement decisions.

3

The procurement guide is also listed under the financial services guide to assist staff and inform suppliers of the criteria published by the university. Page 3 of the Sustainable Sustainable Procurement Guide includes sustainable principles for on-campus food service providers.

While there are no on-campus food service providers at the medical school campus, catering adheres to these standards and typically has minimal animal products and compostable packaging (unable to find any documented evidence of the process).

<u>University of Tasmania Sustainable Procurement Guide | University of Tasmania</u> <u>6.9 Procurement Policy - Governance, Leadership and Strategy | University of Tasmania</u> Financial Services - For community & partners | University of Tasmania

5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?

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

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

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

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

Score Assigned:

Score explanation:

The University of Tasmania Sustainable Procurement Guide (), section 1.1 and 1.5 of the University of Tasmania Procurement Policy apply to all branches of the university and require the use of existing resources whenever possible and consideration of sustainable principles through all procurement decisions. The procurement guide is also listed under the financial services guide to assist staff and inform suppliers of the criteria published by the university.

The medical school also makes use of expired or unusable equipment such as syringes and suture for practical teaching sessions, which would otherwise be disposed of by the hospital. However this is largely supplied by staff who incidentally notice the items rather than an agreement between the Royal Hobart Hospital and the Menzies centre, and as such we were unable to locate any documented evidence of this.

<u>University of Tasmania Sustainable Procurement Guide | University of Tasmania</u> 6.9 Procurement Policy - Governance, Leadership and Strategy | University of Tasmania Financial Services - For community & partners | University of Tasmania

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

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

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

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

Score Assigned:

Score explanation:

The university of Tasmania encourages all events using their facilities to adhere to the Tasmanian Government Sustainable Event Guidelines published by Events Tasmania for events across all campuses and provides relevant downloadable signage for waste disposal including recycling and compost. However, these serve as a guide and there is no evidence of strictly enforced guidelines on events hosted at the School of Medicine.

1

Resource and waste management - facilities and Operations | University of Tasmania Sustainable Event Guidelines | University of Tasmania

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?

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

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

1

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

Score explanation:

The University of Tasmania Sustainable Procurement Guide encourages the reuse or repurposing of existing assets, recommending buyers of assets including lab equipment visit the UTAS Re-Use Program webpage which catalogues unneeded items within the University of Tasmania available for reuse or repurposing, a recommendation which is also enforced by section 1.1 of the University of Tasmania Procurement Policy, along with encouragement of adhering to ethical principles such as sustainability. Apart from this, there is no additional information regarding programs, initiatives or guidelines regarding lab sustainability.

UTAS Re-Use Program - Resource and Waste Management | University of Tasmania University of Tasmania Sustainable Procurement Guide | University of Tasmania 6.9 Procurement Policy - Governance, Leadership and Strategy | University of Tasmania

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

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

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

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

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

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

4

Score Assigned:

Score explanation:

The University of Tasmania is entirely divested from fossil fuels as of the end of 2021, with \$49 million of investments being re-positioned and re-invested into funds with investment strategies aligned with the United Nations Sustainable Development goals, supporting the creation of a zero-carbon economy.

Fossil fuel divestment - Sustainability | University of Tasmania

Section Total (29 out of 32)

90.63%

Back to Summary Page here

Grading

Section Overview

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

Letter Grade*	Percentage	
А	80% - 100%	
В	60% - 79%	
С	40% - 59%	
D	20% - 39%	
F	0% - 19%	

Planetary Health Grades for the University of Tasmania School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(35/72) \ge 100 = 48.61\%$	С
Interdisciplinary Research (17.5%)	(12/17) x 100 = 70.59%	В
Community Outreach and Advocacy (17.5%)	(6/14) x 100 = 42.86%	C-
Support for Student-led Planetary Health Initiatives (17.5%)	(6/15) x 100= 40%	C-
Campus Sustainability (17.5%)	(29/32) x 100 = 90.63%	А
Institutional Grade	(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 57.3%	C+

Report Card Trends

Section Overview

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



Academic Year