Planetary Health Report Card (Occupational Therapy) 2026:

Monash University

2025-2026 Contributing Team:

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Land acknowledgement: Monash University recognises that its Australian campuses are located on the unceded lands of the people of the Kulin Nations, and pays its respects to their Elders, past and present.

Summary of Findings

Overall Grade	B

Curriculum	C

Monash University's occupational therapy curriculum introduces several elements of planetary health, but these appear incidentally rather than as explicit learning outcomes. Planetary health content is not embedded in a structured or longitudinal way, highlighting the need for a more intentional and sustained integration across the curriculum. Furthermore, it requires greater application to occupational therapy specific contexts to enhance its relevance.

Recommendation: The occupational therapy curriculum could embed planetary health explicitly within unit learning outcomes so that it becomes a clearly defined and assessable aspect of student learning. In addition, establishing a longitudinal curriculum thread that revisits and progressively deepens planetary health concepts across year levels would help students build a more integrated understanding over time.

Interdisciplinary Research	A

Monash University demonstrates strong institutional leadership in planetary health and healthcare sustainability, with dedicated research divisions, multiple faculties actively conducting primary research in these areas, and membership in major global sustainability networks. Furthermore, the Faculty of Medicine, Nursing and Health Sciences led a co-designed, faculty-wide project with student champions and educators to develop Planetary Health curriculum that boosted educator confidence and prepared future graduates to address complex global challenges.

Recommendations: Further collaborative work between Monash departments e.g. environmental science, public health and policy and nutrition, in the form of workshops, hands-on activities such as group working bees in the existing permaculture garden or formal research collaborations would strengthen the planetary health agenda Institution-wide. Annual Monash interdisciplinary conferences would also assist in department-wide communication of new ideas and status of existing projects.

Community Outreach and Advocacy	B-

Throughout 2025–2026, Monash University demonstrated strong community outreach through partnerships with healthcare, government, and industry organisations. The Monash Sustainable Development Institute (MSDI) continues to collaborate with the World Health Organisation and Enel Green Power Australia, enabling students to undertake practical training and contribute to real-world sustainability initiatives aligned with the UN Sustainable Development Goals.

Community-facing initiatives delivered through the Net Zero Academy and the Monash Reuse Centre further engage students and external stakeholders in strengthening climate action leadership and capacity. Postgraduate offerings support continued professional development in sustainable healthcare, equipping future health professionals with tangible strategies to enact change within the sector.

However, sustainability initiatives are not consistently visible across university-wide communication channels, and students must often seek information independently. In addition, neither Monash nor its affiliated teaching hospitals provide readily accessible patient-facing resources on environmental health exposures or the health impacts of climate change.

Recommendations: Monash University should enhance the visibility, coordination, and accessibility of its planetary health initiatives for health professional students, ensuring these efforts are clearly communicated and easily navigable across institutional platforms. Greater emphasis should also be placed on developing and

integrating patient-directed educational resources on climate-related health impacts, extending planetary health engagement beyond the university and into clinical care.

Support for Student-Led Initiatives | A-

Monash University has several initiatives that assist in involving students in planetary health and educating them about environmental issues. The institution offers opportunities for students to take part in research related to planetary health largely through the Monash Sustainable Development Institute and also encourages students to engage with sustainability initiatives such as the Green Steps program. Monash University also performs well in having information regarding sustainability and planetary health available to its students through a website that is accessible to the public and having a student liaison that advocates for sustainability best practices on an institutional level.

Whilst there are a few planetary health related student groups at Monash University, groups such as Monash Doctors for the Environment Australia (MDEA) and AMSA (Australian Medical Students' Association) Code Green are not faculty supported and require external funding for operations. Pharmalliance, however, does receive faculty support.

Recommendations: Student associations for planetary health within the university and medical school should receive faculty and student union support. This would promote increased opportunities for students to engage in planetary health related activities such as research, education and advocacy. In addition to this, the university should continue to encourage students to take part in sustainability initiatives and make it more accessible for students to do so.

Campus Sustainability | B

Monash University has made significant strides in campus sustainability towards the end of 2025, most notably in the ending of their partnership with Woodside group. Monash University also made great progress in achieving 100% renewable electricity across all Monash campuses, sourcing their electricity from both wind and solar energy. The institution has continued its process of retrofitting their buildings to be more sustainable in nature and move towards net zero campuses.

Recommendations: Monash University should aim to be more transparent with its wider community in regards to their progress in achieving net zero by 2030 as well as being clear in their divestment from fossil fuels and their plan to move away from natural gases. The institution should also consider implementing stricter sustainability guidelines for events being held at the university and a more stringent composting program on the different campuses. One suggestion is to collaborate with social enterprises, such as *Terracycle*, to repurpose challenging items such as soft plastics, coffee pods, and textiles.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Occupational Therapy School/Department vs. Institution:** When "school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Occupational Therapy 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 Occupational Therapy students, no matter where in the institution

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

- **Elective:** The word “elective” refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is

considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

- If there are more than one "tracks" at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

Noted areas for future improvement of the Occupational Therapy PHRC:
This current template was produced by a team of students from UK universities and from one South African University with additional input from occupational therapy educators from the UK. This approach is limited by the number of individuals and the diversity of opinions used to shape this occupational therapy PHRC template. Going forward collecting the perspectives of occupational therapy students and educators across the globe should enhance this template. Additionally, gaining feedback from Indigenous communities internationally, especially from the Global South, would provide much-needed insight to develop this template.

Planetary Health Curriculum

Section Overview: ***This section evaluates the integration of relevant planetary health topics into the occupational therapy program curriculum.*** *Today's occupational therapy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that occupational therapy 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 occupational therapy program's core curriculum.*

Curriculum: General

1.1 Did your occupational therapy department offer elective courses/lectures (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) or Planetary Health in the last year?	
Yes, the occupational therapy school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the occupational therapy school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The occupational therapy school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the occupational therapy school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1

Score explanation:

Several years ago (outside of the assessment period), elective subjects were available to Allied Health disciplines including one on communicable diseases that linked to planetary health. However, the occupational therapy department at Monash University no longer offers elective units within the program. Consequently, this metric has been informed by voluntary elective units available across departments within the Faculty of Medicine, Nursing and Health Sciences.

Third-year occupational therapy students may apply for and, if successful, participate in the Indo-Pacific Collaborative Health Immersion Program in Vietnam. This two-week interprofessional experience exposes students to healthcare delivery within the Vietnamese context. While planetary health is not a primary focus, the program places students in settings where traditional medicine is a mainstream component of care. This immersion deepens students' understanding of intercultural competence and supports the development of culturally responsive practice.

In addition, third-year students can apply for the Collaborative Online International Learning (COIL): Crossing Borders in Health Professions Education program, which connects students from partner institutions worldwide to explore global healthcare challenges. While not solely focused on planetary health, a key objective of the program is to examine how environmental change affects health systems. Planetary health concepts were defined and linked to the Sustainable Development

Goals, with students applying these ideas to diverse international contexts. Through group discussions and collaborative tasks, the program situates planetary health in an applied, real-world setting and strengthens students' advocacy skills.

Recommendations:

- Explore re-introducing elective or optional learning opportunities focused on planetary health to give students deeper engagement beyond core units.
- Offer short, non-credit options such as workshops or modules on ESH to provide flexible pathways for students interested in expanding their knowledge.
- Integrate planetary-health themes into existing student-selected projects or community project/research opportunities so students can pursue these interests even without formal elective units.

Curriculum: Health Effects of Climate Change

1.2. Does your occupational therapy department's 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:

As part of first year, occupational therapy students are introduced to the links between extreme heat, health risks, and climate change. In IPE1011, this relationship is explored through the broader learning outcome "discuss key global health issues, including climate change and their impact on health," which is reflected in the learning objectives for Week 5. The required reading for this week highlights how climate change is driving more frequent, longer, and intense heatwaves, with clear consequences for human health.

BMA1901 introduces in Week 5 the health impacts of extreme heat through a record-breaking heatwave scenario, and OCC2014 examines in Week 5 how internal and external temperature affects occupational participation for individuals with spinal cord injuries. However, neither unit explicitly connects these temperature-related issues to climate change. This link is also absent from the stated learning objectives, creating an important conceptual gap in students' understanding that is only addressed indirectly through the broader context provided in IPE1011.

During Week 6 in OCC3051, third-year students have the opportunity to deepen and consolidate the knowledge developed in earlier units. The self-directed learning includes a video and extension resource that describe the impact of climate change and heatwaves on individual health, emphasising the interconnectedness of the systems that affect planetary health and human wellbeing.

Recommendations:

- Embed the relationship between extreme heat, health risks, and climate change into the learning objectives to ensure students engage with these issues in a focused and meaningful way.
- Develop explicit learning objectives that address how extreme heat contributes to adverse health outcomes, enabling a more targeted exploration of the direct impacts of rising temperatures on human health.
- Strengthen student engagement with the consideration of climate change's impact on health by incorporating this content into assessments.

1.3. Does your occupational therapy department's curriculum address the impacts of extreme weather events on individuals' health, occupations and wider 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:

During Week 5 of IPE1011, the self-directed learning tasks and tutorial discussions aligned closely with the learning objective, "explain the impact of climate change on health and the significance to OT and Physiotherapy practice." A key focus of the week was how extreme weather events affect individuals' physical and mental health, alongside broader implications for healthcare systems. The required reading highlighted both immediate and long-term health consequences, and these concepts were reinforced through class discussions on health challenges arising from flooding events. Similarly, Week 6 of OCC3051 incorporated a video and extension resource that supported the learning objective, "identify why we need to address planetary health," by illustrating how climate change intensifies extreme weather events and their associated health impacts.

In addition to these intentionally integrated examples, BMA1901 utilised a heavy-rainfall scenario in Week 4 to touch on the health impacts of climate change, and Week 12 of OCC1042 acknowledged climate change as a contributor to occupational disruption. However, in both of these units the discussions were brief and not embedded within the stated learning objectives. Consequently, the content appeared peripheral rather than intentional, limiting students' opportunity to engage meaningfully with the growing relevance of climate-related challenges in health and occupational practice.

A similar pattern was evident in Week 2 of OCC3052, where seminar discussions on the health effects of bushfires emerged organically from staff and student interest. While this strengthened the link to occupational performance, the conversations were not well supported by the week's intended learning objectives, which focused on rural and remote populations. Consequently, the climate-health content, while valuable, lacked the curricular anchoring necessary to support deeper and more consistent student engagement.

Recommendations:

- Embed the impacts of extreme weather events on individuals' health into the learning objectives to ensure students engage with these issues in a focused and meaningful way, supporting consistent engagement across future cohorts.
- Strengthen the occupational focus by linking the effects of extreme weather events to individual and population-level occupations, highlighting how environmental changes influence daily activities, roles, and participation.

1.4. Does your occupational therapy department's curriculum address the impact of climate change on the changing patterns of infectious diseases?

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

During Week 5 of IPE1011, the Moodle book and required reading in the self-directed learning described how rising temperatures and altered precipitation patterns influence mosquito distribution and abundance, thereby accelerating the speed and reach of disease transmission. The material related to the week's learning outcomes and explained that heavy rainfall can increase mosquito populations, while drought conditions may reduce natural mosquito predators and competitors, creating ecological conditions that allow mosquitoes to thrive. Furthermore, the content outlined how heavy rainfall can mobilise dissolved bacterial contaminants into floodwaters and drinking water supplies, increasing the risk of waterborne disease.

BMA1902 also included a single slide in the Week 12 content addressing how natural disasters can create conditions that increase the likelihood of infectious diseases emerging in more severe forms and spreading rapidly. However, this information was presented only briefly and was not integrated into the stated learning objectives. Consequently, the material appeared incidental rather than deliberately embedded within the curriculum, limiting students' opportunity to critically engage with the increasing significance of climate-related health challenges.

Recommendations:

- Ensure that the content on natural disasters provides an explicit link to climate change, reinforcing the connection between climate change and the changing patterns of infectious disease.
- Embed the impacts of climate change on the changing patterns of infectious disease into the learning objectives to ensure students engage with these issues in a focused and meaningful way, supporting consistent engagement across future cohorts.

1.5. Does your occupational therapy department's curriculum address the effects of climate change and air pollution on respiratory health and related occupational performance?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

IPE1011 introduced the issue of climate change and air pollution on respiratory health through the self-directed learning materials in the Moodle book and required reading. These resources highlighted how climate change contributes to increased pollen production and heightened thunderstorm activity, thereby elevating the risk of thunderstorm asthma. They also outlined the association between air pollution and bushfire smoke with the exacerbation of respiratory conditions. Similarly, OCC3051 incorporated a video in its self-directed learning to explore the relationship between air quality and respiratory health. However, despite both units including learning objectives related to planetary health, neither placed a clear emphasis on respiratory health. Consequently, engagement with this topic occurred primarily through its connection to broader discussions of climate change.

Recommendations:

- Integrate focused discussions on the respiratory impacts of climate change and air pollution into tutorials to reinforce and deepen students' learning.
- Include explicit learning objectives that address the relationship between climate change and respiratory health. Embedding this content within the respiratory module of BMA1902 would provide a strong foundation for reinforcing conceptual links between environmental factors and respiratory health.

1.6. Does your occupational therapy department's curriculum address the effects of climate change, including rising temperatures, on cardiovascular health and related occupational performance?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation:	

During Week 5 of IPE1011, the required reading briefly explained the relationship between climate change and cardiovascular health effects in its exacerbation of heart disease. However, cardiovascular health was not included in the unit's learning objectives, resulting in engagement with this topic occurring mainly through its linkage to wider discussions of planetary health and climate change.

Recommendations:

- Strengthen integration across learning materials by ensuring that tutorials, lectures, and readings consistently reinforce the relationship between climate change and cardiovascular health.
- Include explicit learning objectives that address the relationship between climate change and cardiovascular health. Embedding this content within the heart and circulatory system modules of BMA1902 would provide a strong foundation for reinforcing the conceptual links.
- Provide structured opportunities for applied learning, such as case scenarios within the heart and circulatory system modules of BMA1902 and scenario-based learning (SBL) cases across the four SBL units, to illustrate how climate change influences cardiovascular health and related occupational performance.

1.7. Does your occupational therapy department's curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

IPE1011 introduced the mental health and neuropsychological impacts of climate change through its required reading, outlining how extreme events (such as bushfires) can compound stressors and contribute to a range of mental health disorders. Building on this foundation, BMA1901 has collaborated with the IPE1011 unit coordinator to include a required reading and one slide in the Global Health and the Nervous System pre-recorded lecture to examine climate change–related effects on the nervous system. This cross-unit collaboration offers enhanced conceptual continuity for students, reinforcing the connection between climate change (the focus of IPE1011 in Week 5) and neuropsychological processes (the focus of BMA1901 in Week 3). However, neither unit explicitly articulates this connection within their learning objectives, meaning that the integration of these topics currently depends on the initiative and interest of individual teaching staff.

Week 8 of OCC1021 explores health, stress, and coping, highlighting how natural disasters, pollution, and climate change function as significant stressors for individuals. These concepts are introduced through self-directed learning materials (including a Moodle book and supplementary textbook readings) and reinforced in a tutorial activity in which students identify their own

stressors, categorise them, and consider potential mediators. Multiple resources are utilised to strengthen students' understanding of the relationship between climate change and mental health. Similarly, OCC3052 addresses the mental health impacts of climate change during seminar discussions in Week 2 (rural and remote populations) and Week 6 (mental health). However, this content is not explicitly embedded within either unit's learning objectives, meaning the depth and emphasis of climate-related material may vary between cohorts.

Recommendations:

- Incorporate a climate-related scenario (e.g. bushfire exposure) into Week 3 of BMA1901 to support students in applying neuropsychological concepts to real-world climate-related stressors.
- Co-develop shared teaching materials (e.g. an infographic) that explicitly link climate-related stressors with neuropsychological mechanisms across three first-year units (IPE1011, BMA1901, and OCC1021) to reinforce conceptual integration. These resources can then serve as a foundation for extended, unit-specific teaching activities.
- Establish a simple coordination process between unit coordinators to ensure climate-related content remains aligned, updated, and complementary across first-year units.
- Revise learning outcomes to explicitly reference climate-related stressors and their impact on health and occupational participation to ensure consistency across cohorts.
- Strengthen the integration of climate-change content in OCC3052 by incorporating climate-related video or written triggers into the SBL activities in Weeks 2 and 6.

1.8. Does your occupational therapy department's curriculum address the relationships between health, individuals' food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

IPE1011 utilises a required reading to examine how food production and distribution contribute to greenhouse gas emissions, linking these processes to both individual and environmental health. Similarly, OCC3051 incorporates a video in its Week 6 tutorial and class discussions to explore the relationship between climate change and food and water security, presenting current solutions to these emerging challenges. Likewise, OCC3052 briefly addresses how extreme weather events can contribute to food insecurity as part of its Week 2 focus on rural and remote populations. However, the connections between climate change, food systems, and health are not explicitly embedded within learning objectives, resulting in inconsistent integration across the curriculum.

Recommendations:

- Revise the learning objectives to explicitly reference the relationship between climate change, food systems, and health.

- Provide guidance for teaching staff that outlines how the relationships between climate change, food and water security, ecosystem health, and individual health should be highlighted to reduce variability between tutors and ensure the intended integration is consistently communicated.
- Strengthen the integration of climate-change content in OCC3052 by incorporating climate-related video or written triggers into the SBL activities in Week 2.

1.9. Does your occupational therapy department's curriculum address how historical abuses of power (e.g. colonialism, extractivism, economic exploitation and marginalisation) are both responsible for the climate crisis and disproportionately impact marginalised populations (e.g. low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults)?

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

IPE1011 introduces students to the disproportionate impacts of climate change on vulnerable populations within the self-directed learning (Moodle book and required reading), highlighting how reduced control over the social determinants of health limits their capacity to buffer environmental stressors. This is complemented by the assessed Advocates in Indigenous Health: First Steps module, which examines the history, diversity, and ongoing impacts of colonisation on Aboriginal and Torres Strait Islander peoples. OCC1042 briefly reinforces this by noting - through a single lecture slide and optional readings - the heightened exposure and vulnerability of Global South and Indigenous communities to climate-related harms.

OCC3052 provides a more detailed exploration of marginalised populations across themes such as poverty (Week 1), rural and remote health (Week 2), ageing (Week 3), hard to reach populations (Week 4), Indigenous health (Week 5), and culturally and linguistically diverse (CALD) communities (Week 10), supported also by the Advocates in Indigenous Health – Antiracism Challenge module. While each week addresses how historical abuses of power shape inequitable health outcomes, there is limited explicit consideration of climate change as a compounding determinant of vulnerability. Hence, as planetary health concepts continue to be presented in isolation rather than being meaningfully integrated with learning about marginalised populations, an important conceptual gap remains.

Recommendations:

- Introduce scenarios in SBL classes that illustrate climate-related challenges experienced by vulnerable communities and encourage reflection on how occupational therapists can advocate for climate-resilient health systems.
- Embed planetary health explicitly within each OCC3052 theme by integrating climate-related determinants of health into weekly content.

- Develop a dedicated learning activity or seminar in OCC3052 on climate change, linking this content with the unit's focus on disadvantaged communities.

1.10. Does your occupational therapy department's curriculum address the unequal regional health impacts of climate change globally and/or climate justice?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0

Score explanation:

During Week 2 of OCC3052, the third-year cohort examined disparities between rural/regional communities and metropolitan areas nationally in Australia. The seminar briefly addressed the unequal health impacts of climate change across these settings, outlining the cascading effects that droughts and bushfires have on community livelihood, stability, and overall wellbeing. Notably, this content is not explicitly included in the unit's learning objectives, meaning the depth of discussion depended largely on the unit coordinators' direction and the cohort's interest in the topic. Furthermore, the content lacks a global perspective, overlooking the urban-rural divide embedded in global systems.

Recommendations:

- Integrate climate-related health disparities into the unit learning outcomes to ensure consistent and intentional coverage across all cohorts, rather than relying on the interest of the cohort and teaching staff.
- Incorporate climate-related video or written triggers into the SBL activities for OCC3052 to illustrate the real-world impacts of drought, bushfires, and other climate-driven events on rural livelihoods and community wellbeing.
- Broaden climate-change content to address how global systems reinforce the urban-rural divide
- Provide optional extension materials for students who wish to explore climate-health intersections in greater depth, allowing motivated learners to engage further without increasing the core workload for the entire cohort.

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

1.11. Does your occupational therapy department's curriculum address the effects of industry-related environmental toxins on health (e.g. air pollution, pesticides), for example during paediatric or reproductive health curriculum?
This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:

The required reading for Week 5 in IPE1011 examined the impact of extreme heat and maternal exposure to urban air pollutants on preterm birth, reduced birth weight, and other adverse outcomes. Notably, paediatric and reproductive health are not included in the unit's learning objectives, meaning that engagement with this topic occurred primarily through its connection to broader discussions of planetary health and climate change.

Recommendations:

- Integrate the effects of industry-related environmental toxins on paediatric and reproductive health into the learning objectives for BMA1901's reproductive system module.
- Incorporate scenarios focused on maternal and infant vulnerability to climate change in the tutorial worksheets, ensuring students can apply theoretical concepts to real-world health impacts.

1.12. Does your occupational therapy department's curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	0

Score explanation:

The occupational therapy curriculum currently does not demonstrate clear or intentional integration of human-caused environmental threats that directly affect the university's surrounding community. Instead, the existing planetary health content focuses primarily on broad global events, without linking these issues to local environmental conditions or examining their impact for community health and occupational participation.

Recommendations:

- Introduce planetary health scenarios within SBL units, embedding local context, community data, and partnerships that reflect environmental challenges specific to the region.
- Collaborate with university sustainability initiatives to ensure the curriculum aligns with and contributes to the institution's broader sustainability commitments.
- Incorporate community-based and honours research projects that focus on sustainable practice and address environmental issues relevant to the surrounding community.

1.13. To what extent does your occupational therapy department emphasise the importance of knowledge and value systems from Indigenous communities and the Global South as essential components of planetary health solutions?	
These knowledge and value systems are **integrated throughout** the occupational therapy school's planetary health education (3 points)	
These knowledge and value systems as essential components of planetary health solutions are included **briefly** in the core curriculum. (2 points)	
These knowledge and value systems as essential components of planetary health solutions are included in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

Throughout the occupational therapy course, students are taught the history, diversity, and achievements of Aboriginal and Torres Strait Islander peoples and develop the ability to apply culturally responsive communication techniques with clients from these backgrounds. IPE1011 provides a thorough introduction and foundation for first-year students through the assessed Advocates in Indigenous Health - First Steps module. This is strengthened in OCC1011, where students deepen their understanding of culturally safe practice. Further to this, OCC3052 utilises the Advocates in Indigenous Health – Antiracism Challenge module to extend students' capability in recognising and addressing racism within healthcare contexts.

However, despite the emphasis on the importance of Indigenous knowledge and value systems, there remains limited explicit integration of this learning with planetary health principles. While OCC3052 briefly touches on these ideas during Week 5 (Indigenous health) and Week 10 (CALD populations), seminar discussions highlight the value of diverse worldviews without clearly articulating the central role of Indigenous knowledge in planetary health. This represents a missed opportunity to emphasise the importance of Indigenous perspectives in shaping effective planetary health solutions.

Recommendations:

- Strengthen the connection between Indigenous knowledge and planetary health by incorporating content that highlights Indigenous land management, ecological stewardship, and climate resilience as core planetary health strategies.

- Ensure authentic representation by inviting Indigenous guest speakers or drawing on Indigenous-led resources.

1.14. Does your occupational therapy department's curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

IPE1011 introduced the concept of the Anthropocene through the Week 5 self-directed Moodle book and accompanying video. These resources outlined the impact of anthropogenic environmental toxins on global systems. A required reading further deepened students' understanding by highlighting the disproportionate burden these toxins place on socioeconomically vulnerable populations. Similarly, OCC3051 drew on multiple resources - including a video, required reading, and facilitated tutorial discussions - to emphasise the heightened vulnerability of low-income countries to anthropogenic environmental toxins. The Five Pillars Framework was introduced to strengthen students' understanding of the interconnections between human health and Earth's natural systems, underscoring how climate change disproportionately affects marginalised populations. However, neither unit explicitly connected the impact of anthropogenic environmental toxins on marginalised populations within their learning objectives.

Meanwhile OCC3052 provided a detailed exploration of marginalised populations across themes such as poverty (Week 1), rural and remote health (Week 2), ageing (Week 3), hard to reach populations (Week 4), Indigenous health (Week 5), and culturally and linguistically diverse (CALD) communities (Week 10), supported also by the Advocates in Indigenous Health – Antiracism Challenge module. While each week addressed the experiences of marginalised populations, there was limited explicit consideration of the disproportionate impact of anthropogenic environmental toxins on these communities. Hence, as planetary health concepts continue to be presented in isolation rather than being meaningfully integrated with learning about marginalised populations, an important conceptual gap remains.

Recommendations:

- Embed explicit learning objectives in relevant units that link planetary health concepts with the experiences of marginalised populations, ensuring this connection is intentional rather than incidental.
- Integrate scenarios in the SBL units that illustrate how anthropogenic environmental toxins disproportionately affect marginalised communities.

- Incorporate dedicated tutorial and seminar activities that explicitly address the disproportionate impact of anthropogenic environmental toxins on marginalised communities.

Curriculum: Sustainability

1.15. Does your occupational therapy department's curriculum address the environmental and health co-benefits of holistic lifestyle adaptations (e.g. plant-based diets, use of greenspaces and social prescribing)?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

IPE1011 introduces the environmental and health benefits of plant-based diets through the required Week 5 readings. These materials also describe how expanding urban green spaces can improve population health. OCC3051 similarly addresses sustainable food systems, using a video that presents current solutions to prompt class discussion. However, in both units this content is only briefly explored and is not supported by explicit learning objectives, limiting the depth and consistency of students' engagement with these topics. Moreover, the material is framed as strategies for students to apply, rather than as client-focused interventions.

Recommendations:

- Expand the consideration of holistic lifestyle adaptations through structured discussions and applied activities, enabling students to link these behaviours with both health and environmental co-benefits.
- Embed holistic lifestyle adaptations in SBL scenarios to give students opportunities to apply concepts such as plant-based diets, greenspace use, and social prescribing in realistic practice contexts.
- Include additional readings and resources to deepen students' understanding of holistic lifestyle adaptations.

1.16. Does your occupational therapy department's curriculum address the carbon footprint of healthcare systems?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

In IPE1011, the self-directed learning activities for Week 5 (including a Moodle book and required reading) briefly addressed the carbon footprint of the healthcare system. This content was used to highlight the impact of the healthcare system on climate change and to position students to consider the importance of advocating for more sustainable models of care. However, this was not the primary focus of the week and remained isolated within a single learning activity. Hence, its impact on students' broader understanding of sustainable healthcare was limited.

During third-year, students revisited the carbon footprint of the healthcare sector in Week 6 of OCC3051. The unit used multiple resources (including a Moodle book with embedded videos and class activity) to reinforce the concept. The class activity focused on changes that could make health services more environmentally responsible, positioning students as responsible advocates for sustainable practice.

Despite these strengths, neither unit planned or coordinated the integration of planetary health across the curriculum. Any scaffolding that occurs is therefore incidental rather than intentionally designed.

Recommendations:

- Expand the use of active learning strategies, such as scenario-based discussions, to help students apply sustainability principles to real-world occupational therapy contexts.
- Embed explicit learning objectives related to sustainable healthcare in both IPE1011 and OCC3051, and extend these objectives to additional units so that students encounter the material in a coherent, scaffolded sequence rather than isolated activities.

1.17. Does your occupational therapy department's curriculum cover these components of sustainable clinical practice in the core curriculum? (point for each)	**Score**
The health **and** environmental impact of providing information about **preventative measures** to **empower patients** to actively mitigate poorer health outcomes. (1 point)	1
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (1 point)	1
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting). (1 point)	1
The health **and** environmental co-benefits of avoiding **over-investigation** and/or **over-treatment.** (1 point)	0

Score explanation:

OCC3051 briefly addressed the role of preventative health education in empowering patients to mitigate poorer health outcomes through self-directed learning activities in Weeks 3 and 6. These activities emphasised education as a core professional responsibility and used examples of positive deviance to illustrate how individuals can create healthier environments for themselves and the planet.

The Week 6 self-directed learning in OCC3051 also included videos that outlined the environmental impacts of anaesthetic gases and propellants in spray inhalers, highlighting how choosing alternatives or deprescribing where appropriate can reduce the healthcare sector's carbon footprint.

Self-directed learning in Week 5 of IPE1011 and class discussions in Week 6 of OCC3051 further touched on the environmental burden of single-use items. Students in OCC3051 identified more sustainable alternatives and considered how occupational therapists can advocate for reduced waste and improved environmental practices within health services.

Recommendations:

- Embed information on preventative measures to actively mitigate poorer health outcomes in OCC3051 tutorial discussions to reinforce and extend the learning introduced in self-directed activities.
- Expand structured activities that build advocacy skills, giving students practical opportunities to identify sustainable alternatives and articulate how occupational therapists can influence organisational change.
- Reinforce these concepts across multiple weeks and units, rather than confining them to isolated discussions, to support cumulative learning and stronger curriculum-wide scaffolding.

1.18. Does your occupational therapy department's curriculum discuss the benefits and process of how to sustainably manage, recycle and repurpose prescribed equipment?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

In October 2024 (just outside of the assessment period), an SBL presentation in Week 11 of OCC2020 briefly explored services for obtaining prescriptive equipment and the recycling schemes available once these items are no longer needed. However, this discussion arose from a student's personal interest rather than planned curriculum content, meaning not all students were exposed to

it. As the topic is not reflected in the unit's learning outcomes or formal teaching, it has also not been systematically incorporated into subsequent years.

While OCC2020 offered only incidental exposure, OCC3051 provided structured learning on the sustainable management and repurposing of prescribed equipment during March 2025 (within the assessment period). The topic was embedded in formal teaching materials, including self-directed learning through a Moodle book with an embedded video and tutorial discussions. Content addressed the repurposing of prescribed equipment in low-income countries (Weeks 2 and 6) and highlighted the role of recycling stations in promoting sustainable equipment practices (Week 6). However, this unit also lacked formal learning outcomes to ensure the topic was taught consistently or embedded across future offerings.

Recommendations:

- Embed explicit learning outcomes that address sustainable equipment management, ensuring the topic is taught intentionally and consistently across years.
- Introduce sustainable equipment management into the SBL scenarios, encouraging students to apply planetary health principles during class discussions and presentations.
- Encourage students to initiate conversations with supervisors during practice education placement units about sustainable equipment management.
- Integrate sustainable practices into the OCC2013 home modification assignment by requiring students to consider the environmental impact of different equipment options, including reuse, refurbishment, and low-waste alternatives.

1.19. Does your occupational therapy department's curriculum address sustainability in regards to adaptations and environmental adjustments in the home and in communal spaces?

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0

Score explanation:

OCC2013 embeds home modification learning in Weeks 6 and 7, with the AT2 home assessment report evaluating students' ability to analyse environments, link findings to occupational performance, and justify modification recommendations. OCC1042 (Week 11) and OCC2020 (Week 9) broaden this environmental focus to communal and shared spaces, emphasising accessibility and participation beyond the private home.

While this structure develops strong competence in environmental assessment and modification, it does not explicitly address ecological impact or sustainable design principles. A clear gap remains despite the relevance of sustainability to material selection, design longevity, waste reduction, and environmentally responsible practice.

Recommendations:

- Embed sustainable design principles (e.g., durability, low-impact materials, energy efficiency) within the existing home modification content in OCC2013.
- Add sustainability-focused criteria to OCC2013's AT2 home assessment report, requiring students to justify material choices and reflect on how sustainability intersects with client goals, safety, and long-term environmental impact.
- Incorporate discussion of material selection, waste minimisation, and long-term maintenance into OCC1042 and OCC2020 tutorials on communal environments.

Curriculum: Clinical Applications

1.20. In training for patient encounters, does your occupational therapy department's curriculum introduce strategies to have conversations with patients about the health effects of climate change?

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

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

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

Score Assigned:	0

Score explanation:

Throughout the degree, students are introduced to strategies for communicating with patients, with OCC1011 and IPE1011 providing foundational instruction on communication styles and theory. These skills are reinforced in placement-focused units that apply communication in clinical contexts. However, despite these strengths, the curriculum does not explicitly link communication training to the collection of information related to planetary health. This leaves an opportunity to integrate environmental determinants of health more clearly, particularly in relation to climate-change-related impacts on daily life, wellbeing, and occupational participation.

Recommendations:

- Integrate environmental determinants of health and climate-related impacts into communication teaching in OCC1011 and IPE1011, positioning planetary-health inquiry as a standard component of patient-centred information gathering.
- Include simulated scenarios where students practise discussing climate-related challenges with clients in a sensitive and culturally responsive manner.

1.21. In training for patient encounters, does your occupational therapy department's curriculum introduce strategies and OT models to take a holistic history of health experiences which consider environmental factors during an initial assessment?

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)
Only **elective** coursework includes strategies for taking an environmental history. (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	0

Score explanation:

In first-year, OCC1011 introduces foundational occupational therapy models, which are further developed in OCC1022 and OCC1042. Across the degree, models such as the Canadian Model of Occupational Performance and Engagement, Person-Environment-Occupation, Model of Human Occupations, and the International Classification of Functioning, Disability and Health are consistently used to support students in taking a holistic history of clients' health experiences. Additionally, OCC2014 introduces formal and informal assessments for gathering information. Yet, despite this strong theoretical grounding, the curriculum does not explicitly connect these models to understanding how climate-related factors influence occupational participation. This represents a missed opportunity to position occupational therapy models as frameworks for integrating planetary-health considerations into clinical reasoning.

However, OCC3052 demonstrates the potential for this integration through its use of the Canadian Model of Occupational Participation and Ottawa Charter for Health Promotion to examine broader contextual influences on the health of marginalised populations, highlighting a pathway for embedding similar approaches earlier and more consistently across the curriculum.

Recommendations:

- Embed explicit teaching on how occupational therapy models can be used to identify and analyse climate-related influences on occupational participation.
- Incorporate scenarios that require students to apply these models when exploring climate-related impacts on daily occupations, routines, and health experiences.
- Add assessment criteria in relevant units that evaluate students' ability to incorporate planetary-health considerations into occupational histories and clinical reasoning.

1.22. In training for quality improvement (QI) projects, does your occupational therapy department's curriculum discuss how planetary health concerns relate to wider healthcare service aims and outline the means to embed sustainability considerations into QI projects?
Yes, sustainable QI teaching and/or project opportunities are incorporated into the **core** curriculum. (2 points)
Yes, sustainable QI teaching and/or project opportunities are available through **elective** modules. (1 point)
No, sustainable QI teaching and/or project opportunities are **not** available to occupational therapy. (0 points)

Score Assigned:	2

Score explanation:

OCC3051 is a third-year occupational therapy unit that develops students' capabilities in QI, evidence-based practice, and service evaluation within healthcare settings. Week 6 introduces planetary-health concerns, including the six actions for climate-smart health care and class discussions on sustainable QI projects.

Students can choose their own topics for the project-based assignments, which creates opportunities to apply QI frameworks and evidence-based practice to sustainability. However, because sustainability is not included in the assessment criteria, engagement with planetary-health considerations varies depending on each group's chosen focus.

Recommendations:

- Integrate sustainability-focused examples throughout OCC3051 so students routinely see how QI methods can address planetary health concerns.
- Add assessment criteria to OCC3051 that evaluate students' ability to apply QI and evidence-based practice principles to sustainability challenges, ensuring consistent engagement with planetary-health concepts across all project topics.

Curriculum: Administrative Support for Planetary Health

1.23. Is your occupational therapy department currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the occupational therapy school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the occupational school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 point)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	2

Score explanation:

The occupational therapy department at Monash University is seeking to strengthen its approach to ESH and is undertaking the PHRC to identify areas for improvement. Students have shown strong interest in this space, demonstrated through enthusiastic class discussions and active engagement with the student leading the PHRC project. Staff have similarly expressed a desire to identify where planetary-health content can be meaningfully embedded within existing units and to revise learning objectives to better reflect sustainability-focused competencies.

This shared momentum is already visible in recent curriculum updates in OCC1042, the co-design of curriculum and the planetary-health and advocacy workshop in OCC3051, and growing collaboration across units such as IPE1011 and BMA1901 to embed planetary-health issues more consistently throughout the program. While these developments represent promising progress, the integration of planetary-health content across the program remains uneven. Strengthening the consistency and depth of this content presents an important opportunity to better support students'

learning, respond to their growing interest in ESH, and ensure they are well prepared for contemporary occupational therapy practice.

Recommendations:

- Strengthen expectation for units to identify opportunities to embed planetary-health content by revising learning objectives to include sustainability-focused competencies.
- Introduce structured evaluation processes that monitor how effectively planetary-health content is embedded across the curriculum, incorporating this review into annual unit evaluations. Completing the PHRC as part of these yearly reviews would support systematic tracking of progress and guide continuous improvement in planetary-health curriculum integration.
- Develop shared guidance for staff on integrating planetary-health principles into teaching, supported by training to ensure consistent depth and alignment across units rather than relying on individual initiative.

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

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

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

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

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

Score Assigned:	2

Score explanation:

Currently, planetary health and climate-related content is concentrated in one week for IPE1011 (first year) and OCC3051 (third year), with only intermittent discussion in other units. While these units introduce important concepts, the content is not yet integrated in a way that provides clear scaffolding across the years of the program. As a result, students encounter planetary health in isolated pockets rather than through a coherent, progressively developed curriculum.

Recommendations:

- Offer workshops, resources, and training to build staff capability in teaching planetary health concepts, ensuring educators feel confident embedding these themes across units.
- Develop a shared set of learning outcomes, competencies, and guiding principles that all units are required to incorporate, and map these across the curriculum to support longitudinal integration.
- Create a central repository of teaching materials, case studies, assessment examples, and evidence-based planetary health content to promote consistency, reduce duplication, and support cohesive curriculum design.

- Expand cross-unit collaboration so that planetary-health themes introduced in early foundational units are reinforced and applied in later practice-focused units.

1.25. Does your occupational therapy department 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 **occupational therapy school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

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

Score Assigned:	0

Score explanation:

The occupational therapy department does not currently employ a dedicated faculty member responsible for leading, coordinating, or overseeing the integration of planetary health across the curriculum. Instead, responsibility for developing and embedding relevant content rests with individual unit coordinators, resulting in a decentralised and potentially inconsistent approach to curriculum design.

Recommendations:

- Establish a faculty role (new or embedded within an existing position) responsible for coordinating planetary health and sustainable healthcare across the program.
- Form a small interdisciplinary committee (including occupational therapy academics, sustainability experts, and possibly students) to support curriculum development and monitor progress.
- Include planetary health integration as part of annual unit reviews and program-level evaluation processes. Complete the PHRC as part of this annual review to support systematic tracking of progress and guide continuous improvement in planetary health curriculum integration.

1.26. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?

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

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

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

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

Score Assigned:	2

Score explanation:

IPE1011 briefly introduces the importance of advocacy in Weeks 5 and 9, but its application to environmental issues is limited because advocacy is not a primary focus of the unit. In contrast, OCC3051 offers a more comprehensive exploration of public-health advocacy, including practical strategies for mobilising communities and the media to influence decision makers and policy. These concepts are embedded in the Week 6 learning objectives, hence being outlined in self-directed learning resources (including Moodle book, video, and reading) and class discussions. The Public Health Advocacy Institute of Western Australia Advocacy Framework and current advocacy actions were described, enabling students to apply these skills to a planetary-health issue and strengthening their understanding of how advocacy can be used to address environmental determinants of health.

Recommendations:

- Strengthen the integration of advocacy for environmental determinants of health by embedding explicit examples within IPE1011, ensuring students encounter these concepts earlier.
- Expand the advocacy content in OCC3051 to include additional case studies to reinforce students' learning.

Section Total (40 out of 79)	**50.63%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3

Score explanation:

Monash University has multiple faculty members and dedicated research divisions whose primary research focus is planetary health and healthcare sustainability. Monash University demonstrates strong institutional engagement in planetary health and healthcare sustainability research through dedicated research leadership, formal organisational structures, and programs within its health faculties. Within the Faculty of Medicine, Nursing and Health Sciences, Monash hosts a Planetary Health Division led by two senior academics. Research undertaken within this division includes: Large-scale cohort studies examining air pollution, climate change, toxic exposures, and occupational health. There is also research being done on climate-sensitive infectious diseases, water and sanitation, antimicrobial resistance, and vector-borne disease.

Monash researchers are also actively engaged in healthcare sustainability research, including analysis of the carbon footprint of medication packaging in collaboration with hospital pharmacy departments. This work directly targets healthcare-related emissions and informs sustainable procurement practices in clinical settings.

The Department of Nutrition, Dietetics and Food has a commitment to planetary health, with a substantial proportion of departmental research activities aligned with the Sustainable Development Goals. The department maintains a Planetary Health Working Group, whose members conduct ongoing research into sustainable diets and hospital food systems.

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)	
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3

Score explanation:

The Monash Sustainable Development Institute (MSDI) brings together interdisciplinary research expertise in behaviour change and sustainability transitions, working closely with Monash University's domain specialists as well as industry, policy, and community partners to develop actionable, evidence-based pathways for real-world transformative change. Its transdisciplinary research spans six strategic themes: climate action; environment and health; sustainable cities and regions; circular economy; inclusive prosperity; and leadership for the Sustainable Development Goals (SDGs).

To ensure long-term sustainability and stronger alignment with Monash University's research and education model, MSDI will transition from a standalone institute from 1 January 2026, with its programs and centres realigned to relevant faculties or the Deputy Vice-Chancellor (Research and Enterprise) portfolio. This evolution strengthens integration across the University while maintaining MSDI's core mission and impact.

Complementing this work, Monash's Planetary Health Research is embedded within the Faculty of Medicine, Nursing and Health Sciences, including the Planetary Health Division and the School of Public Health and Preventive Medicine (SPHPM) Climate and Health Initiative . These groups bring together environmental and occupational health researchers, infectious disease epidemiologists, and global health experts, advancing an eco-social understanding of health that emphasises interdisciplinary perspectives in addressing complex global public health challenges.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)

There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	2

Score explanation:
The Monash Sustainable Development Institute (MSDI) oversees a range of research programs that seek to include communities disproportionately impacted by climate change and environmental injustice as key contributors and advisors in research agendas and outputs. MSDI identifies Thriving People and Places as a key organisational focus area, with an explicit aim to "empower communities to thrive, to create space for leaders and change-makers from different backgrounds, and reform systems in order to listen to and promote marginalised voices". In alignment with this principle, many MSDI-affiliated research projects adopt co-designed approaches that embed community input into research priorities and processes. Two key examples that demonstrate this commitment are the *Fire To Flourish* program and the *Revitalising Informal Settlements and Their Environments (RISE)* program.

The *Fire To Flourish* program is a research and community impact initiative working in direct partnership with bushfire-affected communities within Australia. Research within Fire to Flourish is explicitly shaped by community priorities and lived experience, with affected communities leading local initiatives, informing research questions, and co-creating resilience strategies. This "inclusive, participatory and evidence-based model" not only ensures that research responds directly to the needs of communities disproportionately impacted by climate-related disasters, but also provides these communities with meaningful leadership and advisory roles in shaping the direction, design, and implementation of research that affects their recovery and long-term resilience.

The *Revitalising Informal Settlements and Environment (RISE)* program is a transdisciplinary research initiative involving 12 informal settlements in Suva, Fiji, and 12 settlements in Makassar, Indonesia. RISE works in close partnership with local communities, leaders, governments, and partner institutions to co-design location-specific infrastructure solutions for water and sanitation services. Importantly, the research is designed to directly involve and benefit local communities, with program success measured "by the health and well-being of residents - particularly children under five years of age - and the ecological diversity of the surrounding environment."

Community members are actively involved throughout the research lifecycle, ensuring that local knowledge and priorities inform research design, implementation, and outcomes. For example, local community members participate in diagnostic testing, sample analysis, and the maintenance of laboratory equipment, while others hold project management roles within the program. These practices reflect RISE's commitment to enabling communities to co-design, implement, and take ownership of infrastructure solutions that address local environmental and health challenges.

Through initiatives such as *Fire to Flourish* and *RISE*, MSDI embeds community advisory input, co-design, and participatory approaches within its climate and environmental research. However, formal decision-making authority over the overall research agenda remains with MSDI, indicating an area for potential improvement in strengthening community decision-making roles.

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

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)
There is **no** website. (0 points)

Score Assigned:	2

Score explanation:

The institution has a website detailing the steps being undertaken by the university in order to contribute to environmental sustainability. While it is comprehensive in explaining how the campus is striving for sustainability, it does not possess all the requirements to achieve 3 points. However, there is a separate website in regards to the research done by the university and leaders involved within climate change at the university.

The institution also has a separate website for the Planetary Health Division of the medicine, nursing and health sciences faculty. This website describes ongoing and past research projects, and the teams involved in these projects. It provides information on various projects related to planetary health, focusing on topics such as the climate and air quality, global and women's health, and infectious disease epidemiology.

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:	4

Score explanation:

Monash University held the "Planetary Health: A call to action for our shared future" conference on August 27, 2025. Later in the year, the university also held the "Bridging research, communities, and planetary health at Monash" conference on September 10, 2025.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Score explanation: Monash University's Monash Sustainable Development Institute is a part of the Planetary Health Alliance, Alliance for Transformative Action on Climate and Health (ATACH) and Sustainability Transitions Research Network (STRN).	

Section Total (15 out of 17)	**88.24%**

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Community Outreach and Advocacy

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

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

Score explanation:

Monash University partners with multiple community organisations to promote planetary and environmental health through collaboration, co-design, and community engagement activities.

At an institutional level, Monash University partners extensively with community, healthcare, and government organisations through the Monash Sustainable Development Institute (MSDI). MSDI's Transitions to Sustainable Health Systems initiative works in partnerships with leaders and bodies like the World Health Organisation to integrate global and local efforts for the UN Sustainable Development Goals. The Green Steps is a sustainability leadership program delivered by the MSDI, partnering with industry organisations such as Enel Green Power Australia to provide students with practical training and real-world sustainability projects aligned with the SDGs.

Within the Department of Nutrition, Dietetics, and Food, the faculty members annually collaborate and partner with community organisations such as the Little Food Festival to improve food systems literacy and planetary health awareness. Student volunteers are recruited and supervised to deliver interactive, age-appropriate activities that engage primary school-aged children and families.

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

Score Assigned:	3

Score explanation:

Monash University's Net Zero Academy offers a suite of professional development courses that support external organisations in their transition to net zero emissions. These community-facing training courses are typically delivered in person by the Net Zero Academy team and include the 'Executive Leadership Program', 'Climate Risks and Opportunities' and 'Climate Transition Planning' programs, each addressing a distinct aspect of the net zero journey. Through these courses, Monash University directly engages with external stakeholders in the community to build capacity and leadership in planetary health-aligned climate action.

Monash University also operates the Monash Reuse Centre, a second-hand furniture store accessible to Monash staff, students, and the wider community. By actively encouraging faculties and departments to donate surplus furniture, the Centre contributes to waste reduction and the promotion of a circular economy, diverting an average of 60 tonnes of furniture from landfill each year since its establishment in 2010. This initiative provides a community-facing example of planetary health principles in practice.

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:	1

Score explanation:

Monash University engages with sustainability and planetary health through publicly available communications, but students are not consistently reached through university-wide channels and must often seek information independently.

- Early-year outreach boosts engagement with the Monash Association of Sustainability. Which utilises their Instagram and Facebook to share updates on events, sustainable practices, and planetary health issues.

- Furthermore Monash Sustainable Development Institute covers global sustainability issues and innovative solutions as can be seen through their Facebook.

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are **no** such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2

Score explanation:

Sustainable Healthcare in Practice is a short course offered by Monash University and is "recommended for existing health professionals, health educators, aspiring graduate students". It aims to educate the "knowledge and skills to create an inclusive, equitable, restorative and resilient health system."

The Environment and Sustainability Expert Master Degree is another course offered which teaches an "interdisciplinary foundation that allows you to analyse the interdependence of nature, society and the economy." It has five main specialisations that students can learn including environment and governance, corporate environmental and sustainability management, environmental security, international development and environment, and leadership for sustainable development.

Sustainable Healthcare Fundamentals is another short course offered by Monash University aimed at "health professionals, non-clinicians, decision-makers, policy makers and those interested in sustainable healthcare", providing information about decarbonisation pathways and principles of a circular economy amongst other concepts.

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

Score explanation: Neither Monash University nor its affiliated teaching hospitals have easily accessible educational resources regarding environmental health exposure. This is consistent when examining Monash University's other affiliated teaching hospitals. While the University and some affiliated hospitals have websites and links to research papers relating to environmental health exposures, these materials are not easily digestible for most patients.

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
Score explanation: Monash University's affiliated hospitals do not have educational materials regarding the health impacts of climate change that are readily available for their patients. Monash University however has a website that highlights the University's desire to educate communities on the health impacts of climate change and has links to many research papers that the university has published that relates to this topic.	

Section Total (9 out of 14)	**64.29%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
Score explanation: Monash University encourages and supports student engagement in sustainability initiatives through programs like Green Steps, which is an extracurricular sustainability leadership program that includes in-person training and consultancy sustainability projects for students, giving them practical experience in sustainability issues and problem-solving. This program is open to current students across disciplines. There are also student opportunities for sustainability programs, including projects, events, and online engagement. However, there is no evidence of dedicated institutional grants specifically for student-led sustainability/QI projects as a core curricular requirement.	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)	
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	2

Score explanation:

Monash University offers graduate students research opportunities in planetary health/health promotion through Monash Sustainable Development Institute (MSDI). MSDI focuses on solution-focused sustainable development and offers scholarships for high quality doctoral research candidates based on merit.

Monash University's Health and Climate Initiative, as part of Monash Faculty of Medicine, Nursing and Health Sciences, focuses on assessing current strategies and developing innovative solutions to mitigate the effects of climate change on health and healthcare systems. Notably, the Monash Biomedicine Discovery Institute (BDI), one of the largest and most prestigious research institutes in the Southern Hemisphere, offers a variety of research opportunities, from Honours and Masters by Research to PhD/Doctorate programs, enabling students to explore a diverse range of health issues.

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

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

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

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

Score Assigned:	2

Score explanation:

The Faculty of Medicine, Nursing and Health Sciences maintains a webpage with specific and up-to-date information on planetary health. The webpage outlines key focus areas (e.g. sustainable healthcare, infectious disease modelling), current research units, and identifies academic leads with corresponding contact details. It also highlights relevant courses and showcases articles demonstrating Monash University’s planetary health initiatives and real-world impact.

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

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

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	2

Score explanation:

Monash University medical students have a local, student-run branch of the national organisation, Doctors for the Environment Australia (DEA). Although the DEA provides support and funding to the student organisation, Monash University does not.

AMSA (Australian Medical Students' Association) has AMSA Code Green, which is a subcommittee that focuses on planetary health. As with DEA, the Monash members of this student run organisation do not receive faculty support.

Monash University pharmacy students can participate in PharmAlliance, a strategic partnership between the UNC Eshelman School of Pharmacy, the Monash University Faculty of Pharmacy and Pharmaceutical Sciences, and the UCL School of Pharmacy. While PharmAlliance is not exclusively focused on planetary health engagement and advocacy, faculty-supported initiatives have increasingly prioritised these themes over the past two academic years. In 2024, PharmAlliance students and academics co-designed a dedicated Planetary Health Champions online workshop, which was subsequently delivered at Monash University, UNC and UCL across 2025. The co-design process was student-driven and formally supported by faculty advisors, including the faculty's Sustainability Education Lead, who provided structural oversight. Moving forward, PharmAlliance aims to establish a sustainable cross-campus model for future planetary health events and education campaigns.

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 points)
No, there is no such student representative. (0 points)

Score Assigned:	1

Score explanation:

Monash University has an Environmental and Social Justice department as part of its wider student body(Monash Students Association). This branch of the student body is dedicated to championing sustainability within the University through advocacy and activism, amongst other activities.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**

Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	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.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:

In the past year, Monash University has run several co-curricular planetary health programs and initiatives, including:

1. An Indigenous garden, which cultivates various native plants of cultural and medicinal significance. Additionally, there are various other community gardens across campus, which allow for students to grow vegetables and herbs. The Monash Student Society, as a project to tackle growing food insecurity within the student population, runs a fresh food market, which allows students access to fresh fruit and vegetables. There is a non-for-profit vegan and vegetarian restaurant on campus, run by student volunteers, that encourages students to consider sustainability, particularly with a focus on diet.
2. Student groups, such as 'Precious Plastics' build community, and encourage students on campus to consider and combat the impacts of, for example, single use plastics, and work towards creating solutions within the Institution.
3. At Monash University, many panels and discussions are held throughout the year. These lecture series include talks on topics of Climate Justice, Planetary Health, Indigenous Justice and Human Rights. These are free for students to attend, regardless of faculty, however do not specifically have a health focus.
4. At Monash University there are various outdoor clubs that are available for students to partake in. Examples of these clubs include Monash University Outdoors Club (MUOC), Monash Boardriders (MBR), Monash University Snowsports (MUSC) and Monash University Waterski and Wakeboard (MUWW). These clubs organise various different activities such as hiking, kayaking, climbing, surfing, camping and snowsport trips, which students can attend.

Section Total (12 out of 15)	**80.00%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2

Score explanation:

Monash University has a well-established, centralised sustainability function with multiple full-time staff dedicated to sustainability, net zero circular economy, reporting, compliance, and engagement. Sustainability capacity is embedded across the University through a dedicated campus sustainability team. Monash University is also undergoing a university-wide transition of the Monash Sustainable Development Institute (MSDI) to embed sustainability across faculties and portfolios, reflecting a sustained institutional commitment to climate action and sustainability research.

While Monash University demonstrates a strong, institution-wide commitment to sustainability across education, research, and campus operations, this commitment is not currently translated into discipline-specific sustainability leadership for the health professions. At present, sustainability oversight appears to operate at a whole university level rather than through dedicated sustainability staff embedded within the faculties responsible for individual health disciplines.

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)

The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	5

Score explanation:

Monash University has committed to the Net Zero initiative, aiming to achieve net zero emissions from infrastructures and operations in 2030. This commitment is underpinned by seven clearly defined strategic pillars: Energy Efficiency, Campus Electrification, Net Zero Buildings, Renewable Energy, Net Zero Transport, Residual Emissions, and Intelligent Energy Networks, with significant milestones already achieved.

By the end of 2024, the University had reduced total greenhouse gas emissions by 57% relative to its 2015 baseline. According to a February 2026 update from the Monash Net Zero Team, 100% of electricity consumed across all campuses and sites in 2025 was sourced from renewable energy, with 94.6% supplied by the Murra Warra Wind Farm (off-site) and 5.6% generated through on-site solar installations.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1

Score explanation:

Currently, there is no publicly available data indicating the proportion of renewable energy in the energy needs for buildings at Monash University.

However, as informed by the Monash Net Zero team in February 2026, 48.3% of the institution's total energy requirements is attributable to natural gas. Given that 100% of its electricity is sourced from renewable energy in 2025, and that approximately 30% of campus buildings operate solely on electricity, it is reasonable to assume that more than 20% of the energy used across University buildings is derived from renewable sources.

Monash university has been committed to powering the institutions buildings of renewable energy through its Net Zero strategies with progresses made and goals set: approximately 150,000 solar panels have been installed across campuses by the end of 2024, significantly boosting on-campus

energy generation and the university aims for 100% electrification from gas infrastructure of the campuses in 2040.

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:

Monash Design and Construction Standards (MDCS) mandates the use of sustainable design principles and recognised sustainability frameworks for all new buildings and major refurbishments. However, the document does not provide evidence on whether existing or older buildings have already been retrofitted to improve sustainability performance.

For example, Monash University has demonstrated the application of sustainable building practices to existing infrastructure through the 343 Royal Parade Parkville Revitalisation Project. This project involves the refurbishment and adaptive reuse of an older campus building, with a focus on improving environmental performance, energy efficiency, and alignment with contemporary sustainability standards while preserving the existing structure. The project aligns with the Monash Design and Construction Standards (MDCS) and the University's broader Parkville Campus Masterplan, providing concrete evidence that older buildings on campus are being actively retrofitted to enhance sustainability outcomes.

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:

Monash University aims to reduce greenhouse gas emissions from travel to its campuses by promoting sustainable transport options including public transport, shuttle buses, carpooling, walking, and cycling. Through its Net Zero Transport Strategy, introduced in 2021, the University targets more than 70% of staff and students commuting via sustainable transport, with specific goals for 50% of campus commuters to use public transport and 20% to rely on active transport by 2030. Monash is investing in improved public transport accessibility and active transport infrastructure; however, at the Parkville campus, the absence of dedicated vehicle parking reinforces public transport as the primary mode of access. Despite carpooling incentives being available university-wide, Parkville students remain heavily dependent on buses and trams, which present ongoing challenges due to limited wheelchair accessibility and the financial burden of commuting costs borne by students.

Monash University is also advancing towards a sustainable future with the commissioning of state-of-the-art Electric Vehicle (EV) charging stations across its campuses. In partnership with Engie, Monash supports electrification of intercampus buses, light vehicle fleets, carsharing services, and public charging, contributing to reductions in Scope 1, 2 and 3 emissions.

- At the Caulfield campus, the network will expand to include six ultra-rapid (150 kW), one rapid (50 kW), and six AC destination (7 kW) charging bays, making it the largest rapid charging hub in Melbourne.
- At the Clayton campus, Monash aims to install ten charging bays to support EV car-sharing, creating the largest facility of its kind in Australia and supporting a transition towards shared fleet operations.
- At the Peninsula campus, new ultra-rapid DC charging infrastructure, including dedicated heavy vehicle bays, will provide the only ultra-rapid charging station in the Frankston and Mornington Peninsula region, enabling rapid charging of buses and other heavy vehicles and supporting deep decarbonisation of transport.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)
There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:	1

Score explanation:

Monash University has a comprehensive recycling program that is present across its campuses, however it currently lacks composting programs that are accessible to students and faculty. The

institution claims that they are currently “developing a plan to increase food waste collections across our Victorian campuses” but they have not outlined a timeline for implementation.

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 a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
Score explanation: Monash University has a few sustainability guidelines and incentives regarding campus food and beverage selections mostly surrounding the elimination of single-use containers and plastic. One such incentive is product discounts at certain retailers on campus for using re-usable coffee cups and this is made accessible for staff and students by having services where you can borrow re-usable containers and return them after use. Whilst these guidelines are more suggestory in nature, it demonstrates the institution’s desire to further campus sustainability, and specifically moving away from the use of single-use plastics.	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
Score explanation:	

Responsible procurement is one of Monash University's five pillars in their Circular Economy framework that "designs out waste, extends material use, recovers resources, and restores natural systems".

The five key aspects of responsible procurement at Monash University are as follows:

1. Empowering Indigenous Peoples and Indigenous Australian businesses
2. Fostering thriving communities and supporting people with disabilities
3. Addressing climate change and minimising environmental impacts
4. Circularity to close the waste / recycling loop and to regenerate nature
5. Human rights and eliminating modern slavery.

The institution has a strong focus on establishing a sustainable and transparent supply chain that will benefit the wider community.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: While it is not highly incentivised by the institution, Monash University does have sustainability guidelines for events. From student experiences, these guidelines are not strictly adhered to and are only in place if the committee running the event decides to do so, however they exist nonetheless.	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation:	

Monash University has been retrofitting buildings to be more sustainable through many facets to meet the institution's goal of achieving net zero by 2030, and laboratory spaces are included in this program.

The Biomedicine Learning and Teaching Building (BLTB), which contains lab spaces, is a net zero building which is the University's first all electric building. Monash University has also partnered with Wallbridge Gilbert Aztec(WGA) to retrofit two buildings that are part of the institution's Innovation Labs to further their efforts in reaching net zero by 2030.

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is **entirely divested** from fossil fuels. (3 points)	
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)	
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	2

Score explanation:

Monash University has committed to divest from fossil fuels, which was first formalised in the institution's ESG statement in 2016 and was further reiterated in the ESG released 2021. Since then, the University has taken steps towards achieving this goal. One big step that was taken in 2025 was the divestment from Woodside Energy, the biggest fossil fuel corporation in Australia.

The University is still not 100% divested from fossil fuels and the exact timeline for this to occur is unclear as well.

Section Total (23 out of 32)	**71.88%**

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Grading

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

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

**Within each grade bracket, a score in the top 5% (_5 to_9%), receives a "+", and a score in the bottom 5% (_0-_4%) receives a "--". For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for Monash University's School of Occupational Therapy. The following table presents the individual section grades and overall institutional grade for Monash University's School of Occupational Therapy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(40/79) x 100 = 50.63%	C
Interdisciplinary Research (17.5%)	(15/17) x 100 = 88.24%	A
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64.29%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(12/15) x 100= 80.00%	A-
Campus Sustainability (17.5%)	(23/32) x 100 = 71.88%	B
Institutional Grade	**68.46%**	**B**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which Monash University Occupational Therapy Department has participated in the Planetary Health Report Card initiative.