



Planetary Health Report Card (Physiotherapy) 2026: *School of Health Sciences (HESAV)*



Haute École
de Santé – Vaud

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	D
Curriculum	C
<ul style="list-style-type: none"> • Three courses in the physiotherapy curriculum incorporate sustainability and environmental factors by addressing key concepts of planetary health, earning points in this section. • Recommendations: Provide concrete, physiotherapy-specific strategies throughout the three years and more than three courses to reduce the carbon footprint and further integrate these principles into clinical placement and practice. Improve communication with patients on planetary health issues. Designate a teaching team leader dedicated to the integration of sustainability. 	
Interdisciplinary Research	D+
<ul style="list-style-type: none"> • At HESAV and in the physiotherapy program, research into planetary health and the sustainability of health care is developing. Although some researchers are working on these topics, it is not their main field. Some projects attest the commitment of certain teachers and researchers to this theme. • Recommendations: Create a department or institute specifically dedicated to planetary health research, in order to structure and intensify interdisciplinary work in this field. Create a web page to centralize and promote all the institution's current and past research dedicated to planetary health and/or the environment, including student research and work. 	
Community Outreach and Advocacy	F-
<ul style="list-style-type: none"> • HESAV is not associated with any community organization promoting planetary health. The link between the CHUV (university hospital) and HESAV physiotherapy program is not structured in a way to enable the development of common sustainability guidelines. • Recommendations: Partner with local community organizations to promote planetary health. Offer continuing education in sustainability and planetary health awareness events to alumni. 	
Support for Student-Led Initiatives	D
<ul style="list-style-type: none"> • Research opportunities exist for physiotherapy students, notably through the writing of Bachelor's papers on planetary health and sustainable care. This report on planetary health is financially supported by the HES-SO and HESAV. • Recommendations: Support a student organization dedicated to planetary health or sustainable healthcare. Keep the web page updated with engaging content and existing planetary health mentors and projects. 	
Campus Sustainability	D+
<ul style="list-style-type: none"> • HESAV has set up a number of initiatives, such as the Sustainability Commission and efforts to promote sustainable food and recycling in certain buildings. • Recommendations: Develop a carbon neutrality plan with clear and measurable short-, medium-, and long-term goals. Nominate a permanent sustainability officer at the School of Physical Therapy and within HESAV, to coordinate environmental efforts. 	

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Physiotherapy School/Department vs. Institution:** When “Physiotherapy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of physiotherapy and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by Physiotherapy students, no matter where in the institution

the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (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).

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

Curriculum: General

1.1. Does the physiotherapy curriculum offer elective (student-selected) courses or modules specifically focused on sustainable healthcare practices or environmental physiotherapy?	
Yes, the physiotherapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the physiotherapy school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The physiotherapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the physiotherapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>In the module “3003: Professional contexts”, there is a workshop divided in two parts. This first one focuses on testimonials of professionals who transitioned to more sustainable approaches. The second half-day invites students to design physiotherapy practice scale models using low-tech materials and develop a realistic financial plan. Projects must integrate ecological principles, nature-based therapies, renewable energy, water conservation, interdisciplinary partnerships, and diversified income models beyond traditional insurance systems.</i></p> <p><i>The elective module “2905: Humanitarian Work and Physiotherapy” does not primarily focus on ESH and planetary health, but some classes address challenges related to healthcare access in the context of climate change and major disasters.</i></p>	

1.2. Does the curriculum address the health risks of extreme heat from climate change on patient care, particularly for vulnerable populations that physiotherapists commonly treat (e.g. children, elderly, athletes)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> <i>In the module "1001: Becoming a Physiotherapist", four theoretical class sessions address, in a cross-cutting manner, concepts of sustainability, planetary boundaries, and environmental health, as well as the links between the environment and human health.</i> <i>As part of this course, students are briefly invited to reflect on the question: "What are the impacts of exceeding planetary boundaries on human health?" before sharing and discussing their ideas collectively.</i></p>	

Curriculum: Health Effects of Climate Change

1.3. Is there content on how extreme weather events affect physiotherapy practice and service delivery, for example, disaster response and rehabilitation following these events?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> <i>The module "1001: Becoming a Physiotherapist" covers several topics over four class sessions and draws links between the natural environment and human health. In particular, it addresses climate change, IPCC reports, and the impacts of exceeding planetary boundaries. Additionally, the topic of the impact of natural disasters on mental health is also discussed.</i> <i>As part of this course, students are invited to reflect for a few minutes on the question: "What are the impacts of exceeding planetary boundaries on human health?" before sharing their ideas with the group.</i> <i>The elective module "2905: Humanitarian Work and Physiotherapy" explores challenges related to access to healthcare and migration, as well as the interconnections between health, access to food and water, and the health of ecosystems in the context of climate change.</i></p>	

1.4. Does the curriculum cover how changing patterns of infectious diseases due to climate change might impact physiotherapy practice and patient management?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>The curriculum does not address this topic.</i>	

1.5. Does the program address the relationship between climate change, air pollution, respiratory health, and physiotherapy interventions?	
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:</i> <i>The module "1001: Becoming a Physiotherapist" covers the concept of carbon footprint and co-benefits during one class session.</i> <i>The module "2005: Cardiorespiratory Physiotherapy" briefly addresses the various causes of obstructive respiratory diseases related to air quality. In the same course, the consequences of chlorofluorocarbon (CFC)-based propellants used in metered-dose inhalers are also briefly discussed. Alternatives using hydrofluoroalkane (HFA) as well as dry powder inhalers are also presented.</i>	

1.6. Is there content on how climate change and increased heat affect cardiovascular health, and how this impacts physiotherapy assessment and treatment planning?	
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:</i> <i>The curriculum does not address this topic.</i>	

1.7. Does the curriculum address climate change's potential mental health impacts on patients and how this might affect physiotherapy outcomes?
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This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The module "1001: Becoming a Physiotherapist" addresses the impacts of natural disasters on the mental health of adults who have survived climate-related disasters, drawing on the studies by Warsini et al. (2014) and Hickman et al. (2021). It also explores young adults' perception of the future and eco-anxiety. Possible approaches for management, applicable across all healthcare fields, are presented based on the work of Baudon, P., and Jachens, L. A. (2021).</p>	

1.8. Does the program integrate discussions on the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The module "1001: Becoming a Physiotherapist" briefly introduces several concepts and draws connections between the environment and human health. In the theoretical portion of the course, students are invited to reflect for a few minutes on the following question: "What services do ecosystems provide to human health? (e.g., forest, river, lake...) What might be the health impacts if these ecosystems are threatened or no longer fulfill their role?" In addition, a seminar on nutrition discusses the negative impacts of food production on both the environment and health. Although it does not cover the full spectrum of relationships between health, food and water security, students are encouraged to explore the topic and propose ways to integrate these concerns into professional practice.</p> <p>The elective module "2905: Humanitarian Work and Physiotherapy" addresses difficulties in access to healthcare and issues related to migration, as well as the relationships between health, access to food and water, and the health of ecosystems in the context of climate change.</p>	

1.9. Does your physiotherapy school curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations (e.g. low SES,
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women, communities of color, 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:

1

Score explanation:

The elective module “2905: Humanitarian Work and Physiotherapy” addresses the causes of migration, particularly those linked to climate change.

The module “1001: Becoming a physiotherapist” very briefly addresses the specific consequences on women, people in precarious situations and the elderly, based on the study by Watts et al. (2019).

However, these two courses do not address the link with the models responsible for these situations of marginalization.

1.10. Does your physiotherapy school curriculum address how global climate change impacts might affect physiotherapy practice in different regions, including potential changes in patient demographics due to climate migration?

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

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

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

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

Score Assigned:

1

Score explanation:

The elective module “2905: Humanitarian Aid and Physiotherapy” covers aspects related to access difficulties in healthcare and explains the role of physiotherapy in this context. However, this module remains general and does not delve deeply into regional disparities and the specific climate impacts on physiotherapy practice worldwide. It does, however, detail care models in these different contexts.

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

1.11. Does the curriculum address the potential impacts of environmental toxins on patient health and rehabilitation, particularly in pediatric or neurological physiotherapy?

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:</i> <i>The curriculum does not address this topic.</i>	

1.12. Does your physiotherapy school curriculum incorporate local environmental health issues into case studies, lectures or practical sessions?	
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:</i> <i>As it is currently less prone to natural disasters, the city of Lausanne and its surrounding community are not under a direct environmental threat. However, HESAV is located in a densely urbanized area, making it more exposed to heatwaves as well as air and soil pollution. These topics are addressed in class, particularly in the module "1001: Becoming a Physiotherapist."</i>	

1.13. To what extent does your physiotherapy school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
Indigenous knowledge and value systems are integrated throughout the physiotherapy school's planetary health education (3 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum. (2 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation :</i> <i>The curriculum does not address this topic.</i>	

1.14. Does your physiotherapy school curriculum address how environmental factors disproportionately affect marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults, and how physiotherapists can address this in their practice?

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

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

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

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

Score Assigned:

0

Score explanation:

The module "1001: Becoming a Physiotherapist" briefly addresses the specific consequences for the following population groups: children, adolescents, adults, people in precarious situations, and the elderly, based on the study by Watts et al. (2019). However, no connection to clinical practice is made.

Regarding practical training, one of the four internship periods must take place in a geriatric care institution. These establishments account for nearly 30% of all available internship placements. This allows students to gain experience in caring for this vulnerable population during their practice. However, institutions rarely address the link between environmental factors and their disproportionate effects on this group.

Curriculum: Sustainability

1.15. Does the curriculum promote the co-benefits of sustainable lifestyle choices (e.g. active transport, green exercise and Healthy Plant-Based Diets) as part of patient education and treatment plans?

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

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

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

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

Score Assigned:

3

Score explanation:

In the module "1001: Becoming a Physiotherapist," eight theoretical course periods address the concept of sustainability in physiotherapy through the following themes:

- *Links between environment, health, and physiotherapy*
- *Co-benefits and concrete interventions based on the study by Holguera et al. (2020).*

In the module "1007: Health Promotion and Physical Activity," the topic of sustainable nutrition is addressed during the course on therapeutic education. The content presented is based on the EAT-Lancet Commission Summary Report (2019).

Moreover, the validation criteria and indicators for second- and third-year internships incorporate elements of sustainability in therapeutic education:

- *Criterion 2nd Year: Presence of treatment approaches aligned with sustainability*
 - *Propose treatment modalities that incorporate sustainability principles*
 - *Assess the quantitative and qualitative impacts of one's interventions on patients*
 - *Justify the efficiency of proposed treatment approaches based on evidence-based practice*
- *Criterion 3rd Year: Integration of sustainability dimensions into interventions*
 - *Adapt interventions with regard to sustainability (e.g., equipment management, patient resource management, cost-effectiveness of interventions, etc.)*
 - *Take into account best practice guidelines when selecting interventions*

However, it is essential that clinical instructors pay attention to these themes during evaluations and that corresponding strategies are implemented within their institutions.

1.16. Does your physiotherapy school curriculum cover the carbon footprint of physiotherapy practice and strategies to reduce it?

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

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

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

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

Score Assigned:

3

Score explanation:

The module "1001: Becoming a Physiotherapist" addresses the ecological footprint of the healthcare system in a general sense. The topic "The impact of the healthcare system on planetary boundaries (natural environment)" is specifically presented during the course. It also discusses comparisons of CO₂ emissions within the healthcare sector and the role of physiotherapy in those emissions. Various resources are provided for further exploration, such as the "Ecological Footprint Calculator | WWF Switzerland."

The course also presents a figure illustrating that "the carbon footprint of healthcare systems increases exponentially with the access to healthcare and their quality." Switzerland has a disproportionately large carbon footprint, which could be reduced by comparing its system to countries with similar levels of access and health policy. It also includes a graph emphasizing the lesser part for which physiotherapy is responsible and the incentives to orientate patients towards conservative treatments.

The module "1002: Clinical Reasoning" includes four periods dedicated to clinical reasoning, communication, and sustainability. Students are encouraged to identify actionable levers linked to sustainability, propose specific goals, and suggest treatment methods that incorporate co-benefits for health and the environment, along with potential economic consequences. A study by Nicolet et al. (2022), "What is the carbon footprint of first aid practices? A retrospective in Switzerland," is discussed. It presents the carbon footprint of an average medical practice nationwide and identifies

the actions with the highest impact on reducing CO₂ emissions per year. While not specific to physiotherapy practices, the proposed solutions are widely applicable, especially given the strong emphasis on promoting active transportation.

1.17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum (e.g., musculoskeletal, neurological, cardiorespiratory)? (1 point each)	Score
Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room. (1 point)	1
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
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 anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (1 point)	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing. (1 point)	1
The health and environmental co-benefits of avoiding excessive physiotherapy treatment and over-investigation. (1 point)	1
<p><i>Score explanation:</i></p> <p><i>The module "1001: Becoming a Physiotherapist" addresses waste production across various healthcare fields through the study by Nicolet et al. (2022), "What is the carbon footprint of first aid practices? A retrospective in Switzerland." This study presents, in particular, the carbon footprint of an average medical practice in Switzerland and identifies which actions have the greatest impact on reducing CO₂ emissions per year.</i></p> <p><i>The module "2005: Cardiorespiratory Physiotherapy" discusses the environmental consequences of chlorofluorocarbon (CFC)-based propellants used in metered-dose inhalers, as well as alternatives such as hydrofluoroalkane (HFA)-based inhalers and dry powder inhalers.</i></p> <p><i>The modules "1001: Becoming a Physiotherapist," "1002: Clinical Reasoning," and "1003: The Moving Individual" promote an approach favoring conservative treatment and a reduction in the use of medication in favor of sustainable and conservative physiotherapy interventions.</i></p> <p><i>The modules "1001: Becoming a Physiotherapist" and "1007: Health Promotion and Physical Activity" highlight the co-benefits of regular physical activity in accordance with WHO recommendations, the positive effects of green spaces in urban areas, and active mobility, based on the study by Holguera et al. (2020).</i></p> <p><i>The module "1002: Clinical Reasoning" emphasizes the economic and social benefits of reducing over-treatment in physiotherapy (overuse of therapeutic interventions), over-investigation, and</i></p>	

over-medicalization. These concepts are revisited during the second year of the Bachelor's program.

The module “3004: Complex clinical practices” also addresses the concept of “Smarter Medicine.

Moreover, the validation criteria and indicators for second- and third-year internships incorporate elements of sustainability in therapeutic education:

- Criterion 1st Year : Presence of reflection on sustainability in physiotherapy and its application
 - Apply the sustainability-related strategies implemented within the institution
 - Highlight sustainability-related aspects in patient assessment and treatment approaches
- Criterion 2nd Year: Presence of treatment approaches aligned with sustainability
 - Propose treatment modalities that incorporate sustainability principles
 - Assess the quantitative and qualitative impacts of one's interventions on patients
 - Justify the efficiency of proposed treatment approaches based on evidence-based practice
- Criterion 3rd Year: Integration of sustainability dimensions into interventions
 - Adapt interventions with regard to sustainability (e.g., equipment management, patient resource management, cost-effectiveness of interventions, etc.)
 - Take into account best practice guidelines when selecting interventions

However, it is essential that clinical instructors pay attention to these themes during evaluations and that corresponding strategies are implemented within their institutions. Student feedback on their internships indicates that, at present, few measures are being implemented in this regard.

Curriculum: Clinical Applications

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

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:

1

Score explanation:

The modules “1001: Becoming a Physiotherapist” and “1002: Clinical Reasoning” provide guidance on how to implement sustainability in our practice, including in our assessments, goal setting, and treatment methods. However, they lack the communicative component on how to generally approach the topic of climate change effects in conversation. The importance of individualization remains key, as it will not be possible to discuss the same topics with every patient.

It could be relevant to address these strategies in the modules “1005: Person in Relationship” and “1007: Health Promotion and Physical Activity.”

The module “3001 - Chronicity and therapeutic efficiency” addresses the topic of motivational interview. With this tool in hand, the students participate in a role-playing exercise based on a

clinical vignette highlighting the effects of climate change on health, as well as one focused on Green hospital policies.

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

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

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

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

Score Assigned:

2

Score explanation:

The modules "1001: Becoming a Physiotherapist" and "1002: Clinical Reasoning" present the importance of environmental factors in patient history in a very general way but do not provide specific guidance on what elements to look for.

It could be relevant to address these strategies in the modules "1005: Person in Relationship" and "1007: Health Promotion and Physical Activity."

The module "3001 - Chronicity and therapeutic efficiency" includes lessons on motivational interview and environmental physiotherapy, which enables the development of management strategies that take environmental and sustainability aspects into account. The students participate in a role-playing exercise based on a clinical vignette highlighting the effects of climate change on health.

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned:

2

Score explanation:

The Physiotherapy Department of the Haute École de Santé Vaud (HESAV) has signed the 2023 and currently the 2027 EPT Agenda of the Environmental Physiotherapy Association (EPA), with the goal of ensuring that every student is informed about the relationship between the environment, health, and human functioning, and how this relationship applies to physiotherapy. The new 2022 Bachelor of Physiotherapy curriculum framework has introduced new courses, including the topic of sustainability.

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

Planetary health/ESH topics are well integrated into the core physiotherapy school curriculum. (6 points)

Some planetary health/ESH topics are appropriately integrated into the core physiotherapy student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 point)

There is minimal/no education for sustainable healthcare. (0 points)

Score Assigned:

4

Score explanation:

The topic of sustainability is addressed in the first year through the modules “1001: Becoming a Physiotherapist” and “1002: Clinical Reasoning.” Although most of the content is presented in module 1001, its placement at the beginning of the program provides a strong foundation that frames reflection in the other modules.

Awareness of over-investigation and over-treatment is addressed in the second year through the module “2001 – Musculoskeletal I.” Other courses, such as the core module “2005 – Cardiorespiratory Physiotherapy” and the elective module “2905: Humanitarian Work and Physiotherapy,” establish links between their specific topics and the concepts introduced in the first year.

The third year includes a more substantial internship period than the previous years, allowing students to apply theoretical concepts and confront their implementation in various contexts. The module “3001 - Chronicity and therapeutic efficiency” addresses the topic of motivational interview. With this tool in hand, the students participate in a role-playing exercise based on a clinical vignette highlighting the effects of climate change on health.

Furthermore, the practical application of theoretical knowledge related to planetary health and sustainable healthcare takes place throughout the curriculum during the program’s four internships (see question 1.17). It is essential that clinical instructors pay attention to these themes during evaluations and that appropriate strategies are implemented within their institutions. Student feedback on their internships indicates that, at present, few measures are being implemented in this regard.

Unfortunately, the key aspects of planetary health are always upheld by the same teacher(s). However, these elements are not systematically taken up by other members of the teaching staff.

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

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

No, the physiotherapy school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> <i>No one within the Physiotherapy Department at HESAV is specifically employed to integrate these themes into the core curriculum. One instructor has received training from the University of Applied Sciences and Arts Western Switzerland (HES-SO) and serves as resource persons for the entire teaching staff.</i></p> <p><i>Currently, there is also an intention to create areas of expertise within HESAV to bring together teaching staff or other specific personnel who share a common interest in certain themes, such as sustainability.</i></p> <p><i>These additional details do not affect the score assigned, as they represent only the beginning of initiatives, but they do indicate that developments could occur in the future.</i></p>	

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:</i> <i>The module “3001 - Chronicity and therapeutic efficiency” addresses the topic of institutional as well as professional responsibility during its lesson on environmental physiotherapy. Students are asked to debate different positions on topics related to their future conduct as professionals</i></p>	

Section Total (37 out of 72)	51,39%
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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:	2
<p><i>Score explanation:</i> <i>Some members of the teaching staff integrate topics related to planetary health and sustainable healthcare into their research activities. However, these are not currently their primary research focus. Examples of research or projects conducted or underway at HES-SO include:</i></p> <ul style="list-style-type: none"> - <i>Ongoing: “The impact of physiotherapy on global climate: an environmental footprinting study of pain treatments”. This research aims to assess the environmental footprint of physiotherapy treatments for pain management, one of the most common reasons for physiotherapy consultations.</i> - <i>Completed: “Creating sustainable healthcare environments: the example of DuraBloc” – an interdisciplinary project between the health sciences at HESAV and architecture at the School of Engineering and Architecture of Fribourg (HEIA-FR), in partnership with the CHUV. The project was led by a professor at HESAV. The goal of this research was to identify the factors affecting sustainability in operating theatres and to propose actionable improvements. A video published on the HES-SO website is available at the following link: Sustainability and Hospital Care Environments: The Operating Room Space – DuraBloc Project.</i> 	

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:

0

Score explanation:

At HESAV, there is currently no department or institute dedicated to interdisciplinary research in planetary health. However, a sustainability competence hub is currently being developed.

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:

There is currently no process in place at HESAV to incorporate the perspectives of communities disproportionately affected by climate change and environmental injustice.

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:	1
<p><i>Score explanation:</i> There is an internal link for students and staff to a webpage from the Sustainability Commission (HESAV – Sustainability Commission). Links and resources redirect students to the platform and website of the HES-SO, available at the following link: HES-SO – Sustainability.</p>	

2.5. Has your <u>institution</u> 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:	2
<p><i>Score explanation:</i> In March 2023, HESAV organized a scientific day on the theme: “Health in the City. Environmental sustainability: how can we respond to the challenges in the health sector?”</p> <p><u>Topics addressed:</u></p> <ul style="list-style-type: none"> - Climate crisis: summary and how to act in line with well-being - How to be an active agent in facing the challenges posed by the environmental crisis as a health professional? - Co-benefits and “green prescribing”: how to care for both people and nature <p>This scientific event also included workshops and a panel discussion:</p> <p><u>Workshops</u></p> <ol style="list-style-type: none"> 1) Eco-anxiety and environmentally friendly behaviors: what implications for health professionals? 	

- 2) *Health system actors and their role within an ecosystem approach to health (Ecohealth)*
- 3) *Toward sustainable professional practices and training in the health sector? The environment and the organization of care under discussion*

Panel discussion

- *Environmental sustainability: how can we respond to the challenges in the health sector?*

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

Score explanation:

The Physiotherapy program at HESAV has signed the EPA (Environmental Physiotherapy Association) EPT Agenda 2023 and currently the 2027 Agenda. The aim is to ensure that every student is informed about the relationship between the environment, health, and human functioning, and how this relationship applies to physiotherapy.

Section Total (6 out of 17)

35,29%

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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 environmental 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:</i> There is no partnership between HESAV and community organisations.	

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:	0
<i>Score explanation:</i> The institution proposes the Green Film Festival at HESAV in 2025 . The screenings are free for students and staff members of the school. However, as this is an extracurricular, non-mandatory, and registration-based event, no academic credit is awarded.	

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:

0

Score explanation:

Students do not receive specific communications on these topics. An institutional webpage provides information on sustainability, but it lacks details about mentors and planetary health projects and is not updated regularly.

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:

0

Score explanation:

Members of HESAV have access to the [HES-SO](#)'s "Flash Learning" courses. Among them, students, graduates, and staff can access 50-minute training sessions with the following titles:

- Sustainable development, sustainability... what are we really talking about?*
- The circular economy*
- Planet under pressure: the challenges of the Anthropocene*
- Life cycle analysis*
- The odyssey of waste*
- Towards sustainable digital data management: points for consideration*
- How can we measure the environmental impact of the digital world ?*

As for the CHUV and other hospitals in the canton of Vaud offering clinical placements, no training on planetary health or sustainable healthcare has been identified within physiotherapy services.

While several of these hospitals are members of the Association of Responsible Healthcare Institutions, the trainings offered by the association are mainly geared toward institutional leadership.

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:	0
<p><i>Score explanation:</i> <i>Currently, no educational materials on environmental health exposures intended for patients have been identified at the CHUV or other hospitals in the canton of Vaud that offer clinical placements. Nothing is currently in place for patients, and initial efforts should focus on staff, given the lack of knowledge and, more importantly, the limited training opportunities available to healthcare personnel.</i></p>	

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:	0
<p><i>Score explanation:</i> <i>Currently, no educational materials on the health effects of climate change accessible to patients have been identified at the CHUV or other hospitals in the canton of Vaud that offer clinical placements. Nothing is currently in place for patients, and the first step should be to work with staff, given the lack of knowledge and especially the limited training available to healthcare personnel.</i></p>	

Section Total (0 out of 14)	0,00%
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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 <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
<p><i>Score explanation:</i> One professor is the resource person within the institution to support and guide sustainability initiative/QI, PHRC included.</p>	

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 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
<p><i>Score explanation:</i> The HES-SO catalogs projects that contribute to achieving the objectives of the Agenda 2030 for Sustainable Development . However, no projects from HESAV have yet been carried out within this framework.</p> <p>Nevertheless, students in the physiotherapy program have the option of writing their Bachelor's thesis on planetary health or sustainable healthcare.</p>	

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 institution has a webpage accessible via the link [Commission Durabilité – HESAV](#), which provides information about projects and initiatives related to sustainability. However, this page lacks key information regarding specific mentors or detailed descriptions of activities related to planetary health and sustainable healthcare. The page also links to a HES-SO Flash Learning training series covering the following topics:

- *Sustainable development, sustainability... what exactly are we talking about?*
- *The circular economy*
- *A planet under pressure: the challenges of the Anthropocene*
- *Life cycle analysis*
- *The odyssey of waste*
- *Towards sustainable digital data management: points for consideration*
- *How can we measure the environmental impact of the digital world ?*

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:

0

Score explanation:

No, there is no such student organization within HESAV. There is an active Health for Future group in Lausanne; however, no information about it has yet reached the physiotherapy department.

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:</i> <i>No, there is no such student representative.</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.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i> HESAV hosted the Green Film Festival (Festival du Film Vert) in 2025. Three screenings were offered, highlighting the connections between environment and health. Green Film Festival at HESAV in 2025.</p> <p><i>In addition, within the institution, HESAV's Interdepartmental Student Association (ASSIDE) has made a solidarity cupboard available to students since 2022. It contains non-perishable food items and hygiene products. There is also a book exchange box available on campus.</i></p> <p><i>HESAV's Interdepartmental Student Association (ASSIDE) organises hiking trips and Nordic bathing in Lake Geneva.</i></p>	

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:	1
<p><i>Score explanation:</i> <i>At HESAV, there is a Sustainability Commission that is open to anyone interested, based on voluntary engagement.</i></p> <ul style="list-style-type: none"> - <i>The goal of the Commission is to assist the management of HESAV in implementing sustainability measures to meet, among others, the corresponding objectives outlined in the HESAV development plan 2021-2024.</i> - <i>Its activities include, in collecting ideas and suggestions from staff and students, selecting and prioritizing ideas that could lead to institutional projects, and participating in their implementation.</i> <p><i>Only one staff member at HESAV is paid for their work in the sustainability field—the person responsible for infrastructure, logistics, and sustainability, who officially has 10% of their duties dedicated to sustainability.</i></p> <p><i>There are also working groups on various themes. Currently, one of them is working on establishing a "Sustainability Week" at HESAV.</i></p> <p><i>There is a position for a sustainability coordinator at CHUV. However, no guidelines put in place by either of the two institutions align with the operations of the other. The collaboration between CHUV and HESAV is less significant than the one between CHUV and the Faculty of Medicine at the University of Lausanne.</i></p>	

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:	0
<i>Score explanation:</i> There is no knowledge of the school carbon footprint nor a plan to reduce it.	

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
<i>Score explanation:</i> HESAV does not currently own the premises it occupies. It rents four buildings, some of which are supplied by the City of Lausanne's district heating system, while others use the city's standard electricity supply. For reference, the City's district heating is an energy mix that is more than 50% renewable (source: Direction des services industriels (n.d.). Énergies renouvelables. Ville de Lausanne. Retrieved on November 12, 2024, from: Ville de Lausanne - Énergies renouvelables).	

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

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have not been retrofitted . (2 points)	
Sustainable building practices are inadequately or incompletely implemented for new buildings. (1 point)	
Sustainability is not considered in the construction of new buildings. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> HESAV does not currently own the premises it occupies. A new Health Campus is under construction and will bring together the five training programs (nursing, physiotherapy, medical radiology technology, midwifery, and starting in 2026, occupational therapy). By 2026, it will include four buildings dedicated to education, research, administration, and student housing.</p> <p><i>This project aims to be exemplary in the field of sustainability, incorporating all the criteria of the 2030 Agenda of the building services (certification, clean energy, etc.). For example, the buildings are expected to have a neutral energy balance.</i></p>	

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?	
Yes, the institution has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)	
The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> The current institution is located in downtown Lausanne, and no strategy has been implemented to encourage or provide environmentally friendly mobility options. However, it is well served by public transportation and has covered bicycle parking spaces.</p> <p><i>There is also parking available for motor vehicles, for which students can apply for a permit at the beginning of the academic year. Additionally, free parking for motorcycles and scooters is available near the campus in the City of Lausanne, which does not necessarily promote active mobility (such as cycling, walking, or other non-motorized modes of transport).</i></p> <p><i>Although the institution has not implemented specific strategies, one point is still awarded due to its central location.</i> <i>The future Health Campus 2026, currently under construction, will no longer be located in the city center; therefore, implementing a mobility action plan would be advisable to promote active and sustainable modes of transportation (public transport, cycling, walking).</i></p>	

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:

In the HESAV buildings, there is a recycling system in place that includes the entire process, from recovery to disposal, for the Beaumont (BM21) site. For the other buildings, a conventional recycling system exists, but it is managed by the property owners (CHUV or the State of Vaud).

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

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

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

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

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

2

Score explanation:

HESAV has initiated a process to offer sustainable food services on its new Campus Santé, with participatory workshops organized with the help of an external company. In the current setup, on the César-Roux site, which does not have a cafeteria, vending machines offering meals and snacks made from organic and local products have been installed. The coffee machines also offer organic coffee.

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

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

There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> HESAV has a directive for the procurement of goods, services, and merchandise that incorporates sustainability; however, this directive is not available online. A project is currently underway to more systematically integrate sustainability considerations into these directives, and it will soon be reviewed by the management.</p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> There are no guidelines on sustainability regarding events organized by HESAV.</p>	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points)	
There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are no efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> Through the Sustainability Commission and the Head of Infrastructure, Logistics, and Sustainability, initiatives are being taken to make the workspaces more environmentally sustainable; however, there are no clear guidelines in place.</p>	

5.11. Does your <u>institution's</u> 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
<p><i>Score explanation:</i> HESAV holds investments, sometimes indirectly, in companies operating in the fossil fuel sector. As a semi-public institution, it is affiliated with certain partners and therefore cannot fully divest from fossil fuels. Based on publicly available information and an in-depth look at the investment policies of some of HESAV's partner institutions—such as La Poste, the Pension Fund of the State of Vaud (CPEV), and Retraites Populaires—it appears they still hold investments in companies linked to fossil fuels. However, these institutions have taken steps toward renewable energy, although it cannot be confirmed that this transition is complete.</p> <p><i>In this context, 2 points are awarded, as the institution is neither fully divested nor entirely invested in companies involved in fossil fuels.</i></p>	
Section Total (12 out of 32)	37,50%

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Grading

Section Overview

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

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

Planetary Health Grades for the Haute École de Santé Vaud School of Physiotherapy The following table presents the individual section grades and overall institutional grade for the Haute École de Sant Vaud School of Physiotherapy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(37/72) \times 100 = 51,4\%$	C
Interdisciplinary Research (17.5%)	$(6/17) \times 100 = 35,3\%$	D+
Community Outreach and Advocacy (17.5%)	$(0/14) \times 100 = 0\%$	F-
Support for Student-led Planetary Health Initiatives (17.5%)	$(5/15) \times 100 = 33,3\%$	D
Campus Sustainability (17.5%)	$(12/32) \times 100 = 37,5\%$	D+
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 33,99\%$	D

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which the Haute École de Santé Vaud has participated in the Planetary Health Report Card initiative.

As we can see, an improvement in the Curriculum and Support for Student-Led Initiatives sections can be observed. However, these increasing scores stem from the participation of the evaluators to the third year courses. A better understanding of their content led us to attribute more points to some indicators.

The year 2027 will be a turning point for Haute École de Santé Vaud as it will be joined by the Haute École de Travail Social on a common new campus. As challenging as it is, this event is also the opportunity to integrate new sustainable practices in our school.

The Physiotherapy program at HESAV has signed the EPA (Environmental Physiotherapy Association) EPT Agenda 2023 and currently the 2027 Agenda. The aim is to ensure that every student is informed about the relationship between the environment, health, and human functioning, and how this relationship applies to physiotherapy. By joining this network, HESAV aims to be inspired by best practices from all around the world in the coming years.

Planetary Health Report Card Trends for Haute École de Santé Vaud - School of Physiotherapy

