Planetary Health Report Card (Medicine) 2026:

University of Basel

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B

Curriculum	A

- The University of Basel has integrated a significant number of planetary health topics into its core curriculum on a long-term basis. Last year, the focus was on activities for the national project PHUSE, which facilitates the integration of planetary health into health-centered study programs, teaching healthcare facilities, and higher education institutions across Switzerland (including through a national planetary health curriculum and material for transformative planetary health education).
- **Recommendations:** It is recommended that the curriculum be reviewed with the help of the national Planetary Health curriculum and material for transformative Planetary Health education from PHUSE with regard to topics that are not yet firmly established (e.g. reproductive and respiratory health, prevention, pharmacotherapy and endocrinology).

Interdisciplinary Research	C

- The Swiss TPH (institutional partner of the University of Basel) conducts research in several topics related to PH and there are also processes in order for communities disproportionately impacted by climate change to give input about the research agenda. . At the UniBas itself, the Sustainable Future Research Network coordinates interdisciplinary research in the field of sustainability, but PH is not a designated research field yet. Students can conduct their Master thesis in PH.
- **Recommendations**: The University should facilitate transdisciplinary research projects on PH.
  The University should continue hosting yearly events (e.g. conference or symposium) related to PH in collaboration with other Swiss faculties, affiliated hospitals or organisations, which put a bigger focus on PH than up until now.

Community Outreach and Advocacy	C-

- The University partners with local organisations like Health for Future and Unissa and hosted several events and workshops on PH education targeted to students and the academic PH community. In the context of PHUSE, the Medical Faculty is strongly engaged to create a network across Switzerland and work with its project partners on promoting PH.
- **Recommendations**: The University should continue offering events together with local organisations, students and teachers in order to involve the local community. More courses relating to planetary health could be developed and offered for teachers and employees. PH should be covered regularly in newsletters and on the websites. Educational material for patients and/or hospital employees should be developed.

Support for Student-Led Initiatives	B

- The student organisation Health for Future Basel is dedicated to PH and has been supported in developing a workshop by faculty members. The UniBas wants to increasingly integrate sustainability-related topics into teaching and offers a funding program to integrate sustainability topics into courses. The student organisation Unissa is dedicated to sustainability projects in general (not specifically PH).
- **Recommendations**: The Medical Faculty/University should increase support to students interested in sustainable initiatives and research related to PH by updating content on PH and ESH on its existing website and mentioning mentors.
  Sustainability projects should be promoted by offering grants or making them part of the core curriculum.
  The student representatives that serve on decision-making committees of the MFac should be assigned to represent PH topics.

Campus Sustainability	B

- The University of Basel continues to strengthen its commitment to campus sustainability and has made structural progress over the past year. It promotes sustainable commuting, recycling, catering and sustainable event practices are encouraged. Sustainability criteria are now legally integrated into all public procurement procedures and greenhouse gas accounting for procurement is currently underway. The University remains committed to reducing emissions in line with its climate strategy and has joined the UN-backed Education Race to Zero campaign. Five laboratories are in the process of obtaining LEAF certification, further formalizing sustainable lab practices. Additionally, from 2025/26 onwards, the University will report on its financial investments according to the Swiss Climate Scores framework, increasing transparency in climate-related financial governance.
- **Recommendations**: While meaningful progress has been made, further steps could include accelerating the transition to fully renewable heating sources, ensuring systematic retrofitting of existing buildings where possible, publishing procurement-related emissions data and committing to full fossil fuel divestment with reinvestment in renewable energy initiatives.

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.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to

the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.

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

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

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

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

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

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

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

- **Extractivism:** The removal of natural resources typically in large quantities. Within

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

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

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

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

- **Anthropogenic:** Created through human activity

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
Score explanation: The Faculty of Medicine at the University of Basel offers two elective projects for Master's students every fall semester: "Planetary Health - what can doctors contribute to tackle ecological crises?" (Winter School) and "Green Hospital: Sustainability in Healthcare" (Winter School). There are currently no elective projects for Bachelor students specifically for Planetary Health.	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation: The relationship between the climate crisis, heat waves and the effects on health are introduced in the lecture "Introduction to Planetary Health" in the introductory block in the 1st BA study year. Additionally, the topic is covered in depth in the lecture "Climate change and health" in the 1st BA year (thematic block "Body/Subject/Environment") as well as in the 3rd BA year (thematic block "Healthy-sick-tumor") in the seminar "Planetary Health". *In other thematic blocks, the relationship of heat and different disease patterns is established, e.g. in geriatrics and psychiatry.*

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The effects of extreme weather events on the health of individuals and on health systems are covered in detail in the 3rd BA year (thematic block "Healthy-sick-tumor") in the seminar "Planetary Health". The impact of floods and heat waves are mentioned, whereas the impacts of droughts and wildfires are discussed in detail. *The relationship between extreme weather events and psychological effects is covered in the 2nd BA year (thematic block "Psyche/Ethics/Law") in a lecture called "Psyche and climate crises".*	

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The impact of climate change on patterns of infectious diseases is mentioned in lectures on ecology as well as in the lecture "Introduction to Planetary Health" in the introductory block in the 1st BA study year. Additionally, climate change altering the incidence, prevalence, and distribution of infectious diseases is addressed in the lecture "Environment and health" in the 1st BA year (thematic block "Body/Subject/Environment"), in the seminar "Planetary Health" in the 3rd BA year (thematic block "Healthy-sick-tumor"), as well as in the lecture "Tick-borne infections and important infections transmitted from animals to humans" in the 1st MA year (thematic block	

“Blood/Infections/Immune system”) and in the lecture “Travel and tropical medicine” in the 2nd MA year (seminar “Public health”).

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was **not** covered. (0 points)	
This topic was covered in **elective** coursework. (1 point)	
Score Assigned:	3
Score explanation: Respiratory health effects of climate change and air pollution are introduced in the lecture "Introduction to Planetary Health" in the introductory block in the 1st BA study year. The seminar “Planetary Health” in the 3rd BA year (thematic block “Healthy-sick-tumor”) covers the effects of air quality and wildfire-associated pollutants as well as toxicological effects of mining hazard elements on airways. In the 1st MA year, the significance of climate change for COPD (exacerbation risk and environmental factors) is addressed in a lecture on COPD in the thematic block “Respiration”. The lecture “Urban Public Health” in the 2nd MA year further covers global climate change related to different fields of impact of the built environment on health, such as indoor and outdoor air pollution. *Additionally, the elective course “Planetary Health” for Master's students covers the topic.*	

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The effect of climate change on the development of cardiovascular diseases is covered in the 1st MA year (thematic block “Cardiovascular system”), where the link to Planetary Health is made with the example of cigarette smoking (negative effects on cardiovascular health as well as on the environment, contributing to climate change). The effect of increased heat on cardiovascular health is mentioned in the lecture “Climate change and heat related mortality” in the 1st BA year (thematic block “Body/Subject/Environment”) as well as in the lecture “Urban Public Health” in the 2nd MA year, specifically regarding climate change related heat stress in urban and suburban environments. The lecture “Environment and Health” in the 1st BA year (thematic block “Body/Subject/Environment”) also covers the effect of noise pollution (e.g. traffic or night-time aircraft noise) on cardiovascular health, as well as opportunities for improvements through urban planning.	

The seminar "Planetary Health" in the 3rd BA year (thematic block "Healthy-sick-tumor") covers the effects of air quality and wildfire-associated pollutants on cardiovascular systems.

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The effects on mental health are covered in detail in the 2nd year of the Bachelor's program in a lecture called "Climate crises and psyche" in the thematic block "Psyche/Ethics/Law".	

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The relationships between ecosystem health, climate crisis, further planetary boundaries and health are established in the introductory block in the 1st BA year in the segment "General Biology" in several ecology lectures. In the 2nd BA year (thematic block "Digestive system"), health opportunities and risks of plant-based diets are covered in detail in a lecture on sustainable diets ("Opportunites and risks of vegan diets"). Furthermore, in the 3rd BA year (thematic block "Healthy-sick-tumor") students discuss the topics of food production, sustainability and food security, water security, conflict and migration as well as health effects in the seminar "Planetary Health" in greater detail. The relationship between hospital food and sustainability regarding a hospital's greenhouse gas balance is further addressed in the seminar "Sustainability in the healthcare system" (seminar "Public Health") in the 2nd year of the Master's program as well as in the elective course "Green Hospital: Sustainability in Healthcare".	

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

This topic was explored **in depth** by the **core** curriculum. (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: Issues of social and intergenerational justice are brought up in the lecture "Introduction to Planetary Health" in the introductory block of the first BA year. Additionally, different dimensions and health effects of social inequity are covered in detail in the lecture "Social inequalities and health" in the 1st BA year (thematic block "Body/Subject/Environment").
In the seminar "Planetary Health" in the 3rd BA year (thematic block "Healthy-sick-tumor"), it is highlighted that some populations are more vulnerable to climate health effects (e.g. elderly people, children, pregnant women, people with pre-existing chron. diseases, people from low-and middle income countries, outdoor working people). The lecture "Urban Public Health" in the 2nd MA year also addresses inequalities, specifically health inequities in urban and suburban environments regarding availability and quality of housing, public spaces and traffic as well as inequities due to socioeconomic factors.
Lectures in the 3rd BA year (thematic block "Life cycles") cover health impacts of climate effects on elderly people (global warming leading to an increase in frailty, dehydration, falls and heat-related mortality). The lecture "Gender, health and migration" in the 1st BA year (thematic block "Body/Subject/Environment") discusses mortality and health of migrants in relation to gender effects.
While the topic is covered in various parts of the curriculum, it would be helpful in some places if the connection to climate change and environmental change—and thus the potential exacerbation of inequalities—were made more explicitly.

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation: The lecture "Introduction to Planetary Health" in the first BA year (introductory block) addresses the vulnerability of certain regions to climate-sensitive health threats compared to the global distribution of carbon emissions and carbon footprints. The climate vulnerability of regions with different income levels in relation to their healthcare carbon footprints are presented as well. Among others, the lectures "Environment and health" and "Climate change and health" in the 1st BA year (thematic block "Body/Subject/Environment") briefly point out different regional health impacts of climate change (e.g. disproportionate impact on low- and middle income countries).

On the theme day "Healthy and sick in the context of living environment, cultures, migration and gender" in the 3rd BA year (thematic block "Healthy-sick-tumor"), several lectures discuss climate change-related displacement and health of migrants. *Again, the lecture "Urban Public Health" in the 2nd MA year points out regional inequalities due to global effects of climate change, specifically regarding health inequities in urban and suburban environments.* *Lectures in the 2nd MA year (thematic block "Reproduction") address regional differences concerning maternal mortality risk and preterm birth ("Reproductive and sexual health - Epidemiological data, migration" and "Premature birth"). There, the link to climate change is not yet made explicitly.*

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: Effects on reproductive health, e.g. due to pollution from wildfires and raw material mining, are addressed in the seminar "Planetary Health" (3rd BA year, thematic block "Healthy-sick-tumor").	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: A lecture in the introductory block in the 1st BA year in the segment "General Biology" deals with examples of anthropogenic environmental threats that are relevant to the Basel region (e.g., regional biodiversity loss, the input of nitrate and pollutants into regional water bodies, threats to local ecosystem services, local nature conservation projects). The lecture "Climate change and health" (1st BA year, thematic block "Body/Subject/Environment") covers local environmental health threats in detail: Rising temperatures and heat-related mortality, the spread of disease vectors (introduction of the Asian tiger mosquito, increase in tick-borne	

meningoencephalitis cases) as well as changes in pollen production and allergens (earlier, longer and more intense pollen season). *The lecture "Environment and health" in the same thematic block additionally covers health effects of radon, electromagnetic fields and noise in Switzerland, with effects that are also relevant to Basel and the surrounding area.*

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: The importance of indigenous knowledge is covered briefly in the elective project "Planetary Health" for master students. To our knowledge, this topic is not yet included in the curriculum.	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (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: The seminar "Planetary Health" in the 3rd BA year (thematic block "Healthy-sick-tumor"), addresses the impact of environmental toxins on vulnerable populations such as elderly people, children, pregnant women, people with pre-existing chronic diseases, people from low-and middle income countries and outdoor working people. The issue of gendered health impacts of environmental toxins is illustrated using the example of raw material extraction. Other lectures such as "Public Urban Health" (2nd MA year) also address inequities regarding the vulnerability to environmental toxins.	

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	3
Score explanation: The environmental and health co-benefits of a plant-based diet as well as the Planetary health diet are covered in detail in a lecture called "Opportunities and risks of a vegan diet" in the 2nd BA year (thematic block "Digestive system"). Additionally, the Planetary health diet is mentioned in the lecture "Introduction to nutrition" (2nd BA year, thematic block "Digestive system") as well as in the 3rd BA year in lectures on geriatrics in the thematic block "Life cycles".	

1.16. Does your medical school 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:	3
Score explanation: The carbon footprint of the healthcare system is covered in depth in the seminar "Sustainability in the healthcare system" in the 2nd MA year (seminar Public health, three teaching units). *For Master's students, an elective project "Green Hospital: Sustainability in Healthcare" is additionally offered together with the University Hospital Basel (Winter School). It's designed to give students an insight into the environmental aspects of everyday clinical hospital life during tours of particularly sensitive hospital areas such as the operating theatre/anaesthetics, sterilisation, waste and wastewater management, procurement, energy management and shows how the healthcare system can be made more sustainable.*	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2

The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

Score explanation: The co-benefits of avoiding over-medicalisation and over-treatment are covered in the 1st BA year (introductory block) in the field "Everyday medical practice" as well as in the 2nd MA year (Public Health seminar) in the seminar "Sustainability in the healthcare system".

1. *The issue of pharmaceuticals detected in groundwater and treated wastewater, the CO2 footprint of pharmaceuticals as well as medical actions to promote sustainable drug prescribing and reduce the discard of pharmaceuticals are covered in the 2nd MA year (Public Health seminar) in the seminar "Sustainability in the healthcare system".*
2. *The topic of social prescribing is covered in the family medicine module "individual tutoring" in the 1st MA year (slides addressed to students, background information addressed to all tutors) and in the seminar "Sustainability in the healthcare system"(2nd MA year, Public Health seminar).*
3. *Resource consumption and waste of surgical healthcare is only briefly addressed in the lecture "Introduction to Planetary Health" in the introductory block in the 1st BA study year by showing a video, but is not covered in greater detail. It's addressed as well in a lecture during the elective project "Green Hospital".*
4. *The global warming potential of anaesthetic gases is addressed in the 2nd MA year (Public Health seminar) in the seminar "Sustainability in the healthcare system". Abolishing N2O and desflurane in anaesthesia is mentioned as a measure to reduce the GHG footprint. The elective project "Green Hospital" covers GHG emissions of the healthcare sector in greater detail.*
5. *The impact of classic inhalers on the healthcare carbon footprint and the substitutability of powder inhalers with less environmental impact is addressed in the lecture "COPD" in the 1st MA year (thematic block "Respiration")*
6. *Waste production and strategies to reduce waste in clinical activities are covered in the 2nd MA year (Public Health seminar) in the seminar "Sustainability in the healthcare system" as well as in the elective course "Green Hospital - Sustainability in Healthcare" for MA students.*

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> 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:	2

Score explanation: Strategies for communicating information on health effects of the climate crisis are introduced briefly in the family medicine module "individual tutoring" in the 1st MA year in the core curriculum (active mobility, contact with nature, renewable energies) and are a small part of the logbook.

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)
Only **elective** coursework includes strategies for taking an environmental history. (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	2

Score explanation: Strategies for taking an environmental or exposure history are introduced in the family medicine module "individual tutoring" in the 1st MA year with concrete examples (e.g. health risks related to heat, pollution, noise, allergies and mental health) as well as in a BA course on conversational skills.

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)
No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	4

Score explanation: Since 2022, the topics Planetary Health and Sustainable Healthcare are being gradually integrated longitudinally and long-term into the core curriculum. Since 2025, the PHUSE project is being coordinated by the Medical Faculty of the University of Basel. PHUSE is a national initiative to facilitate the integration of Planetary Health into health-centered study

programs, teaching healthcare facilities, and higher education institutions across Switzerland. PHUSE is working on a national Planetary Health curriculum and material for transformative Planetary Health education to support the integration into curricula in Basel and beyond.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	6
Score explanation: At the MFac of the University Basel, numerous Planetary health and Sustainable healthcare topics are integrated longitudinally into the core curriculum of the BA and MA program. In view of the dense curriculum, most of the content is integrated into already existing courses, while there are some entirely new lectures and seminars. This helps to deepen the knowledge and create an understanding of the diverse links between environmental changes and health and the complex interactions. Including autumn semester of 2025/26, content on Planetary Health and Sustainable healthcare is integrated in an introductory lecture as well as in the subject areas of ecology, medical practice, public health, psychiatry, dermatology, gastroenterology, nephrology, cardiology, geriatrics, nutrition, family medicine and urban public health/urban planning. *For the upcoming semesters, Planetary health topics are also planned to be integrated in lectures on ethics, endocrinology, the respiratory system, paediatrics, reproductive health, pharmacotherapy and prevention. The status of integration will be reviewed and adjusted again with regard to the national planetary health curriculum and related materials from PHUSE.*	

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
Score explanation: The MFac employs part-time staff members to oversee the integration of Planetary Health into teaching and to promote transformative Planetary Health education via PHUSE.	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: Advocacy to address the environmental and structural determinants of health is covered briefly several times in the core curriculum (e.g. 1st BA year in the introductory block in the field "Everyday medical practice" as well as the lecture "Introduction to Planetary Health", in the 2nd MA year (Public Health seminar) in the seminar "Sustainability in the healthcare system"). Additionally, the topic is covered in depth in the elective project "Planetary health" as well as briefly in the elective project "Green Hospital".	

Section Total (69 out of 75)	**92,00%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your 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:	2
Score explanation: The Swiss Tropical and Public Health Institute (SwissTPH) is an institutional partner of the University of Basel and is in charge of the Public Health curriculum at the medical faculty. They conduct research in various fields of planetary health such as climate change, air pollution, vector-borne diseases as well as extensive exposome research. Also, there is a research unit at SwissTPH that conducts transdisciplinary OneHealth research with a focus on the intersection of human and animal health. *The SwissTPH is not directly a part of the University, but e.g. the Chair of Department of Public Health conducts research related to planetary health. And the Department of Public Health itself is a part of the Medical Faculty, which is why we gave 2 points.*	

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:	1

Score explanation: The University of Basel's Sustainable Future research network serves to coordinate and strengthen interdisciplinary research in the field of sustainability at the University of Basel across departmental and faculty boundaries. At the medical faculty, there is the Department of Public Health which is linked to various institutes and focuses on (human) public health. Furthermore, the Swiss TPH is an institutional partner of the University of Basel and covers different aspects of environmental health and planetary health research.

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

Score explanation: This is given but only at the SwissTPH, which is an institutional partner and not directly part of the University. The SwissTPH has many partnerships with institutes e.g. in Tanzania, Côte d'Ivoire, Chad, Lao PDR, Peru and Papua New Guinea. The main partners are invited to the "Swiss TPH Project Leader Retreat" where they make strategic and thematic decisions about the research agenda (source: Chair of Department of Public Health working at SwissTPH per e-mail). The SwissTPH also tries to actively include their project partners when developing a project. For that they also consider the "Guide for Global Research Partnerships" of the scnat (the SwissTPH also contributed to the latest version of this guide).

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

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)
There is **no** website. (0 points)

Score Assigned:	1

Score explanation: The Sustainability Office of the University of Basel has a website with information on events and resources on sustainability in general. Specific resources on the topic of planetary health are not (yet) available. The MFac updates news on their website which sometimes include Planetary Health topics. On the website of the Swiss Tropical and Public Health institute (SwissTPH) various research projects that are related to health and the environment are presented among the different fields of research of the institute.

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

Score Assigned:	3

Score explanation: The University/Unissa hosts a Sustainability Week every year. In 2025, the local Health for Future group organised a lecture about Planetary Health and Co-benefits. (Sustainability Week Basel on the "Program 2025" on Monday evening).
The Medical Faculty also partnered with the local Health for Future group to organise an event for healthcare students about Planetary Health in their education in November 2025 (Flyer).
The subgroup Plant based Universities (PBU) from Unissa organised a panel discussion about their initiative for a plant based cafeteria in October 2025. This initiative was later on accepted by the students. Because this event was about plant based nutrition, it was also about Planetary Health.
Those events mentioned were organised by student groups (mostly) and not initiated by the University itself, which is why we gave 3 points instead of 4.

The Sustainable Future Research Network of the University Basel (co-)organised two events, which were about sustainability topics in general and not specifically about Planetary Health:

The "Sustainable Future of Aquatic Ecosystems"- Symposium on the 10th January 2025 and the Sustainability Science Forum 2025 on the 26th November 2025 in Bern, which was co-organised by the University Basel. *They also host a Sustainable Future Research Lunch twice a month where PhD-students and Postdocs can present their research (again sustainability in general, not specifically Planetary Health).*

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Score explanation: *The Medical Faculty is a member of the Global Consortium on Climate and Health Education (member list).* *The affiliated University Hospital Basel is part of the network Global Green and Healthy Hospitals.*	

Section Total (9 out of 17)	**52,94%**

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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 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:	2
Score explanation: In 2025, the Medical Faculty / PHUSE partnered with Health for Future Basel in order to organise an event for healthcare students about Planetary Health in their education in November 2025 (Flyer). *The Unissa is a group of students at the University of Basel who plan projects and events in the area of sustainability. For example, the University hosts an annual public sustainability week, including (few) events around Planetary health.* *The University has different partnerships in the field of sustainability in general, which are not specifically about Planetary Health (see dialogue & research), e.g. with the international sustainable campus network and the Klimaplattform der Wirtschaft Basel. They also take part in the research project called Co-Evolution and Coordinated Simulation of the Swiss Energy System and Swiss Society, which focuses on the interactions between society and the energy system and connects different research areas and establishes a direct exchange with relevant stakeholders.*	

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:	2

Score explanation: The Medical Faculty offered several workshops on transformative Planetary Health integration in the context of two conferences last year (ETHICH forum in September, BFH/ZHAW conference on Interprofessionality and Planetary Health in November).
In collaboration with Health for Future Basel, they also organised an event for healthcare students about Planetary Health in their education in November 2025 (Flyer for the event). As part of PHUSE, there are regular, freely accessible online webinars on Planetary Health and education. These events were open to the community but primarily directed to an academic audience.

The University/Unissa hosts a Sustainability Week every year. In 2025, the local Health for Future group organised a lecture about Planetary Health and Co-benefits. (Sustainability Week Basel on the "Program 2025" on Monday evening). The event was public and specifically created to speak to the general public as well as to university members (students and employees).
The subgroup Plant based Universities (PBU) from Unissa organised a panel discussion about their initiative for a plant based cafeteria in October 2025. This initiative was later on accepted by the students. Because this event was about plant based nutrition, it was also about Planetary Health.

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

Score Assigned:	1

Score explanation: Students can sign up to the PHUSE Newsletter (website) to get regular updates specifically dedicated to planetary health topics. Because not all students receive this newsletter automatically, we gave only 1 point.
The Sustainability Office of the University as well as the University communications team send regular newsletters and there's a "news" page of the University, all of which sometimes include topics related to planetary health (e.g. articles about harmful substances in particulate matter, Cognitive performance during the pollen season and making places more green to help during heatwaves). The Medical Faculty updates news on their website which sometimes include Planetary Health topics as well.

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:	1
Score explanation: The advanced training program DAS (Diploma of Advanced Studies) on Public Health contains a course on Planetary Health. The University Hospital Basel does not offer specific courses on planetary health. The topic might only be picked up in short facultative courses (e.g. within a series of leadership courses). *Furthermore, the affiliated institution FHNW (Fachhochschule Nordwestschweiz) [University of Applied Sciences and Arts Northwestern Switzerland] offers a CAS (Certificate of Advanced Studies) on Planetary Health und Sustainable Healthcare.* *PHUSE is also involved in the development of a further training program on the topic of planetary health, so there will be changes in 2026 (a program that involves training for lecturers), which might lead to 2 points in the next PHRC.*	

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: The University Hospital Basel does not offer educational material for patients about environmental health exposures. Individual doctors do offer educational material provided by different doctors' associations (FMH, vsao, KLUG etc.). *PHUSE might introduce something similar to the University Hospital Basel in 2026.*	

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: The University Hospital Basel does not offer educational material for patients about environmental health exposures. Individual doctors do offer educational material provided by different doctors' associations (FMH, vsao, KLUG etc.). *PHUSE might introduce something similar to the University Hospital Basel in 2026.*	

Section Total (6 out of 14)	**42,86%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your 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:	2
Score explanation: The Coordination office for student sustainability projects coordinates the support of the university for such projects. *The funding program Impuls supports sustainable student projects in the context of courses (it also supports lecturers in integrating sustainability topics into their courses). Examples of support in the past: the elective projects of the Medical Faculty "Planetary Health" (2023/2024) and "Sustainable Nutrition and Medicine" (2023).* *The Unissa functions as an open working group for student engagement in the field of sustainability and students can ask the Unissa for financial support for projects.* *There is no specific funding programme by the Faculty of Medicine for the area of sustainability. However, the local section of the student organisation "Health for Future" dedicated to Planetary Health has the possibility to be financially supported for different projects by the Medical Students' Association Basel (FaMBa).*	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
Score explanation: There are research opportunities for students, e.g. within the framework of the Master's or doctorate thesis and through their own initiative, for example at the Department of Public Health, which includes several research groups, e.g. at the associated institute SwissTPH. But there is no specific research program or fellowship like mentioned in the examples.	

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.	
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)	
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)	
There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)	
Score Assigned:	1
Score explanation: The Faculty of Medicine has a website that introduces the longitudinal curriculum on Planetary Health and Sustainability in Healthcare. Continuously updated information on Planetary Health, initiatives, events and mentors is lacking still. Students interested in research can find information on the research groups on the website of the Department of Public Health. *The university's website and newsletter sporadically present PH-related content online and show current sustainability initiatives at the university (which are not specific to health sciences).*	

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: There is a local section of the national "Health for Future Switzerland" association which is active in Basel and at the medical school. Among other things, they co-organised elective courses for medical students in the past together with the faculty and participated in the institution's sustainability week 2025. They also hosted an event for healthcare students about Planetary Health in their education in November 2025 in cooperation with the Faculty Members who also work for national program PHUSE (Flyer for the event, Website of PHUSE). These students also take part in national online meetings of the PHUSE-network from time to time.
However, the Health for Future group does not receive annual financial support from the University or the medical faculty.

The Unissa functions as an open working group for student engagement in the field of sustainability (not specifically health-related) and students can ask the unissa for financial support for sustainability projects.
On a national level the swimsa (Swiss medical students' association) further promotes Planetary Health efforts by working with relevant stakeholders, mostly through the position of a "Liaison Officer for Planetary Health" (LO-PH) based on the position paper about Planetary Health from 2019 (swimsa Policy Papers) and several other initiatives.

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 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1

Score explanation: One student (out of 16 people in the committee) represents the students at the sustainability committee of the University.
The Medical Faculty has student seats on some of its governing councils (faculty assembly, curriculum committee and appeals committee), thereby allowing for a student liaison to possibly represent sustainability interests. However, those existing possibilities do not suffice, as there is no current student representative for sustainability specifically and the implementation of student representation should be deepened so that sustainability interests are represented more effectively and intentionally.

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:
1. The university disposes of 3 student run gardens (UniGärten), serving as a place to meet, exchange interest in nature, and learn gardening and plantation from each other.
2. The Unissa is a group of students at the University of Basel who plan projects and events in the area of sustainability. For example, the University hosts an annual sustainability week, including events around Planetary health.
The local Health for Future student group also hosted an event for healthcare students about Planetary Health in their education in November 2025 (Flyer).
5. The Unissa is a group of students at the University of Basel who plan projects and events in the area of sustainability.
6. The sports offering of the University (Unisport) offers several outdoors programs (hiking, climbing, skiing and more). The Medical Faculty offers an elective project on human physiology in the mountains.

Section Total (11 out of 15)	**73,33%**

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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 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:	*3*
Score explanation: The Sustainability Office is responsible for the entire University of Basel and employs 3.0 FTEs and two student assistants. Email correspondence with the sustainability Office leader served as the primary source of information for questions regarding the campus sustainability in this Report Card. The University Hospital Basel also has a sustainability office and the Medical faculty employs part-time project coordinators for sustainability.	

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:	1

Score explanation: The University of Basel follows a climate strategy titled "Climate Responsibility – Climate Strategy of the University of Basel 2024–2030", aiming to reduce greenhouse gas emissions by 35% by 2030, based on 2019 levels. A full net-zero target for 2030 is not currently pursued, but it is being examined how to offset the remaining emissions after 2030. However, in 2025, the University of Basel has joined the Education Race to Zero network. This United Nations–backed campaign aims to achieve global net zero emissions by 2050. *The current sustainability report is the one for 2023/24. The next report, covering the period 2025/26, will be published in spring 2027.* *The University Hospital Basel publishes a yearly sustainability report (none found yet for 2025) and defines concrete goals and measures for five fields of action.*

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:	2
Score explanation: The buildings used by the medical school for teaching are partly owned by the University and partly by the University Hospital. The University as well as the University Hospital source 100% of the electricity needs from renewable energy (hydropower). Additionally, photovoltaic systems have been installed on two buildings of the University and have been commissioned on two more buildings in 2025. Based on date from 2024, 95% of the heating is provided by a local district heating network (IWB) which is ~80% renewable. This accounts to a total estimate of 80-90% of energy needs that are sourced from renewable energy. *Sustainability Report 2023/2024 & IWB*	

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: The buildings used by the medical school for teaching are partly owned by the University and partly by the University Hospital. Both have strategies for sustainable, energy-optimised constructing of new buildings. Concerning existing buildings, only smaller measures are being taken (e.g. replacement of lamps with LED). For new buildings, the goal is to achieve the SGNI label (Swiss Sustainable Real Estate Label) in Gold or Platinum as well as compliance with the current SIA (Swiss Society of Engineers and Architects) target for greenhouse gas emissions per energy reference area (a measure in the climate strategy). However, for the currently under-construction DBM (department of biomedical engineering) building, no certification in this direction will be pursued, as the planning of this building predates the introduction of these standards.
Additionally, the university rents more than 90% of its buildings from the Canton of Basel-Stadt or other landlords, which means that most renovations are not under the responsibility of the university.

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: The lecture rooms are located in the city center and are easily accessible by bicycle as well as by public transport. Due to the situation of parking spaces in the vicinity of the premises, a journey by private car is unattractive. The MFac also utilises hybrid lectures, thereby allowing a reduction in commute for students living far away. Travel for out of city courses is partially reimbursed if done by train, however not enough to make it economically preferable to unsustainable alternatives. In summer 2024, the University of Basel as well as the University Hospital and Swiss TPH had a "Bike to work" challenge, to encourage their employees to use their bicycle to commute. Furthermore, the University Hospital is working on improving its biking infrastructure. However we didn`t find any information regarding 2025.
Additionally, the deans' offices of the faculties, on behalf of the Rectorate, have initiated discussions with "frequent flyers" to explore possibilities for reducing air travel.

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: The MFac and the University Hospital offer a recycling program at their lecture rooms and exercise building. There is no university-wide composting system, but students can use composting facilities through the Unigärten association.	

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 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:	3
Score explanation: The medical faculty does not have its own food or beverage facilities. However, the University of Basel has implemented several initiatives to promote sustainable catering across campus. The university continues to expand its plant-based food offerings, with vegetarian and vegan options making up a substantial proportion of the menu and often being priced more favorably than meat-based alternatives. *Sustainability criteria are increasingly integrated into food procurement, including the use of Fairtrade products, IP-Suisse cultivation standards, and certified fish (e.g., MSC/ASC). The share of meat and fish from certified, animal-friendly sources has increased in recent years. The proportion of food transported by air remains very low.* *Food waste is monitored and reduced through improved planning and production processes. Where possible, unavoidable food waste is collected and utilized within existing waste management systems.* *The university also supports reusable systems for beverages, including participation in the city-wide reusable cup system (e.g., kooky2go), with return stations available in multiple buildings. Water refill stations are widely accessible across campus.*	

Overall, sustainable catering remains an active area of development. Further structural adjustments to catering services are expected as part of ongoing sustainability efforts, particularly in light of the PBU referendum, which was approved at the university in 2025, which underscores the institutional commitment to more sustainable food systems. From 2026 onwards, these efforts will be guided by an annual action plan.

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: Sustainability criteria are now integrated into all public procurement procedures since this has become a legal requirement under the revised public procurement framework. This represents a significant step forward compared to previous years, when sustainability criteria were only applied selectively. *The University's climate strategy 2024–2030 includes the further development and systematic implementation of procurement criteria that prioritize more sustainable purchasing. In parallel, greenhouse gas accounting for procurement-related emissions is currently underway and is expected to be completed by June/July 2026. A previously pending systematic review regarding the integration of sustainability criteria has still not yet been published.* *Since 2021, a centralized webshop has been available to all university employees responsible for procurement. In addition, the Biozentrum operates a central warehouse ("Store & Supply") where more than 10,000 items (lab supplies, office materials, chemicals, etc.) can be collected or delivered to researchers and administrative staff. These centralized procurement structures contribute to reducing packaging, transportation needs, and associated greenhouse gas emissions.* *Overall, due to the new legal framework for public procurement, sustainability considerations now play a structurally embedded and increasingly binding role in procurement processes.*	

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: The University of Basel published sustainability guidelines for events. The medical school also recommends carrying out events in a sustainable manner, however, the guidelines could be more incentivized.	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation: The Department of Biomedicine has set up a "Green Lab Team" with its own website in order to embed sustainability in its processes. The team regularly discusses sustainability issues, implements different measures and develops new ideas (e.g. on October 29th 2025 the 4th Green lab workshop took place). Additionally, five laboratories are currently in the process of obtaining certification under the UK LEAF (Laboratory Efficiency Assessment Framework) sustainability label, with completion expected in May 2026. *The University of Basel also follows sustainable practices in laboratories, including reducing energy consumption through projects like the "Electricity Challenge".* *Additionally, the University has clear guidelines for handling hazardous substances and special waste and places great importance on high ethical and animal welfare standards when using laboratory animals in biological and medical basic research. The University is a member of the Swiss 3R Competence Center (3RCC), and the 3R approach (Reduction, Refinement, Replacement) – a fundamental principle for ethical animal experimentation – is an integral part of the University's research practices. Since 2022, the university has also joined the Swiss Transparency Agreement on Animal Research (STAAR). By joining the Culture of Care Charter of the Swiss 3R Competence Center (3RCC), the university commits to respectful treatment of laboratory animals and staff, the application of the 3R principles, and transparent communication in animal research.*	

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: Regarding investment regulations of the University of Basel, since August 2022, investments have only been made in companies that meet minimum standards in terms of ecology, social behaviour and corporate governance (ESG criteria) - according to a "best in class" approach. Investments in companies that explore, extract or process fossil fuels have been excluded from the university's portfolio. Only companies with minimal activities in these areas may still be considered if the revenue from such activities does not exceed a specific threshold. *Starting from 2025/26, the University will report on its financial investments in accordance with the Swiss Climate Scores framework.*	

Section Total (21 out of 32)	**65,63%**

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Grading

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(69/75) x 100 = 92,00%	A
Interdisciplinary Research (17.5%)	(9/17) x 100 = 52,94%	C
Community Outreach and Advocacy (17.5%)	(6/14) x 100 = 42,86%	C-
Support for Student-led Planetary Health Initiatives (17.5%)	(11/15) x 100= 73,33%	B
Campus Sustainability (17.5%)	(21/32) x 100 = 65,63%	B
Institutional Grade	**(92x0.3 + 52.9x0.175 + 42.9x0.175 + 73.3x0.175 + 65.6x0.175) = 68,68%**	**B**

Report Card Trends

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