



Planetary Health Report Card (Physiotherapy) 2026: *Trinity College Dublin*



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B
Curriculum	D+
<p>The Discipline of Physiotherapy is currently undertaking improvements to planetary health education and has appointed a staff member to oversee this.</p> <p>The current curriculum does not contain elective modules on sustainability in health care. Similarly, it also does not cover the health risks of extreme heat, (especially to cardiovascular health) and changing patterns of infectious diseases posed by climate change in depth. Considerations in practice such as climate change's potential mental health impacts, food and water insecurity, environmental history and changing patient demographics are also not covered in depth, but rather touched on briefly.</p> <p>The curriculum does contain teachings on the impacts of environmental toxins on patient health and outcomes by integrating them into case studies and lectures, especially in respiratory health. The program also briefly discusses components of sustainable clinical practice such as social prescribing.</p> <p>Recommendations :</p> <ul style="list-style-type: none"> ● Education on advocacy to address the environmental and structural determinants of health within physiotherapy practice, and the promotion of the co-benefits sustainable lifestyle choices on both personal and planetary health. ● Provide information on the carbon footprint of physiotherapy practice in Ireland currently and strategies to reduce this. 	
Interdisciplinary Research	A-
<p>The School of Medicine of Trinity College Dublin is well established in interdisciplinary planetary health research. However, opportunities still exist for increased community involvement in this research, and easy access to a centralised website with all planetary health research related information.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> ● The School of Medicine should have an official process whereby communities unfairly impacted by climate change are involved in decisions regarding planetary health research. ● Trinity College Dublin should create an easily accessible website that encompasses all information relating to planetary health research. 	
Community Outreach and Advocacy	B
<p>Trinity College Dublin itself actively engages with initiatives such as the Green Campus Programme and CHARM-EU alliances. Additionally, the university hosts a yearly Green Week and Climate and Biodiversity Action Week also in support of planetary health advocacy. This year, a workshop was held inviting community stakeholders to Trinity College Dublin to contribute to research on sustainable transport, which the School of Physiotherapy was a part of.</p> <p>Recommendations: The School of Physiotherapy should partner with associated teaching hospitals to provide patients with planetary health education and resources on the environmental factors that affect their health.</p>	
Support for Student-Led Initiatives	A

Trinity College Dublin welcomes students to join initiatives to develop planetary health, such as Green Labs or Living Labs, as well as having a garden students can volunteer in where herbs and fruits for the canteen are grown. 'Healthy Trinity' ambassadors are students who create awareness about opportunities to be more healthy in Trinity, including more planet healthy. Trinity also gives two students per year the opportunity to be student representatives on the environmental and sustainability committee

Recommendations:

- While Trinity supports many student-led initiatives, the school of physiotherapy does not specifically support any of these initiatives, so we recommend the school of physiotherapy to assess the feasibility of supporting these causes.
- Additionally, we recommend that Trinity College Dublin and the school of physiotherapy try to make all of this information more easily accessible via an easy to navigate website that is updated regularly.

Campus Sustainability

C+

The Discipline of Physiotherapy as part of the School of Medicine in Trinity College Dublin has excellent sustainable transport links to both main campus and St James Hospital Campus.

Recommendations:

- Trinity College Dublin should appoint a St James Campus officer for sustainability, and increase its use of renewable energy throughout the campus and sustainable building practices.
- We would also recommend improved clarity and stricter enforcement on procurement channels for food and beverages across the college.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within

anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Does the physiotherapy curriculum offer elective (student-selected) courses or modules specifically focused on sustainable healthcare practices or environmental physiotherapy?	
Yes, the physiotherapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the physiotherapy school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The physiotherapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the physiotherapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> There are no elective courses or modules offered while undertaking the physiotherapy course, all modules are compulsory for each student.	

1.2. Does the curriculum address the health risks of extreme heat from climate change on patient care, particularly for vulnerable populations that physiotherapists commonly treat (e.g. children, elderly, athletes)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation:

Health risks of extreme heat from climate change on patient care are briefly covered in the Foundations in Physiotherapy Practice module. It addresses the health risk of extreme heat on patient care, including increased exacerbations of cardiorespiratory and respiratory illnesses, childbirth complications, chronic kidney damage and mental health issues.

Curriculum: Health Effects of Climate Change

1.3. Is there content on how extreme weather events affect physiotherapy practice and service delivery, for example, disaster response and rehabilitation following these events?

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

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

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

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

Score Assigned:

2

Score explanation:

Extreme weather events and their consequences on physiotherapy are briefly covered in the curriculum in the Foundations in Physiotherapy module, including the injuries, fatalities and mental health impacts of such events.

1.4. Does the curriculum cover how changing patterns of infectious diseases due to climate change might impact physiotherapy practice and patient management?

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

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

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

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

Score Assigned:

2

Score explanation:

This topic is briefly explored in the physiotherapy curriculum in the Foundations in Physiotherapy Practice module and how this affects clinical practice. Issues such as warming temperatures, changes in rainfall, disruption of ecosystems and poor sanitation in heat / drought can change patterns of infectious diseases.

1.5. Does the program address the relationship between climate change, air pollution, respiratory health, and physiotherapy interventions?

This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In the cardio-respiratory module undertaken in the second year, respiratory conditions such as asthma and COPD are covered, and environmental factors such as chemicals, dust, animal waste, and coal are listed as being risk factors for asthma exacerbations and developing COPD. Environmental factors such as air pollution and exposure to occupational dusts and chemicals (wood, animal waste, crop residue and coal) are acknowledged risk factors for developing COPD, and are linked to airway inflammation and reduced lung function. Physiotherapy interventions were taught, practiced and adapted as ways to manage reduced lung functioning as a result of air pollution e.g. ACBT, energy conservation strategies. This is also covered in the Foundations in Physiotherapy Practice module.</p>	

1.6. Is there content on how climate change and increased heat affect cardiovascular health, and how this impacts physiotherapy assessment and treatment planning?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> This topic is not covered in the curriculum.</p>	

1.7. Does the curriculum address climate change's potential mental health impacts on patients and how this might affect physiotherapy outcomes?	
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:

This topic is not covered in the curriculum.

1.8. Does the program integrate discussions on the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by climate change?

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

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

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

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

Score Assigned:

2

Score explanation:

Food systems, planetary health diet and water security are briefly explored in the physiotherapy curriculum in the Foundations in Physiotherapy Practice module during a Planetary Health lecture. The impact climate change has on these topics is also briefly discussed.

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

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

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

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

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

Score Assigned:

2

Score explanation:

This topic is briefly explored in the physiotherapy curriculum in the Foundations in Physiotherapy Practice module and in a case study which discusses how climate change may disproportionately affect those of lower socio-economic status.

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

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> Although migrant health is explored in the module Rehab Specialist 1 in third year, global climate change is not explored as a potential factor in changes in physiotherapy practice.</p>	

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

1.11. Does the curriculum address the potential impacts of environmental toxins on patient health and rehabilitation, particularly in pediatric or neurological physiotherapy?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> As part of the neurological systems module in second year, there is a preparation task which addresses the link between air pollution and stroke/neurological diseases - students have to read articles, take a quiz, or do a reflection, and then complete an extension task. Additionally, environmental factors such as poor air quality or pollution are listed as potential risk factors for many different conditions such as Guillain-Barre syndrome, multiple sclerosis, and Parkinson's disease, and are recognised as factors that influence fatigue, symptom severity, and exercise tolerance in these populations, and therefore recognised as factors physiotherapists must consider when prescribing exercise.</p> <p>As part of the paediatrics and learning disability module in third year, environmental factors are mentioned as risk factors for talipes equinovarus. Similarly, this is also raised in the Foundations in Physiotherapy Practice module in the Planetary Health Lecture.</p>	

1.12. Does your physiotherapy school curriculum incorporate local environmental health issues into case studies, lectures or practical sessions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The Foundations in Physiotherapy Practice module covers case studies which integrate environmental health issues into physiotherapy practice. For example, students were asked to role play a local official, physiotherapist and a patient from inner city Dublin, and discuss how issues such as limited green spaces affect treatment outcomes in musculoskeletal physiotherapy. Namely by highlighting how promotion of physical activity is linked closely to local environments.</p>	

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

1.14. Does your physiotherapy school curriculum address how environmental factors disproportionately affect marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults, and how physiotherapists can address this in their practice?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p>	

In the subsections of 'Inclusion and mental health' and 'Gerontology' within the 3rd year module 'Rehab Specialist I', it is discussed how environmental factors disproportionately affect those of lower socioeconomic levels and how this influences patient outcomes. As for the Foundations in Physiotherapy Practice module, the countries most vulnerable to climate change were discussed, along with marginalised populations most likely to be affected, and the duty physiotherapists have to advocate for the environmental justice of all our patients.

Curriculum: Sustainability

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

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

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

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

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

Score Assigned:

2

Score explanation:

This topic is explored in the physiotherapy curriculum in the Foundations in Physiotherapy Practice module. This module specifically discusses the environmental benefits of sustainable diet, active transport and its relevance to physiotherapists specifically. The case study used in this module also highlights the role of green spaces in physical activity promotion in the context of low back pain.

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

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

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

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

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

Score Assigned:

0

Score explanation:

There is no lecture material within the physiotherapy curriculum covering the carbon footprint of physiotherapy or strategies to reduce it.

1.17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the core curriculum (e.g., musculoskeletal, neurological, cardiorespiratory)? (1 point each)

Score

Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (1 point)	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing. (1 point)	1
The health and environmental co-benefits of avoiding excessive physiotherapy treatment and over-investigation. (1 point)	0
<p><i>Score explanation:</i> Active transport is used as an option for encouraging patients to increase activity levels as part of the Make Every Contact Count module. Additionally, all three core modules encourage the benefits of non-pharmacological management of conditions including Tai Chi classes for those with PD, yoga for those with schizophrenia, ExWell classes for those with chronic diseases such as COPD. These allow patients to maximise treatment outcomes and form social connections.</p>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies to have conversations with colleagues and patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> The physiotherapy curriculum does not introduce strategies for having conversations with patients about climate change. The Planetary Health lecture in Foundations in Physiotherapy Practice module provides information on how clinicians should consider "non-compliance" to treatment may be rooted in up-stream causes such as climate and social injustice.</p>	

However direct strategies to address this with colleagues and patients are not covered.

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

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

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

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

Score Assigned:

0

Score explanation:

While the respiratory curriculum does cover exposure to risk factors in assessment, there are no strategies introduced for taking an environmental history or exposure history of a patient.

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned:

4

Score explanation:

As part of her role as an ESD fellow, Dr Cuisle Forde helps to implement and improve Education for Sustainable Healthcare both in Trinity College Dublin and in the school of physiotherapy. Dr. Forde has led major improvements to planetary health education, including the introduction of a new module called 'Foundations in Physiotherapy Practice' for first year students, and working with module coordinators to add PHRC recommendations into their curriculums.

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

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

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

Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 point)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> While efforts have been made to include planetary health in the core curriculum, this is primarily restricted to the Planetary Health Lecture led by a guest lecturer from Irish Doctors for the Environment and case study workshop in the Foundations in Physiotherapy Practice module. There is limited integration into other core modules such as Neurology, Cardio-respiratory or Musculoskeletal systems at this time.</p>	

1.22. Does your physiotherapy school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the physiotherapy school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the physiotherapy school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Dr Cuisle Forde is an ESD fellow and has taken responsibility for overseeing the incorporation of planetary health and sustainable healthcare throughout the course in the Discipline of Physiotherapy. She promoted the changes to the curriculum discussed above, and has encouraged students to fill out the Planetary Health Report Card to improve this. Dr Forde leads the Foundations in Physiotherapy Practice module.</p>	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>This topic is not covered in the curriculum</i>	

Section Total (28 out of 72)	38.89%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The School of Medicine is involved in planetary health research and was awarded funding from the Environmental Protection Agency (EPA) for their ‘Climate Change in Ireland’ project.</p> <p>There is an active Education for Sustainable Development (ESD) team in place in Trinity College Dublin consisting of five members. Dr Cuisle Forde from the School of Physiotherapy is on this committee. She has recently published an article titled ‘Climate change - How does it affect Physiotherapists and what can we do about it?’ and is involved in an interdisciplinary project on health and transport in the AI era, which has a strong sustainability focus.</p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	

There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Trinity College Dublin hosts the Climate+ Co-Centre in Ireland, which brings together leading research organisations to form an interdisciplinary team researching climate change, biodiversity loss, and water degradation across Ireland and Britain.</p> <p>Nature +, The Trinity Centre for Biodiversity and Sustainable Nature-Based Solutions is a multidisciplinary team of researchers based in Trinity College Dublin that makes discoveries about the natural world and human interactions with nature.</p> <p>The Trinity Centre for the Environment carries out interdisciplinary research related to environmental science.</p> <p>Trinity Future Cities Research Centre uses a multi-disciplinary approach to work towards sustainable cities and includes topics related to health.</p> <p>The Trinity Centre for Transport Research and Innovation for People (TRIP) is an interdisciplinary centre. Its aim is to develop and deliver cohesive and dynamic interdisciplinary research on a range of topics: electric vehicles, cycling, environmental impacts of transport, reducing traffic congestion, health impacts of transport, quality of life, and safety.</p> <p>Trinity Climate Gateway is a multidisciplinary network of climate academics, researchers, educators and professionals who investigate the impact of climate change on people and the planet.</p>	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)	
No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> There are no formal processes currently in place. However, Trinity College Dublin's Climate Gateway aims to bring together climate researchers, innovators, educators and communities to</p>	

ensure they share a resilient future. [ENGAGED](#) is building a national roadmap to shape public involvement in open research in Ireland, including climate studies.

Research projects also include participation of such communities. For example, the project titled “[The Next Generation Calls to Action: Exploring Adolescents’ Climate Change Attitudes, Knowledge and Action](#)” involved participation of the adolescents throughout the research project. Another project titled “[REFUGE-ED](#)” involves co-creation of a brokering knowledge platform along with children and families of migrant refugees.

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:

There is no single dedicated website that centralises resources relating to planetary health. There are several websites that provide information on health, the environment and research related to this.

[Healthy Trinity](#) provides resources on mental and physical health, and environmentally friendly methods of transport. It offers limited information on research.

[Trinity Sustainability](#), [Trinity Research](#) and [Trinity Centre for the Environment](#) provide updates on research, however they are not exclusively related to planetary health.

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
<i>Score explanation:</i> On 21st November 2025, a member of the TCD School of Medicine presented on 'Multidisciplinary approaches to the biodiversity crisis', which included information on the interconnectedness of the biodiversity crisis with climate change, food systems and human health.	

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> Trinity College Dublin's School of Medicine is a member of the Global Consortium on Climate and Health Education.	

Section Total (14 out of 17)	82.35%
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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Trinity College Dublin meaningfully engages with community partners to advance planetary and environmental health. Through Trinity's Green Campus Programme, the university works alongside local communities and non-profit organisations to support sustainability actions and climate awareness. Trinity is also involved in the CHARM-EU alliance where students can collaborate with other universities. A key example of this is XHIBIT, an immersive learning initiative where CHARM-EU students engage with organisations to discuss pressing sustainability issues.</p> <p>The Discipline of Physiotherapy has yet to partner with such organisations. However, the School of Medicine is actively involved in outreach activities where students engage with community organisations through Student Union groups that address climate change in Ireland.</p>	

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?	
The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	

The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Trinity College Dublin offers several community-facing events throughout the year. For example, Trinity has a Green Week, which has been running for over 20 years. The 2025 theme focused on ‘Healthy Planet, Healthy People’ exploring the connection between environmental health and human well-being. Additionally, Trinity also has a Climate and Biodiversity Action week to introduce new students to sustainability on campus. Trinity College Dublin promotes all courses and events however, the Discipline of Physiotherapy itself does not actively plan them. This year, The School of Physiotherapy was directly involved in a discussion with stakeholders regarding research on sustainable transport. As part of the same work, Dr Cuisle Forde has partnered with the Way Finding Centre to conduct research on sustainable travel, health and disability.</p>	

3.3. Does your <u>institution</u> 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
<p><i>Score explanation:</i></p> <p>Trinity College Dublin has regular emails sent to all students which may contain headlines or topics related to planetary health. Additionally, students in courses such as Environmental Sciences (TR060) receive more regular and in-depth updates on climate change and planetary initiatives. However, the School of Physiotherapy has no regular coverage of issues relating to planetary health or sustainable healthcare.</p>	

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

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

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

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

Score Assigned:

2

Score explanation:

Trinity College Dublin offers several postgraduate programmes that incorporate content relevant to planetary health and sustainable healthcare, including the MSc in Global Health, which features a module on Health, Environment and Climate. The university also offers a postgraduate certificate in Healthcare Innovation that explores sustainability within health systems. Additionally, programmes such as the MSc in Sustainable Development for Business and the MSc in Development Practice integrate health, sustainability, and systems thinking.

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:

1

Score explanation:

Some of Trinity's affiliated teaching hospitals provide patients with educational materials on environmental health. Certain clinical sites distribute Health Service Executive (HSE) materials addressing issues such as air pollution and environmental determinants of respiratory and cardiovascular health. However, the availability of these materials varies across affiliated teaching hospitals, meaning that although some patients may encounter environmental health information, this is not consistent across all clinical sites.

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
<i>Score explanation:</i> Trinity College Dublin and its affiliated hospitals do not provide accessible educational materials for patients regarding the health impacts of climate change.	
Section Total (10 out of 14)	71.43%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Trinity has secured funding in the past from the EPA for sustainability projects and AIB Trinity Climate Hub. Trinity College Dublin also has funds for smaller-scale projects such as Green Campus Initiatives and student scholarships for example the Hilary and Galen Weston Foundation scholarship supporting those in MSc in Responsible Business and Sustainability.</p> <p>Students are also welcome to join other quality improvement or sustainability initiatives, such as Living labs or Trinity Green Labs, which take place across campus. Green labs specifically perform lab sustainability audits to negate the negative effects of lab work on planetary health.</p>	

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

Score explanation:

Trinity sustainability runs initiatives that students can get involved in related to planetary health.

Living labs provide opportunities for students to participate in for-credit, extra-curricular, and paid opportunities across the university, such as monitoring air quality on campus, and '[Trinity Beo](#)' where herbs and fruits are grown for the campus canteen.

Trinity green lab initiative offers green lab student internships for one academic year, which is a paid role aiming to make research and labs more sustainable. The students help with audits, awareness campaigns and events, and are 2-3 hours per week. They perform lab sustainability audits by assessing energy use, waste management, chemical storage, and recycling practices. These require the student's own initiative and carry them out in their own time in addition to their studies.

However, there are no initiatives currently to initiate their own research in planetary health or sustainable healthcare. There are some PhD and other courses available, but no research opportunities for the student to carry out research in tandem with their healthcare degree.

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:

Trinity College Dublin website has a section titled [Trinity Sustainability](#), where you can see the latest news relating to sustainability, and has a 'people' section where you can find mentors for sustainability activities, such as Green Week, Stop Smoking/Vaping courses, and sustainable green organisations online CPD.

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
<p><i>Score explanation:</i> 'Healthy Trinity' employs student ambassadors to create social media content, help to run events, and organise a social walk/jog or run club. The Healthy Trinity partnership also reminds people of Trinity's tobacco free policy and asks them to comply with it. Healthy Trinity receives support from the college itself, and from Colin Doherty, the head of the school of medicine, who is the academic lead of healthy trinity. However, there is no physiotherapy faculty member who is a member of Healthy Trinity.</p>	

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Trinity College Dublin has student representatives in the Environment and Sustainability Committee, which is a principal committee of the board. There is currently an undergraduate student representative and postgraduate student representative as per their website. However, there is no specific physiotherapy student linked to this committee.</p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1

Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <p>There has been an urban garden set up in Trinity College Dublin. They run gardening sessions and have received a sustainability leadership award. It is reported over 300 students and staff have contributed to the garden since it was opened in summer 2022.</p> <p>Many events and talks are run that students are encouraged to attend. Additionally, during Green Week, TCD organizes cultural events such as sustainable sculpture exhibitions and other art installations that highlight environmental themes.</p> <p>Trinity has many student societies and clubs funded by the central societies committee that encourage outdoor activities, such as the hiking society, the kayak society, the surfing society, Dublin University Harriers & Athletic Club, and Dublin University Sub Aqua Club.</p> <p>Trinity Green Week held events under the theme ‘Healthy Planet, Healthy People’. There were talks from Mary Robinson, careers panels, and workshops. There were also volunteering opportunities for students to get involved in such as Trash to Treasure.</p>	

Section Total (14 out of 15)	93.33%
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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> Trinity College Dublin has a Sustainability Team consisting of ten members but there is not a dedicated hospital officer for St James Hospital campus. On this team there are seven salaried staff dedicated to sustainability.	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	3
<i>Score explanation:</i>	

The university aims to be net zero by 2040 as per the Trinity Sustainability Annual Report 2024. This report also details a clear plan and steps taken annually to achieve this, although the 2025 report is not yet available at the time of completing this report.

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:

0

Score explanation:

As per Trinity College Dublin's current electricity contract approximately 34% of the energy comes from renewable sources.

On campus, a number of renewable technologies are utilized such as ground source heat pumps, solar panels on the roof of the business school and the new accommodation in Printing House square.

However, this percentage does not reflect total energy consumption, such as natural gas for heating. As per 2021 data, it appears that approximately eleven percent of overall energy used was renewable.

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:

Trinity College Dublin reports utilising sustainable building practices in new builds over the past few years. Older buildings on the main campus underwent retrofitting of thousands of light fixtures and new heating systems to improve efficiency. The 2025 climate action road map also details plans to retrofit projects in Trinity East Campus along Grand Canal Quay and Pearse. However, given that sixty percent of the buildings in this instruction are over a century old, significant work is still required to retrofit these.

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:

Trinity College Dublin is based in the city centre and is not amenable to non-sustainable forms of transport as there is limited parking on site. As part of the National Transport Authority's Smarter Travel Campus programme, the college aims for 90% of staff/students to travel via a sustainable means. St James Campus is also inaccessible to driving due to congestion and limited parking. Recently the college's first secure Bike Hangar was installed in St James hospital campus. As per the [Healthy Trinity Report 2023](#), sixty-six percent of TCD staff/students use public transport daily, with only around three percent using private cars. The remainder walked or cycled.

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:

2

Score explanation:

Trinity College Dublin has an efficient waste management scheme across the main campus, with compost, recycling and general waste bins. This extends to the Trinity Centre for Health Sciences beside St James Hospital. According to Trinity sustainability [website](#), non-recyclable waste has been reduced by 20% per capita since 2019.

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

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

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

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

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

Score Assigned:

2

Score explanation:

Trinity College Dublin has recently implemented a Sustainable Procurement Policy, which addresses sustainability criteria with all purchasing processes. These aim to increase organic products, eliminating single use items/packaging. These strategies are insufficient to address this fully. In 2025, a new role addressing green procurement; Environmental, Social and Governance Measurement Manager was filled.

Currently there is no process currently in place to meet the previous goal of 10% organic produce for its catering service by 2025.

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

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

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

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

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

Score Assigned:

2

Score explanation:

Trinity College Dublin initiated Green procurement practices in 2017 but these are optional. Recently, TCDs Strategic Plan 2025–2030 addressed procurement, emphasising the need to address climate change and biodiversity.

The Department of Physiotherapy as part of the School of Medicine, adherence to the college Sustainable Procurement Policy. This policy provides guidance to staff on the consideration of environmental, social, and economic factors throughout the procurement process. However this policy provides insufficient detail on specifically how to meet these guidelines and is not mandatory.

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:

There are sustainability guidelines in place in Trinity College Dublin on event planning but these are guidance not mandatory. These guidelines address the venue, food catering, communications and accessibility. It also signposts hosts towards the [UNEP sustainable events guide](#).

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:

Trinity College Dublin has a dedicated salaried Green labs officer and is a member of the Green Lab initiative, aimed at promoting sustainable laboratory practices.

Trinity Sustainability Annual Report 2024 highlights the implementation recognised Green Lab accreditation programme of a key priority. Funding supported thirty seven labs to gain a My Green Lab accreditation in the previous year. For 2026, funding has been allocated to support staff in undertaking the My Green Lab Professional Accreditation Course which offers modules in waste, green chemistry, energy, procurement, water and engagement. There is a Green Labs Committee in situ which organises Green Labs Network events.

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	1
<p>Trinity College Dublin's investments Policy maintains shares in eleven businesses involved in the extraction of fossil fuels as per the most recent data from 2021.</p> <p>Recent publications from the college highlight how TCD has excluded companies with direct holdings in Fossil fuels, Tobacco, Armaments, but clarification on whether this applied to current or new investments only is required.</p> <p>Sixty-five percent of the Trinity Endowment Fund is invested is divided between two sustainability focused funds : The Trinity Climate Focused Fund and the Trinity Low Carbon Equity Income Fund. The final thirty-five percent is invested in a diverse range of assets including infrastructure.</p>	
Section Total (19 out of 32)	59.38%

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Grading

Section Overview

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

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

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

Planetary Health Grades for the Trinity College Dublin School of Physiotherapy The following table presents the individual section grades and overall institutional grade for the Trinity College Dublin School of Physiotherapy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(28/72) \times 100 = 38.89\%$	D+
Interdisciplinary Research (17.5%)	$(14/17) \times 100 = 82.35\%$	A-
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.43\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(14/15) \times 100 = 93.33\%$	A
Campus Sustainability (17.5%)	$(19/32) \times 100 = 59.38\%$	C+
Institutional Grade	$(38.89 \times 0.3 + 82.35 \times 0.175 + 71.4 \times 0.175 + 93.3 \times 0.175 + 59.38 \times 0.175) = 65.29\%$	B

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which Trinity College Dublin School of Physiotherapy has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for Trinity College Dublin

