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# Planetary Health Report Card (Physiotherapy): *Facultat de Fisioteràpia de la Universitat de València*

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UNIVERSITAT DE VALÈNCIA [Logo] Facultat de Fisioteràpia

2024-2025 Contributing Team:

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## Summary of Findings

<b>Overall Grade</b>	<b>B+</b>
<b>Curriculum</b>	<b>B</b>
<p>The Faculty of Physiotherapy of the University of Valencia includes in its curriculum a wide range of topics related to planetary health. However, there are some topics that have not yet been included.</p> <p><b>Recommendations:</b> Include content on the impact of inhalers and anaesthetics on the carbon footprint. Also include in the curriculum ideas to reduce waste production in clinical practice.</p>	
<b>Interdisciplinary Research</b>	<b>B+</b>
<p>The University of Valencia is part of a national planetary health association and has a specific website on sustainability. In addition, UV hosted several planet health related conferences during the last academic year.</p> <p><b>Recommendations:</b> Include processes that allow the communities disproportionately impacted by climate change and environmental injustice give feedback to the research agenda.</p>	
<b>Community Outreach and Advocacy</b>	<b>A</b>
<p>The University of Valencia offers different volunteering activities related to sustainability and planetary health in collaboration with other organisations and associations. In addition, the UV also offers free educational material on sustainability and planetary health..</p> <p><b>Recommendations:</b> Creation of postgraduate courses focused on sustainability healthcare and planetary health.</p>	
<b>Support for Student-Led Initiatives</b>	<b>A</b>
<p>The UV offers different grants and foundations that encourage research related to sustainability and planetary health. Furthermore, the UV offers a variety of activities related to sustainability and planetary health.</p> <p><b>Recommendations:</b> Setting up a student organisation focused on sustainability and planetary health.</p>	
<b>Campus Sustainability</b>	<b>B-</b>
<p>The University of Valencia is becoming more sustainable, highlighting its recycling systems, the existence of sustainability procurement guidelines and the investment in infrastructures related to the generation of renewable energy such as photovoltaic panels. However, there are still several aspects where the UV and its campuses can improve in terms of sustainability.</p> <p><b>Recommendations:</b> Use sustainability rating systems in the construction or remodelling of infrastructures and create an ambitious institutional plan on carbon footprint reduction.</p>	

# 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 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 (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 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. respiratory, neurological or musculoskeletal).
- **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:	1
Score explanation: The University of Valencia (UV) offers an elective course for all students, including physiotherapy students, called <a href="#">“Scientific and practical bases of sustainability”</a> . This elective course includes sections on ESH/planetary health by covering the SDGs, specifically SDG number 3.	

<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:	2

*Score explanation: This topic is mentioned in the subject of [General Pathology \(subject code: 33007\)](#); Theme 3 “Fever syndrome. Alterations derived from climatic changes: hyperthermia and hypothermia. Physical and environmental agents as a cause of disease”. In addition, it is also mentioned in [Theme 4 “Environmental determinants of health” of the subject Community Physiotherapy and Public Health \(code: 33018\)](#).*

### **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:

2

*Score explanation: This topic is mentioned in [Theme 4 “Environmental determinants of health” of the subject Community Physiotherapy and Public Health \(code: 33018\)](#).*

**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:

3

*Score explanation: This topic has a specific theme called “[Theme 5. Toxic agents as a cause of disease and infectious diseases](#)” in the subject of [General Pathology \(code: 33007\)](#). In addition, this topic is also mentioned in the subject of [Community Physiotherapy and Public Health \(code: 33018\)](#) in the following themes: [Theme 4 “Environmental determinants of health”](#); [Theme 17 “Communicable diseases”](#) and [Theme 18 “Sexually transmitted infections and HIV”](#).*

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



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:	3
<p><i>Score explanation: Extensive information on this topic can be found in the subject <a href="#">Community Physiotherapy and Public Health (code: 33018)</a>, especially in the following themes: Theme 1 “Conceptual bases of health and disease” and Theme 4 “Environmental determinants of health”. This topic is also briefly mentioned in Theme 3 “Fever syndrome. Alterations derived from climatic changes: hyperthermia and hypothermia. Physical and environmental agents as a cause of disease” of the subject <a href="#">General Pathology (code: 33007)</a>. Furthermore, this topic is also mentioned in the subject of <a href="#">Pathology and Therapeutic Approach of the Respiratory and Cardiovascular System (code: 33010)</a> when some of the causes of respiratory diseases are related to air pollution and climate change.</i></p>	

<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:	3
<p><i>Score explanation: Extensive information on this topic can be found in the subject <a href="#">Community Physiotherapy and Public Health (code: 33018)</a>, especially in the following themes: Theme 1 “Conceptual bases of health and disease” and Theme 4 “Environmental determinants of health”. In addition, this topic is also mentioned in the subject of <a href="#">Pathology and Therapeutic Approach of the Respiratory and Cardiovascular System (code: 33010)</a> when some of the causes of cardiovascular diseases treated are related to increased heat and climate change.</i></p>	

<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:	2
Score explanation: This topic is mentioned in Theme 4 “Environmental determinants of health” of the subject Community Physiotherapy and Public Health (code: 33018).	

<b>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?</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
Score explanation: This topic is mentioned in the subject of <a href="#">Community Physiotherapy and Public Health (code: 33018)</a> in the following themes: Theme 3 “Conceptual bases and relevant determinants of health”, Theme 4 “Environmental determinants of health” and Theme 8 “Health promotion and health education”.	

<b>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)?</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
Score explanation: This topic is briefly mentioned in the subject of <a href="#">Community Physiotherapy and Public Health (code: 33018)</a> in the following themes: Theme 4 “Environmental determinants of health”, Theme 5 “Social determinants of health and health inequalities” and Theme 6 “Gender and cultural determinants”.	

<b>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?</b>	
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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>Score explanation: This topic is briefly mentioned in the subject of <a href="#">Community Physiotherapy and Public Health (code: 33018)</a> in the following themes: Theme 4 “Environmental determinants of health”, Theme 5 “Social determinants of health and health inequalities” and Theme 6 “Gender and cultural determinants”.</i>	

***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:	3
<i>Score explanation: This topic has a specific theme called <a href="#">“Theme 5. Toxic agents as a cause of disease and infectious diseases”</a> in the subject of <a href="#">General Pathology (code: 33007)</a>. In addition, it is also mentioned in <a href="#">Theme 4 “Environmental determinants of health”</a> of the subject <a href="#">Community Physiotherapy and Public Health (code: 33018)</a>.</i>	

<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:	2

*Score explanation: In different subjects, asbestos (a product very present in many buildings in Spain) is discussed as a cause of lung cancer. Detailing in what type of products and buildings this toxic substance can be found and commenting on [cases where it was the main cause of cancer](#).*

**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?**

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

*Score explanation: This topic is not covered in the curriculum.*

**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?**

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:

2

*Score explanation: This topic is briefly mentioned in the subject of [Community Physiotherapy and Public Health \(code: 33018\)](#) in the following themes: Theme 4 "Environmental determinants of health", Theme 5 "Social determinants of health and health inequalities" and Theme 6 "Gender and cultural determinants".*

**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:	3
<i>Score explanation:</i> Throughout the curriculum, the benefits of a sustainable lifestyle are promoted. Therefore, it is emphasized throughout the entire formation that it is necessary to transmit and educate the patient on the importance of a healthy and sustainable lifestyle. This topic is mentioned in practically most of the subjects and therefore is present in all the years of the program.	

<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:	3
<i>Score explanation:</i> This topic is mentioned throughout the curriculum, in particular in the subject of <a href="#">Community Physiotherapy and Public Health (code: 33018)</a> .	

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)	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing. (1 point)	1
The health and environmental co-benefits of avoiding excessive physiotherapy treatment and over-investigation. (1 point)	1
<p><i>Score explanation: The scored sections are explained individually below:</i></p> <ul style="list-style-type: none"> <li>• <i>Regarding the environmental impact of pharmaceuticals and over-prescription of medicines, this topic is mainly discussed in the subjects of "<a href="#">Community Physiotherapy and Public Health (code: 33018)</a>" and "<a href="#">General Pathology (code: 33007)</a>".</i></li> <li>• <i>Regarding health and environmental co-benefits of non-pharmaceutical management of conditions, it is worth noting that this topic is commented throughout the curriculum, in most of the subjects, being one of the key topics that the future physiotherapist is expected to learn.</i></li> <li>• <i>Regarding the co-benefits of avoiding excessive physiotherapy treatment, over-investigation and/or over-treatment, it is worth mentioning that this topic is discussed throughout the curriculum, highlighting its presence in the subjects of "<a href="#">Osteopathic Therapy (code: 33023)</a>" and "<a href="#">Community Physiotherapy and Public Health (code: 33018)</a>".</i></li> </ul>	

### ***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:	2
<p><i>Score explanation:</i> Throughout the entire curriculum of the degree, the effects of climate change on health are given considerable emphasis and students are encouraged to discuss this with other colleagues and with patients. In addition, emphasis is placed on occasions when it may be appropriate to discuss it with patients, such as during the environmental exposures section of the anamnesis or during lifestyle recommendations or when educating the patient on health and sustainability.</p>	

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

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

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

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

Score Assigned:

2

*Score explanation:* Throughout the curriculum, when it is mentioned how the patient's anamnesis should be carried out, in most cases it is emphasized that a full history should be taken, including a section on environmental exposure. In addition, during clinical practice, students are also reminded about how to perform a complete anamnesis, including questions about the exposure history of the patients.

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

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

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

*Score explanation:* The Faculty of Physiotherapy of the UV is working on improving its contents in terms of ESH/planetary health education. In recent years there has been an increase in the number of activities that focus on this topic and its inclusion in the curriculum, so the idea is to continue along this direction.

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

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:	6
<i>Score explanation:</i> In the <a href="#">curriculum of the Physiotherapy Degree of the University de Valencia</a> , ESH and Planetary Health are mainly covered in the 2nd year, but they are also present in the rest of the years (1st, 3rd and 4th).	

<b>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?</b>	
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:	1
<i>Score explanation:</i> The Physiotherapy Faculty of the UV has a <a href="#">sustainability committee</a> , which is headed by a member of the faculty. This committee has among its <a href="#">functions</a> to advise the governing boards on sustainability, therefore this committee can advise on the inclusion of sustainability and ESH content in the curriculum.	

<b>Section Total (51 out of 69)</b>	<b>73.91%</b>
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# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	2
Score explanation: The <a href="#">UV Vice-Principal for Sustainability, Cooperation and Healthy Living</a> is part of the Physiotherapy Department of the Faculty of Physiotherapy.	

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

Score explanation: The UV has a [Sustainability Researchers Network \(RISOST\)](#), which brings together all researchers and research groups at the university that research on the SDGs. In addition, the UV has the [Desertification Research Centre \(which is a Research Institute\)](#), focused on research on ecology, global environmental change, desertification and environmental quality, and the [Interdisciplinary Research Structure on Sustainability](#).

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

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

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

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

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

Score Assigned:

0

Score explanation: There is currently no process in existence at the UV by which communities affected by climate change and environmental injustice make decisions about the research agenda at their institution.

**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:

3

Score explanation: The UV has a specific [website called "UV sostenibilitat" \(UV sustainability\)](#), which is quite easy and intuitive to use and includes the following:

1. Information on past and future research and events.
2. Volunteer activities

3. *Healthy guides (both for students and patients).*
4. *Link to the different grants and awards for projects and research in the field of sustainability.*
5. *Information on the different working groups that exist (each one focuses on an SDG) with information on their members and leaders.*
6. *Link to enroll in the course on sustainability (which can be taken by any student).*

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

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

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

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

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

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

Score Assigned:

4

*Score explanation: The UV hosted the [Health Promotion Conference](#) on 2 October 2024, under the title 'Health Promotion from Social Education'. The conference addressed various topics related to planetary health such as health and community intervention, mental health, and child and youth health.*

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

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

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

Score Assigned:

1

*Score explanation: The UV a is part of [the Spanish Network of Universities Promoting Health \(REUPS\)](#) (which is a national organisation of planetary health).*

Section Total (13 out of 17)	76.47%
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## Community Outreach and Advocacy

***Section Overview:*** This section evaluates physiotherapy school engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of 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: The UV offers multiple collaborations with different community organisations to promote planetary and environmental health among which we highlight the following one:</i></p> <ul style="list-style-type: none"> <li>• The UV in collaboration with the community organization “Bioagradables” offers a volunteer program, available to any student at the University, entitled <a href="#">“Mobilization for a more conscious citizenship and cleaner beaches”</a>. In which students collaborate cleaning beaches, giving talks on environmental health in schools and creating a guide on natural areas of the Valencian Community and the importance of their preservation.</li> <li>• After the DANA (29 October 2024), which caused a terrible catastrophe in the Province of Valencia, the UV decided to join forces with various community organisations and offer a <a href="#">volunteer programme</a> for anyone from the university community who would like to help in cleaning up and supplying materials and food to the populations affected by this catastrophe related to climate change.</li> <li>• The UV allows students mainly from the health area to participate on a voluntary basis in the <a href="#">Health Fair</a> that it organises together with different community organisations (such as for example the Red Cross or the Spanish Association against cancer). During this Health Fair, which lasts one day and is celebrated on the occasion of the World Health Day, the faculty of physiotherapy has its own tent in which student volunteers carry out activities and divulge information about planetary health and community physiotherapy to all interested citizens.</li> <li>• The UV is part of the Valencian Network of Healthy Public Universities together with several community organisations and other institutions. Due to this Network, the UV holds an <a href="#">annual special day</a> in which student volunteers offer different public activities related to</li> </ul>	

planetary and environmental health. In the case of the Faculty of Physiotherapy, the activities focus on planetary health and community physiotherapy.

- Finally, the UV also offers the opportunity to volunteer in community organizations such as the Friends of the [Elderly Association](#) or the [Alzheimer's Family Association of Valencia](#).

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

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

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

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

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

Score Assigned:

3

*Score explanation: Faculty members participated in the organization of the event titled "[Empower yourself UV: Move with the University](#)". This event consisted of an in-person training session, which was later uploaded to the YouTube channel. Thus, allowing anyone interested in having a healthier lifestyle and start exercising could opt for a free training program organized by health professionals and with different levels of difficulty. In addition, the entrepreneurship unit and the sustainability unit of the University, including staff from the faculty of physiotherapy, organized a public webinar on [Entrepreneurship, Sustainability and SDGs](#).*

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

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

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

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

Score Assigned:

2

*Score explanation: All students at the UV receive weekly emails, distributed by the communications department, which occasionally include information about planetary health and planetary health activities.*

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

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

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

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

Score Assigned:

0

*Score explanation: The UV does offer courses for post-graduates in physiotherapy, but currently none of these courses are only about planetary health or sustainable healthcare.*

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

Yes, the **institution** 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:

2

*Score explanation: The UV has a section on its website that consists of a healthy shopping guide available to any citizen, including any type of patient. Within this guide, we highlight the sections on [hygiene and health](#), [food](#), [cleaning](#), [waste](#), and [textiles](#), which mention environmental health exposures (for example, what toxic or harmful substances are in cleaning products or clothing).*

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

Yes, the **institution** 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:

2

*Score explanation: The UV has a series of “Healthy Guides” on [sleep](#), [nutrition](#), [physical activity](#) and [mental health](#). They also have a guide on [sustainable purchasing](#). All these guides are oriented to the general public and are based on the SDGs and the problems caused by climate change. Therefore, all these guides have a focus on planetary health. In addition, the UV has various online resources on its website that were created due to the Covid-19 isolation period. All of this stored on a [specific webpage](#). Among these resources, we find home exercise programs for patients with different pathologies, guides for healthy activity, material on mental health during periods of isolation, and guides for healthy eating.*

**Section Total (12 out of 14)**

**85.71%**

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# Support for Student-Led Planetary Health Initiatives

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

## 4.1. Does your **institution** 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)

Score Assigned:

2

*Score explanation: The UV offers [grants](#) of €1,500 for projects created by students whose main focus is planetary/environmental health.*

## 4.2. Does your **institution** 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:

2

*Score explanation: The UV offers specific prizes for the best research work (either final bachelor's or master's thesis) focusing on planetary/environmental health:*

- *Prizes for the 3 best final degree theses focusing on [public social services \(including health services\) in the Valencian Community](#). First prize (€450), second prize (€250) and third prize (€100).*

- Prizes for the 3 best final thesis or master's degree projects with a research focus on [Sustainability and Circularity in the Plastics Sector](#). First prize (1.000€), second prize (500€) and third prize (250€).

In addition, the University of Valencia offers [4 scholarships](#) (valued at 5.900€) to study a Master in Sustainability and [3 scholarships](#) (valued at 2.900€) to study an Expert Training in Sustainability. These scholarships are for students with the best bachelor's or master's degree final projects with a focus on sustainability.

**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:

2

*Score explanation: The UV has two specific websites where students can find up-to-date information on relevant initiatives and contact information of potential mentors:*

- [Sustainability working groups website](#). On this website you will find different working groups formed based on the SDGs in which their tasks and objectives are set out. Interested students can contact the different group coordinators.
- [Sustainability Researchers Network website](#), where students can see which researchers (along with information about their department and specific line of research) in the field of sustainability and planetary health. Therefore, all students interested in any of the research can contact the different researchers for possible mentoring.

**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 <b>lacks faculty support</b> . (1 point)	
No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: There is still no student association at the Faculty of Physiotherapy whose sole focus is planetary health. However, the student assembly of the faculty of physiotherapy carries out and participates in sustainability projects, but it is not their main focus. On the level of the University of Valencia, the creation of a group of students focused on sustainability projects called "<a href="#">Community of Students in Action</a>" is in process.</i>	

<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<i>Score explanation: In the Faculty of Physiotherapy of the UV, there is a student who is part of the <a href="#">Faculty's Sustainability Committee</a>. This committee is made up of professors and a student and is in charge of the planetary health and environmental health sections of the faculty.</i>	

<b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	<b>Score</b>
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1

Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
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*Score explanation: During the past year, the University of Valencia carried out the following initiatives or activities related to this section:*

- The activities of the [UV Botanical Garden](#) as well as the [Agro-ecological Market](#) are initiatives that allow students to gain experience in organic agriculture and sustainable food systems.
- The UV held [a talk to promote health in the workplace](#), a talk that is available online and that had as part of the audience of interest to students. This talk was carried out and promoted in part by the sustainability and environmental services of the university as it focused on planetary health. This talk was given by a lecturer from the Faculty of Physiotherapy.
- On [The Without Tobacco World Day](#), the UV held various activities, in which students were able to learn from members of the Spanish Association Against Cancer about the health problems associated with tobacco and the tobacco industry.
- During part of this academic year a cultural exhibition called 'Contra-Huellas' has been available. This exhibition contains works of ecological artists against the environmental crisis.
- The UV, in conjunction with the association ["Bioagradables"](#), enables students from the university to participate as volunteers [in beach clean-up and environmental awareness programmes](#).
- The UV organises meetings and groups both for [cycling](#) and [running](#). There is also a [hiking group](#). Both university employees and students can participate in these meetings.

Section Total (13 out of 15)	86.67%
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# Campus Sustainability

***Section Overview:*** This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our institutions, 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> The UV has a Sustainability Delegation, whose location and contact details can be found on its <a href="#">website</a> . Furthermore, the university has a <a href="#">Vice-Rector for Sustainability, Cooperation and Healthy Living</a> . There is also a general <a href="#">sustainability committee</a> . In addition, there are faculties such as the Faculty of Physiotherapy that have their own <a href="#">sustainability committee</a> .	

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:	1

*Score explanation: The UV aims to reduce its carbon footprint by 2040. In fact, there is [a section of the “UVsostenibilidad” website](#) that deals with the action plan to address the reduction of the carbon footprint, the only thing is that this action plan has not yet been published. In addition, the UV has a [working group](#) whose main objective is the reduction of the carbon footprint.*

**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 UV has a [cogeneration station and a large number of photovoltaic panels](#). It should be noted that the [UV is one of the main generators of voltaic energy in the city of Valencia](#). As far as the data on renewable energy consumption are not available for last year, but knowing that the UV has an energy saving programme and the above mentioned renewable energy installations, it can be concluded that at least 20% of the energy used by the UV is renewable energy.*

**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:

1

*Score explanation: In the [current infrastructure plan of the University of Valencia](#) there is a mention of sustainability, but there is no reference to the UV using any rating system such as*

LEED, VERDE or DGNB. Although the use of a sustainability rating system was not found in any of the University's communication channels, it cannot be ruled out that some of these certificates are used.

**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:

1

*Score explanation: The UV actively promotes sustainable transport, among the main measures we highlight the [website on sustainable mobility](#) and a multitude of bike lanes and drop-off points. [Currently both metro and bus are free in Valencia for people under 31 years old](#), but when this was not the case before, [the UV provided discounts for public transport](#).*

**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: The UV has a recycling programme, both organic and conventional, regulated by [regulations](#). [This is mainly carried out by the university's Environment Department](#). The organic recycling programme consists of the presence of organic bins on campus together with the subsequent appropriate management of this waste. On the other hand, the [conventional recycling programme](#) consists of special bins for glass, plastic, paper and other materials together with the appropriate subsequent management of each of these materials. Finally, [the UV has a recycling guide](#).*



**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: The UV has guides on [sustainable food](#) and [purchasing](#). These guides cover topics of great interest such as the importance of buying in local stores, products to avoid for health reasons, etc. In addition, it also has [the Sustainable Market](#) and the [responsible basket](#). The latter consists of a procedure by which members of the University can buy food and sustainable products and have them delivered to them. In addition, in the [sustainability procurement guidelines of the UV](#) there is a section on cafeterias and vending machines.*

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

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

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

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

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

Score Assigned:

3

*Score explanation: The University of Valencia has a [sustainability procurement guidelines](#).*

**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 <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: The University of Valencia has <a href="#">a sustainable event guidelines</a> .	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation: The University of Valencia has the <a href="#">Sustainable Laboratories Program (Lab's) of the Maite Foundation</a> . This program includes mainly <a href="#">risk prevention guidelines</a> based on <a href="#">current laws</a> , <a href="#">laboratory waste management plans</a> and energy saving measures. In addition, the University of Valencia has a <a href="#">specific website</a> to make requests and procedures related to the safety and hygiene of the university facilities, among which are included the different laboratories.	

<b>5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	4
Score explanation: The <a href="#">UV budget</a> does not show any investment in a fossil-fuel company. In addition, the UV has a large investment in infrastructure related to renewable energy generation such as <a href="#">photovoltaic panels</a> .	

Section Total (20 out of 32)	62.50%
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# Grading

## Section Overview

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

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

## Planetary Health Grades for the Universitat de València School of Physiotherapy

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(51/69) \times 100 = 73.91\%$	B
<b>Interdisciplinary Research (17.5%)</b>	$(13/17) \times 100 = 76.47\%$	B+
<b>Community Outreach and Advocacy (17.5%)</b>	$(12/14) \times 100 = 85.71\%$	A
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(13/15) \times 100 = 86.67\%$	A
<b>Campus Sustainability (17.5%)</b>	$(20/32) \times 100 = 62.50\%$	B-
<b>Institutional Grade</b>	<b>76.66%</b>	<b>B+</b>