



Planetary Health Report Card (Medicine):

*University of Copenhagen
Faculty of Health and Medical Sciences*



2024-2025 Contributing Team:

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Land acknowledgment: Denmark

Summary of Findings

Overall Grade	B
Curriculum	C
<p>We found that even though planetary health and environmental health risks are covered in the core curriculum, it was mainly covered in a few lectures.</p> <p>A lot of points are awarded based on two lectures: one in the Ethics course in the 2nd year named “Climate and Health” and one in Epidemiology in the 4th year named “Climate change”. As these two lectures are the basis for our answers in several categories, we believe that at least some points should be subtracted from the total score. This was the same picture as we saw and pointed out last year.</p> <p>Furthermore, the elective summer course “Global Health Challenges” where a 3-hour session tackles Planetary Health, also receives a lot of points, and some of these should be subtracted from the total score.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> To implement “Climate and Health” better in the curriculum, there should be an obligatory quiz or exam questions for this topic. 	
Interdisciplinary Research	A+
<p>The university has plenty of scientists engaged in planetary health research.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> To implement a better use of the engagement and knowledge in planetary health of these scientists in the curriculum. To support the students’ knowledge and engagement in the field of planetary health. To support the use of students in research projects targeted sustainability and planetary health. Additionally, although it is obvious that the University of Copenhagen has plenty of scientists in the field of planetary health and sustainability (as seen with the score A+), a connection between the curriculum and the research done is missing (due to the score C). We recommend using these scientists’ research more in the curriculum and projects. 	
Community Outreach and Advocacy	C+
<p>Outreach for postgraduates is insufficient, but there are some elective courses that cover the subject.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> To share knowledge with postgraduates in a more convenient/accessible way. To make a communication strategy to target the postgraduate health care professionals. 	
Support for Student-Led Initiatives	A
<p>There is a lot of support for student led initiatives.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> To continue the support for the student engagement and knowledge-sharing. 	
Campus Sustainability	B+
<p>UCPH has an ambitious target of 50% carbon emission reduction (scope 1, 2 and 3) per FTE by 2030, but is not on course to meet the target.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> To take action regarding canteens and events at faculty level. 	

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 medical school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our medical training. It is imperative that we hold our institutions accountable for educating medical 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) medical school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical 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:	1
<i>Score explanation:</i> There is an elective summer course in Global Health Challenges, available to all students in the medical school (Faculty of Medicine and Health Sciences), where a 3-hour session tackles Planetary Health. Summer Course in Global Health Challenges	

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:	2
<p><i>Score explanation:</i></p> <p>In the lecture “Relationship between Climate Change and Health” in the course in Clinical Decision Making, this issue is briefly covered by two slides mentioning increased risk of heat waves and extreme weather as well as associated health risks and mortality. The lecture and course are part of the main curriculum in the 6th year at UCPH and are required of all students. In the lecture “Climate change” in the course Epidemiology some health consequences are briefly touched.</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></p> <p>In the mandatory course Epidemiology in the 4th year, the lecture “Climate change” by one slide mentions both the progression on tick borne encephalitis and some individual impacts of extreme weather events.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>In the third year of the Master of Science in Medicine there is a Course of Clinical Medicine on Infections, but no lecture addresses the changing patterns of infectious diseases. There is an elective summer course in Global Health Challenges, available to all students in the medical school (Faculty of Medicine and Health Sciences), where a 3-hour session tackles Planetary Health, including changing patterns of infectious diseases. Link</p>	

In the course Epidemiology the lecture “Climate change” by one slide mentions both the progression on tick borne encephalitis and some individual impacts of extreme weather events.

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:

In the Course and Exam in Environmental and Occupational Medicine, there is one lecture on air pollution and 2 hours of classes about air pollution, as well as exam questions about air pollution. The lecture includes pathophysiological effects of different pollutants as well as long-term and short-term effects on health and associated diseases. The WHO air quality guidelines are also mentioned. [Course and Exam in Environmental and Occupational Medicine](#). The health effects of air pollution are also discussed in the lecture in Climate Change Epidemiology. However there is no mention of air pollution as a risk factor in the medical course in Pneumology.

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:

2

Score explanation:

The health consequences of increased heat, such as cardiovascular diseases and mortality, are briefly mentioned in the lecture “Climate Change Epidemiology” in the Statistic, Epidemiology and Social Medicine courses in the 5th year. They are not mentioned in the medical course in Cardiology.

1.7. Does your medical school 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:

2

Score explanation:

Climate change effects on mental health is briefly mentioned in the “Climate and Health” lecture in the Ethics course in the 2nd year. This mentions stress, anxiety, suicide and substance-abuse as a result of extreme weather.

Mental health associated with climate change is briefly mentioned in lectures in Climate Change Epidemiology (5th year) and Relationship between Climate Change and Health (6th year). These mention eco-anxiety, eco-depression and eco-sadness. This topic is not addressed in the course in Psychiatry or General Medicine.

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:

In the Ethics course in the 4th semester a lecture “Climate and Health” discussed the relations between food and health.

There is a lecture under Environmental and Occupational Medicine about Food and Water but only about certain infectious agents and allergens [Course and Exam in Environmental and Occupational Medicine](#).

There is an elective summer course in Global Health Challenges, available to all students in the medical school (Faculty of Medicine and Health Sciences), where a 3-hour session addresses the relationship between health, individual patient and food security, ecosystem health and climate change. [Summer Course in Global Health Challenges](#).

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:

1

Score explanation:

There is an elective summer course in Global Health Challenges, available to all students in the medical school (Faculty of Medicine and Health Sciences), where a 3-hour session about Planetary Health, including impact of climate change on marginalised populations [Summer Course in Global Health Challenges](#).

1.10. Does your medical school 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:

1

Score explanation:

In the elective coursework “Inequality and Health” in the 6th year, students have a 3-day trip to Lolland-Falster about social and regional differences and how these impact their health, but the impacts of climate change on health are more indirect. Furthermore, there is an elective summer course in Global Health Challenges, available to all students in the medical school (Faculty of Medicine and Health Sciences), where a 3-hour session tackles Planetary Health, including unequal regional impacts of climate change. [Summer Course in Global Health Challenges](#).

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:	3
<i>Score explanation:</i> There is a 1 hour lecture in the course on Environmental and Occupational Medicine named “Reproduction” that covers the impact on reproduction of environmental chemicals (lead), endocrine disruptive compounds (EDC) and persistent organic pollutants (POP) through dermal exposure, inhalation and oral exposure. Course and Exam in Environmental and Occupational Medicine	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	2
<i>Score explanation:</i> Environmental health risk factors in Copenhagen would mainly be traffic-related air pollution and maybe flooding. These are covered briefly in the course “Environmental and Occupational Medicine”. There is also an elective summer course in Global Health Challenges, available to all students in the medical school (Faculty of Medicine and Health Sciences), where a 3-hour session tackles Planetary Health, including important human-caused threats such as air pollution. Summer Course in Global Health Challenges .	

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:	1
<i>Score explanation:</i>	

There is an elective summer course in Global Health Challenges, available to all students in the medical school (Faculty of Medicine and Health Sciences), in which a 3-hour session tackles Planetary Health, including a discussion about how Indigenous knowledge and value systems can be used for inspiration and solutions for climate change adaptation, coping strategies, and resilience. This is addressed on a population-based level but also on a healthcare system level. On a population-based level, Indigenous knowledge and value systems are mentioned as determinants of health, particularly in topics such as knowledge, attitudes, behaviour and practices. [Summer Course in Global Health Challenges](#)

1.14. Does your medical school 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:

1

Score explanation:

In the elective coursework “Inequality and Health” in the 6th year, students have a 3-day trip about social differences in Lolland-Falster (an area in Denmark with the highest mortality rate) and how these differences are independent risk factors for disease and treatment. The course only indirectly touches on anthropogenic environmental toxins on these populations as industry-heavy areas are cheaper to live in, thus being responsible for the demographics of this area.

Aspects of the inequality in health were e.g. reduced health seeking, psychiatric problems among children and young people, prevalence of metabolic syndrome, cognitive functions and health competences as determinants for mental and physical health. Specific marginalised populations in this area are especially those with low SES, women, children and homeless populations. The course did not touch on Indigenous populations. [Course in Inequality and Health](#)

Curriculum: Sustainability

1.15. Does your medical school 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:	2
<p><i>Score explanation:</i></p> <p>In the course Stomach, Intestines and Liver, there is a lecture called “Nutrition, basic metabolism and energy needs: the components of a sufficient diet” addressing the cardiovascular risk factors of meat-based diet and beneficial effects of vegetables and legumes. In the course of Clinical Decision Making, the students have a case about offering a plant-based diet or ketogenic diet for a patient wanting to lose weight. In the elective coursework “Gerontology”, plant-based diet is described as not suitable for sick, elderly people.</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></p> <p>The carbon footprint of healthcare systems is addressed in depth by the lecture “Climate and Health” in the Ethics course in the 2nd year. This covers the healthcare system’s emissions including the healthcare equipment, medicine, energy use, food production, and transportation. The carbon footprint of hospitals is described as being the “5th most polluting” if all healthcare systems in the world were a country. This is addressed briefly under the lecture Relationship between Climate Change and Health under the course in Clinical Decision Making on the 11th semester.</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)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0

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)	1
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
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)	0
<p><i>Score explanation:</i></p> <p>In the 6th year, two courses address the topic of overdiagnosis, over-treatment, and over-medicalisation. However, the environmental harms of these are not in focus. Under the course in General Medicine, one lecture about diagnosis discusses the topic of over-diagnosis in detail and only briefly mentions its environmental co-benefit, but the mention of environmental co-benefits is not sufficient to receive 2 points. Under the course in Clinical Decision Making, several hours are dedicated to evidence-based diagnosis and overdiagnosis but again, the focus is on health rather than environmental concerns.</p> <p>Furthermore, the environmental impacts of certain drugs like anaesthetics or inhalers was only briefly mentioned in the lecture "Climate and Health" in the Ethics course in the 4th semester, again this is not sufficient to receive 2 points.</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 no strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>No strategies are introduced in lectures or clinical training to handle conversations about health effects of climate change with patients.</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:	0
<i>Score explanation:</i> In clinical training, the medical students are taught to take a full patient history before the clinical examination. This patient history includes exposure history but not specifically environmental history (e.g. air pollution is not included).	

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The University has made a working group by some professors, students and the vice dean for education which has tried to start the implementation of sustainability in the eight health educations at the Health Faculty of The University of Copenhagen. To tell the direct consequence of this work is difficult to measure at this time. A new curriculum for the bachelors will include more education on sustainable healthcare. In “digestion and metabolic system” 2nd year, the sustainability and environmental impact of a diet will be a focus point in the nutrition aspects of the course. In the course “pharmacology and innovation”, 3rd year the curriculum will teach the ability to explain the possibilities and barriers in the healthcare system for a sustainable development. In the new course “Ethics, Philosophy, Basic Health Law and Decision-Making” (5 th semester; first students will participate in 2026), there will be a focus on how climate changes will affect the health in Denmark and be a part of the everyday life of doctors. The course will look at ethical questions in relation to the climate changes and the liability issues we face as individuals when changing the way we act and live to reduce our climate footprint.	

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

Planetary health/ESH topics are well integrated into the core 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:	2
<i>Score explanation:</i> The same two lectures as addressed above are primarily covering the subject of planetary health.	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> The Faculty of Health and Medical Sciences at UCPH has formed a working group to ensure integration of sustainability in all education. The working group has one faculty staff member responsible for overseeing the work. The curriculum in it self is not decided by the dean, but by the study board with a specific staff member dedicated to oversee the curriculum in it self.	

Section Total (36 out of 72)	50,00%
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Back to Summary Page [here](#)

Interdisciplinary Research

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

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

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

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

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

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

Score Assigned:

3

Score explanation:

The medical school, “The Faculty of Medicine and Health Science”, has a research department in Environment and Health with 32 members. The departmental website quotes, “Environmental factors are of great importance for health, and rational prevention requires in-depth knowledge of exposure to environmental factors, mechanisms of action and causal relationships in relation to the risk of developing disease” (<https://ifsv.ku.dk/om-instituttet/ms/#collapse-1592830666182>). The department is divided into 3 research teams, with one of them examining Environmental Epidemiology (air pollution, noise pollution, construction environment, green and blue spaces).

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:	3
<p>Score explanation:</p> <p>Green Solutions Centre (https://greensolutions.ku.dk/), Sustainability Science Centre (https://sustainability.ku.dk/), Global Health School @ Department of Public Health (https://globalhealth.ku.dk/)</p> <p>The medical school, “The Faculty of Medicine and Health Science”, has a research department in Environment and Health with 26 members. The departmental website quotes, “Environmental factors are of great importance for health, and rational prevention requires in-depth knowledge of exposure to environmental factors, mechanisms of action and causal relationships in relation to the risk of developing disease” (https://ifsv.ku.dk/om-instituttet/ms/#collapse-1592830666182). The department is divided into 3 research teams, with one of them examining Environmental Epidemiology (air pollution, noise pollution, construction environment, green and blue spaces).</p>	

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:	3
<p>Score explanation:</p> <p>Two researchers include local communities in Bangladesh as part of their research in climate refugees.</p> <p>UCPH Institute for Public Health, University of Dar es Salaam, and State University of Zanzibar collaborate in Tanzania on investigating what possibilities women and men have for adapting to climate change in rural communities in Tanzania. https://publichealth.ku.dk/about-the-department/global/research/himili-pamoja/</p> <p>Y-ENGAGE Project: UCPH Institute for Public Health, University of Dar es Salaam, Ardhi University, Tanzania Youth Coalition and Save the Children work together in Tanzania, where they seek to diversify our understandings of young people’s engagement with climate change and galvanise the activism potential of young people in sub-Saharan Africa</p>	

Glacial Rock Flour - Agricultural Research. UCPH, Globe Institute with external partners at University of Ghana
[Agriculture research – University of Copenhagen](#)

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

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

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

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

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

Score Assigned:

3

Score explanation:

There are several websites related to health and environment resources at the institution:

Public Health: <https://publichealth.ku.dk/about-the-department/environment/>

Global Health: <https://globalhealth.ku.dk/about/>

Green Solution Science Center: <https://greensolutions.ku.dk/>

Sustainability Science Centre – University of Copenhagen (ku.dk)

Sustainability Resource Centre - www.baeredygtighed2030.ku.dk

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>Score explanation:</p> <p>UCPH hosted symposium on "How can sustainability be integrated into public-health research?" in June (invitation kan vedhæftes hvis ønskes).</p> <p>UCPH School of Global Health, 100% for Børnene, Doctors without borders, Ubumi, PlanBørnefonden, and AIDS-Fondet held two symposium in February and May: https://www.linkedin.com/posts/peter-furu-a645726_planetaryhealth-activity-7165703303727714305-OXjg?utm_source=share&utm_medium=member_desktop</p> <p>UCPH and Læger for Klimaet hosted a symposium on sustainable drug use from production to clinical use in April: https://www.facebook.com/events/817767890369332/?acontext=%7B%22event_action_history%22%3A[%7B%22surface%22%3A%22search%22%7D%2C%7B%22mechanism%22%3A%22attachment%22%2C%22surface%22%3A%22newsfeed%22%7D]%2C%22ref_notif_type%22%3Anull%7D</p>	

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<p>Score explanation:</p> <p>UCPH is a part of the Planetary Health Alliance via School of Global Health at the Faculty of Health and Medical Science.</p>	

Section Total (17 out of 17)	100%
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Back to Summary Page [here](#)

Community Outreach and Advocacy

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

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>Score explanation:</p> <p>UCPH has for the past four years partnered with Cinemateket on the Global Health Film Days festival, which showcases A LOT of movies and documentaries on global health, climate change, planetary health etc. During the week there are also several talks and happenings. https://globalhealth.ku.dk/film/</p> <p>UCPH has partnered with University of Southern Denmark on a large photo exhibition, which has been exhibited on five different locations in Denmark from April to October. It has been exposed to +150.000 people and has been mentioned in the media and by several research departments.</p> <p>For two years UCPH has been collaborating with Læger for Klimaet ('Doctors for Climate') which has resulted in several symposiums and public events promoting planetary and environmental health. - https://www.facebook.com/events/817767890369332 - https://www.facebook.com/events/1512556392709942</p>	

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

The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution/medical school have not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p>Score explanation:</p> <p>UCPH are present with several events on planetary and environmental health during the two large democracy festivals “Folkemødet” and “Klimafolkemødet”.</p> <p>Klimafolkemødet: “Klimaflygtninge, kolera og København v. Peter Mackie Kjær Jensen”</p> <p>Klimafolkemødet: “Medicinstuderende fra klimaets oplæg (her glemt titel)”</p> <p>Folkemødet: “Det gode liv vs bæredygtighed – kan vi få begge dele? (panel discussion on habits, happiness, health and sustainability)</p> <p>Folkemødet: “Er der sundhedsvæsen nok til alle?” (panel discussion on creating a sustainable health sector)</p> <p>Bloom Festival’s Special Event “Klimafeber” (https://www.bloom.ooo/nyheder/klimafeber)</p> <p>Several symposia and events organised by departments.</p>	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p>Score explanation:</p> <p>On a few occasions students will receive updates on green transition and sustainable healthcare on the Intranet (KUnet).</p> <p>Students do not receive direct communication from the medical school about research topics.</p> <p>Topics relating to sustainability can be featured in the Faculty of Health and Medical Science’s public communication at SUND Forskning on Facebook and in UCPH newsletters to employees and PhD Students.</p>	

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 providers. (1 point)

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

Score Assigned:

1

Score explanation:

Rigshospitalet/Region Hovedstaden offers one course for clinicians focusing on green transition and sustainability: [Ny e-læring skal hjælpe den grønne omstilling på vej](#). It's not a mandatory course.

Link to course:

<https://kursusportalen.plan2learn.dk/scorm/Default.aspx?spg=8696c8b1-a8e6-406f-8d99-49307d809923>

Some courses about the sustainable development goals and the global food system are made available by the institution to all (including post-graduates). These are not targeted especially to healthcare providers or post-graduates and do not educate solely on planetary health or ESH. See all open sustainability courses: [Massive Open Online Courses \(MOOC\) – University of Copenhagen \(ku.dk\)](#)

Since no courses are specifically targeted to health care professionals in the subject of planetary health nor sustainable health care, we think this gives only one point.

3.5. Does your institution or its affiliated teaching hospitals 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

Score explanation:

Some courses about the sustainable development goals and the global food system are made available by the institution to all (including post-graduates). These are not targeted especially to

healthcare providers or post-graduates and do not educate solely on planetary health or ESH - nor are they targeted or explained in a patient-friendly way.

See all open sustainability courses: Massive Open Online Courses (MOOC) – University of Copenhagen (ku.dk) : <https://sustainability.ku.dk/studies/mooc/>

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

Yes, the **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

Some courses about the sustainable development goals and the global food system are made available by the institution to all (including post-graduates). These are not targeted especially to healthcare providers or post-graduates and do not educate solely on planetary health or ESH - nor are they targeted or explained in a patient-friendly way.

See all open sustainability courses: Massive Open Online Courses (MOOC) – University of Copenhagen (ku.dk) : <https://sustainability.ku.dk/studies/mooc/>

Section Total (8 out of 14)

57,1%

Back to Summary Page [here](#)

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your **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:

2

Score explanation:

All students can participate in projects or apply for grants for sustainability initiatives through Green Solutions Center and Actory at UCPH (<https://greensolutions.ku.dk/> & <https://actory.dk/>). However, these are not particular to the Medical Faculty.

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

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

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

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

Score Assigned:

2

Score explanation:

Medical students are required to do research for their Bachelor and Master projects. The subject is chosen by the student, with a non-exhaustive list of possible foci, including planetary health. Students may choose a tutor from any department (including the Health and Environment research department) and must write a scientific paper as their project. However, as we do not have specific

lectures or a core curriculum dedicated to planetary health, it requires the student to take the initiative to thoroughly research the topic independently and collaborate with their chosen tutor to shape their project (or have pre-existing knowledge).

[Green Solutions Centre's Living Labs](#) provides funding for green student projects.

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:

Students can find planetary health information from the Environment and Health research department in which includes potential mentors

<https://ifsv.ku.dk/om-instituttet/ms/#collapse-1592830666182>

Current initiatives under way for the institution can be found on the Green Solution Center website <https://greensolutions.ku.dk/>

www.sustainability.ku.dk - site for collected information on sustainability research, events etc. on UCPH

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 student organisation Medical Students for the Climate (“Medicinstuderende for Klimaet”) is supported by the faculty.

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

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

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

Score Assigned:

1

Score explanation:

The group “Medical Students for Climate” has a representative in the “Faculty working group for sustainability and climate in education”, which is led by the vice dean for education. This group works with the study board to incorporate sustainability in all faculty education programmes.

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.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
Score explanation:	

The Dept. of Plant and Environmental Science provide plant growth facilities in scale from growth chamber to several hectares, experimental equipment and technical as well as practical expertise for staff and students working with plants and plant related projects [Plant Facilities and Workshops – Institut for Plante- og Miljøvidenskab - Københavns Universitet](#)

The faculty had an art and science installation at campus in two months about the health consequences of climate change and the biodiversity crisis.

The faculty attended the planning and execution of an event about the climate and biodiversity crises and the effect on the risk of pandemics. The event was called “pandemics 2.0”

[Rodebutikken](#): A swapstation run by students

<https://greensolutions.ku.dk/dansk/gronnelosninger/degrowth/>

[PhD Course: Degrowth and socioecological justice across disciplines – University of Copenhagen](#)

The university Degrowth Network gives students the possibility to learn about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts via talks, phd courses and networking opportunities.

Section Total (14 out of 15)	93,3%
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Back to Summary Page [here](#)

Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: The Faculty of Health and Medical sciences employs a sustainability team of 3½ full time employees (FTEs), all fully assigned to sustainability work at the Faculty of Health and Medical Sciences. The University of Copenhagen has currently more than 25 employees with campus sustainability responsibilities; of these, more than 15 are full-time designated staff.	

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:	5

Score explanation:

UCPH has a goal of 50% carbon emission reduction (scope 1, 2 and 3) per FTE by 2030, but no net-zero goal. UCPH has measured the carbon footprint and found that only 10% of it lies in scope 1 and 2 (direct emissions). These are the only scopes commonly included in carbon footprint measurements (as in the Newcastle example). By including scope 3 (indirect emissions) in the UCPH carbon footprint and aiming for a 50% reduction by 2030, the effective CO2 reduction accomplished is larger than having a net zero goal for only scope 1 and 2. UCPH board has approved a goal to reduce the university's carbon footprint (scope 1, 2, 3) by 50% in 2030 per FTE (baseline 2018) Climate – University of Copenhagen (ku.dk). Therefore, UCPH has a very ambitious goal, since including scopes 1, 2 and 3 despite not having a net-zero goal equates to greater CO2 reductions than a net zero goal for only scopes 1 and 2 would.

UCPH is working strategically on lowering the carbon footprint in especially the three most polluting categories which are Laboratories, Buildings and Infrastructure and General Procurement. This mentioned, the faculty is 4,5% of the way of reducing the emission (measured from 2018 until 2030). Therefore it is in our case (and we would assume in many others) not sufficient to just look at the politically set emission goal and not on the actual reduction.

The reduction plan is calculated based on reduction in fulltime workers/students, which makes the reduction relative and not an absolute reduction.

Therefore we find it difficult to evaluate the ambitionness of the UCPH plan.

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:

Off-site, 82,1% of electricity produced in Denmark is from renewable sources ([Energistatistik 2023](#) p3) (included is biogas, which is categorised as carbon neutral, but is not in terms of actual emissions), whilst 45,2% of all energy use in Denmark is from renewable sources ([NYT: Mere vedvarende energi i 2023 - Danmarks Statistik](#)).

On-site, the roof of the dental school on campus is covered with solar panels (link <https://www.e-pages.dk/ku/1347/>).

We estimate that the buildings source well over 20%, but less than 80% of energy from renewable energy.

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

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

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

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

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

Score Assigned:

2

Score explanation:

The entire university (UCPH) has a sustainability plan for buildings which can be found here (Page 6 is especially relevant):

https://about.ku.dk/organisation/administration/campus-service/billeder-uk/Helhedsplan_2030_UK.pdf

The report can be found here:

<https://baeredygtighed2030.ku.dk/baeredygtighed-paa-ku/baeredygtighed-i-maersk-taarnet/> This is an ongoing process at UCPH and every building have been retrofitted to be more sustainable, but more remains to be done.

The medical school is located in Maersk Tower which itself highlights a number of sustainability actions, including a huge area for bikes, rain collection, energy optimisation, and contribution to energy spending from solar panels: <https://www.e-pages.dk/ku/1347/>. (HU)

The Maersk Tower architecture minimises energy waste and consumption: automatic blinds on the tower regulate light and heat and a main shaft collects heat from the laboratories and redistributes it to colder areas.

We conclude UCPH is somewhere between 2 and 3 points.

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
<p>Score explanation:</p> <p>UCPH has both indoor and outdoor bike parking options and no car parking options for students. The biking infrastructure in all of Copenhagen is excellent, and bikes are often the fastest way to move around.</p> <p>UCPH has also implemented initiatives to support environmentally-friendly transportation for medical students enrolled in the Region Zealand track of the graduate program, which aims to address the physician shortage in underserved areas. The students are provided with subsidized public transportation to commute to their clinical rotations.</p> <p>The University has a full time employee working on promoting sustainable mobility/transportation, and has set targets to reduce researchers' air travel, promoting more sustainable ways of travel at work. UCPH has established a working group to look at options for charging stands for electric cars at all of the campuses and to look at how the university improves moving to sustainable transportation. (MW)</p>	

5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has both compost and recycling programs accessible to students and faculty. (2 points)	
The institution has either recycling or compost programs accessible to students and faculty, but not both. (1 point)	
There is no compost or recycling program at the medical school. (0 points)	
Score Assigned:	2
<p>Score explanation:</p> <p>All waste sorting stations at UCPH have recycling options (organic waste, plastic recycling and residual waste for heat production, etc).</p> <p>UCPH as an institution has the following goals: - Work for sustainable purchases, using and reusing of resources in the entire value chain. This should have a net effect to reduce the resource consumption needed for UCPH. - Make sure 60% of the waste on campus is reused. - Reduce the</p>	

entire amount of waste for combustion by 50% per year's work (1 person working for 1 year).
https://baeredygtighed2030.ku.dk/pdf/B_redygtigheds_m_1_2030.pdf_copy

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:

1

Score explanation:

All cafeterias focus on sustainability by offering daily vegetarian or vegan options, minimizing or eliminating beef, using seasonal vegetables, minimum targets for organic food, and implementing food waste schemes. 4 out of 16 cafeterias are entirely vegetarian. Some campuses are more aware of this than others.

The Faculty's campus cafeteria has implemented some measures to support sustainability, such as offering discounted prices on food shortly before closing to minimize food waste. Additionally, vegetarian and gluten-free options are available, and allergen information is listed to accommodate dietary needs. However, there is limited transparency regarding the sourcing of food, and the cafeterias are not keen to talk about plans to prioritize local sourcing or expand vegetarian and vegan options, which could further enhance sustainability efforts.

Recently (January 2025) the main cafe by the canteen in the Mærsk Tower has been changed into a Starbucks coffee shop that does not even provide organic milk, which is a downgrade from before.

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> UCPH has a general policy for supply procurement where sustainability is a part of all categories, for example total cost of ownership. The efforts to implement the policy are ongoing. UCPH strategy 2024-2030 highlights sustainable infrastructure and operations as a prerequisite for realizing the strategy, boosting the efforts in sustainable procurement. Link: Strategy 2030 – University of Copenhagen (MWM)</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:	1
<p><i>Score explanation:</i> UCPH informs and encourages sustainable food choices through their communication (reduce plastic bottles, choose vegetarian, local foods and organic, choose fruit instead of cakes and biscuits). There are also guidelines on KUnet on how to host more sustainable events. The guidelines has been shared via the faculty newsletter: Bæredygtighed - KUnet</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
<p><i>Score explanation:</i> Approximately 2000 out of 3000 of the Faculty's lab users work in LEAF certified labs (Gold, Silver or Bronze). Laboratory emissions (scope 1-3) are the main emission factor at UCPH with 27% of the total university emissions in 2023. Energy (all electricity, heating, cooling) in comparison, is 9%. KU's klimaregnskab 2018-2023.pdf copy</p>	

See here:

<https://kunet.ku.dk/nyhedsrum/nyheder/Sider/Konkurrence-Gor-dit-laboratorie-baeredygtigt-nu.aspx?searchHitHighlight=leaf>

[Bæredygtige laboratorier skåner klimaet og sparer penge – Københavns Universitet](#)

Read more about the LEAF programme here:

<https://kunet.ku.dk/about-ucph/organisation/sustainability-and-climate-action/Pages/Sustainable-Labs-SUND-.aspx>

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

UCPH has a [policy](#) that asset managers cannot invest in companies with revenues larger than 5% from exploration, extraction and refining of fossil fuels (coal, oil and gas).

This webpage contains an overview of all companies UCPH has invested in:

<https://om.ku.dk/tal-og-fakta/kapitalforvaltning/> We have not found any companies in the lists known for their engagement in fossil fuels.

According to the policy, investments must be in accordance with UN Principles for Responsible Investments (<https://www.unpri.org/>) and UN Global Compact (<https://www.unglobalcompact.org>) and must reflect best practice and support sustainable investment initiatives.

Section Total (24 out of 32)

75%

Back to Summary Page [here](#)

Grading

Section Overview

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

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

Planetary Health Grades for the Copenhagen School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(36/72) \times 100 = 50\%$	C
Interdisciplinary Research (17.5%)	$(17/17) \times 100 = 100\%$	A+
Community Outreach and Advocacy (17.5%)	$(8/14) \times 100 = 57,1\%$	C+
Support for Student-led Planetary Health Initiatives (17.5%)	$(14/15) \times 100 = 93,3\%$	A
Campus Sustainability (17.5%)	$(24/32) \times 100 = 75\%$	B+
Institutional Grade	$(50 \times 0.3 + 100 \times 0.175 + 57,1 \times 0.175 + 93,3 \times 0.175 + 75 \times 0.175) = 71,96$	B

Report Card Trends

Section Overview

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

