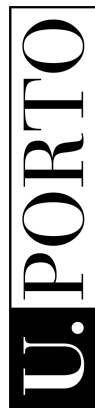




Planetary Health Report Card (Medicine) 2026:

*Faculty of Medicine of the University
of Porto*



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C
Curriculum	C+
<ul style="list-style-type: none"> The Faculty of Medicine of the University of Porto partially incorporates planetary health into its curriculum. While various facets of planetary health are covered in lectures, there is room for improvement. Recommendations: The curriculum lacks a curricular unit dedicated to discussing planetary health related topics, bringing awareness to this subject. The introduction of a unit focused on the impacts of planetary health on healthcare and vice-versa, would ensure a more thorough approach to these issues. 	
Interdisciplinary Research	A-
<ul style="list-style-type: none"> The Faculty of Medicine of the University of Porto hosted a conference on planetary health and sustainability and, in addition, is the workplace of many professors actively engaged in research related to planetary health and healthcare sustainability. Recommendations: The Faculty of Medicine of the University of Porto should create a program through which communities impacted by climate change and environmental injustice could give input about the research agenda at the institution. 	
Community Outreach and Advocacy	C-
<ul style="list-style-type: none"> At the Faculty of Medicine of the University of Porto, planetary health and sustainable healthcare initiatives are regularly included in communication updates. Not only that, but the faculty offers multiple post-graduate courses relating to planetary health and/or sustainable healthcare as a primary focus. Moreover, the University Hospital Center of São João provides patient accessible educational material on the impact of climate change and the risk of environmental health exposures. Recommendations: The Faculty of Medicine of the University of Porto should invest in planning community-facing events regarding planetary health. It could also increase visibility on these issues through targeted communication channels. 	
Support for Student-Led Initiatives	D
<ul style="list-style-type: none"> The Faculty of Medicine of the University of Porto encourages sustainability projects and research focused on these topics. However, these initiatives lack faculty support and emphasis, given that there is no funding available and they are not mandatory, forcing the interested students to carry these projects on their own. Recommendations: To improve, the Faculty of Medicine of the University of Porto could establish a dedicated foundation for planetary health support and expand funding opportunities for student-led sustainability initiatives. 	
Campus Sustainability	C+
<ul style="list-style-type: none"> At the Faculty of Medicine of the University of Porto, sustainability guidelines were used for new buildings and for remodelling old ones. Furthermore, it operates active initiatives to enhance lab sustainability such as the “More Sustainable FMUP” project. In addition, its energy partially comes from solar panels and there are recycling bins on campus, although there is no organic recycling program. Recommendations: Introducing an organics recycling program with compost bins on campus. Improving the sustainability guidelines, set by the University of Porto, making them a formal, mandatory regulation, that is required for an event to take place on campus. Enforcing the sustainability criteria to be taken into consideration when making decisions about supply procurement. 	

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, and 4) community outreach centred on environmental health impacts 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 (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 the 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).

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

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.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation: At the Faculty of Medicine of the University of Porto, the unit Community health focused on the Patient is a semestral elective offered to second, third and fifth grade medical students. Learning objectives are:</i></p> <ol style="list-style-type: none"> <i>1. Global health fundamentals</i> <i>2. Impact of the social determinants of health</i> <i>3. Intervention strategies and global public health policies</i> <i>4. Case studies about inclusive health practices.</i> <p><i>The curriculum includes group projects and several case based learning sessions. The final project of this elective is entitled "Global Health Case report".</i></p> <p><i>In addition, the Health, Well-being and Architecture unit has a primary focus on enabling students to plan spaces that promote and protect planetary health.</i></p>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?

This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: As a part of the medicine master's degree core curriculum, at Faculty of Medicine of the University of Porto, the lecture "Environmental and behavioral determinants of health" in the Population Health curricular unit (Year 1) and the lecture "Environmental Immunology – Planetary Health" from the Clinical Immunology curricular unit (Year 3), feature extensive discussion on the effects of rising temperatures and climate change on health. The extreme heat, resulting from global warming, is one of the topics covered, as well as the various conditions that it can cause, such as exhaustion and dehydration, presenting the risks to the elderly, children, or individuals with pre-existing medical conditions.</i></p> <p><i>*The article discussed in this lecture was: Haahtela T. A biodiversity hypothesis. Allergy. 2019 Aug;74(8):1445-1456. doi: 10.1111/all.13763. Epub 2019 Apr 4. PMID: 30835837.</i></p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: In the Faculty of Medicine of the University of Porto, the lecture "Environmental and behavioral determinants of health" in the Population Health curricular unit, briefly addresses the impacts of extreme weather on individual physiological risk and on the structural resilience of healthcare systems. This lecture addresses temperature-related mortality, and presents climate change as a risk factor, linking large-scale environmental shifts to individual health outcomes, through concepts like "Planetary Health". It also includes the World Health Organization's "Operational framework for building climate resilient and low carbon health systems", demonstrating the necessity of adapting healthcare infrastructure to withstand climate-related shocks while simultaneously reducing the carbon footprint of medical services.</i></p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The Faculty of Medicine of the University of Porto addresses the impact of environmental factors on infectious diseases in the Population Health unit, through a lecture called “Environmental and behavioral determinants of health”, which introduces the link between environmental risks and infectious diseases. This session utilizes World Health Organization’s data and “Burden of Disease” charts to connect environmental factors to enteric and parasitic infections.</i></p> <p><i>Furthermore, the lecture “Microbiology and Environmental Quality”, from the Medical Microbiology II unit (Year 3), addresses environmental threats in air, water, and food, noting how these are the most relevant pathways for infection.</i></p> <p><i>Later on, this is talked about in the Public Health unit (Year 6), where all students complete a mandatory internship, in which they work with the REVIVE program (Vector Surveillance Network).</i></p>	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>As part of the medicine master’s degree core curriculum, the Population Health unit includes an overview of how air pollution acts as a critical risk factor for the development and/or worsening of respiratory diseases.</i></p> <p><i>Also, the “Environmental Immunology – Planetary Health” lecture, from the Clinical Immunology module, provides several dedicated slides linking global warming and urban environmental changes to the rising prevalence of asthma and chronic inflammatory diseases.</i></p> <p><i>Moreover, the lecture “Microbiology and Environmental Quality”, from the Medical Microbiology II unit, explores environmental threats, linking poor air quality to asthma, bronchitis, and pulmonary hypersensitivity.</i></p> <p><i>In addition, this is explored in the Respiratory Thoracic Diseases module (Year 4), where core lectures on COPD and Lung Cancer explicitly identify environmental pollution and harmful particles as key risk factors.</i></p>	

Furthermore, the Clinical Pediatrics curriculum (Year 5) explicitly links the physical environment and climate to children's acute respiratory pathologies, such as Acute Bronchiolitis and Respiratory Syncytial Virus.

Finally, the Public Health internship serves as the practical application of these concepts.

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. (3 points)

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

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

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

Score Assigned:

0

Score explanation: No curriculum content, core or elective, identified to support this metric.

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. (3 points)

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

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

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

Score Assigned:

2

Score explanation: As a part of The Faculty of Medicine of the University of Porto's core curriculum, this topic is briefly covered in the core curriculum through the Prevention Medicine unit (Year 2). In the lecture "Mental Health, Depression, Anxiety and Stress" the curriculum identifies natural disasters as a significant negative life event and a specific risk factor for the development of Major Depressive Disorder.

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

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

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

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

This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: At the Faculty of Medicine of the University of Porto, this topic is covered in the "Food Safety" lecture, from the Medical Microbiology II unit. It explores food and water security, defining food-borne diseases as those caused by consumption of contaminated water or food and explores chemical and biological threats. Also, it introduces the "One Health" concept, teaching students that human health is inextricably linked to animal health and the shared environment.</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 in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: At the Faculty of Medicine of the University of Porto, the vulnerability of specific populations to environmental and social determinants is briefly addressed in the Population Health course, utilizing a case study to map how housing and parental unemployment (SES) drive proximal health outcomes.</i></p> <p><i>Additionally, the Prevention Medicine module identifies "low socioeconomic status" and "older age" as critical risk factors.</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 in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: At the Faculty of Medicine of the University of Porto, the unequal health impacts of climate change globally were briefly covered in one lecture from the Population Health course which presents World Health Organization's data, comparing the percentage of deaths attributable to climate change and environmental risks between low/middle-income and high-income countries. It identifies how distal socioeconomic factors and global macroeconomic structures drive these regional health disparities.</i></p>	

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?	
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
<i>Score explanation: At the Faculty of Medicine of the University of Porto, this topic is covered in the Nephrology and Urology module (Year 5): there is one lecture on Infertility that includes a couple slides on the impact of exposure to gonadotoxins, such as radiation, pesticides, excessive heat, solvents and tobacco smoke, on male fertility</i>	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No curriculum content, core or elective, identified to support this metric.</i>	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation: At the Faculty of Medicine of the University of Porto, the “Environmental Immunology – Planetary Health” lecture, from the Clinical Immunology module, contains a few slides contemplating the Kogi people and their "Aluna" philosophy.

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. (3 points)

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

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

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

Score Assigned:

2

Score explanation: At the Faculty of Medicine of the University of Porto, the impact of human-caused toxins on marginalized groups is briefly covered in the core curriculum. The Population Health unit uses a case study to link low socioeconomic status and poor housing to higher exposures to industrial waste.

In addition, the “Food Safety” lecture, part of the Medical Microbiology II module, identifies pesticides and livestock drugs as anthropogenic threats to food security,

Also, the Pneumology curricular unit details how noxious anthropogenic particles and air pollution differently affect patients with chronic respiratory vulnerabilities, while the Clinical Pediatrics curricular unit details how environmental factors disproportionately affect children.

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?

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

Score Assigned:

0

Score explanation: No curriculum content, core or elective, identified to support this metric.

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored in depth by the core curriculum. (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
<i>Score explanation: As a part of the medicine master's degree core curriculum, "Sustainability and Evidence Based Medicine" is one of the three reflections debated on the last lecture from the Prevention Medicine unit, based on a graphic named "High value health care is low carbon health care".</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 and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<i>Score explanation: At the Faculty of Medicine of the University of Porto, there are multiple curricular units that explore the importance of avoiding over-medicalisation, over-investigation and over-treatment due to the impacts it has on health and the environment. For instance, the Bioethics and Medical Deontology unit (Year3) covers the concept of Resource Stewardship, teaching students the moral obligation to manage healthcare resources responsibly. Additionally, the General Practice and Family Medicine unit (Year 5) focuses greatly on Quaternary Prevention,</i>	

which concentrates on identifying patients at risk of over-medicalization and protecting them from unnecessary medical interventions that offer no clinical benefit and increase environmental waste.

Moreover, the Population Health curriculum identifies the increase in the use of antibiotics as a significant driver of health and environmental risks. Furthermore, the Prevention Medicine unit mentions that geriatric care should focus on holistic management, rather than just focusing on prescribing medicines.

Finally, it is also thoroughly explained that the non-pharmaceutical management of conditions where such is appropriate is largely beneficial. For instance, in the Public Health module, the students were presented with a public health problem and told to brainstorm possible solutions, including non-pharmacological measures.

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)

No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

0

Score explanation: No curriculum content, core or elective, identified to support this metric.

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

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

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

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

Score Assigned:

2

Score explanation: At the Faculty of Medicine of the University of Porto, in the Medical Propedeutics and Surgical Propedeutics modules (Year 3) this is explored both theoretically and practically. For instance, the students are taught the importance of questioning patients about their exposure history, asking patients questions such as tabagic habits, exposure to radiation, recent travels, home environment, occupational exposure, etc.

Curriculum: Administrative Support for Planetary Health

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

Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)

Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)

No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:

0

Score explanation: No evidence identified to support this metric.

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:

4

Score explanation: Planetary health and Education for Sustainable Healthcare topics are integrated longitudinally throughout the Faculty of Medicine of the University of Porto curriculum, appearing across multiple years with increasing complexity, rather than being confined to a single standalone lecture. For example, in the pre-clinical phase (1st to 3rd Years), these concepts are introduced theoretically and then, as students transition to the clinical cycle (4th to 6th Years), they apply them in a practical way.

However, most of these topics are not taught with the necessary depth, prompting the necessity to improve their integration into the curriculum.

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

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

Score Assigned:	0
<i>Score explanation: No evidence identified to support this metric.</i>	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The Faculty of Medicine of the University of Porto curriculum briefly addresses civic engagement and advocacy through the framework of health promotion and public policy. The Population Health unit emphasizes the necessity of intersectoral action, engaging with housing, environment, and urban planning sectors, to address the structural determinants of health.</i></p> <p><i>Furthermore, the Prevention Medicine curriculum explores Primordial Prevention, which requires physicians to act as advocates for structural societal changes to prevent the emergence of environmental and social risk factors.</i></p>	

Section Total (42 out of 75)	56.00%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
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
<p><i>Score explanation: The Faculty of Medicine of the University of Porto is the workplace of many professors that are conducting research focused on planetary health and healthcare sustainability, namely:</i></p> <ol style="list-style-type: none"> <i>1. A faculty member coordinates the project “Geração XXI” which evaluates and monitors the development of 8,647 newborns, aiming to explore new hypotheses that may allow us to understand the influence of prenatal and early life years in the development and health during adolescence and adulthood. This project intends to continuously evaluate the growth and health of Portuguese children so that in the future we will be at the forefront of planning intervention strategies in public health.</i> <i>2. Another faculty member leads “EXALAR 21”, a research project to study the close and intricate relationship between health, more precisely allergic diseases and asthma, and the exposure to the urban ecosystem, characterised by high levels of air pollution, reduced biodiversity, and lack of green and blue spaces.</i> <i>3. A third faculty member focuses her investigation on the dietary patterns of the Portuguese population, promoting the Mediterranean Diet as a dietary model which is healthy as well as environmentally sustainable.</i> <i>4. To finish, another faculty member is the main investigator on the project “HEALS - Health and Environment-wide Associations based on Large population Surveys” which focuses on</i> 	

the different aspects of individual assessment of exposure to conventional and emerging environmental stressors and on the prediction of the associated health outcomes.

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 point)

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

Score Assigned:

3

Score explanation: The Faculty of Medicine of the University of Porto has a "Planetary Health and Forensic Sciences, and Medical Education" department. ([FMUP - Departamento de Ciências da Saúde Pública e Forenses, e Educação Médica](#))

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 point)

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

Score Assigned:

0

Score explanation: No evidence identified to support this metric.

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

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

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

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

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

Score Assigned:

3

Score explanation: The University of Porto has a website devoted to the Public Health Institute, which centralises ongoing and past research related to health and the environment, meeting all of the criteria mentioned above. The website is linked [here](#).

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

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

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

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

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

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

Score Assigned:

4

Score explanation: The European University Alliance for Global Health (EUGLOH) Annual Summit was hosted at University of Porto from 22nd to 24th of October 2025 on the Abel Salazar building. The conference webpage is linked [here](#).

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

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

No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation: The Faculty of Medicine of the University of Porto is a member of EUGLOH.</i>	

Section Total (14 out of 17)	82,35%
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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence identified to support this metric.</i>	

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?	
The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	1
<i>Score explanation: The Faculty of Medicine of the University of Porto promoted community-facing initiatives despite not being involved in planning them. These events were open to all the students of the different Faculties of University of Porto. For instance, the “One Health Talks” organised by</i>	

the Abel Salazar Biomedical Sciences Institute, is an initiative that consisted of several talks, throughout the year, concerning various topics related to planetary health.

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:

1

Score explanation: The Faculty of Medicine of the University of Porto occasionally shares via email the events mentioned in section 3.2 and has a newsletter in which sometimes are shared the participation of Faculty professors in projects and studies related to planetary health and sustainable healthcare.

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

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

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

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

Score Assigned:

2

Score explanation: At the Faculty of Medicine of the University of Porto there are multiple post-graduate courses relating to planetary health and/or sustainable healthcare as a primary focus. Not only that, but the University Hospital Center of São João (the main affiliated hospital trust) has its own internal training plan for staff, which includes protocols for waste management, energy efficiency, and rational use of resources, ensuring that the hospital's workforce is updated on sustainable healthcare delivery.

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the 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 medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<i>Score explanation: University Hospital Center of São João has accessible educational material on the risk of environmental health exposures for patients to consult, such as articles in its newsletter and flyers available on the Hospital Centre.</i>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the 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:	1
<i>Score explanation: University Hospital Center of São João has accessible educational material on the impact of climate change for patients to consult, such as articles in its newsletter and flyers available on the Hospital Centre.</i>	

Section Total (6 out of 14)	42,86%
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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 <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The 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:	1
<i>Score explanation: The Faculty of Medicine of the University of Porto encourages sustainability initiatives and QI projects by providing physical spaces for meetings and events, using their digital platforms to share student's initiatives and by facilitating mentorship for these students, connecting them with experts in environmental health. However there are no grants for students to enact these activities nor are they part of the core curriculum.</i>	

4.2. Does your <u>institution</u> 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 them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<i>Score explanation: At the Faculty of Medicine of the University of Porto, there are multiple opportunities for medical students to engage in research related to planetary health such as the University of Porto Youth Research program (IJUP) and the Elective Research Unit. Furthermore, students can join established research teams at associated centers like the Institute of Public Health</i>	

or CINTESIS/RISE. However, there is no research or fellowship program exclusively dedicated to medical students in the field of planetary health.

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

Score explanation: The University of Porto has a Sustainability Portal which features university-wide initiatives. Moreover, the websites of associated research centers list specific research lines and contact information for investigators working on environmental health. However, there is no single webpage dedicated to Planetary Health at the Faculty of Medicine of the University of Porto, information regarding sustainability projects and potential mentors is available across different platforms.

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:

1

Score explanation: At the Faculty of Medicine of the University of Porto, there is a department in the Students' Association which addresses planetary health topics, promoting advocacy on campus.

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
<i>Score explanation: Although the students of the Faculty of Medicine of the University of Porto are represented in the decision-making councils, these liaisons do not represent sustainability interests.</i>	

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.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	0
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<i>Score explanation: The Students' Association of Faculty of Medicine of the University of Porto (AEFMUP) promotes multiple outdoor activities.</i>	

Section Total (5 out of 15)	33,33%
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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<i>Score explanation: There is a specific group responsible for energetic sustainability in the University Hospital Center of São João and in the Faculty of Medicine of the University of Porto.</i>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	1
<i>Score explanation: The University of Porto, which encompasses the Faculty of Medicine of the University of Porto, has stated its commitment to carbon neutrality, aligned with national targets. While there are specific initiatives, like the “More Sustainable FMUP” project, that target</i>	

significant reductions in energy consumption, the institution lacks a comprehensive, written, and formally approved action plan that details the specific steps to reduce its own carbon footprint.

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

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

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

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

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

Score Assigned:

1

Score explanation: The faculty of Medicine of the University of Porto, as a public entity, complies with national regulations, including guidance such as the Council of Ministers Resolution No. 132/2023, published on 25 October 2023, which establishes key principles for promoting sustainability in the public sector, including a target of at least 25% of electricity from renewable sources.

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

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

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

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

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

Score Assigned:

3

Score explanation: Faculty of Medicine of the University of Porto's new buildings were all built utilising sustainable building practices and the old buildings are being remodelled conforming to sustainability guidelines.

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

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

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

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

Score Assigned:

0

Score explanation: No evidence identified to support this metric.

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

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

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

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

Score Assigned:

1

Score explanation: There are recycling bins on campus, but there is not an organics recycling program with compost bins available.

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

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

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

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

There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<i>Score explanation: The Faculty of Medicine of the University of Porto, through the University's Social Services (SASUP), follows institutional guidelines aimed at increasing food sustainability. These include mandatory vegetarian meals daily, significant reduction of single-use plastics, and active food waste management programs. Although the institution has made significant progress, these measures lack specific quantitative targets.</i>	

5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<i>Score explanation: The Faculty of Medicine of the University of Porto, as a public entity integrated on the University of Porto, has to follow the Public Contracts Code and the guidelines of the Ecologic Public Procurements National Strategy. While there are sustainability criteria, they are often applied as facultative measures or as tie breakers and not as mandatory requirements in all the supplying categories.</i>	

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
<i>Score explanation: The Faculty of Medicine of the University of Porto follows the sustainability guidelines set by the University of Porto. These provide recommendations for organizing eco-friendly events, such as prioritizing digital materials over print, reducing single-use plastics, and ensuring proper waste segregation. While the institution strongly incentivizes these measures,</i>	

which are consistently adopted by the Students' Association and faculty, there is no formal, mandatory regulation that requires for an event to abide by these criteria.

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

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

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

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

Score Assigned: 2

Score explanation: The Faculty of Medicine of the University of Porto operates active initiatives to enhance lab sustainability: for instance, the institution's genetics lab has recently acquired the "My Green Lab" certification. Furthermore, through the "More Sustainable FMUP" project, the institution has transitioned from passive guidelines to a structured renewal program. This projects includes the large-scale replacement of energy-intensive equipment with certified high-efficiency models.

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: 4

Score explanation: The Faculty of Medicine of the University of Porto, being a public institution, has no private shareholders, relying mainly on public funding.

Section Total (19 out of 32)

59,38%

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Grading

Section Overview

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

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

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

Planetary Health Grades for the Faculty of Medicine of the University of Porto

The following table presents the individual section grades and overall institutional grade for the Faculty of Medicine of the University of Porto on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(42/75) \times 100 = 56.00\%$	C+
Interdisciplinary Research (17.5%)	$(14/17) \times 100 = 82.35\%$	A-
Community Outreach and Advocacy (17.5%)	$(6/14) \times 100 = 42.86\%$	C-
Support for Student-led Planetary Health Initiatives (17.5%)	$(5/15) \times 100 = 33.33\%$	D
Campus Sustainability (17.5%)	$(19/32) \times 100 = 59.38\%$	C+
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 54.94\%$	C

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for the Faculty of Medicine of the University of Porto

