



---

# Planetary Health Report Card (Physiotherapy): *Trinity College Dublin*

---



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

**2024-2025 Contributing Team:**

- *Students:* Daniela Izzaldinova ([izzalddid@tcd.ie](mailto:izzalddid@tcd.ie)), Michael Sinclair ([sinclaim@tcd.ie](mailto:sinclaim@tcd.ie))
- *Faculty Mentors:* Cuisle Forde [c.forde@tcd.ie](mailto:c.forde@tcd.ie)
- *Primary Contact:* Daniela Izzaldinova ([izzalddid@tcd.ie](mailto:izzalddid@tcd.ie))

## Summary of Findings

<b>Overall Grade</b>	<b>C</b>
<b>Curriculum</b>	<b>F</b>
<p>The Physiotherapy undergraduate degree in Trinity College Dublin (TCD) is still in the early stages of incorporating planetary health into the degree so it includes very little in its curriculum at present. The majority of the scores for the curriculum section derives from including environmental factors as possible risk factors for developing chronic or developmental conditions. How environmental factors affect socioeconomic status is also touched on.</p> <p><b>Recommendations:</b> Incorporate how climate change is impacting the environment and how that has further impact on patient health, patient outcomes and how it will affect how Physiotherapists treat and manage patients in the future. Provide information on how to have planetary health conversations and with patients and colleagues. Sustainable physiotherapy practice should be explored in the course. All these changes can be done through lecture content, case studies or through class discussions.</p> <p>Finally a member of faculty should be appointed to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course</p>	
<b>Interdisciplinary Research</b>	<b>B+</b>
<p>The interdisciplinary research of TCD is well established. Numerous specialised centres exist, including the Trinity Centre for the Environment, Climate+ Co-Centre, and Trinity Centre for Environmental Humanities. Faculty members are actively involved in planetary health research, encompassing initiatives that examine the effects of climate on maternal and neonatal health. However, there is no formal institution-wide process to include communities disproportionately affected by climate change in guiding the research agenda.</p> <p><b>Recommendations:</b> Centralise planetary health research updates, opportunities, and resources via a single, accessible platform to all students and staff.</p>	
<b>Community Outreach and Advocacy</b>	<b>C</b>
<p>The Discipline of Physiotherapy has limited community outreach involvement. Nevertheless, TCD runs several sustainability-themed events such as Green Week and Climate and Biodiversity Week and has many important community environmental partnerships. However there's no direct collaboration between the Discipline of Physiotherapy and these community organisations. Additionally, Trinity's affiliated hospitals don't offer patient educational materials on environmental health.</p> <p><b>Recommendations:</b> Build formal partnerships between the Discipline of Physiotherapy and community organisations through hosting physiotherapy-led community-facing events on planetary and environmental health. Develop and distribute accessible patient educational materials on environmental exposures and climate-related health issues.</p>	
<b>Support for Student-Led Initiatives</b>	<b>B-</b>
<p>Student engagement in planetary health is present at TCD but could be increased in the Discipline of Physiotherapy. Students are involved in groups like Irish Doctors for the Environment and Healthy Trinity ambassadors. While there are informal research and project opportunities, no dedicated funding streams or centralized platforms exist for student-led sustainability initiatives. A formal student group within the Discipline of Physiotherapy has yet to be established.</p>	

**Recommendations:** Establish a physiotherapy-specific student group for planetary health and sustainability advocacy for student engagement, project promotion, and mentorship opportunities.

## Campus Sustainability

**B**

TCD has made a significant effort to promote sustainability on its campus. An office of sustainability is in operation with set goals in relation to carbon neutrality. The college has begun retrofitting older buildings on the main campus and promoting green transport initiatives. Renewable energy sourcing stands at 34%, and green procurement practices are in place. Sustainable event guidelines exist but are voluntary.

**Recommendations:** Begin developing means of producing renewable electricity on campus such as solar panels. Make sustainable event guidelines mandatory across all departments, including the Discipline of Physiotherapy.

# 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. 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, and 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 Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Physiotherapy School/Department vs. Institution:** When “Physiotherapy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of physiotherapy 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 Physiotherapy 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:** 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 delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within

anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

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

**Other considerations:**

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

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

# Planetary Health Curriculum

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

## Curriculum: General

<b>1.1. Does the physiotherapy curriculum offer elective (student-selected) courses or modules specifically focused on sustainable healthcare practices or environmental physiotherapy?</b>	
Yes, the physiotherapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the physiotherapy school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The physiotherapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the physiotherapy 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: <i>There are no options for module electives at all throughout the course. The Modules are all pre-set and compulsory.</i>	

<b>1.2. Does the curriculum address the health risks of extreme heat from climate change on patient care, particularly for vulnerable populations that physiotherapists commonly treat (e.g. children, elderly, athletes)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0



*Score explanation:*

*There is no content in lectures that address the health risks of extreme heat from climate change on patients of any demographic group.*

***Curriculum: Health Effects of Climate Change***

**1.3. Is there content on how extreme weather events affect physiotherapy practice and service delivery, for example, disaster response and rehabilitation following these events?**

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:

0

*Score explanation:*

*There is no content provided in the course on how extreme weather events affect physiotherapy practice and service delivery, for example, disaster response and rehabilitation following these events.*

**1.4. Does the curriculum cover how changing patterns of infectious diseases due to climate change might impact physiotherapy practice and patient management?**

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:

0

*Score explanation:*

*There is no content in the course looking at how changing patterns of infectious diseases due to climate change might impact physiotherapy practice and patient management.*

**1.5. Does the program address the relationship between climate change, air pollution, respiratory health, and physiotherapy interventions?**

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

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> <i>In the cardio-respiratory systems module in senior fresh (2nd) year, common respiratory pathologies as well as their pathophysiology and risk factors such as air pollution and environment are covered. Asthma is discussed and how environmental factors can influence susceptibility of asthma exacerbations in those who are predisposed. Environmental factors such as air pollution and exposure to occupational dusts and chemicals (wood, animal waste, crop residue and coal) are acknowledged as a risk factor for developing COPD.</i>	

<b>1.6. Is there content on how climate change and increased heat affect cardiovascular health, and how this impacts physiotherapy assessment and treatment planning?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>There is no content on how climate change and increased heat affect cardiovascular health, and how this impacts physiotherapy assessment and treatment planning.</i>	

<b>1.7. Does the curriculum address climate change's potential mental health impacts on patients and how this might affect physiotherapy outcomes?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i>	

*The curriculum does not address climate change's potential mental health impacts on patients and how this might affect physiotherapy outcomes.*

**1.8. Does the program integrate discussions on the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by 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:

0

*Score explanation:*

*The program does not integrate discussions on the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by climate change.*

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

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:

0

*Score explanation:*

*The Physiotherapy course curriculum does not have content that addresses how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations.*

**1.10. Does your physiotherapy school curriculum address how global climate change impacts might affect physiotherapy practice in different regions, including potential changes in patient demographics due to climate migration?**

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  Our school physiotherapy program does not address how global climate change impacts might affect physiotherapy practice in different regions, including potential changes in patient demographics due to climate migration.</p>	

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

<b>1.11. Does the curriculum address the potential impacts of environmental toxins on patient health and rehabilitation, particularly in pediatric or neurological physiotherapy?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  Environmental factors are briefly mentioned as risk factors in the 'Paediatric and learning disability' module in Junior Sophister year's (3rd year) lecture on the condition talipaes equinovarus.  In the senior fresh (2nd year) module 'Neurology Systems', environmental factors/pollution is listed as a possible risk factor in multiple lectures on different neurological conditions. These lectures are on Parkinson's, Multiple sclerosis, and Neuromuscular disorders (Motor Neuron Disease, Guillain-Barré Syndrome and Charcot-Marie tooth.)</p>	

<b>1.12. Does your physiotherapy school curriculum incorporate local environmental health issues into case studies, lectures or practical sessions?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>Our physiotherapy curriculum does not incorporate local environmental health issues into case studies, lectures or practical sessions.</i>	

<b>1.13. To what extent does your physiotherapy school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</b>	
Indigenous knowledge and value systems are integrated throughout the physiotherapy school's planetary health education (3 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum. (2 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>Our Physiotherapy curriculum does not cover the importance of Indigenous knowledge and value systems as essential components of planetary health solutions.</i>	

<b>1.14. Does your physiotherapy school curriculum address how environmental factors disproportionately affect marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults, and how physiotherapists can address this in their practice?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> <i>In the subsections of 'Inclusion and mental health' and 'Gerontology' within the 3rd year module 'Rehab Specialist I', it is discussed how environmental factors disproportionately affect those of lower socioeconomic levels, older persons, and homeless populations.</i>	

*Curriculum: Sustainability*

<b>1.15. Does the curriculum promote the co-benefits of sustainable lifestyle choices (e.g. active transport, green exercise and Healthy Plant-Based Diets) as part of patient education and treatment plans?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> Although the curriculum does acknowledge the benefits of sustainable lifestyle choices, it does not discuss the co-benefits that may come in tandem in relation to the environment or environmental health.	

<b>1.16. Does your physiotherapy school curriculum cover the carbon footprint of physiotherapy practice and strategies to reduce it?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> The Physiotherapy course curriculum does not cover the carbon footprint of physiotherapist practice or strategies to reduce it.	

1.17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the <b>core</b> curriculum (e.g., musculoskeletal, neurological, cardiorespiratory)? (1 point each)	Score
Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room. (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

The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	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 fulfill this metric. (1 point)	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 for obesity. This is commonly known as social prescribing. (1 point)	1
The health and environmental co-benefits of avoiding excessive physiotherapy treatment and over-investigation. (1 point)	0
Score Assigned:	1
<i>Score explanation:</i> <i>The subsection of 'Inclusion and mental health' within the 3rd year module 'Rehab Specialist I' covers in details the role of exercise prescription and use of alternative exercise such as Yoga for those with schizophrenia.</i>	

### *Curriculum: Clinical Applications*

<b>1.18. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies to have conversations with colleagues and patients about the health effects of climate change?</b>	
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 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: The physiotherapy curriculum does not introduce strategies to have conversations with colleagues and patients about the health effects of climate change.</i>	

<b>1.19. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies for taking an environmental history or exposure history?</b>	
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:	0
<i>Score explanation:</i> <i>There are no strategies introduced during training for patient encounters for taking an environmental or exposure history.</i>	

***Curriculum: Administrative Support for Planetary Health***

<b>1.20. Is your physiotherapy school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH) / planetary health education?</b>	
Yes, the physiotherapy school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the physiotherapy 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
<i>Score explanation:</i> <i>Two staff members are currently/have recently been completing education in sustainable development (ESD) leadership courses with a view to be able to implement ESD going forward. Strategies for how the school will implement ESD going forward are also currently being discussed.</i>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?</b>	
Planetary health/ESH topics are well integrated into the core physiotherapy school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core physiotherapy student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 point)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation:</i>	



*There is minimal/no education for sustainable healthcare in our Physiotherapy curriculum.*

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

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

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

Score Assigned:

0

*Score explanation:*

*On a school level there is no formal role for any of the current physiotherapy faculty to oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course, within their job description. A member of the physio faculty is employed working on ESD at an institution level, but not at the school of physiotherapy level.*

*Note: Given the already packed physiotherapy school curriculum and the average clinician's lack of expertise on ESH/planetary health topics, there should be expert guidance for faculty to integrate ESH/planetary health concepts into their lectures and courses.*

**Section Total (9 out of 69)**

**13.04%**

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 institution?

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)

Score Assigned:

3

*Score explanation:*

*The School of Medicine has an active engagement in planetary health and healthcare sustainability research. Faculty members, such as Professor Matthew Chersich, a medical doctor and a research fellow in public health and primary care conducted extensive research on how rising temperatures affect maternal and newborn health. Additionally, Prof Chersich has recently been awarded a grant for his primary research area which is climate and health.*

*More can be read on:*

- [https://www.tcd.ie/news\\_events/articles/2024/rising-heat-exposure-threatens-maternal-and-newborn-health-requiring-urgent-interventions/#:~:text=Rising%20temperatures%20were%20associated%20with.major%20social%20and%20economic%20impacts.](https://www.tcd.ie/news_events/articles/2024/rising-heat-exposure-threatens-maternal-and-newborn-health-requiring-urgent-interventions/#:~:text=Rising%20temperatures%20were%20associated%20with.major%20social%20and%20economic%20impacts.)
- <https://www.tcd.ie/medicine/research/news/2024/school-of-medicine-advances-ambition-in-climate-health-research/>

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

There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	
There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 points)	
There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>Within Trinity College Dublin, multiple departments are present dedicated to interdisciplinary planetary health research including:</i></p> <ol style="list-style-type: none"> <li>1. <b>Trinity Centre for the Environment</b> brings together experts from different disciplines to address environmental challenges. It actively promotes engagement through initiatives such as climate hackathons and leadership programs focused on sustainability.</li> <li>2. <b>Climate+ Co-Centre</b> launched January 2024 serves as a hub for researchers in biodiversity, agriculture, and climate science, working alongside industry partners.</li> <li>3. <b>Trinity Centre for Environmental Humanities</b> integrates perspectives from diverse disciplines including history, literature, philosophy, film, anthropology, sociology, and geography to explore the complexities of climate change.  <i>This center raises awareness and develops solutions by analyzing historical and cultural responses to environmental shifts.</i></li> </ol>	

<b>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 <u>institution</u>?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  <i>While there is no formal, institution-wide process currently in place, there are several research teams within our institution that actively engage with communities disproportionately impacted by climate change and environmental injustice. These teams establish external advisory groups comprising a diverse range of stakeholders, including community representatives, who are directly involved in sustainability research. For example, Professor Cuisle Forde's (a professor at the Discipline of Physiotherapy) group includes such an advisory body as part of their research on</i></p>	

*'Health and Transport in the AI era'. While such initiatives occur on a project basis, they do demonstrate a commitment to integrating community perspectives into the research agenda at the institutional level. See more on:*

<https://www.tcd.ie/medicine/physiotherapy/research/health-and-transport-in-the-ai-era/>

#### 2.4. Does your **institution** 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:

2

*Score explanation:*

*Multiple Trinity College Dublin websites compile resources on planetary health, but, to the best of our knowledge, there is no single dedicated website.*

**Healthy Trinity** (<https://www.tcd.ie/healthytrinity/>), for example, is a website that covers a range of topics from nutrition to mental health, though it offers limited insight into ongoing research in this area. Several other platforms, including **Trinity Sustainability** (<https://www.tcd.ie/sustainability/>), **Trinity Research (Smart Sustainable Planet)** (<https://www.tcd.ie/research/themes/smart-sustainable-planet/>), and the **Trinity Centre for the Environment** (<https://www.tcd.ie/environment/>), provide updates on research and events. However, their focus is broader and not exclusively on sustainable healthcare. Despite these available resources, there remains a lack of centralised information, making it challenging to access updates on opportunities like research funding in a streamlined manner.

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

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

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

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

The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i>  Trinity College Dublin has hosted numerous events on topics related to Planetary Health including:</p> <ol style="list-style-type: none"> <li>1. On January 28, 2025, former President of Ireland Mary Robinson joined staff and students for the unveiling of new plant installations at Trinity Business School, launching the School's project to enhance the 'green' foyer of its environmentally conscious building.</li> <li>2. In January 2025, Dublin City Council and the CONNECT Centre's Academy of the Near Future, in collaboration with Gael Linn's Gaelbhratach team, launched 'Treoraigh do Thodhchaí' translating to 'Guide your Future' —a programme offering interactive workshops that tackle environmental issues while exploring how Irish language and cultural traditions can inspire innovative, and sustainable solutions for the future.</li> <li>3. Climate education day 2024 featured The Climate Smart project, based at Trinity and led by Professor Anna Davies (Geography, School of Natural Sciences) alongside Stephan Hügel (a research fellow working on climate change adaptations)</li> </ol>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i>  Yes, the Discipline of Physiotherapy under the School of Medicine is a member of the Global Consortium on Climate and Health Education, from 2022.</p>	

<b>Section Total (13 out of 17)</b>	<b>76.47%</b>
-------------------------------------	---------------

Back to Summary Page [here](#)

# Community Outreach and Advocacy

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

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>Trinity College Dublin collaborates with several community organizations to advocate for environmental and planetary health initiatives. For example, the university has partnerships with UNI-ECO, CHARM-EU, Climate Innovation Leadership Programme, and Global Arctic.</i></p> <p><i>The Discipline of Physiotherapy has yet to partner with such organisations, however the School of Medicine has recently made good progress in this area. For example, a new partnership between the “Sustainable Energy Authority of Ireland” and Trinity’s Healthcare and Technology postdoctoral programs, has been established. This will fund research to explore potential solutions to illnesses resulting from climate change. Additionally, professors at the School of Medicine received the Wellcome Trust Climate and Health Challenge Award, valued at 3.3 million euros. This partnership will allow them to further investigate the health impacts of climate change across several continents.</i></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)

The <b>institution</b> 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 <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> Trinity College Dublin has a 'Green Week' promotes sustainability and advocates for 'Healthy Planet, Healthy People' through public awareness and talks to students and staff. Additionally, Trinity has an annual Climate and Biodiversity Week, with events, such as planting trees and sustainability talks for both staff and students.	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> 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 <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> Trinity College Dublin Student Union has regular emails sent to all students and staff which sometimes includes planetary headlines if relevant. Additionally, courses such as Environmental Science and Engineering (TR064) receive regular updates about planetary initiatives. However, the School of Physiotherapy has no regular coverage of its own regarding this matter.	

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

There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> There are multiple post-graduate courses offered such as MSc in Global Health which includes a 'Health Environment and Climate', MSc Sustainable development for Business which includes content regarding sustainability and business development, and MSc in Development Practice which combines health and sustainability.	

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 <b>institution</b> or <b><u>all</u> affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> Trinity College Dublin and the affiliated teaching hospitals do not have direct distinctive educational material for patients about environmental health. However, some affiliated hospitals include information on sustainability without direct educational materials for patients for example, St. James's Hospital promoting cycling for staff in liaising with Health Services Staff Credit Union (HSSCU).	

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 <b>institution</b> or <b><u>all</u> affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> Trinity College Dublin or its affiliated teaching hospital have no readily accessible educational material for this matter in place for patients.	



Section Total (7 out of 14)	50.00%
-----------------------------	--------

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.*

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution <b>does not</b> offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i>  <i>The Sustainability Office at Trinity College Dublin offers students and staff opportunities to partake in Sustainability motives such as the Green Campus Committee which is involved in the organisation of many planetary health and sustainability events.</i>  <i>Additionally, The Faculty of Health Sciences has been involved in funding several of Trinity College's Laboratories to register with the international 'My Green Lab' programme.</i>  <i>However, at present Trinity College Dublin, doesn't offer grants to students initiating sustainability enterprises.</i></p>	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>	
The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these <b>require student initiative</b> to seek these out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1

*Score explanation:*

*Specific-funded research programs related to planetary health are unavailable, however students can partake in elective projects or collaborations related to this matter. With the guidance of faculty members and liaising with The Trinity Research Development Office students can get the support needed to fund their research ideas and interests.*

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

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

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the 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:*

*The School of Physiotherapy doesn't have a web page of its own addressing planetary health and/or sustainable healthcare projects or mentors.*

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

Yes, there is a student organisation **with faculty support** at my 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:

2

*Score explanation:*

*Trinity College Dublin has a 'Healthy Trinity' Campus student ambassadors who regularly walk campus and remind individuals that TCD is a Tobacco free zone adhering to local policies. Additionally, the School of Medicine students actively participate in the Irish Doctors for the Environment (IDE) student working group. This group contributes to the creation of the Planetary*

*Health Report Card and advocates for enhanced sustainability initiatives and curriculum reforms within the School. However, the Discipline of Physiotherapy is yet to dedicate such a group.*

**4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional 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)

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

Score Assigned:

1

*Score explanation:*

*Trinity College Dublin includes student representatives in sustainability governance structures. Sam Brooks is the undergraduate student representative in The Environment and Sustainability Committee for 2024/2025. This committee is one of TCD's principal committees which assists the function and performance of the university. However, direct collaboration and liaison between this committee and the Discipline of physiotherapy have not yet been established.*

<b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	<b>Score</b>
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	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.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
Score Assigned:	4
<i>Score explanation:</i>	

*Trinity Urban Garden is a student led space on Trinity College Green Campus where students can grow fruits and vegetables using novel gardening techniques. This initiative was first established in Summer 2022 using the Provost's COP26 Climate Change fund.*

*Trinity's annual Green Week promotes Planetary Health and Sustainability and features a variety of activities including awareness talks, plant swaps and garden tours. The theme for 2024 Green Week was 'Healthy Planet, Healthy People'*

*Trinity College Dublin has hosted lectures focusing on planetary health, a recent one is the 2023 online webinar titled 'Linking Planetary and Human Health' which discussed environmental and public health and explored their relationship.*

*Additionally, during Green Week, TCD organizes cultural events such as sustainable sculpture exhibitions and other art installations that highlight environmental themes. The Linte na Farraige Exhibition was displayed as part of Green Week. The Linte na Farraige project is a series of light installations across the Irish sea highlighting the risks of rising seas and storm surges thus showing the need to reduce greenhouse gas emissions.*

*Trinity has many student-led societies promoting outdoor activities. Such societies include: the hiking society, kayak society, surfing society, and Dublin University Sub Aqua Club.*

<b>Section Total (9 out of 15)</b>
------------------------------------

<b>60.0%</b>
--------------

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 physiotherapy schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> There is an office of sustainability located on the Trinity main campus with 7 people currently employed in the department. However, none of these people have been appointed to a role looking at hospital sustainability.	

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

*In 2023 Trinity college's department of sustainability released a document outlining their sustainability strategy for the university from 2023-2030. In this document they outline their target for the university to be carbon neutral by 2040 and their strategies they plan to execute to reach this target.*

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

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

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

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

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

Score Assigned:

1

*Score explanation:*

*The department of sustainability in Trinity college, outlines on its website under the initiative of Energy, Climate Change & Greenhouse Gas Emissions that 34% of the university's energy comes from renewable sources. They state that it comes from a variety of sources, such as solar and wind. Government procurement regulations prevent the university from acquiring renewables directly from renewable energy suppliers but they receive it through the national grid.*

*<https://www.tcd.ie/sustainability/initiatives/energy-consumption-and-climate-change/#:~:text=Clim ate%20change%20is%20caused%20by,oil%20and%20gas>*

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

*Trinity College Dublin have committed to sustainable building into the future and have already begun large retro-fitting projects. Outlined in their 2024 climate roadmap, they completed the deep and extensive retrofit of the Rubrick building, the oldest on campus dating back to 1699. The Retrofit of the Old library which holds the Book of Kells is in development as well as plans to retrofit other buildings such as the arts block or the off-site student accommodation building trinity halls, are outlined in this document.*

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

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

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

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

Score Assigned:

2

*Score explanation:*

*Trinity College Dublin is part of the National Transport Authority's Smarter Travel Campus programme, aiming for 90% of its staff and students to travel to campus in a sustainable way. The college has installed numerous bike parking areas around its campuses, including Ireland's first disabled bike parking space. It operates the bike-to-work scheme for all of its staff. It has also put restrictions on car parking on campus, limiting the ability for students and staff to drive in, promoting the use of bikes and public transport etc.*

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

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

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

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

Score Assigned:

2

*Score explanation:*



Trinity College Dublin has implemented comprehensive waste management procedures across its campus, including sites the discipline of physiotherapy is a part of. This includes Trinity Biomedical Science Institute and affiliated hospital sites such as St James' and Tallaght. All these sites and throughout campus a recycling bin can be easily located throughout. All bins include a general waste and a recycling waste section. More specific bins dedicated for glass, batteries e.t.c. vary department to department. The discipline of physiotherapy has no such bins.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

Trinity College Dublin has implemented a Sustainable Procurement Policy, approved by the College Board in 2019, which integrates sustainability criteria into its purchasing decisions. This policy guides the procurement of goods and services across the university, emphasizing environmentally and socially responsible practices.

See more on: <https://www.tcd.ie/sustainability/initiatives/sustainable-procurement/>

In alignment with this policy, TCD's Sustainability Action Plan outlines specific objectives related to food and beverage selections which include:

1. Increase Plant-Based Menu Options: The university aims to expand plant-based offerings by 50% by 2030, promoting diets with lower environmental impacts.
2. Reduce Greenhouse Gas Emissions: TCD is committed to cutting emissions associated with food production and waste in all its catering facilities by 50% by 2030.

Additionally, Trinity declared their intention to achieve food sustainability goals in accordance with Green Pages - however have subsequently failed to provide data regarding their progress.

FoodCloud: <https://food.cloud/about>

Green Pages: <https://irishgreenpages.com/>

However the discipline of physiotherapy has not actively engaged in efforts supporting the above notion.

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

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

There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>The Discipline of Physiotherapy under the School of Medicine at Trinity College Dublin (TCD) adheres to the university's Sustainable Procurement Policy, established in 2019, which integrates sustainability criteria into all purchasing decisions. This policy emphasizes the consideration of environmental, social, and economic factors in the procurement process, aiming to minimize resource consumption and promote responsible sourcing.</i>  <i>TCD has developed Sustainable Procurement Guidelines to assist staff in making informed purchasing choices that align with the university's sustainability objectives.</i>  <i>See more on:</i>  <a href="https://www.tcd.ie/media/tcd/about/policies/pdfs/Trinity-Sustainable-Procurement-Policy-2020.pdf">https://www.tcd.ie/media/tcd/about/policies/pdfs/Trinity-Sustainable-Procurement-Policy-2020.pdf</a>  <a href="https://www.tcd.ie/sustainability/initiatives/sustainable-procurement/">https://www.tcd.ie/sustainability/initiatives/sustainable-procurement/</a></p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i>  <i>Trinity College Dublin has in place voluntary guidelines to encourage environmentally sustainable event planning. Issued by the Provost, these sustainable event guidelines aim to help the campus maintain its “Green Flag” status, an accolade awarded in 2023. However these guidelines are not mandatory or regularly checked. They cover the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Venue selection - importance for accessibility via public transport, and choosing spaces with adequate daylight.</i></li> <li>• <i>Catering - providing vegetarian/vegan choices, minimizing food waste, and using reusable or compostable cutlery.</i></li> <li>• <i>Communication - promoting the event’s sustainability measures and limiting printed materials</i></li> <li>• <i>Ensuring accessibility for individuals with limited mobility</i></li> </ul>	

*Additionally, Trinity offers access to the UNEP Sustainable Events Guide, to assist with sustainable event planning. However, the Discipline of physiotherapy has no exclusive guidelines of their own in place regarding this matter.*

<https://uist.acm.org/uist2019/sustainability/SustainableEventsGuideMay302012FINAL.pdf>

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

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

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

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

Score Assigned:

2

*Score explanation:*

*Trinity College Dublin is part of the Green Lab initiative, aimed at promoting sustainable laboratory practices.*

*In 2021, the Faculty of Health Sciences which the discipline of physiotherapy is under, supported this notion. My Green Labs provides key metrics to help research facilities improve their environmental sustainability, though these do not include energy consumption.*

*Additionally, The Trinity Biomedical Sciences Institute (TBSI) has committed to adopting sustainable practices in areas such as water conservation, energy efficiency, plastic waste reduction, green chemistry, sustainable procurement, and the responsible management of laboratory substances. These efforts align with Trinity's Sustainability Plan (2023-2030).*

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

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

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

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

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

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

Score Assigned:	2
<p><i>Score explanation:</i>  <i>Trinity College Dublin (TCD) was the first university in Ireland to commit to divesting from fossil fuel investments, including oil, coal, and gas, in November 2016. This decision was driven by the successful student-led campaign 'Fossil Free TCD'.</i></p> <p><i>By 2020, TCD had fully divested from companies whose primary operations involved fossil fuel extraction. However, as of 2021, the university still held shares in 11 businesses linked to fossil fuel extraction, with investments totaling just under €1 million at the time.</i></p>	

<b>Section Total (22 out of 32)</b>	<b>68.75%</b>
-------------------------------------	---------------

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

## Planetary Health Grades for the School of Physiotherapy

The following table presents the individual section grades and overall institutional grade for Trinity College Dublin School of Physiotherapy on this physiotherapy-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(8/69) \times 100 = 13.04\%$	F
<b>Interdisciplinary Research (17.5%)</b>	$(13/17) \times 100 = 76.47\%$	B+
<b>Community Outreach and Advocacy (17.5%)</b>	$(7/14) \times 100 = 50.0\%$	C
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(9/15) \times 100 = 60.0\%$	B-
<b>Campus Sustainability (17.5%)</b>	$(22/32) \times 100 = 68.75\%$	B
<b>Institutional Grade</b>	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 48.58\%$	C