



Planetary Health Report Card (Medicine): *Université de Lausanne*



UNIL | Université de Lausanne

2024-2025 Contributing Team:

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Summary of Findings

Overall Grade	B+
Curriculum	B+
<p>The planetary health (PH) curriculum has improved significantly, with new courses covering environmental health, pollution, climate-related health effects, and sustainability. Additionally, topics such as climate change's impact on marginalized populations and the mental health effects of environmental degradation are now more frequently addressed.</p> <p>Recommendations: The university should ensure longitudinal integration of PH across all years and develop more interactive and hands-on learning opportunities. These could include case-based learning, clinical simulations, and patient communication training, which would allow students to apply their knowledge in real-world scenarios.</p>	
Interdisciplinary Research	A
<p>The university continues to support interdisciplinary research in PH, with an increase in research presentations, symposiums, and collaborations across disciplines. Students and faculty have access to discussions and projects that explore the intersection of medicine, sustainability, and public health. However, the lack of structured research opportunities for medical students, particularly at the master's and doctoral levels, remains a limitation.</p> <p>Recommendations: The university should establish a dedicated research center or funding pool specifically for PH studies. Expanding research mentorship programs and providing grants for student-led projects would also encourage more students to engage in sustainability-focused medical research.</p>	
Community Outreach and Advocacy	B
<p>The university has taken initial steps to increase public engagement, including forming some partnerships with local organizations. There is a growing recognition of the importance of involving the broader community in planetary health initiatives. Despite these efforts, structured outreach programs to educate the community about planetary health remain scarce.</p> <p>Recommendations: To strengthen its impact, the university should develop community-based partnerships to create public workshops and outreach initiatives on sustainability and health. Additionally, ensuring that the CHUV and other healthcare facilities provide accessible information on climate-related health risks would help inform and empower patients to make environmentally conscious health decisions.</p>	
Support for Student-Led Initiatives	B
<p>Student-led initiatives remain active, with Health for Future Lausanne continuing to advocate for PH. Some student projects receive financial and institutional support, allowing them to contribute to sustainability efforts within the medical faculty.</p> <p>Recommendations: The university should create a Student Sustainability Liaison within the faculty to facilitate communication between students and administration. Providing a centralized online resource for student projects, funding, and networking would also help coordinate and enhance student-led initiatives.</p>	
Campus Sustainability	B
<p>The university continues to make progress in prioritizing sustainability in its policies. There has been a focus on reducing carbon emissions and improving waste management, with clear communication of sustainability goals to students and faculty.</p> <p>Recommendations: The university should implement specific sustainability policies for medical faculty operations, including event organization and supply chain management. Conducting a full carbon footprint audit of faculty activities would also allow for the development of targeted strategies to reduce emissions and waste.</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 schools' 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 5) school campus sustainability.

Instructions for Completing the PHRC

Thank you! We are really pleased to have you and your team on board to complete the PHRC at your institution. Many of you will have already been part of a completed report card or even lead the team at your school but please take a moment to read the instructions below.

For a full comprehensive step-by-step guide to completing your report card please refer to the PHRC User Guide. This page serves as a brief overview of the important methodology.

Completing the report card:

The Planetary Health Report Card is a self assessment tool designed to identify an institution's strengths and areas in need of improvement in regards to its planetary health education. The metric-based report card consists of five sections; 1. Curriculum, 2. Interdisciplinary Research, 3. Community Outreach, 4. Support for Student-Led Initiatives and 5. Campus Sustainability.

- **Metrics.** There are roughly 55 metrics (depending on your discipline). Sections 2-5 are the same across all disciplines. Each metric has different criteria for either scoring 1, 2 or 3 points. Participants should read each metric carefully and answer the question with as much accuracy as possible, drawing upon multiple sources where possible. It is vital sufficient investigation is completed for each metric to give a fair and accurate representation of your institution.

Most of the Curriculum metrics are graded by inclusion in **elective** coursework, **brief** coverage in the **core curriculum** or **in depth** coverage in the **core curriculum**.

Elective coursework: This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.

Brief coverage in the core curriculum: This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. Brief inclusion would qualify as inclusion in a single lecture slide in a single year.

In depth coverage in the core curriculum: This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats. Please consider amongst your team that this is the highest score awarded and a subjective decision must be made as to whether the topic should be awarded this score.

(A full list of definitions is provided on the below pages)

- **Types of evidence.** Acceptable forms of evidence include: lecture titles, learning objectives, module descriptions, descriptions of the intended learning, case titles, seminar titles, project titles, webpages, researcher profiles / biographies, news articles, publications, social media output, institutional policy documents. Please be as specific as possible.

It is essential that you have clearly justified the score for each metric, outlining in the box provided the specific content delivered in your curriculum and why you have assigned the

score. Each report card is reviewed by a member of the leadership team for accuracy and consistency across report cards. An example of the sufficient level of evidence is provided below each metric.

Please do not include **lecturers' names** without permission. The title of the lecture or module with a brief description of the material will suffice.

Where material is publicly available via an institution's website, please include hyperlinks to the webpages.

- **Evidence deadline.** Any material from the previous academic year and the current academic year up to the draft deadline of the **17th February 2025** may be included in this report card. Any teaching planned after this date should not be scored in this report card but can be included in the 2025/26 report. You may wish to make a note of any such teaching for your colleagues producing next year's report card.

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 school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

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

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

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 points)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> During the 24-25 academic year, the MFac offered two elective courses related to PH for 3rd-year bachelor med students. The first course explores the subject of environmental health, i.e. all the effects on health of exogenous factors such as the quality of natural environments, human activities and living conditions. This course is also available for nursing students from La Source. The second course deals with tropical and humanitarian health and is only offered to 3rd-year med students.</p> <p>Course title: “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”), “Santé tropicale et humanitaire” (“Tropical and humanitarian health”)</p> <p>The learning objectives can be found at: https://www.unil.ch/coledemedecine/cours-option-bmed3</p>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?
This topic was explored in depth by the core curriculum. (3 points)

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>In module B1.5, two 45-minute lectures are given to 1st-year bachelor students. The aim of these lectures is to integrate climate change and the inequalities caused by it into the diagnosis and care of patients. The concepts of One Health and Donut model are introduced. Course title : “Durabilité et santé” (Sustainability and Health).</i></p> <p><i>This topic is further explored in a 45-minute elective course for 3rd year bachelor students that covers the major health impacts of climate change. Course title : “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”)</i></p> <p><i>As part of the M2.3 module for 2nd year master students, a course on global and environmental health evoked the health problems associated with climate change and related them to the objectives of sustainable development. Course title : “Santé globale : De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche ?” (Global health: What transmittable diseases will affect people here and elsewhere in the near future?)</i></p> <p><i>As part of the module M2.5 for 2nd year Masters students, there is a 45-minute lecture dedicated to the co-benefits of health-environment (e.g. nutrition and mobility) from a public health and clinical practice perspective. Course title : “Changement climatique et co-bénéfices santé-environnement” (Climate change and health-environment co-benefits)</i></p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: .</i> <i>This topic is explored throughout the module B1.5 to 1st year med students and also in an elective course given to 3rd year bachelor students (also available for nursing students from La Source),</i></p>	

these courses explain the effects of extreme weather events on individual health and healthcare systems.

Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”).

In the B3.4 module, a course for 3rd year bachelor students discusses the link between climate changes and mental health

Course title : “Santé et environnement” (“Health and environment”)

An elective course for 1st year master med students, evokes the impact of extreme weather changes on individual health.

Course title : Inéquités en santé : Yes we can ! (Health inequities: Yes we can!)

In a M1.7 course for 1st year master students, the limits of a complex health system focused on the production of care in a context of socio-ecological transition is evoked. However, the question of the resilience of extreme climatic events is not specifically addressed.

Course title : “Faire “mieux” avec “moins”: des pistes pour plus d'efficience” (“Doing “better” with “less”: ideas for greater efficiency”)

In the M2.3 module for 2nd year masters students, a few slides briefly discuss hurricanes and rising sea levels.

Course title: “Santé globale: De quelles maladies transmissibles souffriront les populations d'ici et d'ailleurs dans un futur proche?”. (“Global health: Which communicable diseases will affect populations here and abroad in the near future?”).

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

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

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

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

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

Score Assigned:

3

Score explanation:

In the B3.3 for 3rd year bachelor students, there is a 45-minute lecture dedicated to emerging viruses, covering the climate-related factors that contribute to the expansion of zoonotic diseases.

Course title: “Virus émergents et zoonotiques” (“Emerging and zoonotic virus”)

An elective course for 1st year master med students, evokes the impact of extreme weather changes on individual health.

Course title : Inéquités en santé : Yes we can ! (Health inequities: Yes we can!)

In the M2.3 module for 2nd year masters students, some slides briefly discuss the link between increased flooding (due to climate change) and cholera and leptospirosis, as well as the impact of increased temperature on vector-borne diseases (e.g. malaria, dengue and chikungunya).

Course title: “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (“Global health: Which transmittable diseases will affect populations here and abroad in the near future?”).

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

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

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

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

This topic was **not** covered.

Score Assigned:

3

Score explanation:

This topic is explored throughout the module B1.5 to 1st year med students and also in an elective course given to 3rd year bachelor students (also available for nursing students from La Source), these courses explain the effects of environmental pollution on individual health.

Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”).

In the M1.5 module, for 1st year master students, there is a 45-minute lecture on health and air pollutants, and there is also a lecture dedicated to air, water and soil pollution in the M1.7 module. Course title: “Maladies pulmonaires: risques liés aux polluants de l’air” (“Lung diseases: risks related to air pollutants), “Santé environnementale: Pollutions air/eau/sol” (Environmental health: air/water/ground pollution”).

For the 2nd year master students, in the M2.5 module there is a 45-minute lecture dedicated to climate change, including the effect of air pollution on respiratory health. The topic of air pollution is also covered in the M2.3 module.

Courses titles: “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement.” (“Chronic diseases in the era of global warming and health/environment co-benefits”), “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (“Global health: Which communicable diseases will affect populations here and abroad in the near future?”).

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

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

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

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

This topic was not covered.	
Score Assigned:	3
<p><i>Score explanation:</i> This topic is explored throughout the module B1.5 to 1st year med students and also in an elective course given to 3rd year bachelor students (also available for nursing students from La Source), these courses link increased heat and cardiovascular diseases. Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”).</p> <p>For the second year master students, there is a 45-minute lecture in the M2.3 module, covering the effect of climate change-related heat increase on health, briefly including cardiovascular diseases and in the M2.5 module, there is also a 45-minute lecture dedicated to climate change, including the effect of heat on the human body (e.g., heat stroke) and how to identify it, treat it, and prevent it. Course title “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement” (“Chronic diseases in the era of global warming and health/environment co-benefits”) “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche?” (Global health: What communicable diseases will affect people here and elsewhere in the near future?)</p>	

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	3
<p><i>Score explanation:</i> This topic is explored throughout the module B1.5 to 1st year med students and also in an elective course given to 3rd year bachelor students (also available for nursing students from La Source), these courses slightly expands on the subject Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”).</p> <p>In the B3.4 module for 3rd year bachelor students, there is a course dedicated to the climate change effects on mental health, including the link between vulnerability to climate change effects and socioeconomically disadvantaged populations. Course title: “Changement climatique et son impact sur la santé mentale” (“Climate change and its impact on mental health”).</p>	

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

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

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

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

This topic was **not** covered.

Score Assigned:

2

Score explanation: There are just a few slides in each course, which is why we graded it briefly rather than in depth.

This topic is explored throughout the module B1.5 to 1st year med students and also in an elective course given to 3rd year bachelor students (also available for nursing students from La Source), these courses deal with the subject of food, water security and nutrition linked with climate change. Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”).

The topic of food security (but not water security) in the context of climate change is briefly discussed in the B3.7 module course for 3rd year bachelor students.

Course title : “Alimentation et santé publique” (“Food and public health”).

The topic of food and water security related to climate change and its health impact is addressed in an elective course for 1st year master med students.

Course title : Inéquités en santé : Yes we can ! (Health inequities: Yes we can!)

In the M2.3 module for 2nd year master students, there is a 45-minute lecture briefly evoking the effect of climate change on food and water security (e.g. the effect of global warming on crops, water stress around the world, trends in malnutrition). For the 2nd year master students there is also a course in the module M2.5 that evokes this subject.

Course title: “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (“Global health: Which communicable diseases will affect populations here and abroad in the near future?”). “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement” (“Chronic diseases in the era of global warming and health/environment co-benefits”)

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

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

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

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

This topic was **not** covered.

Score Assigned:	2
<p><i>Score explanation:</i> For 1st year bachelor students, the B1.5 module describes the social, ethical and legal aspects of environmental degradation, as well as the concepts of Planetary Health and One Health. Course title : “Santé et environnement” (“Health and environment”)</p> <p><i>In an elective course given to 3rd year bachelor students (also available for nursing students from La Source), the topic of social determinants of health and their links with climate changes is addressed.</i> Courses titles : “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”).</p> <p><i>In an elective course given to 1st year master med students, it is discussed how high income countries pollute the most and low income countries are the most impacted. Another lecture in this elective course links climate change, migration and health, and explored the inequities of health due to migration.</i> Course title : Inéquités en santé : Yes we can ! (Health inequities: Yes we can!)</p> <p><i>In the M2.3 module for 2nd year master students, there is a 45-minute lecture covering the effects of climate change, very briefly including the disproportionate impact of rising sea levels and hurricanes on impoverished populations.</i> Course title: “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (“Global health: Which transmittable diseases will affect populations here and abroad in the near future?”).</p>	

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	2
<p><i>Score explanation:</i> In the B1.5 module for first year bachelor students, a lecture explains the concepts of Planetary Health and One Health (interdependence of living things, etc.) and discusses them from a critical and historical perspective. This course also describes the social, ethical and legal aspects of environmental degradation. Furthermore, this topic is approached in another lecture "Perspectives anthropologiques de la médecine et de la santé : une introduction" (“Anthropological perspectives on medicine and health: an introduction”) Course title : “Santé et durabilité” (Health and sustainability)</p> <p><i>The unequal regional health impacts of climate change globally is discussed in an elective course given to 1st year master med students, and it also covers how high income countries pollute the most and low income countries are the most impacted. Another lecture in this</i></p>	

elective course links climate change, migration and health, and explored the inequities of health due to migration.

Course title : Inéquités en santé : Yes we can ! (Health inequities: Yes we can!)

In the M2.3 module for 2nd year master students, there is a 45-minute lecture covering the effect of climate change, with some slides briefly detailing the greater vulnerability and exposure of global south countries to climate change.

Course title: “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (“Global health: Which transmittable diseases will affect populations here and abroad in the near future?”).

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

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

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

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

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

This topic was **not** covered.

Score Assigned:

2

Score explanation:

In an elective course given to 3rd year bachelor students (also available for nursing students from La Source), the impact of the industry-related environmental toxins is explored as well as the impact on reproductive health.

Courses titles : “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”).

In the M1.7 module for 1st year master students, there were a few slides which briefly evoked the effects of pollution on fertility, using the example of dioxins and furans.

Course title : “Pollutions atmosphériques et terrestres” (“Atmospheric and terrestrial pollution”)

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

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

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

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

This topic was **not** covered.

Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>In the B1.5 module for first year bachelor students, a lecture describes conceptions of sustainability and explains planetary limits (Anthropocene, Donut model, ecological, climatic and biodiversity crisis).</i></p> <p><i>Course title : “Santé et durabilité” (Health and sustainability)</i></p> <p><i>In the B2.1 module for 2nd year bachelor students, a lecture largely evokes toxic pollution (e.g. drugs) in soil/air/water and its health effects on humans and animals. It then talks specifically about the toxic concentrations in the Geneva lake.</i></p> <p><i>Course title : “Toxicologie” (“Toxicology”)</i></p> <p><i>For the 3rd year master students, there is a course about the mental impact of climate change that explores how the environmental crisis threatens the population in the module B3.4. Course title : “santé et environnement” (Health and environment)</i></p> <p><i>In the M2.3 module for 2nd year Masters students, half a lecture is devoted to the environmental impact of drug prescriptions and how drug residues find their way into the environment, particularly lakes and soils.</i></p> <p><i>Course title : “Interactions médicaments et facteurs environnementaux” (Drug interactions and environmental factors)</i></p> <p><i>In the M2.4 module for 2nd year Masters students, some slides discussed the toxicity of pesticides and insecticides on health like disruption of nerve transmissions.</i></p> <p><i>Course title : “Les intoxications” (“Intoxications”)</i></p>	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	0
<i>Score explanation: As far as we know, this topic is not covered in the core curriculum.</i>	

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

This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	0
<p><i>Score explanation:</i> <i>Although the impact of several environmental toxins on workers are thoroughly explored during lectures part of the M1.7 module for 1st year master students, it does not specify the outsized impact of the toxins on marginalised populations but focuses more on the increased exposure of certain professions.</i> <i>Course Title: “La Médecine Du Travail” (“Occupational medicine”).</i></p>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	3
<p><i>Score explanation:</i> <i>In the B1.5 module for first year bachelor students, a lecture defines the concept of health co-benefits from climate and environmental strategies such as healthy & sustainable food.</i> <i>Course title : “Santé et durabilité” (Health and sustainability)</i></p> <p><i>In the B3.7 module for 3rd year bachelor students, there are several slides on the lesser impact of vegan and vegetarian diets on carbon footprint, as well as the many benefits on one’s health of reducing meat consumption. The EAT-Lancet plate is compared to the Swiss diet, and emphasizes the lack of plant-based proteins in our diet.</i> <i>Course title: “Alimentation et santé publique”, (“Food and public health”).</i></p> <p><i>In the M2.5 module for 2nd year master students, the lower environmental impact of plant-based foods is mentioned and the association between meat consumption and cardiovascular diseases and cancer risk is presented. The EAT-Lancet recommended diet is presented as one that is “healthy, nutritious, and sustainable”.</i> <i>Course title: “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement.” (“Chronic diseases in the era of global warming and health/environment co-benefits”).</i></p>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	3
<p><i>Score explanation:</i> This topic is explored throughout the module B1.5 to 1st year med students and also in an elective course given to 3rd year bachelor students (also available for nursing students from La Source). Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (“When the earth hurts us and vice versa: the impact of pollution on human health”).</p> <p>“Ecopharmacovigilance” in the B2.1 module for 2nd year bachelor students evokes drug pollution in the environment and initiatives to combat the problem.</p> <p>The carbon footprint of system health care is discussed in an elective course given to 1st year master med students. Course title : Inéquités en santé : Yes we can ! (Health inequities: Yes we can!)</p> <p>“Organisation et financement des systèmes de santé” (“Organization and financing of health systems”) in the M1.7 module for 1st year master students describes in several lectures the environmental impact of the swiss health system (e.g. carbon footprint and pollution) and possible solutions co-beneficiary to planetary health and human health.</p> <p>“Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche?”. (“Global health: Which transmittable diseases will affect populations here and abroad in the near future?”) in the M2.3 module for 2nd year master students.</p> <p>“Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement” (“Chronic diseases in the era of global warming and health/environment co-benefits”) in the M2.5 module for 2nd year masters students.</p>	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2

The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i> <i>In the M1.7 module for 1st year master students, several lectures talk about pollution and waste production.</i> <i>Course titles : Financement du système de santé suisse: au cœur de la machine ("Financing the Swiss health system: at the heart of the machine"), Faire "mieux" avec "moins": des pistes pour plus d'efficience ("Doing "better" with "less": ways to be more efficient")</i></p> <p><i>Deprescription was briefly mentioned in a M2.2 geronto-psychiatry lecture (which cited smarter medicine and choosing wisely) for 2nd year master students. This module discussed also in a course about strokes, the link between sustainability and strokes, and promotion of cardiovascular prevention to reduce the use of care systems.</i> <i>Course titles : "Docteur, pourquoi ne me prescrivez-vous rien?" ("Doctor, why won't you prescribe me anything?"), "Accident vasculaire cérébral et accident ischémique transitoire" ("Stroke and transient ischemic attack")</i></p> <p><i>In the M2.3 module for 2nd year master students, there was a lecture on antibiotic prescription which mentioned the One Health approach.</i> <i>Course title : "Principes de la thérapie antimicrobienne" ("Principles of antimicrobial therapy")</i></p> <p><i>In the M2.4 module for 2nd year master students, a lecture talked about eco-toxicological risks and the need for rational/sober prescription.</i> <i>Course title : "Interaction avec alimentation, habitudes et environnement", ("Interaction with diet, habits and environment")</i></p> <p><i>In the M2.5 module for 2nd year master students, there are mentions on the health and environmental co-benefits of non/pharmaceutical management of conditions such as outdoor activities or biking for transport, as well as two 45 minute lectures which included clinical cases with a practical approach and the benefits of medical deprescription.</i> <i>Course title : "Maladies chroniques à l'ère du réchauffement climatique et co-bénéfices santé/environnement" ("Chronic diseases in the era of global warming and health/environment co-benefits")</i></p>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 points)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>In module B1.5 for first-year undergraduates, a lecture provides strategies for introducing a conversation on the topic of climate change to introduce patients to eco-responsible health promotion strategies such as healthy and sustainable eating, active mobility and physical activity.</i> <i>Course title : “Santé et durabilité” (Health and sustainability)</i></p> <p><i>In the M2.5 module for 2nd year master students, students were encouraged to have conversations with patients about the health effects of climate change but there were no strategic components of clinical practice.</i> <i>Course title : “Maladies chroniques à l'ère du réchauffement climatique et co-bénéfices santé/environnement”(“Chronic diseases in the era of global warming and health/environment co-benefits”)</i></p>	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>This is part of the B3.8 clinical skills introduced to 3rd year bachelor students.</i> <i>Course title : “Anamnèse personnelle, professionnelle, et antécédents personnels” (“anamnesis on personal and professional history, and personal history”)</i></p> <p><i>The M1.7 module for 1st year masters students stresses the importance of taking a detailed environmental and exposure history.</i> <i>Course title : “médecine du travail” (“occupational medicine”)</i></p>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i></p> <p><i>A questionnaire was sent to all teachers to evaluate their interest in integrating PH topics into their courses, with 195 responses, most of which are interested in doing so. A formal position called “plateforme durabilité et santé” (“platform for health and sustainability”) was created in 2022 to coordinate and support the integration of PH into the curriculum.</i></p> <p><i>The medical school is currently trying to make major improvements to the curriculum, including better longitudinal integration. A flyer and a list of the new courses implemented, which summarize the changes and new learning objectives, can be found at:</i></p> <p><i>https://www.unil.ch/files/live/sites/durabilite-sante/files/formation/flyer%20durabilite%20medecine.pdf</i></p> <p><i>https://www.unil.ch/files/live/sites/durabilite-sante/files/Parcours_enseignement_durabilite-medecine</i></p> <p><i>A follow-up of the implementation of the courses is conducted by the platform, with the teachers of the compulsory and optional courses. The “plateforme durabilité et santé” (“platform for health and sustainability”) is now trying to strengthen the compulsory curriculum with specialist teachings. The medical faculty has obtained funding from Swissuniversities (PgB Sustainability 2025-2028) to facilitate the integration of the concept of planetary health care (PHC) sustainable healthcare and health co-benefits in the curriculum in partnership with the other Swiss medical faculties</i></p> <p><i>Funding from swissuniversities on "Culture of sustainability":</i></p> <p><i>https://www.swissuniversities.ch/fr/themes/durabilite/culture-de-la-durabilite-2025-2028</i></p>	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) . (2 points)	

There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	6
<p><i>Score explanation:</i> Many subjects are now deeply covered in the core curriculum, which has been redesigned longitudinally. Although the same lectures are often cited throughout the report card, major improvements in the core curriculum have been made in the past years. https://www.unil.ch/files/live/sites/durabilite-sante/files/Parcours_enseignement_durabilite-medecine</p> <p>Important topics requiring better integration include, notably, the role of the social determinants of health, particularly the disproportionately greater impact of air pollution, heat exposure, and poor diets on socioeconomically underprivileged populations. Some topics are better explored in the elective coursework. An effort remains to be made to further integrate specialty courses and some lacking content identified by the PHRC.</p>	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the <u>medical school</u> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the <u>medical school</u> does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> The “plateforme durabilité et santé” (“health and sustainability platform”) has been created in 2022 with, among other goals, to better include PH and sustainable healthcare into the curriculum. The platform’s working group is composed of Prof. Nicolas Senn, Dre Nelly Niwa, Julia Gonzalez Holguera and Sarah Michel.</p>	

Section Total (57 out of 72)	79%
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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.*

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:

Nicolas Senn is an associate professor who conducts research primarily related to health and the environment.

<https://applicationspub.unil.ch/interpub/noauth/php/Un/UnPers.php?PerNum=912378&LanCode=37>

The Expertise Center for Climate Extremes (ECCE) performs research on the forecast of climate extremes and their impacts, also in a planetary health perspective.

<https://applicationspub.unil.ch/interpub/noauth/php/Un/UnUnite.php?UnId=394&LanCode=8>

Volteface Health and Sustainability Research Program : In Autumn 2024, Interface, the UNIL Partnership Research Support Fund, launched a call for projects on the themes of health linked to sustainability issues. This call for projects is developed by the Health and Sustainability platform, with the support of Interface.

<https://www.unil.ch/news/1737985577242>

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

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

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

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

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

Score Assigned:

2

Score explanation:

There is currently no formal institute or department with active research on PH but there are plans to open one in the next 3 years especially since the creation of the health and sustainability platform (a collaboration between the MFac and the university's office of sustainability) which aims to promote interdisciplinary research on PH :

<https://www.unil.ch/durabilite-sante/fr/home/menuinst/presentation.html>

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:

2

Score explanation:

The UNIL INTERFACE Partnership Research Fund aims to finance research projects involving the community. Project submission is possible continuously (PROXIMA). A specific call for proposals for Volteface Health and Sustainability was launched in autumn 2024. 7 projects were selected, e.g. Eco-emotions of children project; Comparsita (Bus drivers); Project on the impact of environmental deregulation on women in Nepal

<https://www.unil.ch/news/1737985577242>

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
<p><i>Score explanation:</i> The UNIL has an office of sustainability called the Centre de compétences en durabilité with a chapter dedicated to research funding opportunities : https://www.unil.ch/unil/fr/home/menuintst/universite/organisation-universite/unites-et-services/centre-de-competence-en-durabilite.html The “Plateforme durabilité et santé” (“health and sustainability platform”) also has a website which better regroups recent news on planetary health research as well as past and future events (such as conferences, symposiums, Bsc, Msc, PhD) : https://www.unil.ch/durabilite-sante/home.html</p>	

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
<p><i>Score explanation:</i> The health and sustainability platform organised two series of conferences in 2024, highlighting the close links between health and the environment. The first explored in depth the ecological footprint of medicines, from their production to their disposal, while the second was dedicated to the challenges posed by (micro)plastics and their impact on our health. https://www.unil.ch/news/fr/1738076995352 The Health-Sustainability Platform houses the secretariat of the ETHICH Consortium. As part of these activities, it organized the Forum on Health System Sustainability, which was held in Basel in September 2024. https://www.ethich.ch/le-consortium https://www.unil.ch/news/fr/1716394779406</p>	

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 Health-Sustainability Platform houses the secretariat of the ETHICH Consortium.

<https://www.ethich.ch/le-consortium>

Swimsa, H4F and unimedsuisse are also members of the ETHICH consortium

Section Total (15 out of 17)

88.24%

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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.

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but has participating in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The Faculty of Medicine has published an ECHO du VIVANT, intended for high school teachers on Health-sustainability in December 2024. https://wp.unil.ch/echosduvivant/2024/11/n17-prendre-soin-de-soi-et-de-la-planete-faire-dune-pierre-deux-coups/</p> <p>The Sustainability Center has a Society Pole whose mission is to create a link between academia and municipalities/associations/administrations</p> <p>UNIL (the Sustainability Center) supports the Canton of Vaud in integrating sustainability issues into the curriculum.</p> <p>The Health and Sustainability platform intervened for the EDUC21 continuing education day for teachers in French-speaking schools. https://www.education21.ch/fr/ventuno/animal/journee-detude-2024</p> <p>The Health and Sustainability platform, via the ETHICH Consortium, works in close collaboration with the SBK-ASI (Swiss Association of Nurses) and the ASMAc-VSAO (Swiss Association of Assistant Physicians and Clinic Heads).</p>	

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

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

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

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

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

Score Assigned:

3

Score explanation:

The health sustainability platform holds several seminars each year, open to all audiences. It organised two series of conferences in 2024, highlighting the close links between health and the environment. The first explored in depth the ecological footprint of medicines, from their production to their disposal, while the second was dedicated to the challenges posed by (micro)plastics and their impact on our health.

"L'éprouvette" offers educational and practical activities science-related for all audiences.

<https://www.eprouvette-unil.ch/captair/>

In October of 2024, Health Days were held on the EPFL and UNIL campuses. The activities were specifically targeted for members of the two universities. A round table about sustainable health was held.

<https://jours-sante.ch/en/>

UNIL also hosts several other projects, such as "Assiette Saine et durable", "Eco-émotions", "J'ai mal à la Terre", "re-apprendre à se lier au vivant", "La santé, lorsque les crises révèlent les inégalités"

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:

Several newsletters exist, such as "Newsletter UNIL en transition", "Newsletter of the Health and Sustainability platform" (optional subscription)

*The “Newsletter of the FBM which contains a sustainability section” is send to all members of the faculty (students included)
Each of them are also active on social media.*

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:

2

Score explanation:

The Health and Sustainability platform of the FBM intervenes in the CAS (post-graduate certificate) of La source, HESAV (integrative health), Unisanté (public health), Unige (health promotion).

CAS (post-graduate certificate”) called “Santé environnementale et durabilité” (“Environmental health and sustainability”) is proposed by “La Source”. This post-graduate course targets health professionals and “aims to develop an informed and critical perspective, enabling in-depth understanding of environmental health and sustainability issues in healthcare practice and the community”.

<https://www.ecolelasource.ch/formations/postgrade/cas/sante-environnementale-durabilite/>

CAS of HESAV: “Médecine intégrative et complémentaire à l’hôpital et dans la communauté” (“Integrative and complementary medicine in hospital and in the community”), which evokes the importance of integrative health in health promotion.

<https://hesav.ch/formation/formation-continue-et-postgrade/cas-mic/>

CAS of Unisanté: “Durabilité et environnement” (“Sustainability and environment”), which evokes climate change from a public health perspective

<https://www.unisante.ch/fr/formation-recherche/formation/formation-continue/catalogue-formation-s-continues/durabilite>

In addition, the FBM's Health and Sustainability platform offers a series of credit-bearing lectures on postgraduate and continuing training in general internal medicine, on various topics such as digital, health and the environment; health and plastics.

The forum of the ETHICH consortium, which is held each year, is also part of the continuing education.

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: As far as we know, there is no such material accessible for patients.</i>	

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 medical school or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: As far as we know, there is no such material accessible for patients.</i>	

Section Total (10 out of 14)	71,43%
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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, **neither** the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

1

Score explanation:

Although students can choose to do a project in sustainability (for a master's thesis for instance), there is no student funding available and there is no requirement to participate. Recently, a post at the "Centre de compétences en durabilité" has been created to act as a link between associations and the institution. In 2023, the Volteface project was set up to link students working on the master's project with a partner committed to the ecological transition and offer them support.

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:

1

Score explanation:

Some professors offer the possibility to their students to do their master thesis on the links between health and the climate crisis or planetary health. However, there is no specific research program or fellowship.

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

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

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

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

Score Assigned:

2

Score explanation:

The webpage of the sustainability platform includes up-to-date information on PH.

<https://www.unil.ch/durabilite-sante/home.html>

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

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

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

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

Score Assigned:

2

Score explanation:

The association "Health for Future Lausanne" is composed of medical students who advocate for planetary health and sustainable practices in healthcare. The association is in correspondence with representatives of the "plateforme durabilité et santé" and the university's office of sustainability.

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?	
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
<p><i>Score explanation:</i> <i>The association Health for Future is in close contact with the Plateforme de durabilité.</i></p> <p><i>The position of Liaison Officer of Planetary Health (LO-PH) at swimsa represents and advocates for Swiss medical students at the ETHIC consortium and the Planetary Health working group of the FMH.</i></p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i> <i>There is a number of student associations such as Unipoly and LAPEL' with permaculture projects on campus (https://www.unil.ch/durable/jardin_potager).</i></p> <p><i>During the festival "Ecotopiales" there was a roundtable discussion about health "Santé et durabilité : quels imaginaires pour un système de soins « terrestre »". ("Health and sustainability: what imaginaries for a "terrestrial" healthcare system?)"</i> <i>UNIL's sports center proposes a number of organized outdoors sports:</i> https://sport.unil.ch/?mid=89</p>	

The seminars proposed by the “plateforme durabilité et santé” and Swiss Consortium for Sustainable Health and the Ecological Transition of the Healthcare System (ETHICH) are open to students.

Section Total (10 out of 15)

66.67%

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> <i>The Ecological Transition and Campus Vice-Rectorate is responsible for monitoring the university's ecological transition measures at university management level, in close collaboration with the "centre de compétences en durabilité" (Sustainability Competence Centre) with multiple full-time staff. The faculty of biology and medicine has a sustainability department, and the "plateforme durabilité et santé" is attached to the department.</i>	

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

Score explanation:

The CAP2037 strategy is in place at UNIL. It involves the entire university community working now to ensure that by 2037, its 500th anniversary, UNIL will be on a trajectory that is compatible with the Paris Agreement and the planet's limits. The "Assemblée de la transition", followed by a wide-ranging consultation of the various components of the university community, enabled us to define together the roadmap for achieving this goal. The result is 20 transition objectives that affect all areas of the institution.

<https://wp.unil.ch/cap2037/>

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:

According to the analysis, the institution building sourced 57% of renewable energy in 2023 (the data for 2024 are not yet available). If we look at electricity alone, it is 100% renewable but the Dorigny campus is still heated mainly by a remote gas and oil system.

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:

UNIL has a renovation program that is certified as a "2000-watt site", i.e. one that aims for 100% renewable energy, minimal CO2 emissions in construction and supply, and the new buildings meet the criteria of the Canton of Vaud, which wishes to integrate sustainable development principles into construction.

The Dorigny campus has also obtained provisional SNBS-Quartier certification, a label awarded by the Swiss Confederation in recognition of the university's efforts in the area of sustainability.
<https://www.snbs-batiment.ch/actualites/certificat-snbs-quartier-pour-lunil/>

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

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

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

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

Score Assigned:

2

Score explanation:

The medical school pays 190 francs for ELMs (Enseignements au lit du malade) to 3rd year students in order to buy a half-fare at the CFF, which therefore encourages the use of public transports.

There are also bicycle parkings at the different buildings.

The faculty is easily accessible by public transport (bus or metro) and there are very few parking spots available.

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

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

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

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

Score Assigned:

1

Score explanation:

There is a compost in the underground of the CHUV which is transformed into biogas. Since 2021, there is a new recycling channel for expanded polystyrene.

The UNIL has a compost, but only for the cafeteria's use.

Recycling is well managed in the university's buildings.

<https://www.unil.ch/news/1731329364660>

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:

3

Score explanation:

The University of Lausanne, aims to pursue its efforts through the CAP2037 ecological transition strategy. Thus, since 2021, for the Unithèque and Géopolis kitchens, we have seen an average increase in the proportion of Swiss products used (+7.5%), as well as label products (+12%), while the carbon footprint (CO2 eq/kg) is steadily decreasing (around -30%).

Wherever possible, fruit and vegetables should be of Swiss origin, and products from outside Switzerland should be labelled (Bio Bourgeon, Max Havelaar, UTZ Certified). The origin of meat and fish must be specified on menus, and animal products must have been treated with respect for the species. Cafeterias must offer at least one complete day without meat or fish per week and must put in place an incentive mechanism to reduce consumer demand for meat.

According to CAP2037 objectives, the cafeterias have to increase plant-based foodstuffs by at least 30% compared with 2019.

<https://wp.unil.ch/cap2037/societe/>

<https://www.unil.ch/news/1738231022176>

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:	2
<p><i>Score explanation:</i> From what has been transmitted by a source from the office of sustainability, there are some guidelines, but it depends on the type of supplies (it is the case for cold storage equipment). For lab equipment the institution is actively working on addressing this issue (https://www.unil.ch/unil/fr/home/menuinst/universite/transition-ecologique/operations/green-labs.html).</p> <p>The purchase of paper, cleaning products and real estate, as well as computer equipment, are well managed.</p> <p>Directive de la Direction 5.4. Acquisition et gestion des biens mobiliers (Article 5. d.) Directive de la Direction 6.6 sur l'équipement informatique (Article 5. c.)</p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> For the mobility of speakers, a mobility directive that reimburses travel expenses only by train if < 8 hours. https://www.unil.ch/news/fr/1686823970439</p>	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable ?	
Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points)	
There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are no efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<i>Score explanation:</i>	

The Institute of Microbiology has partnered with the Health and Sustainability platform of the Faculty of Biology and Medicine for a symposium in 2022 entitled: “Demain, une médecine durable” (“Tomorrow, a sustainable medicine”).

The Sustainable European Laboratories network and Green Labs were presented during the first conference of the health and sustainability platform.

In the DNF (department of fundamental neurosciences), there is a sustainability team with the goals of measuring the CO2 footprint in the labs and identifying actions that need to be implemented, with suggestions that can then be implemented on a faculty level.

Currently, the laboratories are concerned by two objectives of the CAP2037 strategy. A ‘Green Labs’ working group was set up by management in September 2024 to implement a plan of measures to achieve these objectives (work in progress).

At FBM level, the licence for the LEAF tool was acquired in May 2024 and made available to volunteer laboratories for a one-year pilot project. This tool will enable more sustainable laboratory practices to be put in place by providing sustainability criteria.

At departmental level, the DNF sustainability team is still active and similar initiatives (exchanges of sustainable practices / events and presentations on sustainability in laboratory practices) are being developed in other departments/buildings such as Biophore and CIG-Génopode.

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:

3

Score explanation:

UNIL is a signatory to a responsible investment charter, concerned with environmental, social and governance issues. It aims to reduce the portfolio's exposure to fossil fuels by excluding companies whose revenue depends on coal mining/extraction or the production of coal for energy.

<https://www.unil.ch/unil/fr/home/menuinst/universite/transition-ecologique/operations/investissements.html>

Section Total (22 out of 32)	68.75%
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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%

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the Lausanne School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(57/72) \times 100 = 79.17\%$	B+
Interdisciplinary Research (17.5%)	$(15/17) \times 100 = 88.24\%$	A
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.43\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(10/15) \times 100 = 66.67\%$	B
Campus Sustainability (17.5%)	$(22/32) \times 100 = 68.75\%$	B
Institutional Grade	$(79.17 \times 0.3 + 88.24 \times 0.175 + 71.43 \times 0.175 + 66.67 \times 0.175 + 68.75 \times 0.175) = 75.39\%$	B+

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for University of Lausanne

