



Planetary Health Report Card (Medicine) 2026: *Medical University of Vienna (MedUni Vienna)*



MEDICAL UNIVERSITY
OF VIENNA

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B
Curriculum	A
<ul style="list-style-type: none"> ● MedUni Vienna incorporates planetary health (PH) and sustainable healthcare (SH) topics into its medical curriculum across multiple semesters, mainly in the courses of Block 6 ‘Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung’ (course on ‘Einführung in die Medizinische Ökologie’ and on ‘Umwelteinflüsse und Gesundheit’) and Block 22/23 ‘Public Health’ (seminars on ‘Umweltmedizin’ and on ‘Klimawandel und Gesundheit’). It also includes several elective courses. Strengths include the coverage of the health impacts of climate change on infectious, respiratory and cardiovascular disorders, as well as heat-related illnesses, anthropogenic toxins, carbon footprint, food and water security, and environmental justice concepts. While sustainable healthcare principles are addressed in some pharmaceutical and non-pharmaceutical management approaches, the environmental impact of reducing healthcare overuse and misuse receives little attention. A designated faculty member is responsible for overseeing the full longitudinal integration of planetary health education and leads the working group “Teaching” within the internal task force Green University. ● Recommendations: <ul style="list-style-type: none"> ○ Curriculum integration should be expanded by creating planetary health and sustainable healthcare learning objectives for each course block that are in line with the <u>latest recommendations of the Austrian Public Health Institute for climate competence of healthcare professionals</u>. For implementing planetary health and sustainable healthcare topics longitudinally in the core curriculum, we highly advise the use of the resource collection developed by the Faculty of Medicine of the University of Würzburg. It covers a wide variety of topics with ready-made teaching concepts, materials, general and specific literature recommendations: https://www.med.uni-wuerzburg.de/planetaregesundheit/aktivitaeten/ressourcensammlung-planetary-health-lehre-fuer-gesundheitsberufe/. Additionally, we recommend following the activities from the European research project “BeWell” for green skills courses: https://bewell-project.eu/category/topic/green-skills/ ○ Expand existing courses in the core curriculum to include missing topics such as healthcare waste minimization (e.g. recycling and remanufacturing) and sustainable clinical practices (especially in surgical healthcare), as well as climate-sensitive health counseling. ○ Highlight all relevant teaching activities on an official sustainability website. 	
Interdisciplinary Research	B
<ul style="list-style-type: none"> ● The MedUni Vienna has several research groups either dedicated to planetary health and sustainable healthcare or incorporating these aspects within broader research, such as the research unit “Green Public Health”, already founded in 2009. Institution-hosted Green Day events in 2025 and 2026 demonstrate growing visibility of sustainability-related research and exchange. While vulnerable populations affected by climate change play an advisory role in participatory research, there is no formal inclusion in research decision-making. The university now has an internal sustainability website on the intranet, although there is still no public-facing official sustainability website. The University Hospital of Vienna, as part of the Wiener Gesundheitsverbund, is a member of the Global Green and Healthy Hospitals (GGHH), and MedUni Vienna recently became a member of the Allianz Nachhaltige Universitäten Österreich. ● Recommendations: Opening the existing intranet sustainability website to the public in the form of a “Sustainability Navigator” would be highly beneficial to increase the visibility of all university activities 	

related to health and the environment. MedUni Vienna should also continue strengthening institutional links with larger planetary health and ESH networks, such as the Planetary Health Alliance and/or KLUG (Deutsche Allianz Klimawandel und Gesundheit).

Community Outreach and Advocacy

C

- MedUni Vienna has a vast variety of community outreach relating to planetary health and also offers some post-graduate and professional education activities in this field, including faculty development opportunities in Education for Sustainable Development. The University Hospital of Vienna does not have accessible educational materials about the health impacts of climate change for patients.
- **Recommendations:** To improve its planetary health impact, the MedUni Vienna should further expand post-graduate education and regular staff training on planetary health and sustainable healthcare, and provide easily accessible resources or awareness initiatives for patients on climate-related health risks.

Support for Student-Led Initiatives

D

- So far, MedUni Vienna provides limited support for student-led planetary health initiatives, lacking dedicated funding for sustainability projects, structured research fellowships, or a centralized publicly accessible web page for planetary health opportunities. However, since summer 2025, one student representative has been part of the Working Group Teaching of the task force Green University, providing at least some student representation for sustainability-related teaching discussions.
- **Recommendations:** To strengthen student engagement in planetary health, MedUni Vienna should provide funding for student-led initiatives and develop structured research opportunities, and further strengthen student representation in sustainability decision-making processes beyond the current working-group level. Additionally, a central student-facing website should showcase teaching, mentoring, and related opportunities.

Campus Sustainability

C

- MedUni Vienna has established the internal task force Green University to strengthen sustainability in the areas of teaching, research, procurement, and construction. Sustainability is now more clearly embedded in institutional structures through environmental management processes and an EMAS-validated framework covering Universitätsmedizin / AKH Wien and MedUni Vienna at the AKH site. In addition, a number of concrete operational measures in energy, waste, mobility, and resource efficiency are already being implemented, and MedUni-managed teaching infrastructure is largely powered by renewable electricity. At the same time, MedUni Vienna still lacks its own finalized and publicly available institutional climate neutrality roadmap with clear targets and accountability, and some sustainability strategies remain only partially aligned across the university and hospital setting.
- **Recommendations:** MedUni Vienna should now prioritize finalizing and publicly releasing its own institution-wide climate neutrality roadmap, with concrete time-bound targets, responsibilities, and monitoring indicators, while further aligning its sustainability governance with the already established EMAs-based environmental management structures of Universitätsmedizin Wien. In addition, the university should strengthen implementation in the currently weaker areas identified in this assessment, especially sustainable procurement (including pharmaceuticals), plant-based canteen, green event standards, and long-term divestment / sustainable investment policies.

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:

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 points)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>The MedUni Vienna offered two elective courses in the past year:</i></p> <ol style="list-style-type: none"> <i>A lecture series with exercises entitled „647.014 - Klimakrise, Mikroplastik und Artensterben: Was hat das mit Gesundheit zu tun? Planetary Health - Ein umfassendes Gesundheitskonzept“ (planetary health - an Extensive Health Concept). It covers topics such as planetary borders, carbon footprint, planetary health basics, climate crisis, mobility, climate and heat, sustainable healthcare sector, impact of climate change on mental health.</i> <i>A practical seminar on „851.101 - PS Global Health and Humanitarian Work“. This practical seminar offers an inter-/transdisciplinary overview on work and research in health and health care in the so-called Global South (formerly: developing countries). It confers basic knowledge on the history, actors and principles in the humanitarian arena. It includes topics such as infectious diseases, migration, inequality, water/sanitation (e.g. Léo Heller's lecture about WASH projects), appropriate technology, or clinical research, and refers to viewpoints of medical anthropology as well as postcolonial and gender studies. The focus is on providing a deeper insight and a critical reflection on practical aspects of working and conducting research under resource-limited settings while providing an overview of existing resources as well as recent international collaborations.</i> 	

In addition, there were several lectures offered that covered the topic only in specific sessions without having the primary focus on ESH/planetary health

- Lecture series summer term 2025 „896.061 - Gender Lectures - Machen Unterschiede einen Unterschied? Basics der Gender Medizin,, with a topic on „Klimawandel und Public Health: Gender und Diversityaspekte, Daniela Haluza, Department of Environmental Health“
- Lecture series as part of the [PhD programme Public Health](#) on “851.010 / 851.106 -SE Basic Lectures: Public Health” covering topics on environmental health and global health.

Curriculum: Health Effects of Climate Change

1.2. Does your **medical school** 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

Score explanation:

2nd Semester, Block 4 Funktionssysteme und biologische Regulation, Kapitel 5, Thema 3, Wärmehaushalt – the topic is mentioned on 1 slide

2nd Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 6 – Einführung in die Medizinische Ökologie. Effects of extreme heat are included in the main objectives of the lecture and covered by the slides. The teaching concept of this course on medical ecology can be found here:

Gundacker, C., & Himmelbauer, M. (2023). The impact of climate change on the medical profession - a newly implemented course on medical ecology. *GMS journal for medical education*, 40(3), Doc30. <https://doi.org/10.3205/zma001612>

3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides of the lecture address heat-related morbidity and mortality.

7th Semester, Block 22/23 Public Health, lecture on Health Impact Assessment – material was discussed across several slides; topics ‘Bewegung’ and ‘Open Seminar on climate change’: material was discussed across several slides;

9th + 10th Semester. Tertiär Kinder- und Jugendheilkunde, Thema 4 — Ausgewählte Infektionskrankheiten. Slide 86: “Thus, malaria usually is restricted to tropical and subtropical areas (see map) and altitudes below 1,500 m. However, this distribution might be affected by climatic changes, especially global warming, and population movements.”

The publicly available curriculum can be found by this link:

<https://studyguide.meduniwien.ac.at/curriculum/n202-2025/?state=0-107457-7515/diplomstudium-humanmedizin>

1.3. Does your medical school 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:

3

Score explanation:

2nd Semester, Block 6 Prävention und Präventivmedizin, Thema 6 – Einführung in die Medizinische Ökologie. The health effects of extreme weather are put in the main objectives of the lecture and covered by several slides.

7th Semester, Block 22/23 Public Health:

- *lecture on Health Impact Assessment – the topic covered by 1 slide; Bewegung – the topic covered by 1 slide.*
- *Public Health in Action: Green Walks (impulse and guided tour on urban greenery and health)*
- *seminar on Thema 12 - Klimawandel und Gesundheit.*
- *Open seminar: Extreme events, trends, and variability in Northern Hemisphere lake-ice phenology*

9th + 10th Semester. Tertian Kinder- und Jugendheilkunde, Thema 9-10. Allergologie und Pulmologie. The topic is covered by 1 slide (Slide 11) - Wetterwechsel auf Asthma bronchiale.

9th + 10th Semester. Tertian Psychiatrie, Kapitel 2, Thema 5. Angst- und Zwangsstörungen. The topic is covered by 1 slide (Slide 35): “Vier zentrale Subtypen, welche einen ängstlichen Inhalt besitzen.

Natürliche Umwelt: Wasser und Wetter z.B.: Schwimmbad, See, Meer oder Sturm, Gewitter o.ä.”. Kapitel 2, Thema 6. Belastungsstörung und PTBS. The topic was covered by 5 slides (Slides 3-5, 7, 14): “Traumata mit ernsthafter Bedrohung für die Sicherheit/Unversehrtheit des Betroffenen oder einer sehr nahestehenden Person (z.B. Naturkatastrophe, schwerer Unfall, Krieg, Verbrechen, Vergewaltigung)”

Kapitel 2, Thema 14. Trauma. The topic covered by 3 slides (Slides 7-9, 36): “Traumatisierende Ereignisse sind zumeist: Natur- und Verkehrskatastrophen (Erdbeben, Tornados, Feuer, Überschwemmungen, Zugkatastrophen ...)”, “...in einer Metaanalyse von 25 longitudinalen Studien zur psychischen Gesundheit von Kindern und Jugendlichen, die Naturkatastrophen überlebt haben, betrug die PTBS Rate bis zu 95% und jene der Depression lag zwischen 1,6 und 81% (Wang et al., 2013)

• eine besonders hohe Rate an Komorbiditäten (88,6%) wurde auch bei Vorschulkindern gefunden, die vom Hurrikan Katrina betroffen waren. Die häufigsten Komorbiditäten in dieser Studie waren die Störung des Sozialverhaltens (60,6%), Depressionen (57,1%), ADHS (33%) und Angststörungen (33,3%)”

JC Public Health WS 2025/2026 on the general topic of "Aspects of health communication" integrated a range of papers dealing with climate change, planetary health and health effects.

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

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

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

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

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

Score Assigned:

3

Score explanation:

2nd Semester, Block 6 Prävention und Präventivmedizin, Thema 6, Einführung in die Medizinische Ökologie. Rückwirkungen auf den Menschen: Klimamodelle, Gesundheitsfolgen, Parasiten als Überträger von Krankheitserregern, Einführung in die Parasitologie, ökologische Einnischung und Zoonosen. The effects of climate change on patterns of infectious diseases are put in the main objectives of the lecture and covered by slides.

7th Semester, Block 22/23 Public Health, seminar on Thema 12 - Klimawandel und Gesundheit.

9th + 10th Semester. Tertial Kinder- und Jugendheilkunde, Thema 4 — Ausgewählte Infektionskrankheiten. Slide 86: “Thus, malaria usually is restricted to tropical and subtropical areas (see map) and altitudes below 1,500 m. However, this distribution might be affected by climatic changes, especially global warming, and population movements.”

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

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

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

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

This topic was **not** covered.

Score Assigned:

3

Score explanation:

2nd Semester, Block 6 Prävention und Präventivmedizin:

- *Thema 6, Einführung in die Medizinische Ökologie.*
- *Thema 7, Umwelteinflüsse und Gesundheit. The main objectives of the lecture were: Umweltmedien / Problemfelder; Auswirkungen / Wechselwirkungen Mensch-Umwelt. Wasser, Boden, Luft, Klima, Strahlung, Lärm und Schall, Ernährung, Mobilität, Arbeitsplatz, Wohnen, Freizeit. The topic is also covered by the slides.*

4th Semester, Block 12 Respiration, Thema 4, Pathologie des Respirationstraktes. Environmental etiology of chronic respiratory disorders are covered by at least four slides.

7th Semester, Block 22/23 Public Health, Kapitel 3, Thema 4, Umweltmedizin. The main objectives of the lecture are: Die Studierende sollen über den Beitrag von Umweltfaktoren bei der Pathogenese und/oder Aggravation akuter und chronischer Erkrankungen beispielhaft (Feinstaub, Stickstoffoxide, Schall, EMF) Bescheid wissen. The topic is also covered by slides.

- seminar on Thema 12 - Klimawandel und Gesundheit: Slides 16, 17

9th + 10th Semester: Tertial Frauenheilkunde, Kapitel 5, Thema 3 - Endometriose. Slide 39: "Umweltverschmutzung - Oxidativer Stress - Verschlechterung der Symptome"

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

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

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

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

This topic was **not** covered.

Score Assigned:

3

Score explanation:

7th Semester, Block 22/23 Public Health, lecture on Bewegung – the topic covered by 1 slide;

2nd Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung. The cardiovascular effects of climate change are covered by several slides of two lectures:

- Thema 6 – Einführung in die Medizinische Ökologie; Kardiovaskuläre Prävention;
- Thema 8 - Arbeitsmedizin.

3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides cover the effects of heat on comorbidities, including cardiovascular disorders.

7th Semester, Block 22/23 Public Health, seminar on Thema 12 - Klimawandel und Gesundheit.

- lecture on Bewegung – the topic covered by 1 slide

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?

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

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

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

This topic was **not** covered.

Score Assigned:

3

Score explanation:

2nd Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung. Neuropsychological effects of climate change are covered by 1 slide of each of the topics:

- Thema 6 – Einführung in die Medizinische Ökologie;

2nd Semester, Block 6 Prävention und Präventivmedizin; Kapitel 7 - Umwelteinflüsse und Gesundheit; PTSD is mentioned as a consequence of extreme weather due to climate change

3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides cover effects of heat on comorbidities, including neurological disorders.

7th Semester, Block 22/23 Public Health, seminar on Thema 12 - Klimawandel und Gesundheit.

9th + 10th Semester. Tertiäre Psychiatrie, Kapitel 2, Thema 5. Angst- und Zwangsstörungen. The topic is covered by 1 slide (Slide 35): "Vier zentrale Subtypen, welche einen ängstlichen Inhalt besitzen.

Natürliche Umwelt: Wasser und Wetter z.B.: Schwimmbad, See, Meer oder Sturm, Gewitter o.ä.". Kapitel 2, Thema 6. Belastungsstörung und PTBS. The topic was covered by 5 slides (Slides 3-5, 7, 14): "Traumata mit ernsthafter Bedrohung für die Sicherheit/Unversehrtheit des Betroffenen oder einer sehr nahestehenden Person (z.B. Naturkatastrophe, schwerer Unfall, Krieg, Verbrechen, Vergewaltigung)"

Kapitel 2, Thema 14. Trauma. The topic is covered by several slides (Slides 7-9, 36):

"Traumatisierende Ereignisse sind zumeist: Natur- und Verkehrskatastrophen (Erdbeben, Tornados, Feuer, Überschwemmungen, Zugkatastrophen ...)", "...in einer Metaanalyse von 25 longitudinalen Studien zur psychischen Gesundheit von Kindern und Jugendlichen, die Naturkatastrophen überlebt haben, betrug die PTBS Rate bis zu 95% und jene der Depression lag zwischen 1,6 und 81% (Wang et al., 2013)

• eine besonders hohe Rate an Komorbiditäten (88,6%) wurde auch bei Vorschulkindern gefunden, die vom Hurrikan Katrina betroffen waren. Die häufigsten Komorbiditäten in dieser Studie waren die Störung des Sozialverhaltens (60,6%), Depressionen (57,1%), ADHS (33%) und Angststörungen (33,3%)"

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

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

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

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

This topic was **not** covered.

Score Assigned:

3

Score explanation:

2nd Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 7. Umwelteinflüsse und Gesundheit. Ziele: Umweltmedien / Problemfelder; Auswirkungen / Wechselwirkungen Mensch-Umwelt. Wasser, Boden, Luft, Klima, Strahlung, Lärm und Schall, Ernährung, Mobilität, Arbeitsplatz, Wohnen, Freizeit. Food and water security is mentioned in main objectives of the lecture as well as the slides.

7th Semester, Block 22/23 Public Health:

- Seminar on Ernährung. The whole lecture is dedicated to food and water security.
- Seminar on Thema 12 - Klimawandel und Gesundheit.

9th + 10th Semester: Tertiär Frauenheilkunde, Kapitel 5, Thema 3 - Endometriose. Slide 39: "Umweltverschmutzung - Oxidativer Stress - Verschlechterung der Symptome"

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

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

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

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

This topic was **not** covered.

Score Assigned:

3

Score explanation:

2nd Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 6 – Einführung in die Medizinische Ökologie. Climate effects on marginalized groups are mentioned on several lecture slides.

3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides cover more prominent health effects of heat exposure on young children, people with lower socioeconomic status including people experiencing homelessness, people with reduced mobility and elderly.

5th Semester, Block 16 Säugling, Kindheit und Jugend, Kapitel 6, Thema 7, Sozialpädiatrie. Saubere Luft und Wasser – Armut und Kinder.

7th Semester, Block 22/23 Public health:

- Ernährung. Climate effects on different populations are mentioned on several slides.
- seminar on Thema 12 - Klimawandel und Gesundheit: Slide 16, 18 ("Hitzebezogene Todesfälle bei Personen über 65 Jahre alt: Weltweit fast verdoppelt seit 1999, in Europa +30%"), 19 ("Hitzebezogene Todesfälle bei Kindern unter 5 Jahre alt (in Afrika): starker und zunehmender Einfluss des Klimawandels"), 21-23

9th + 10th Semester: Tertiär Kinder- und Jugendheilkunde, Thema 4 — Ausgewählte Infektionskrankheiten. Slide 86: "Thus, malaria usually is restricted to tropical and subtropical areas (see map) and altitudes below 1,500 m. However, this distribution might be affected by climatic changes, especially global warming, and population movements."

9th + 10th Semester: Tertiär Frauenheilkunde, Kapitel 5, Thema 3 - Endometriose. Slide 39: "Umweltverschmutzung - Oxidativer Stress - Verschlechterung der Symptome"

Wahlfach: Gender Lectures - Machen Unterschiede einen Unterschied? Basics der Gender Medizin 11.3.2025 Grün und inklusiv: Nachhaltigkeit aus der Gender- und Diversityperspektive

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?

This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	3
<p><i>Score explanation:</i> 2nd Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 6 – Einführung in die Medizinische Ökologie. CO2 emissions from Austria – global effects</p> <p>7th Semester, Block 22/23 Public Health, seminar on Thema 12 - Klimawandel und Gesundheit.</p> <p>9th + 10th Semester. Tertiär Kinder- und Jugendheilkunde, Thema 4 — Ausgewählte Infektionskrankheiten. Slide 86: “Thus, malaria usually is restricted to tropical and subtropical areas (see map) and altitudes below 1,500 m. However, this distribution might be affected by climatic changes, especially global warming, and population movements.” Slide 100: “Salmonella typhi kommt in allen subtropischen und tropischen Regionen mit schlechtem Hygienestandard vor. •Hauptverbreitungsgebiete sind Nordafrika, Ostafrika, Indien, Nepal, Peru, Indonesien.“</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.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	3
<p><i>Score explanation:</i> 3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3, Thema 17 – Bleivergiftung. Thema 12 Zytostatika. Xenoöstrogene. The environmental toxins are mentioned across several slides for both topics.</p> <p>9th + 10th Semester. Tertiär Frauenheilkunde, Kapitel 5, Thema 3 - Endometriose. Slide 39: “Umweltverschmutzung - Oxidativer Stress - Verschlechterung der Symptome”</p>	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	

This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	2
<i>Score explanation:</i> 7th Semester, Block 22/23 - Public Health in Action “Green Walks” where students participate in a guided tour in the city and the seminar “Climate change” are covering many aspects of greening the city of Vienna and the importance of green space availability.	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	3
<i>Score explanation:</i> At the MedUni Vienna, the topic of traditional knowledge (especially regarding local perceptions of disease (e.g. vaccinations) in East and West Africa) is briefly covered in the core curriculum as part of lectures in Block 6 (Prevention and Preventive Medicine) and Block 22/23 (Public Health) thought by medical anthropologist Associate Professor Ruth Kutalek .	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	3
<i>Score explanation:</i> 1st Semester, Block 1 Gesunde und kranke Menschen, Kapitel 3, Thema 6, Gendermedizin. The effects of environmental toxins on women is mentioned on 1 slide – Umwelttoxinen 3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3, Thema 17, Bleivergiftung. Kinder – höhere Resorptionsrate für Blei. The effects of lead on children is mentioned throughout the lecture.	

7th Semester, Block 22/23 Public Health, seminar, Thema 8, Umweltmedizin.

9th + 10th Semester: Tertiär Frauenheilkunde, Kapitel 5, Thema 3 - Endometriose. Slide 39: "Umweltverschmutzung - Oxidativer Stress - Verschlechterung der Symptome"

Curriculum: Sustainability

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

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

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

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

This topic was **not** covered.

Score Assigned:

3

Score explanation:

2nd Semester, Block 4 Funktionssysteme und biologische Regulation, Kapitel 5, Thema 1. Ernährung. Comparison between different food pyramids with benefits of plant-based diet. Focus on safer environment and planetary health. The benefits of plant-based diet is mentioned throughout the lecture.

2nd Semester; Block 6 Prävention und Präventivmedizin; Ernährungslügen; Several slides mention the health benefits of a plant based diet on individuals and also the environmental benefits of a plant based diet

7th Semester, Block 22/23 Public Health:

- Ernährung. Climate effects of diet are mentioned on several slides.
- seminar on Thema 12 - Klimawandel und Gesundheit covers co-benefits at length. The depth can vary depending on the lecturer though.

9th + 10th Semester: Tertiär Frauenheilkunde, Kapitel 5, Thema 3 - Endometriose. Slides 39-40, 42, 43: "Konsum raffinierter Nahrungsmittel - Erniedrigter Konsum von Obst, Gemüse und Vollkornprodukten - Alltagsstress + Pestizide + Umweltverschmutzung - Oxidativer Stress - Verschlechterung der Symptome. Obst und Gemüse: epigenetische Einflüsse, antioxidative Wirkung, Regulierung der endogenen Hormonproduktion. Rotes Fleisch: Zunahme von Entzündungsmediatoren, Steigerung der Steroidhormonkonzentration - Verschlechterung der Symptomatik.

Kapitel 4, Thema 7 - Gestationsdiabetes. Slide 22

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?

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

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

This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	3
<p><i>Score explanation:</i> 2nd Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung, Thema 6 – Einführung in die Medizinische Ökologie. The carbon footprint was discussed in several slides. 7th Semester, Block 22/23 - Public Health, seminar on Thema 12 - Klimawandel und Gesundheit. The carbon footprint is mentioned on slides 46-49</p>	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core 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)	1
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i> 2nd Semester, Block 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung. Only health effects of overmedicalization and overprescribing are described on several slides. We have given zero points since there is no mention of environmental effects. 3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3 — Pharmakolog. Grundlagen der Arzneitherapie/Umgang mit akuten Vergiftungen. None of the available teaching materials explicitly covered the environmental impacts of pharmaceuticals. We could not confirm whether this was mentioned during the presentation. → <u>corresponds to row b)</u></p>	

4th Semester, Block 12 Respiration, Kapitel 3, Thema 1, COPD. Non-pharmaceutical management of COPD is discussed on several slides. The environmental benefits of the dry inhalers were also discussed verbally. The comparison between powdered and metered dose inhalers was verbally provided. → corresponds to rows c) and f)

7th Semester, Block 22/23 Public Health. seminar on seminar on Thema 12 - Klimawandel und Gesundheit covers the effects of healthcare on climate change and co-benefits. The seminar on Thema 11 - Gesundheitsökonomie und Entscheidungsfindung only covers the economic consequences of wasteful healthcare. → corresponds to rows a), e), b)

11th Semester, Clinical Practical Year (CPY): all employees of the University Hospital Vienna receive as part of the mandatory “Welcome@AKH” training course in the lecture hall, a lecture on waste management. However, the topic on healthcare waste minimization (e.g. recycling and remanufacturing) should be emphasized more in the core curriculum. → corresponds to row g)

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 points)

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

Score Assigned:

2

3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie, Kapitel 3. Pharmakotherapeutische Konsequenzen von Hitzewellen. Several slides provide recommendations on behavior during heatwaves and climate-sensitive health counseling. However, we were not able to find any communication training on other climate change related topics.

Recommendation: For implementing the planetary health or sustainable health care topics longitudinally in the core curriculum, we highly advise the use of the resource collection developed by the Faculty of Medicine of the University of Würzburg. It covers a wide variety of topics with ready made teaching concepts, materials, general and specific literature recommendations. In particular, most relevant are the guidelines for climate-sensitive health counseling:

<https://openwuecampus.uni-wuerzburg.de/moodle/mod/folder/view.php?id=10240>

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
<i>Score explanation:</i> 7th Semester, Block 22/23 Public Health, Kapitel 3, Thema 3, Arbeitsmedizin. Arbeitsplatzbezogene Anamnese und Berufskrankheiten. Ziele: die Klassifizierung und die Konsequenzen der biologischen Arbeitsstoffe im Sinne der „Verordnung biologische Arbeitsstoffe“ kennen; Kenntnisse über physische, physikalische, chemische, biologische und psychische Belastungsfaktoren in der Arbeitswelt und die daraus resultierenden Beanspruchungen haben.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The MedUni Vienna runs the elective course on Planetary Health. An internal task force Green University with a specific working group related to “Teaching” has been set up in spring 2024 to provide recommendations for integrating ESH/planetary health concepts into the core curriculum led by Assoc. Prof. Daniela Haluza.	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) . (2 points)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	4
<i>Score explanation:</i> 1st Semester, Block 1 Gesunde und kranke Menschen	

2nd Semester, Blocks 4 Funktionssysteme und biologische Regulation and 6 Prävention und Präventivmedizin - ärztliche Aufgabe und Verantwortung
 3rd Semester, Block 9 Krankheit, Manifestation und Wahrnehmung, allg. Arzneimitteltherapie
 4th Semester, Block 12 Respiration
 5th Semester, Block 16 Säugling, Kindheit und Jugend
 7th Semester, Block 22/23 Public Health
 9th + 10th Semester: Tertian Kinder- und Jugendheilkunde
 9th + 10th Semester: Tertian Frauenheilkunde
 9th + 10th Semester: Tertian Psychiatrie

Some topics of climate change and planetary health were discussed in detail throughout the curriculum in each academic year. Many topics were included in the main objectives of the lectures. However, some of the topics were covered only by 1-2 slides or not discussed.

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:

1

Score explanation:

The MedUni Vienna has set up an internal task force Green University with a specific working group related to "Teaching" to provide recommendations for integrating ESH/planetary health concepts into the core curriculum led by Assoc. Prof. Daniela Haluza.

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:

3

Score explanation:

7th Semester, Block 22/23 Public Health. Lectures on Determinants of Health and Bewegung

Section Total (69 out of 75)	92%
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This PHRC has been prepared to the best of our knowledge and judgment, using the information made available to us. We sincerely thank all those who contributed insights and observations to support this assessment.

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:</i> <i>The MedUni Vienna has a dedicated <u>Department of Environmental Health</u> which is a sub-unit of the <u>Center for Public Health</u>. Its work is focused on the research, prevention and early detection of environmental health risks and with environmental aspects of health promotion.</i> <i>Climate4Health project (2024-2028) and <i>"p:recycle: Precycling und Recycling von Narkosegasen im AKH Wien</i> are the latest PH/SH research project from the department. Starting with 1.1.2026, the department participates in two new research projects: <i>"SHINE – Social and Health Impacts of Climate Change Adaptation on Long-Term Care"</i> and <i>"KLAIR – Klimaanalysen für resiliente, gesundheitswirksame Stadtentwicklung"</i>.</i></p> <p><i>In addition, there are several other research groups who engage in PH/SH related research:</i></p> <ul style="list-style-type: none"> - <i>Center for Pathophysiology, Infectiology and Immunology: The Cluster of Excellence "Microbiomes Drive Planetary Health"</i> - <i>Department of Social and Preventive Medicine of the Centre of Public Health: "Less is More: De-Prescribing Pharmaceuticals for Patient Safety and Sustainable Public Health" and "Sonar-Cities"</i> - <i>Department of Epidemiology of the Centre of Public Health: VEGANScreener – Development and evaluation of a web-based diet quality screener for vegans.</i> - 	

- [Department of Health Economics: Lancet Psychiatry Commission on Climate Change and Mental Health](#), [Value Based Breast Screening in Vienna \(VABABS\)](#) project with the Biomedical Imaging and Image-guided therapy group
- Center for Pathophysiology, Infectiology and Immunology - [CLIMOS project](#) as part of the [European Climate-Health Cluster](#): CLIMOS, aims to reduce the impact of climate change on the spread of vector-borne and zoonotic diseases, using Eco-health and One Health approaches. The project focuses on understanding how climate and environmental factors affect sand fly populations and the diseases they transmit (SFBDs) across Europe. (from <https://www.meduniwien.ac.at/web/ueber-uns/news/2023/neues-wissen-zur-gesundheit-in-d-er-klimakrise/>.)
- Department of Emergency Medicine: Climate Emergencies (study [protocol](#))
- Complexity Science Hub: [HeatProtect project](#) - Development and data-based evaluation of climate-friendly measures to reduce heat-related health risks
- [Ignaz Semmelweis Institut](#): field of infection research; One Health approach ([press release](#))
- [Vienna Prevention Project \(ViPP\)](#): A long-term initiative focusing on precision medicine to promote healthier aging and more efficient, sustainable resource use in healthcare

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u> ?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	
There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 points)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> <i>The majority of MedUni Vienna's PH/ESH research is performed at the Center for Public Health with a dedicated Department of Environmental Health. Its work is focused on the research, prevention and early detection of environmental health risks and with environmental aspects of health promotion.</i>	

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 <u>institution</u> ?	
Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)	

No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Based on our best judgment, at least three research groups at the MedUni Vienna have mastered the process of engaging vulnerable populations affected by climate change in relevant participatory research. Other groups may also be implementing similar approaches, but we are most familiar with these three.</p> <p>The global health research group, a sub-unit of the <u>Center for Public Health</u>, is currently working on an <u>EU-funded research project “Sonar-Cities”</u> to involve vulnerable population groups more closely in disaster management (especially related to heat waves). It aims to develop innovative tools together with civil society organizations, first responders and local authorities to promote inclusion in risk management, improve crisis preparedness and reduce health risks. MedUni Vienna is leading a central work package that includes the analysis and further development of crisis communication and public participation. They are conducting expert interviews and social listening of social media; and in a stakeholder engagement process with relevant actors (City of Vienna, blue light organizations, CSOs), in which people in vulnerable situations (people with disabilities, homeless people) are involved, to enable joint decisions on the type of and preference for future heat-related measures.</p> <p>The project <u>“Making Green Inclusive. Ecosystem Services, Health Impact Assessment and Participative Scenarios”</u> adapted a co-design approach where Assoc. Prof. Daniela Haluza from the <u>Department of Environmental Health</u> was actively involved.</p> <p>The <u>Department of Health Economics</u> involved a group of people with lived experiences to give input on aspects related to mental health during climate events as part of the work for the <u>Lancet Psychiatry Commission on Climate Change and Mental Health</u>.</p>	

2.4. Does your <u>institution</u> 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> The MedUni Vienna currently has no one-stop shop that provides a comprehensive overview of PH/SH related research activities. However, the task force Green University intranet website has</p>	

now been launched. It contains information on sustainability measures, MedUni Wien publications on sustainability and environmental topics, links to relevant institutions and events, and dedicated sections including research, teaching, publications, news, and Green Days. This means that the institution now has an internal sustainability website that includes some centralized resources related to health and the environment. The site is hosted on the intranet and is not yet available to the public. .

Recommendation:

We highly recommend opening up this website to the general public in the form of a “Sustainability Navigator” to increase the visibility of all university activities related to health and the environment.

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:

3

Score explanation:

The MedUni Vienna itself hosted the first “Green Day” on [16 June 2025](#) and a second “Green Day” on [26 February 2026](#). These institution-hosted events focused on sustainability in medicine and healthcare operations. The June 2025 programme included talks on the FWF sustainability strategy, sustainability in clinics, and the AKH Wien pathway to EMAS III certification. The February 2026 programme addressed sustainability aspects in medicine and hospital operations, including “Unser Krankenhaus der Zukunft”.

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

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> We couldn't find the university faculty listed as a member of any planetary health or ESH/ESV organization. However, the University Hospital Vienna, as part of Wiener Gesundheitsverbund, is a member of the Global Green and Healthy Hospitals (GGHH), an initiative by Health Care Without Harm (HCWH). MedUni Vienna recently became a member of the Austrian alliance of sustainable universities 'Allianz nachhaltige Universitäten Österreich'</p> <p><i>Recommendation:</i> We recommend becoming an institutional member of the Planetary Health Alliance and/or KLUG (Deutsche Allianz Klimawandel und Gesundheit).</p>	
Section Total (13 out of 17)	76%

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This PHRC has been prepared to the best of our knowledge and judgment, using the information made available to us. We sincerely thank all those who contributed insights and observations to support this assessment.

Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary health and sustainable healthcare?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but has participating in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>The MedUni Vienna is very actively engaged in science communication and has a genuine interest in fostering the interest in science as well as health and green literacy among the population. Several partnerships with community organisations have been established where planetary health and sustainable healthcare topics were promoted:</i></p> <ul style="list-style-type: none"> - <i>Kinderuni.online</i> - <i>MedUni Wien-Forscher:innen als Wissenschaftsbotschafter:innen – BMBWF-Programm im Bereich „Wissenschaft trifft Schule“</i> - <i>Vortragsabende @ Wiener Volkshochschulen (VHS) für das Wissenschaftsprogramm „Science“</i> - <i>Podcast „Hörgang MedUni Wien“ in Kooperation mit Springer Verlag</i> - <i>“Grün statt grau”, Austria's competence center for greening of buildings (scientific advisory board membership)</i> - <i>Rat der Sachverständigen für Umweltfragen der Stadt Wien, board memberships</i> <p><i>Researchers from the Department of Environmental Health have participated in various science transfer events. Here is a non-exhaustive list of those events:</i> <i>1.10.2025: Exhibition launch „Klimaheld Wald“ in Warstein, Germany, panel discussion with Prof. Daniela Haluza</i> <i>(https://www.wald-und-holz.nrw.de/aktuelle-meldungen/ausstellung-klimaheld-wald-in-warstein-eroeffnet)</i></p>	

28. 8. 2025: Press conference and TV, online and print media coverage “Wiener Wohnungen als Hitzefallen” with Prof. Daniela Haluza (e.g. <https://wien.orf.at/stories/3319382/>)

13. 11. 2025: 6. Klimagespräch – Landwirtschaft & Klimaschutz panel discussion with Prof. Daniela Haluza (<https://steiner-david.at/6-klimagespraech-landwirtschaft-klimaschutz/>)

30.9.2025: GÖG Lehrgang “Klima-Manager:innen in stationären Gesundheitseinrichtungen” by Prof. Daniela Haluza

17.11.2025: GÖG Lehrgang „Klima-Manager:innen in in Arztpraxen, Primärversorgungseinheiten, Ambulatorien und Apotheken“ by Prof. Daniela Haluza

23.7.2025, ORF Radio Wien Stadtwandel-Podcast [Bäume im Kampf mit den Klimawandelfolgen - wien.ORF.at](#) with Prof. Daniela Haluza

25.04.2025: Interview Prof. Daniela Haluza: Ö1.Nachhaltig leben “Filter gegen klimaschädliches Narkosegas”

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

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

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

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

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

Score Assigned:

3

Score explanation:

The MedUni Vienna has offered the following public lecture series that we are aware of.

Researchers from the Department on Environmental Health have contributed with

- lectures on [“Klima und Gesundheit“](#) and on [“Wald und Gesundheit“](#) as part of the KinderuniWien, an annual lecture series for children offered by researchers from multiple disciplines.
- podcast „Hörgang MedUni Wien“ in Kooperation mit Springer Verlag
 - o Podcast [Mikroplastik in unserem Körper – Wie gefährlich ist das wirklich?](#) (13th November 2025)
 - o Podcast [Sommer, Sonne, Hautkrebs?](#) (18th August 2025)

In addition, [Vienna BioCenter Climate Lecture series hosted by MaxPerutzLabs Vienna](#): Lecture topics covered by international speakers range from exchanging best practices on energy reduction, waste avoidance and other aspects of sustainability in the lab, covering all aspects of climate change.

3.3. Does your **institution** have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> <i>Planetary health and sustainable healthcare issues are often mentioned in the regular and general news sections and press releases of the university. There is no such communication targeted exclusively at students.</i>	

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)	
There are no such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> <i>Basic module 3 on “Environmental Health Sciences” (2 ECTS) as part of the Master of Public Health, a part-time postgraduate course.</i> <i>Engagement in the external post-graduate training “ÖÄK-Diplom Umweltmedizin” by the Austrian Medical Association.</i> <i>Lehrgang Klima-Manager:innen in Gesundheitseinrichtungen 2024 by the Austrian Public Health Institute, Module 3, lecture on “Umweltmedizin im Fokus”.</i> <i>The most recent available resources in print are: a handbook on “Medizin im Klimawandel – Ein Leitfaden für die Praxis” (2022) published by the Austrian Medical Association, and “PUBLIC HEALTH kompakt” (2021) to which several members of the Department Environmental Medicine have made significant contributions.</i> <i>The working group on Teaching from the Task Force Green University is currently planning to offer a seminar on “Climate change and health” in the upcoming academic year.</i> <i>MedUni Vienna staff have access to faculty development in Education for Sustainable Development (BNE). In October 2025, MedUni Vienna publicized the certificate programme “Zertifikat für Hochschullehrende: Bildung für nachhaltige Entwicklung”, offered by the Allianz Nachhaltige Universitäten. The programme equips university teachers with competencies to integrate sustainability into teaching, comprises 4 ECTS over two semesters, and combines in-person and online formats. Currently, two working group leaders with the task force Green University are participating in this certificate course.</i>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational
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materials for patients about environmental health exposures?	
Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> We were unable to retrieve any centrally provided accessible educational materials for patients. However, it is highly likely that leaflets on topics related to heat and allergies are made available depending on seasonality. Generally, the podcast series „Hörgang MedUni Wien“ as mentioned under 3.2. offered planetary health related episodes available to the general public.</p>	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> We were unable to retrieve any centrally provided accessible educational materials for patients. However, it is highly likely that leaflets on topics related to heat and allergies are made available depending on seasonality.</p>	

Section Total (8 out of 14)	57%
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This PHRC has been prepared to the best of our knowledge and judgment, using the information made available to us. We sincerely thank all those who contributed insights and observations to support this assessment.

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, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>At this time, there is still no such support for medical students.</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 these out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> <i>The only opportunity for medical students to perform research related to planetary health and sustainable healthcare topics is through individual mentors. The available topics are either published at the Themenbörse (a pool of potential topics provided by thesis supervisors) or proactively sought by the students. There is not a specific research or fellowship program for medical students at this time.</i>	

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

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

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

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

Score Assigned:

0

Score explanation:

The MedUni Vienna currently has no one-stop shop that provides a comprehensive overview of teaching and mentoring activities and opportunities. The Green University website was launched in 2025. However, this website is available via the intranet and therefore unfortunately is not accessible to students in general, so it cannot yet serve as a student-facing institutional website for locating PH/SH projects or mentors.

Recommendation:

We highly recommend either opening the existing sustainability website to students or creating a public student-facing “Sustainability Navigator” to feature all relevant information on mentoring opportunities.

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

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

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

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

Score Assigned:

1

Score explanation:

There is a student group at the MedUni Vienna connected to the wider [Plant-Based Universities](#) movement, which is a student-led movement advocating for 100% plant-based university catering. This provides clearer evidence of an organised student group dedicated to sustainability advocacy on campus. However, no formal faculty support for this group has yet been documented.

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> There is now a student representative for sustainability interests at the MedUni Vienna. Since summer 2025, one student representative has been part of the Working Group Teaching of the task force Green University and can therefore contribute student perspectives to discussions on teaching-related sustainability topics and best practices. This means that a student liaison representing sustainability interests is now present within an institutional committee structure, even if this role is still limited to the teaching-related working group rather than a broader university-wide decision-making body.</p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	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> The elective course „647.014 - Klimakrise, Mikroplastik und Artensterben: Was hat das mit Gesundheit zu tun? Planetary Health - Ein umfassendes Gesundheitskonzept“ offers lectures to all students on climate change issues. The MedUni Vienna offers several teaching activities outdoors: the ‘The Green Walk Tour’ showing various green building solutions for climate change adaptation as part of the public health open seminars in Block 22/23; the ‘Running Team MedUni Wien’, an interdisciplinary seminar, aiming at improving the physical fitness and athletic performance of students and deepening their knowledge of physical training and health or exercise in the prevention, therapy and rehabilitation of illness among future doctors.</p>	

Section Total (5 out of 15)	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 medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> MedUni Vienna currently does not have an Office of Sustainability but has established a dedicated internal task force, Green University, to strengthen sustainability in the areas of teaching, research, procurement, and construction. The task force aims to facilitate knowledge exchange, make concepts, initiatives, and best practice examples more visible and streamlined, and foster coordination and cooperation with the University Hospital of Vienna as well as among university departments and labs.</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/medical school does not meet any of the requirements listed above (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p>	

The Austrian University Development Plan envisions that universities, including the MedUni Vienna, achieve climate neutrality by 2035 at the latest. As part of the [latest performance agreement for 2025-2027](#), it has been agreed to develop a climate neutrality roadmap with a clear action plan.

The [University Hospital Vienna](#), Austria's largest hospital and a member of the Wiener Gesundheitsverbund, has been jointly managed with MedUni Vienna's clinical areas since 2016. In addition, the [Entwicklungsplan 2025-2030](#) and the 2025 Umwelterklärung show that sustainability is now more clearly embedded in the university's strategic and operational structures through the task force Green University, environmental management processes, and an EMAS [Eco-Management and Audit Scheme \(EMAS\)](#)-validated framework covering Universitätsmedizin Wien / AKH Wien and MedUni Vienna at the AKH site. The Umwelterklärung also documents a range of concrete emissions- and resource-reduction measures already in progress. However, these documents still do not provide evidence that MedUni Vienna itself already has a finalized, written, and approved institutional plan to achieve carbon neutrality by 2030 or 2040. The evidence therefor supports a stated ambition and active preparatory implementation, but not yet a completed institutional carbon-neutrality plan.

Given that MedUni Vienna has yet to finalize a concrete plan to reach the net-zero target, we have opted for a lower score, allowing room for future improvement.

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:

3

Score explanation:

This item has been re-reviewed in this cycle and the current evidence supports the same score, with no changes to the existing justification required.

Given that the energy sources differ between the MedUni Vienna and the University Hospital Vienna, we have opted for a higher score, representing the focus on the buildings/infrastructure managed by MedUni Vienna. According to internal assessments, 100% of MedUni Vienna's electricity is sourced from renewable energy (around 95.67% from hydropower). Almost 17% of district heating is sourced from renewable energy. With regard to natural gas consumption, the possibility of blending renewable gas (e.g. biomethane, synthetic gases, hydrogen, etc.) can be ruled out.

However, some of the teaching infrastructure is also located within the premises of the University Hospital Vienna. There is 30% verifiably certified green electricity. Although the rest of the electricity also has a green component, it is not specially certified, and does not exceed 80% in total.

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

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

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

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

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

Score Assigned:

2

Score explanation:

This item has been re-reviewed in this cycle and the current evidence supports the same score, with no changes to the existing justification required.

New buildings such as the new [MedUni Campus Mariannengasse](#), are clearly built in accordance with the currently valid building guidelines of the [BIG](#) (largest property owner in Austria), old buildings are only partially retrofitted where appropriate.

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

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

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

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

Score Assigned:

2

Score explanation:

This item has been re-reviewed in this cycle and the current evidence supports the same score, with no changes to the existing justification required.

The MedUni Vienna is located right at the heart of the ninth district of Vienna. The campus location is in a city centre where unsustainable forms of transportation like cars are not generally used by students. Vienna has an excellent public transportation network. There are also bike parking facilities next to all buildings.

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

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

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

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

Score Assigned:

1

Score explanation:

This item has been re-reviewed in this cycle and the current evidence supports the same score, with no changes to the existing justification required.

There is clear evidence of structured waste management and recycling efforts within Universitätsmedizin Wien / AKH Wien. The 2025 Umwelterklärung documents a formal environmental management system, includes waste generation and waste-related environmental indicators, and lists concrete waste-reduction and waste-separation measures such as optimization of recyclable-material collection and expansion of battery collection.

This supports the conclusion that conventional recycling systems are in place.

However, there is not an organics recycling program with compost bins available for students or faculty. There is room for improvement to have better waste separation in lecture halls and classrooms, where there is currently often only a single waste garbage container.

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

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

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

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

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

Score Assigned:

1

Score explanation:

This item has been re-reviewed in this cycle and the current evidence supports the same score, with no changes to the existing justification required.

The [Austrian Action Plan for Sustainable Public Procurement \(in short: naBe action plan\)](#) is to be taken into account in a binding manner for federal public procurers such as all federal Ministries as well as the central purchasing body, the Federal Procurement Agency (BBG). All other public entities, which are subject to federal procurement law (BVerG2018), like federal states, cities, municipalities and other public institutions, are advised to use the criteria as well. MedUni Vienna has no such customized sustainability guidelines.

In the canteen of the University Hospital Vienna approximately 30% were sustainable sourced (requirement according to the Organic inspection body number: AT-BIO-301). As for coffee and cold beverage vending machines, sustainability criteria were applied in the past (e.g. compostable packaging, fair-trade coffee and tee, minimum 30% of offered beverages must be organically sourced).

Recommendation:

We recommend offering more high-quality vegetarian and vegan options in the canteen to make meat-free alternatives more appealing.

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

Score explanation:

The [Austrian Action Plan for Sustainable Public Procurement \(in short: naBe action plan\)](#) is to be taken into account in a binding manner for federal public procurers such as all federal Ministries as well as the central purchasing body, the Federal Procurement Agency (BBG). All other public entities, which are subject to federal procurement law (BVerG2018), like federal states, cities, municipalities and other public institutions, are advised to use the criteria as well.

The University Hospital of Vienna is subjected to the [ECO purchasing guidelines of the City of Vienna \(ÖkoKauf Wien\)](#). In addition, the new 2025 Umwelterklärung shows that “Beschaffung und Materialeinsatz” is explicitly addressed within the environmental management system of Universitätsmedizin Wien, with the stated aim of minimizing unnecessary material consumption, promoting sustainable procurement, and improving circularity and planning.

According to the [latest available annual report from 2023](#), the use of nitrous oxide has been avoided since 2023 in the University Hospital of Vienna. This measure will save around 1,000 tons of CO2 equivalents per year. The implementation of general narcotic gas recycling is also being driven forward so that around 140 tons of CO2 equivalents can also be saved here from 2025. In addition, it was decided that the aisle lights would gradually be replaced with more energy-efficient lights. This will save 540 tons of CO2 equivalents per year in the future. The 2025

Umwelterklärung also confirms that sustainable procurement and construction are institutionally anchored through the Green University structure, including a dedicated area for “Zentrale Beschaffung & Bau”.

The [Entwicklungsplan 2025-2030](#) further indicates a more formalized and centralized approach to procurement processes, which strengthens the evidence that the institution is actively engaged in improving the sustainability of procurement.

However, there are no sustainability guidelines for procurement of green pharmaceuticals.

Therefore, the evidence now supports the conclusion that there are sustainability guidelines and active efforts to improve supply procurement, but that these remain incomplete rather than fully comprehensive.

Recommendation:

The newly established task force Green University serves as an ideal platform for fostering engagement in sustainable procurement.

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

Score explanation:

This item has been re-reviewed in this cycle and the current evidence supports the same score, with no changes to the existing justification required.

The task force Green University is currently in the process of developing guidelines for hosting green events at the MedUni Vienna.

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:

1

Score explanation:

The 'Community' working group of the task force Green University e has developed guidelines for sustainable labs, focusing on reducing freezer temperatures to -80°C, minimizing plastic use, encouraging recycling, and other practices. These guidelines are available on the intranet website.

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:	1
<p><i>Score explanation:</i> This item has been re-reviewed in this cycle and the current evidence supports the same score, with no changes to the existing justification required. Some members of the faculty have started advocating for divestment and raising awareness for sustainable investments at the dean's office for financing.</p> <p><i>Recommendation:</i> We recommend considering educational materials provided from the Ministry of Climate Protection and updating internal investment guidelines to include green investments only.</p>	
Section Total (15 out of 32)	47%

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This PHRC has been prepared to the best of our knowledge and judgment, using the information made available to us. We sincerely thank all those who contributed insights and observations to support this assessment.

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 Medical University of Vienna

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(69/75) \times 100 = 92\%$	A
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76\%$	B
Community Outreach and Advocacy (17.5%)	$(8/14) \times 100 = 57\%$	C+
Support for Student-led Planetary Health Initiatives (17.5%)	$(5/15) \times 100 = 33\%$	D
Campus Sustainability (17.5%)	$(15/32) \times 100 = 47\%$	C
Institutional Grade	65%	B

Report Card Trends

Section Overview

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

