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# Planetary Health Report Card (Medicine): *University of Queensland*

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THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

Faculty of  
**Medicine**

2024-2025 Contributing Team:

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Land acknowledgment: We acknowledge the Traditional Owners and their custodianship of the lands on which the University of Queensland Medical School resides.

## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>B-</b>
<ul style="list-style-type: none"> <li>While the new program focuses on the social determinants of health, there has been significantly fewer opportunities to engage in sessions focused on the relationship between planetary and human health after the removal of a climate change and environmental focused elective from the curriculum.</li> <li><b>Recommendations:</b> Identify where planetary health considerations can be included in the core curriculum of pre-clinical years, and make explicit space for this content. It is also recommended that the curriculum includes education about the impact of prescribing, management and waste habits in clinical years.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>Several departments and staff conduct planetary health research, particularly the School of Public Health.</li> <li><b>Recommendations:</b> Create an accessible standardised process for consulting community stakeholders to direct the research agenda and form further partnerships with international organisations.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>B</b>
<ul style="list-style-type: none"> <li>University of Queensland Medical School has multiple connections to communities across Brisbane and regional Queensland. These range from corporate partnerships to student-level outreach programs. UQ Medicine also frequently covers planetary health topics in its newsletter. However, few educational materials for patients are available directly to the public.</li> <li><b>Recommendations:</b> More accessible, patient-centred educational material would help reduce health inequality, especially in communities most vulnerable to climate change.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A</b>
<ul style="list-style-type: none"> <li>The UQ sustainability team is very active hosting events for students, volunteering opportunities, and funding student initiatives. UQ Doctors for the Environment Australia, a group dedicated to sustainable healthcare, receives faculty support and student union funding through the medical school.</li> <li><b>Recommendations:</b> Student-led initiatives are supported mostly from the wider University. Medical School support could be strengthened by: a sustainable healthcare mentors and opportunities webpage; prioritised sustainability focused research and grants; and a sustainability student liaison medical school position.</li> </ul>	
<b>Campus Sustainability</b>	<b>B+</b>
<ul style="list-style-type: none"> <li>UQ has a sustainability strategy with goals and guidelines for sustainable practices in food, energy, buildings, transport and waste and they have infrastructure that supports this. The medical school does somewhat uphold these standards, but it is not required.</li> <li><b>Recommendations:</b> Increasing accountability of the medical school through a perhaps a medical-specific role in the office of sustainability and requiring event organisers to complete the sustainable event checklist.</li> </ul>	

## Statement of Purpose

*Planetary health is human health.*

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

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

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

## Definitions & Other Considerations

### Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate

departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients’ exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word “elective” refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is 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

<b>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?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
<p><i>For first year students, no electives offered, only single course <u>Foundations of Medicine MED17100</u>.</i></p> <p><i>In second year, no climate-based electives were offered. Some aspects of the effect of climate change on health was discussed in the 'Rural, Remote, and Extreme Medicine' elective offered.</i></p> <p><i>No climate based electives are offered during clinical years (years three and four).</i></p>	

## Curriculum: Health Effects of Climate Change

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

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>For first year students, <u>MEDI7100: Advocacy &amp; Public Health Workshops</u> provided a connection between climate change ideas, as well as their relevance in health practice. The pre-learning for the week 6 workshop on 'Global Health Actions and Sustainable Development Goals' touched on the direct effects from extreme heat, especially the urban heat island effect. The pre-learning for week 12 required understanding of the 'State of the Global Climate 2023 Story Map &amp; Report'. The workshop lecture slides spoke on changes in global surface temperatures and ocean heat uptake. It also touched on deaths related to heat stroke and general heating of the climate.</i></p> <p><i>For second year students, the course has a week focusing on environmental threats. This week had a dedicated lecture, 'Climate change and food and nutrition,' as well as required readings, focusing on this topic. The case-based learning also explored this topic with the case 'Extreme heat in the far North', specifically focusing on the impacts of heat waves, and their rising incidence, as well as the health consequences and how to manage them on a public health level.</i></p>	

<b>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>For first year students, <u>MEDI7100 Advocacy &amp; Public Health Workshop</u> called 'Climate Change and Health' covered ocean and ground temperatures rising, extreme heat, floods and bushfires. The workshop touched on how these extreme weather events are affecting human health, infrastructure and other animal health. They talked about how heat waves cause thousands of deaths in India. Also, how the bushfires in Australia are causing smoke related health problems.</i></p> <p><i>During the second year of the program, the effects of extreme heat on the human body, along with added pressure to emergency services is thoroughly explored. This is covered in a case-based learning session. During infectious diseases sessions, there has also been discussion about the effects of climate change on the changing pattern of infectious diseases, like malaria.</i></p>	



**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:

2

*For first year students, MEDI7100 Week 12 'Climate and Health' Masterclass there was a slide presented on how changes in temperature, ecology and water availability affects the spread of disease. In week 15, an Advocacy and Public health workshop on 'Environments and their impacts on health' focused on the question, How do environmental and commercial determinants affect malaria transmission and control? The class was split up into groups and assigned an aspect of malaria to research and present on. There was a data table showing how malaria spread post flood in Pakistan. The Week 15 symposia 'Immunisation, Vaccinations and Pandemics' touched on the environmental factors such as urbanization, climate change and ecological disturbances that are contributing to the spread of infectious disease and the impacts on population health.*

*For second year students, the second semester case-based learning session titled 'I swear I wasn't bitten' briefly delves into the impact of climate change on the patterns of infectious diseases.*

**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:

2

*For first year students, the MEDI7100 in week 12 the Advocacy and Public Health Workshop 'Climate Change and Health' there were a few powerpoint slides on bushfires in Australia and the*

*health effects on people including a table with the hospital admissions for respiratory problems and asthma relating to bushfires.*

*During the year two course the effects of pollution on respiratory health are discussed during a case-based learning session about the COVID19 pandemic.*

*Furthermore, the effects of pollution, and its relationship to climate change in rural areas was explored in the 'Rural, Remote, and Extreme Medicine' elective.*

**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

*For first year students, the MEDI7100 in week 12 the Advocacy and Public Health Workshop 'Climate Change and Health' there were a few powerpoint slides on bushfires in Australia and the health effects on people including a table with the hospital admissions for cardiovascular problems related to bushfires.*

*For second year students, the aforementioned heat injury base-based learning session in the MEDI7200 subject delves into the impacts of heat on human health. This includes the stages of heat injury and systems involved.*

*The MEDI7200 elective 'Rural, Remote and Extreme Medicine' has a lecture titled 'heat related illness', which details the effects of heat on the human body, and explores how this issue disproportionately affects people living in rural and lower resources areas.*

**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 <b>not</b> covered.	
Score Assigned:	2
<p><i>For first year students, the <u>MEDI7100</u> in week 12 the Advocacy and Public Health Workshop, 'Climate Change and Health', there was brief mention of mental health and the neuropsychological effects of environmental degradation through discussion. However, it was not directly addressed in any of the powerpoint slides.</i></p> <p><i>In second year, the integrated symposium 'Climate change and food and nutrition' (<u>MEDI7200</u>) delves into the broader impacts of climate change on wellbeing, including mental health as it relates to access to resources.</i></p>	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	3
<p><i>For first year students, the <u>MEDI7100</u> in week 13 the Food Security and Food Environments had a pre-learning including an article, 'Food Environments: An introduction for public health practice and a case study, Evidence Brief: Food, Built Environment and obesity'. In the Workshop food availability/accessibility and food desserts were discussed. The impact of food security on individual, population and global health was discussed. The class did not touch on water security or food security in relation to climate change.</i></p> <p><i>For second year students, the aforementioned symposia titled 'Climate change and food and nutrition' examines this relationship closely. This session investigates how food systems are affected by climate change, and how this impacts individuals' health and wellbeing.</i></p>	

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

This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	3
<p><i>For first year students, the <u>MEDI7100</u> there were multiple public health and advocacy classes centered around the impact of climate change on marginalized communities. In the week 9 lecture on, 'Environmental and Commercial Determinants of Health' pre-learning, many factors were addressed that would determine the health of populations, particularly those that are marginalized. Inequities in rural vs. urban populations, areas of increased air pollution, noise and environmental toxins were utilized to outline the effect of climate change on marginalized populations. There was also a focus on environmental determinants of cardiovascular disease which unequally affects marginalized populations more. Lastly, this lecture also touched on methods to mitigate this.</i></p> <p><i>These themes were covered in the dedicated environment week during week 25 of <u>MEDI7200</u>. These themes were covered in both the 'Climate change and food and nutrition' symposia, along with the accompanying teaching sessions.</i></p>	

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	3
<p><i>For first year students in <u>MEDI7100</u> 'Climate Change and Health' workshop lecture in week 12, there was a slide on the global and regional risks of increasing levels of global warming. There are also two other slides on increasing global warming causing ecological and agricultural droughts in dry regions and heavy precipitation in others, as well as extremes in temperatures regionally. The lectures did not connect how these regional risks of global warming cause unequal regional health impacts. Furthermore, the rural immersion assignment gives students the opportunity to connect with members of rural regions to discuss healthcare access. This information is then synthesised into an assignment which identifies the disparities and proposes solutions.</i></p> <p><i>For second year students, inequality in regional and rural areas was briefly discussed during the aforementioned week 25 <u>MEDI7200</u> climate change symposia. However, this topic was not a part of the core content.</i></p>	

**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

*For students in year 1, the week 30 public health and advocacy workshop on nutrition and health, the impact of environmental toxins on fertility was briefly touched on.*

*Reproductive health effects of industry-related environmental toxins are not covered in any official capacity in the second year (MEDI7200).*

**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:

2

*For first year students in MEDI7100, the week 12 advocacy workshop titled 'Climate Change and Health' discussed climate change demand-side mitigation by addressing sociocultural factors. They also discussed reducing CO2 emissions through alternative energy sources. Discussion about flooding and deforestation was initiated by a slide on Australia being one of the highest per-capita CO2 emitters in the world and the effects that would have on the Australian environment and society.*

*During the second year MEDI7200 case-based session titled 'once in a century,' the effect of globalisation and human driven effects on health was discussed in the context of the COVID19 pandemic. The course also has a week focusing on environmental threats which had a dedicated lecture, 'Climate change and food and nutrition' as well as required readings, focusing on this topic. The case-based learning also explored this topic with the case 'Extreme heat in the far North,' specifically focusing on the impacts of heat waves, and their rising incidence, as well as the health consequences and how to manage them on a public health level.*

**1.13. To what extent does your medical school 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

*While various lectures were delivered in the core curriculum in Year 1 and 2 regarding Indigenous Australians and cultural safety, with recognition of how Aboriginal and Torres Strait Islander peoples worked with the land to survive and thrive, these were not delivered in the context of planetary health.*

**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:

2

*University of Queensland did not cover the impact of anthropogenic environmental toxins in the core medical school curriculum during second year.*

*In MEDI7100 and MEDI7200 (first and second year), social determinants of health in both the causes and protective factors from climate change and other environmental health impacts were discussed, including anthropogenic environmental toxins. However, these did not make up part of the core curriculum.*

*Curriculum: Sustainability*

<b>1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	2
<i>In year one, <u>MEDI7100</u>, there was minimal coverage of plant-based diets outside the context of looking out for B12 deficiency in vegans in a team-based learning class on nutrition and diet.</i>	
<i>In the second year subject <u>MEDI7200</u>, the 'climate change and food and nutrition' seminar extensively discussed dietary options to maximise health in the context of climate change. This included plant based diets.</i>	

<b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	2
<i>During first year <u>MEDI7100</u> in the week 12 Advocacy and Public health workshop titled 'Climate Change and Health' there were two slides in a powerpoint that mentioned there is a need to reduce carbon footprint and emissions from the healthcare industry. However, they did not mention how much of a carbon footprint the healthcare industry has.</i>	

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 <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> 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 <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> 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 <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
<b>Waste production</b> within healthcare <b>clinics</b> 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> <ol style="list-style-type: none"> <li>1. <i>Not covered.</i></li> <li>2. <i>Not covered.</i></li> <li>3. <i>Social prescribing has been covered during the management aspect of some case-based sessions in <u>MEDI7200</u>. However, this has varied between tutorials and was not a part of the core curriculum nor in the context of planetary health.</i></li> <li>4. <i>Not covered.</i></li> <li>5. <i>Not covered</i></li> <li>6. <i>Not covered</i></li> <li>7. <i>Not covered</i></li> </ol>	

### *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 <b>core</b> curriculum. (2 points)



Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 points)	
No, there are <b>not</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>At the University of Queensland, there was no evidence supporting that the medical school included this in the curriculum.</i>	

<b>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?</b>	
Yes, the <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>At the University of Queensland, medical students are taught to take a thorough patient history which includes asking about environmental exposure (e.g. through travel, home environment, etc) and occupational exposure with reinforcements of the physiological effects of environmental exposures in clinical science content.</i>	

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

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>UQ medical school is undergoing curriculum restructuring as well as handover of the course coordinator positions in both the first and second years. While there has been the introduction of a</i>	

*climate change based research topic in first year; there are additionally no elective courses offered in the first year.*

*One major change was the removal of the Integrated Clinical Studies (MEDI7212) elective which focused on the relationship between the environment and health. This removed a significant amount of targeted education about planetary health. While some topics were covered during the new 'Rural, Remote and Extreme Medicine' elective, this information is in addition to the core content of rural medicine.*

*Furthermore, there is no evidence yet of how planetary health topics will be explored in clinical years (MEDI7300 and MEDI7400). However, another positive was the medical schools interest in engaging with the student group to implement feedback from students and the report.*

**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:

6

*With UQ's medical school curriculum restructuring, all subjects are integrated into one course curriculum with minimal stand alone subjects. As a result, the aforementioned planetary health/education for sustainable healthcare topics are integrated longitudinally into the course curriculum.*

*In 2024-2025, this section was awarded a score of 6 as there is some integration of planetary health topics in clinical skills sessions, case-based sessions and various lecture topics. In particular, there is a focus on the relationship between planetary health and the determinants of health.*

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

Yes, the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the <b>medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<i>The UQ medical school has been and is continuing to undergo curriculum changes. As a result, there have been many changes to the faculty in charge of overseeing the structure of the course. The current interim course coordinators were contacted regarding this question. The information provided was that the medical school does not currently 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.</i>	

Section Total (44 out of 72)	61.11%
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Students have access to materials produced by the [Doctors for the Environment Australia group](#). These include materials from campaigns like 'Fossil Fuels are a Health Hazard' and their campaigning to increase climate awareness during clinical decision making.

Course related information was largely collected from the appropriate course guides and session notes acquired by students through course content access.

## 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

*There are schools at the institution with the specific research focus of planetary health. The School of Public Health has a team of 6 researchers in 'Environmental epidemiology and sociology' who investigate 'exposure to environmental risk factors affect public health' and solutions, as well as another team of seven researchers in 'Climate Change and Health' who are 'focussed on responding to the urgent need to provide government and industry with a clear, robust evidence base to make informed policy decisions that will mitigate the physical and mental health impacts of climate change.' The Faculty of Business, Economics and Law's Sustainable Infrastructure Research Hub, which enables 'rapid research collaboration between industry, government academia and communities' in the areas of energy, water and transport. Additionally, the UQ School of the Environment names one of their research themes as 'Biodiversity and Conservation Science', their researchers 'working on innovative solutions to help conserve biodiversity, protect endangered species and mitigate the impacts of climate change'. The Australian Institute of Bioengineering and Nanotechnology has a specific research focus into energy solutions, such as more sustainable alternative to lithium batteries.*

*In terms of healthcare sustainability, there are some groups focussing on the impact of the environment on human health, such as the aforementioned School of Public health and the Thoracic Research Centre researching the impact of air pollution on disease development.*

## 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

*The Centre for Biodiversity and Conservation Science at UQ is a research centre partnered with governmental and non governmental organisations, industry and scientists focused on solutions for biodiversity conservation. UQ (alongside the Queensland Government) jointly funds the ‘Queensland Alliance for Environmental Health Sciences’, an institute that explores climate health challenges through interdisciplinary research. Furthermore, UQ, along with the Queensland Department of Agriculture and Fisheries and involving 73 partners, arranged the ‘Alliance to achieve net zero emissions in agriculture.’*

*There are also several departments across different UQ schools whose research focuses on environmental health or sustainability. The School of Public health has a team of researchers in ‘Environmental epidemiology and sociology’ and ‘Climate Change and Health.’ The UQ School of the Environment names one of their research themes as ‘Biodiversity and Conservation Science’, their researchers ‘working on innovative solutions to help conserve biodiversity, protect endangered species and mitigate the impacts of climate change’. The Australian Institute of Bioengineering and Nanotechnology has a specific research focus into energy solutions, such as more sustainable alternative to lithium batteries.*

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

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

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

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

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

Score Assigned:

0

*There does not appear to be a standardised process for consulting with community stakeholders to direct the research agenda in the medical school. The institution of UQ described consultation with 'major stakeholders' in their research strategy, however, does not specify who these are or the process of gaining their input.*

*While there is no official process, consultation of the community is evidenced in projects by articles such as one published in November 2021 on the Community-Smart Consultation & Consent Project, where they describe their high priority on working with 'Indigenous Peoples and local communities to enhance their ability to influence the governance of natural resources on their lands and territories.'*

**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

*UQ has a website dedicated to Sustainability which outlines UQ's sustainability strategy, current projects from different schools and disciplines, and how to get involved for current students and alumni.*

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

Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>UQ hosted the Universitas21 conference themed <u>Inclusive Energy Transitions</u> on 8-12 July 2024. This conference was open to early career researchers in all disciplines at universities that are U21 members.</i></p> <p><i>The School of Education Postgraduate Research Conference 2024 included a one talk on sustainability, specifically 'Scholar's Voice on the Paradigm of Education for Sustainability (EfS) – The Case for Higher Education.' However, the general focus of this conference was not on planetary health.</i></p> <p><i>The <u>iDEA conference</u> for 2023 was hosted by UQ and the theme was 'Surviving and Thriving' focussing on 'the intersection of environmental advocacy across a range of spheres including healthcare, economics and law'. UQ also hosted other <u>events and conferences</u> such as the 'Circular Bioeconomy in a Decarbonised World' symposium (June 2023), the 'Key Technologies in the Bioeconomy: A Global Bioeconomy Alliance Conference' which aimed to facilitate discussion on 'building a sustainable future amidst a backdrop of unprecedented change' (September 2023) and the '2023 ACTS The Future of Sustainability Conference' (November 2023).</i></p>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 points)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>UQ is a member of the <u>Universitas21</u> an organisation aimed at creating a space for t's 30 members to 'collaborate and share best practice effectively, focusing on areas such as global education, global research and the many diverse challenges facing higher education leaders at a global,</i></p>	

*national and local level. 'U21 is focused on the UN Sustainable development goals 4 and 17, and in 2024 UQ hosted the U21 conference themed Inclusive Energy Transitions. UQ also has an affiliation through the student body to Doctors for the Environment.*

**Section Total (14 out of 17)**

**82.35%**

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## Community Outreach and Advocacy

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

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
‘The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>UQ Medical School has close ties to regional Queensland communities through its Rural Clinical Schools, situated across Queensland in Rockhampton, Wide Bay Region, and Toowoomba. These schools place medical students within rural communities and hospitals, where they can interact face-to-face with those most affected by climate change. In 2024, this included a <u>Rural, Remote, Global and Extreme Medicine elective</u>, where students visited Henderson Park, a local cattle property, to learn about medical issues experienced by farming communities, especially during times of extreme weather. They also visited community organisation LifeFlight at CapRescue to understand more about retrieval medicine in rural Queensland.</i></p> <p><i>UQ Medical School is a listed partner of <u>The Research Alliance for Urban Goori Health (RAUGH)</u> is an Indigenous-led research alliance between Queensland’s largest hospital and health services aiming to improve health outcomes for Aboriginal and Torres Strait Islander peoples. The Metro North hospitals attended by students for placement are participants in this alliance.</i></p> <p><i>UQ Medical School is a proud affiliate of <u>Doctors for the Environment Australia</u>, supporting the external organisation through annual grants given to the student-run UQ branch plus facilitation of its many events.</i></p>	

*UQ Medical School also partners with the Ochsner School in New Orleans, USA. Its community outreach OchsnerServes program includes student volunteers as part of the statewide “Love the Boot, Don’t Pollute” initiative, where Ochsner employees participated in cleanup and improvement projects around Ochsner campuses and in the community.*

*A score of 3 is awarded due to UQ Medicine’s partnership with various community organisations, both large and small, across metro and regional Queensland. This demonstrates a commitment of staff AND students towards improving health outcomes in communities most affected by environmental health harms.*

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

Score Assigned:

3

*UQ regularly holds sustainability events and workshops, including Green Office Training, Clean Up Australia Day, Climate Clarity Workshop, and multiple DIY Sustainability workshops throughout the year. These are all aimed at the public, and advertised on UQ’s webpage.*

*UQ Medical School offers an open lecture series titled ‘Health Matters’ which is available to the public. It was launched in 2017 and since then has had two dedicated climate change related lectures. One was titled ‘A fork in the road: climate change, food and health’ (March 2020), and the other titled ‘The next generation: How climate change and pandemics are shaping our children’s future’ (July 2022). Both were delivered in person and no recording is available online. There have been no new public courses since then.*

*UQ offers open courses to its staff, including EARTH1000 – Planet Earth: The Big Picture, SOCY2340 – An Urban World and POLS3512 – Global Media, War and Peace. However, these are not open to the direct public.*

*The University of Queensland regular promotes, facilitates and hosts sustainability events that are designed for the community and accessible for free. The UQ Medical School also offers a free open lecture series titled ‘Health Matters,’ which covers the topic of climate change.*

**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

*The UQ Medical School has two main forms of communication:*

- *The UQ Medicine blog known as 'MayneStream' posts an article roughly twice a month on average, and includes a section on Everyday Health. This section is catered to the public and in 2024 included several articles covering planetary health. These included:*
  - *'Taking climate action to protect public health' Taking climate action to protect public health - Faculty of Medicine - University of Queensland*
  - *'Doctors for the Environment on Moreton Island' Doctors for the Environment on Moreton Island - UQ-Ochsner MD Program - The University of Queensland*
  - *'HEAL network investigates health impacts of climate change' HEAL network investigates health impacts of climate change - Faculty of Medicine - University of Queensland*
  - *'We're the 'allergy capital of the world'. But we don't know why food allergies are so common in Australian children' We're the 'allergy capital of the world'. But we don't know why food allergies are so common in Australian children*
- *The UQMedicine Magazine is a biannual publication and has recently included articles surrounding rural medicine, Indigenous health, and a healthy diet cookbook:*
  - *'Knowledge keeps the fires burning': how ancient Indigenous wisdom can transform our battle against climate change.' 'Knowledge keeps the fires burning': how ancient Indigenous wisdom can transform our battle against climate change*
  - *'Cookbook leaves you wonton more' Cookbook leaves you wonton more*

*Articles by the UQ Medical School that cover sustainable health and environmental advocacy are consistently made available on accessible platforms and promoted to students, staff and alumni via communications updates.*

**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 <b>institution</b> or <b>main affiliated hospital trust</b> offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	1
<p><i>UQ Alumni regularly communicates with video articles on their YouTube channel. Recent articles include <u>UQ Talks: how to travel more sustainably</u> (2024), <u>UQ Talks: It's not too late to save the planet – here's how</u> (2024), <u>UQ ChangeMakers: Profit, planet and people - navigating corporate social responsibility</u> (2022), <u>UQ ChangeMakers: How can you join Australian leaders fighting the sustainability crisis?</u> (2020). These recordings often include panellists from UQ's staff and teachers.</i></p> <p><i>UQ's primary alumni organisation, <u>UQ ChangeMakers</u>, also regularly hosts workshops and publishes articles available to all alumni globally. These often include sustainability lectures, environmental research opportunities, and updates on the latest in global healthcare.</i></p> <p><i>UQ offers Green Office Training, which provides education to professionals on how to improve their workplace's sustainability. Similarly, UQ also facilitates a LabSwap Day, in which laboratories are encouraged to donate/upcycle old scientific equipment.</i></p> <p><i>Though UQ Changemakers, a separate alumni engagement affiliation, offers many elective workshops relating to sustainability, neither UQ nor its affiliated hospitals offer any professionally <b>certified</b> courses that contribute CPD points for post-graduates.</i></p> <p><i>Regarding post-graduate training, Planetary Health knowledge and education is now a part of the PGY1 and PGY2 Australian Medical Council graduate requirements. However, the primary onus of meeting this criteria falls onto the hospital.</i></p>	

<b>3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals has accessible educational materials for patients. (0 points)	
Score Assigned:	1

*All affiliated teaching hospitals under the Queensland government retain patient fact sheets that can be accessed in-hospital or online. These include vaccination information, heatwave preparedness/disaster management, asbestos exposure, and screening for communicable diseases such as tuberculosis and STI's.*

*It is, however, the prerogative of each individual hospital to ensure these resources are readily available to patients. In practice, the **accessibility** of this information can vary significantly from hospital to hospital and the subjective experience reported by students identifying this information in their clinical environments has been mixed.*

*UQ Medical School itself offers no patient education materials, as it does not deal directly with patient healthcare. It is, however, involved with several public University clinics, which can offer this information to patients.*

*Whilst Government fact sheets are available for patient education, the extent of their accessibility varies between affiliated hospitals. All fact sheets are technically available online for patients, however it is convoluted and difficult for patients to access these if they don't know what to look for. Therefore, a score of 1 is awarded as some affiliated hospitals present readily available patient resources but not all hospitals.*

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

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

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

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

Score Assigned:

0

*UQ Medical School does not directly offer educational materials to patients in any accessible manner. Similarly, no affiliated hospitals have direct, easy-to-access materials for patients to view regarding health impacts of climate change.*

**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, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

*The UQ Green fund offers 'funds for projects that improve UQ's sustainability performance.' All UQ students can access this fund and for projects requiring \$500 or more, match-funding partnership with a UQ entity needs to be organised by students. As advertised on the sustainability website, UQ provides volunteering opportunities for students to contribute to several sustainability projects. Additionally, the UQ Green Ambassador program empowers student-led environmental initiatives with staff support. The program enables student contribution to Sustainability Council meetings and facilitates access to resources and networks to conduct campus initiatives. Examples of successful initiatives include a Repair Café to mend broken items, a Community Garden to allow students and staff space to grow fresh food, and LabSwap Week to give a second life to unused lab equipment. Likewise, laboratory staff and students receive sustainability education from the Green Labs Program.*

### 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

*There are some planetary health or specific sustainable healthcare programs provided by UQ Medical School. For example, first years have the option to choose a climate change based project for their research assignment. As part of the third year program, students are required to undertake a research project and can choose from a list of advertised projects, or seek out their own. In relation to planetary health, the projects available this year included 'Greenspace and physical activity in low-to-middle income countries' and 'Use of biology metrics to assess greenspace.' The Student Research Portal, currently paused as its undergoing review, has previously had some extracurricular projects related to planetary health, namely 'Understanding the effects of wildfire exposure on birth outcomes,' and 'Better control of mosquito-borne diseases through mosquito genomics.' In addition to students being able to seek out these advertised opportunities, they are encouraged to contact researchers and initiate new projects to undertake as extracurricular research.*

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

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

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

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

Score Assigned:

1

*As discussed in 4.1 of this section, UQ's sustainability website, advertises current and previous initiatives from different schools and disciplines, and features the UQ Green Ambassador program which enables students to spearhead environmental initiatives with staff support. There are however, no projects directly relating to sustainable healthcare and no details of projects in the Medical School.*



Furthermore, the 'My Research Portal' allows for UQ students to connect with planetary health based projects. However, this is not directly linked to the medical school.

Moreover, the UQ branch Doctors for the Environment student group works closely with the QLD doctors group, many of whom happen to be staff and lecturers at UQ Medical School. While this group is not directly endorsed by the Medical School, rather the student-led medical society, this provides an opportunity for mentorship and involvement in sustainable healthcare initiatives.

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

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

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

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

Score Assigned:

2

*The UQ branch Doctors for the Environment (DEA) student group works closely with the QLD DEA doctors group, many of whom are staff and lecturers at UQ Medical School. This group works to involve healthcare professionals and students in planetary health advocacy, current initiatives, and appreciation of nature. The student group is an official affiliate of the UQ Medical Society and receives funding for activities from the Medical Student Board funding, which is provided by UQ union. In addition, the UQ DEA group is linked to the national DEA organisation who are a non-for-profit that run climate campaigns, host national conferences, provide resources and medical education, and are key voices in the Australian political climate action scene. In combination with supporting these, the student group hosts networking events, promotes conservation work in nature, and encourages sustainable living.*

**4.5. Is there a student liaison representing sustainability interests who serves on a medical school 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:

0



*UQ Medical School nor UQ Medical Society do not have a student representative that specifically contributes to sustainability practices and curriculum on a school or institution level. There is however student input received by the Medical Program Student-Staff Liaison Group (SSLG) from UQ Medical Society representatives from across all year levels, which includes curriculum considerations but is not specific for sustainability. The UQ Medical Society does hold an Advocacy Chair position in their Management Committee, in charge of medical education advocacy as a whole.*

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.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<ol style="list-style-type: none"> <li>1. UQ's <u>sustainability week</u> featured herb and microgreens growing workshops, as well as tours of the St Lucia and Gatton community gardens, accessible to all students. These community gardens host several events all year round for students to be involved in harvesting fresh food and obtain the key knowledge for successful and sustainable agriculture practices.</li> <li>2. UQ's <u>sustainability week</u> hosted several planetary health events including the '<u>CoralWatch. Citizen Science and Sustainability: What can I do?</u>' webinar, '<u>Digital Transformation Policy and Practice: Achieving the SDGs through Global Development</u>' presentation, '<u>Net zero and the clean energy transition: The good news, the bad news and a pathway to progress</u>' seminar', and '<u>Climate Clarity Interactive Workshop</u>' workshop. Furthermore, the <u>School of the Environment</u> delivers several seminars and educational events for students, including a <u>SENVinar Series</u>.</li> <li>3. Doctors for the Environment Queensland branch hosted a lecture with UQ support titled '<u>Why Health Professionals can turn the climate crisis into a golden opportunity</u>' for UQ health students. UQ sustainability week included stalls from the <u>Wilderness Society</u> and</li> </ol>	

Brisbane Sustainability Agency to allow students to learn about these local environmental justice groups, although these did not relate to health professionals specifically.

4. During the sustainability week, UQ Art Museum displayed the Vibrant Matter Exhibition which embraces natural materials and conveys a powerful planetary health message.
5. Students have the opportunity to volunteer to help build community resistance to anthropogenic environmental impacts by joining student run clubs (e.g. UQ Environmental Collective and UQ Food Co-op), as well as UQ sustainability Crew, which runs tree planting and riverbank clean up days among other activities. UQ DEA runs a twice yearly Mulgumpin conservation camping trip to support native plants on the island. UQ sustainability week also included events to reduce litter, namely Clean Up Australia Day and Plogging.
6. UQ has several student clubs that provide students opportunities to engage in nature. For instance, UQ DEA Hike Club, UQ Mountain Club, UQ Oschner's Wilderness Medicine Interest Group, and UQ canoe club. UQ DEA also offered environmental conservation work at Mulgumpin where students hike through the island, weeding invasive species, and enjoy their free time in nature stargazing and swimming at the lagoon.

Section Total (13 out of 15)

86.66%

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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.*

<b>5.1. Does your <u>institution</u> have an Office of Sustainability?</b>	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<i>University of Queensland has an <u>Office of Sustainability</u> with seven staff members. However, the Faculty of Medicine employs no staff members dedicated to sustainability nor oversee affiliate hospitals in this area. The staff comply with <u>UQ's sustainability principles</u> by adopting their protocols at our sites, e.g. using the recommended waste management systems, with individuals driving this themselves on site. In particular, our Faculty of Medicine Infrastructure team works with <u>P&amp;F Sustainability</u> to claim and repurpose preloved furniture through a website called <u>WarpIt</u> and implement UQ's Policies &amp; Procedures relating to staff and student spaces.</i>	

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

The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	5
<p><i>University of Queensland's <u>2021-2025 sustainability strategy plan</u> clearly describes a 2025 Vision to be a 'beyond carbon neutral university.' The university's grounds and buildings are planned and designed to be resilient to the effects of climate change. Measurements of success will include reduced carbon emissions and mitigation by scope and outdoor air quality. UQ has committed to:</i></p> <ul style="list-style-type: none"> <li>- <i>A beyond carbon neutral footprint, including agricultural and scope 3 emissions</i></li> <li>- <i>A 2021 Baseline Climate Forecast scenario established</i></li> <li>- <i>Climate change impacts and adaptation strategies are included in all strategic and operational plans</i></li> <li>- <i>Outdoor air quality metrics and monitoring of emissions to improve air quality are established</i></li> </ul>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Through UQ's <u>renewable energy sources</u> it achieves &gt;20% and &lt;80% from renewable sources. These include Gatton and Warwick solar farms, as well as rooftop solar facilities. <u>Public information</u> does not specify the exact energy mix. UQ's <u>broader commitment to sustainability</u> offers hope for future improvements.</i></p>	

<b>5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?</b>	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the <b>majority</b> of old buildings <b>have been retrofitted</b> to be more sustainable. (3 points)	

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have <b>not been retrofitted</b> . (2 points)	
Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings. (1 point)	
Sustainability is <b>not considered</b> in the construction of new buildings. (0 points)	
Score Assigned:	3
<i>UQ follows the <u>Design Standards</u> and <u>Environmental Design Standards</u> documents which consist of sustainable building practices. This applies to all new buildings, all renovations (from a single room to a whole building) and retrofitting to remodel old buildings.</i>	

<b>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b>	
Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> 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 <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)	
The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<i>As a key area of the UQ Sustainability Strategy, <u>environmentally sustainable transport</u> is facilitated through infrastructure for active public transport. This includes dedicated bicycle and pedestrian priority pathways, bike maintenance and repair stations, relevant storage, showers, water-refill stations, lights, signs. There is a fleet of zero-emission vehicles for staff hire, electronic vehicle charging stations and on campus electronic micro mobility devices (e-bikes and e-scooters). UQ's St Lucia, Herston and Gatton campuses are connected through public transport as well as an Intercampus Express Bus Service.</i>	

<b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</b>
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Yes, the institution has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty. (2 points)	
The institution has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both. (1 point)	
There is <b>no</b> compost or recycling program at the institution. (0 points)	
Score Assigned:	2
<p><i>UQ is committed to responsible waste management as it is one of the focus topics in the <u>UQ sustainability strategy</u>. According to the Principal Program Officer – Sustainability, the medical school has both compost and recycling programs accessible. They do this by having:</i></p> <ul style="list-style-type: none"> <li>• <i>20 different waste streams including soft plastics, e-waste, chemical waste and fluorescent tubes and lamps.</i></li> <li>• <i>More than 100 recycling stations across our campuses, including our reuse and recycling stations for difficult-to-dispose-of materials.</i></li> <li>• <i>Organics bins have been incorporated into the waste stations in the UQ Food Court. aste can be separated into general (landfill) waste, co-mingled recycling, and organic waste.</i></li> <li>• <i>In 2017, UQ Gatton introduced food waste collection at the Walkway Café and the campus dining hall.</i></li> <li>• <i>Food outlets within the UQ Food Court also separate out food scraps for recycling as they are cooking and preparing food. This is known as 'pre-consumer organics' and is a large percentage of all the organic waste collected on campus.</i></li> <li>• <i>On St. Lucia campus, Merlo Coffee and St Leo's Catering, are also separating their pre-consumer organics.</i></li> </ul> <p><u>Organics collection at UQ - Sustainability - University of Queensland</u>  <u>Recycling and waste minimisation - Sustainability - University of Queensland</u></p>	

<b>5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution <b>is engaged</b> in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2

*UQ has a Sustainable Events Guide, but following this is not mandatory. The 2021-2025 sustainability strategy plan envisions 'To provide sustainable food options for the UQ community that have a low carbon footprint, are healthy, locally produced and minimally processed as well as being sustainably farmed and harvested.' The St Lucia, Gatton and Long pocket campuses have community gardens. The owner of many of the university's major food outlets, UQ union, runs projects to increase sustainability (e.g. Green caffeine to incentivise reusable cups and implementing fully compostable food service ware).*

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

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

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

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

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

Score Assigned:

3

*UQ requires responsible purchasing as detailed in the Procurement Policy, 'giving priority to the acquisition and use of goods and services that have a lower environmental impact over their product life cycle.' UQ expects 'its suppliers to review their compliance with' UQ Supplier Standards. There are several other projects and standards regarding sustainable procurement, including UQ Modern Slavery, Indigenous Procurement Strategy 2022-2025, WarpIT- Waste Action Reuse Portal.*

**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

*UQ provides a sustainable events certification via a checklist as well as a guide for hosting sustainable events. They provide free water coolers, help with 'green caterers' recycling and waste disposal. UQ WARPiT is an online resource -haring tool that allows UQ staff to post unwanted items for donation or to claim items for work purposes so that there is minimised waste post or pre-events. However, there are not mandatory sustainability requirements for events at UQ.*

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

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

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

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

Score Assigned:

2

*UQ has the Greenlabs program, a best practice guide and a sustainable purchasing guide for the laboratory. The Greenlabs program cultivates a network of environmentally conscious laboratory staff who promote good environmental practices in their work area, which would include the laboratories used by the medical school. The guidelines provide a framework for staff to follow for effective implementation.*

*The Greenlabs Program:*

- *Raises environmental awareness in laboratories on campus*
- *Reduces the amount of water and energy use*
- *Reduces the amount of waste generated.*

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

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

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

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

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



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

Score Assigned:

2

*In 2016, UQ announced its decision to not fully divest from fossil fuels. At that time less than four percent of the University's \$169.2 million portfolio was invested in fossil fuel companies. As seen in the most recent (2023) UQ Annual Report (next published in April), UQ's long-term managed investment portfolio has 'no direct investments in fossil fuel companies. The University regularly monitors the composition of investments managed by external fund managers and ensures fossil fuel companies do not form a material part of the total investment.' UQ uses fund managers who have either signed the United Nations-supported Principles for Responsible Investment (PRI) or are members of the Responsible Investment Association Australasia.*

*UQ has established the UQ Socially Responsible Investment (SRI) Green Fund inside the managed funds, with an initial investment of \$3 million. This fund makes sustainable and socially responsible investments and will not invest in firms that are not included in the FTSE All-World ex Fossil Fuel Index Series.*

*There has been some advocacy from staff & students on occasion such as the Environmental Collection promoting the global climate strike (15th September) at UQ-Union advocacy for fossil fuel divestment.*

Section Total (25 out of 32)

78.13%

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# Grading

## Section Overview

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

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

## Planetary Health Grades for the University of Queensland School of Medicine

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(44/72) \times 100 = 61.11\%$	B-
<b>Interdisciplinary Research (17.5%)</b>	$(14/17) \times 100 = 82.35\%$	A-
<b>Community Outreach and Advocacy (17.5%)</b>	$(10/14) \times 100 = 71.43\%$	B
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(13/15) \times 100 = 86.66\%$	A
<b>Campus Sustainability (17.5%)</b>	$(25/32) \times 100 = 78.13\%$	B+
<b>Institutional Grade</b>	$(61.11 \times 0.3 + 82.35 \times 0.175 + 71.43 \times 0.175 + 86.66 \times 0.175 + 78.13 \times 0.175) = 74.08\%$	<b>B</b>

# Report Card Trends

## Section Overview

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

