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# Planetary Health Report Card (Physiotherapy) 2026: *University of Pittsburgh, Pittsburgh Campus*

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2025-2026 Contributing Team:

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## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>D-</b>
<p>Our curriculum does a solid job of prioritizing Indigenous knowledge and value systems, which has been really effective for building our cultural competency across various subjects. However, our curriculum is lacking when it comes to other critical global issues. Specifically, the coursework is lacking in-depth instruction on the technical effects of climate change, immediate environmental threats, and the mechanics of carbon footprints.</p> <p><b>Recommendations:</b> To bridge these gaps, the school should start by presenting in front of the faculty that provides them with specific knowledge on carbon footprints and climate threats related to our curriculum so they can easily work them into the classes we're already taking. On top of that, potentially we should launch a dedicated sustainability elective that gives knowledge into the technical side of how sustainable efforts can be incorporated into our daily living.</p>	
<b>Interdisciplinary Research</b>	<b>A</b>
<ul style="list-style-type: none"> <li>• The University of Pittsburgh offers several research opportunities relating to sustainability in healthcare. Students have opportunities via summer research positions and funding opportunities. Faculty are actively researching in this field.</li> <li>• <b>Recommendations:</b> Involve communities disproportionately impacted by climate change in research agenda at Pitt.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>B</b>
<ul style="list-style-type: none"> <li>• University of Pittsburgh partners with multiple community organizations relating to planetary health. Health Sciences would benefit from more community facing events.</li> <li>• <b>Recommendations:</b> More accessible materials for patients and providers to learn about health impacts of climate change.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A+</b>
<ul style="list-style-type: none"> <li>• The University of Pittsburgh continues to offer strong support for student led planetary health initiatives through funding, research, and advocacy. The Office of Sustainability in the Health Sciences (OSHS) has institutionalized student voices through its Student Advisory Committee, and the Mascaro Center for Sustainable Innovation (MCSI) provides diverse research opportunities in sustainable healthcare.</li> <li>• <b>Recommendations:</b> We recommend that student-led sustainability initiatives at the university be advertised more clearly to health sciences students, ideally centralized in one location or through a consistent way of communication.</li> </ul>	
<b>Campus Sustainability</b>	<b>B+</b>
<ul style="list-style-type: none"> <li>• Pitt has a strong commitment to sustainability, evident through its goals, collaborations, and initiatives. The percentage of electricity attributed to renewables is growing each year.</li> <li>• <b>Recommendations:</b> We recommend focusing on establishing requirements for supply procurement.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

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

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

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

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

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

### Scoring Matrix

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

### Other considerations:

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

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

# Planetary Health Curriculum

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

## Curriculum: General

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

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

*Score explanation:* This physiotherapy school received a score of two points because various core curriculum courses briefly cover this topic. Currently, the core curriculum is composed of three classes: Basic Athletic Training, Human Physiology, and General Medical and Pharmacological Principles, that cover the health risks associated with extreme heat conditions. This is typically a few slides to provide baseline knowledge on how patient, specifically athlete care is affected by extreme heat health conditions.

Basic Athletic Training lectures contain various slides, the first slide is titled “Shock”, which explicitly states that exposure to heat could predispose a patient to shock. A slide titled “Secondary Survey”, which explicitly states that a rapid/weak pulse, cool/clammy skin, red/pale skin color, and dilated pupils can be a sign of heat exhaustion.

Human Physiology has a slide titled “Abnormalities of Temperature Regulation”, that explicitly states that heatstroke occurs at 105 degrees Fahrenheit.

***Curriculum: Health Effects of Climate Change***

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

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

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

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

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

Score Assigned:

2

*Score explanation:* This physiotherapy school received a score of two points because one core curriculum course briefly covers this topic. Currently, the core curriculum is composed of Basic Athletic Training that covers how environmental conditions affect safety and care delivery.

Basic Athletic Training contains one slide titled “Risk Reduction, Wellness, and Health Literacy”, which explicitly states that safe playing environments must be ensured to minimize safety hazards. An infographic of thunderstorms affecting care delivery is given on the slide.

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

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

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

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

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

Score Assigned:

0

*Score explanation:* This physiotherapy school received a score of zero points because the curriculum does not cover the topic, changing patterns of infectious diseases due to climate change and how this may impact physiotherapy practice.

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

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

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

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

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

Score Assigned:

0

*Score explanation:* This physiotherapy school received a score of zero points because the curriculum does not address the relationship between climate change, air pollution, respiratory health, and interventions.

**1.6. Is there content on how climate change and increased heat affect cardiovascular health, and how this impacts physiotherapy assessment and treatment planning?**

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

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

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

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

Score Assigned:

2

*Score explanation:* This physiotherapy school received a score of two points because various core curriculum courses briefly cover this topic. Currently, the core curriculum is composed of General Medicine and Pharmaceutical Principles and Clinical Practicum I,II,III,IV that focuses on how environmental conditions can affect cardiovascular health.

General Medicine and Pharmaceutical Principles course materials were unable to be attained for this question.

Clinical Practicum I, II, III, IV emphasizes environmental conditions and the effects on cardiovascular health related to patient care. Topics covered include heat and cold exposure symptoms and treatments, high altitude management, and past medical history related to environmental exposure.

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

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> This physiotherapy school received a score of zero points because the curriculum does not address climate change and the impact on patient mental health, and how this might affect physiotherapy outcomes.	

<b>1.8. Does the program integrate discussions on the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> This physiotherapy school received a score of zero points because the curriculum does not integrate discussions on the importance of food and water security, and how these could be impact by climate change.	

<b>1.9. Does your physiotherapy school curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations (e.g. low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0

*Score explanation:* This physiotherapy school received a score of zero points because the curriculum does not address colonialism, extractivism, economic exploitation, and marginalization patterns on producing climate change among marginalized populations.

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

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

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

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

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

Score Assigned:

0

*Score explanation:* This physiotherapy school received a score of zero points because the curriculum does not address how global climate change impacts affect regional physiotherapy practices.

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

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

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

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

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

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

Score Assigned:

0

*Score explanation:* This physiotherapy school received a score of zero points because the curriculum does not address the potential impacts of environmental toxins on patient reproductive health and rehabilitation.

**1.12. Does your physiotherapy school curriculum incorporate local environmental health issues into case studies, lectures or practical sessions?**

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

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

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

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> This physiotherapy school received a score of zero points because the curriculum does not incorporate local environmental health issues into case studies, lectures, or practical sessions.	

<b>1.13. To what extent does your physiotherapy school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</b>	
Indigenous knowledge and value systems are integrated throughout the physiotherapy school’s planetary health education (3 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum. (2 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> This physiotherapy school received a score of two points because various core curriculum courses briefly cover this topic. Currently, the core curriculum is composed of Medical Ethics and Principles of Research Methodology which emphasizes the importance of cultural competency and Indigenous knowledge.	
Medical Ethics has a lecture titled “Cultural Humility/Cultural Awareness/Cultural Competence”, which focuses on the importance of cultural knowledge and value systems. This material has been used on exams.	
Principles of Research Methodology has a lecture titled “Research Ethics and Cultural Competence”, which focuses on the importance of cultural knowledge, recognizing bias, and different value systems. This material has been used on exams.	

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

Score Assigned:	0
<i>Score explanation:</i> This physiotherapy school received a score of zero points because the curriculum does not address how environmental factors affect marginalized populations.	

***Curriculum: Sustainability***

<b>1.15. Does the curriculum promote the co-benefits of sustainable lifestyle choices (e.g. active transport, green exercise and Healthy Plant-Based Diets) as part of patient education and treatment plans?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> This physiotherapy school received a score of zero points because the curriculum does not promote the co-benefits of sustainable lifestyle choices as part of patient education and treatment plans.	

<b>1.16. Does your physiotherapy school curriculum cover the carbon footprint of physiotherapy practice and strategies to reduce it?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> This physiotherapy school received a score of zero points because the curriculum does not cover the carbon footprints of physiotherapy practice and strategies to reduce it.	

<b>1.17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum (e.g., musculoskeletal, neurological, cardiorespiratory)? (1 point each)</b>	<b>Score</b>
Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room. (1 point)	0

The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (1 point)	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing. (1 point)	1
The health and environmental co-benefits of avoiding excessive physiotherapy treatment and over-investigation. (1 point)	0
<p><i>Score explanation:</i> This physiotherapy school received a score of one point in one category because one core curriculum course briefly covers this topic. Currently, the core curriculum is composed of General Medicine and Pharmaceutical Principles that focuses on the management of various conditions through exercise.</p> <p>General Medicine and Pharmaceutical Principles focuses on principles surrounding physical activity in health and recovery across strength and conditioning and therapeutic interventions.</p>	

**Curriculum: Clinical Applications**

<b>1.18. In training for patient encounters, does your physiotherapy school’s curriculum introduce strategies to have conversations with colleagues and patients about the health effects of climate change?</b>	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> This physiotherapy school received a score of zero points because the curriculum does not introduce strategies to have conversations with colleagues and patients about the health effects of climate change.</p>	

<b>1.19. In training for patient encounters, does your physiotherapy school’s curriculum introduce strategies for taking an environmental history or exposure history?</b>
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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
<p><i>Score explanation:</i> This physiotherapy school received a score of two points because one core curriculum course covers this topic. Currently, the core curriculum is composed of Clinical Practicum I, II, III, IV, which is taken over a time span of two years.</p> <p>Clinical Practicum I, II, III, IV emphasizes on environmental conditions and the effects on physical activity. Topics covered include heat and cold exposure, high altitude management, and past medical history related to environmental exposure.</p>	

***Curriculum: Administrative Support for Planetary Health***

<b>1.20. Is your physiotherapy school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH) / planetary health education?</b>	
Yes, the physiotherapy school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the physiotherapy school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> This physiotherapy school received a score of two points because while there is no formal implemented class or elective course, a committee run by students and supervised by a faculty member has been formed. This committee is focused on implementing sustainability efforts and improving education for sustainable healthcare across our campus. We have made minor improvements to education for sustainable healthcare and planetary health education.</p>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?</b>	
Planetary health/ESH topics are well integrated into the core physiotherapy school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core physiotherapy student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 point)	
There is minimal/no education for sustainable healthcare. (0 points)	

Score Assigned:	0
<i>Score explanation:</i> This physiotherapy school received a score of zero points because there is no education for sustainable healthcare that has been integrated into the core curriculum.	

<b>1.22. Does your physiotherapy school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?</b>	
Yes, the physiotherapy school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the physiotherapy school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> This physiotherapy school received a score of one point because while there is no formal implemented class or elective course, a committee run by students is supervised by a faculty member. This faculty member oversees and takes responsibility for sustainability efforts and improving sustainable healthcare education across our campus. This faculty member is the Director of Sustainability for the School of Health and Rehabilitation Sciences.	

<b>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>New metric for 2025/26 PHRC. This metric highlights the role of healthcare professionals as advocates for their patients beyond just clinical care. As trusted voices, health professionals have significant influence on policy and public perceptions of the environmental and social determinants of health. Public policy profoundly impacts our health across areas of housing, food, access to healthcare and indirectly through climate and environmental policies. In many healthcare systems internationally advocacy by healthcare professionals is increasingly viewed as an ethical imperative and professional duty.</i></p> <p><i>To learn more about this topic and the importance for healthcare professionals please review the following resources:</i></p> <ul style="list-style-type: none"> <li>- <a href="#">Why and How Civic Health Should Be Incorporated Into Medical Education</a>. Barrere-Cain et al., 2022. <i>Academic Medicine</i>.</li> <li>- <a href="#">Civic Engagement: A Vital Sign of Health and Democracy</a>. Philip M. Alerbti. AAMC.</li> </ul>	

*For practical guidance on incorporating this into your health professional curriculum:*

- CRHE Module: [Interaction between health care systems, government policy, and environmental advocacy.](#)
- Medical Schools Council (UK), [Education for Sustainable Healthcare. A curriculum for the UK.](#) Page 21. Professionalism, leadership and achieving structural change.

*Score explanation:* This physiotherapy school received a score of three points because various core curriculum classes address environmental and structural determinants of health. Currently, the core curriculum is composed of Medical Ethics and Introduction to Clinical Athletic Training 1&2.

Medical Ethics has an entire lecture titled “Social Determinants of Health”, which includes environmental factors and civic participation. This material is used as testing material on exams.

Introduction to Clinical Athletic Training 1&2 has an entire lecture titled “Social Determinants of Health, Patient-Centered Care and Trauma-Informed Care”, which includes environmental factors and civic participation. This material is used as testing material on exams.

**Section Total (17 out of 72)**

**24%**

Back to Summary Page [here](#)

# 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.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> There are faculty members at the medical school conducting research in environmental health, specifically in the Pulmonary Medicine and Obstetrics and Gynecology departments. A few faculty have primary research focus on planetary health. <a href="#">Dr. Woods</a> researches the environmental impact of surgery. <a href="#">Dr. Maximous</a> researches the effect of climate change and the environment on pulmonary health. <a href="#">Dr. Artsen</a> conducts research on sustainable mesh materials with the aim to transform the field from using petroleum-based plastic mesh to sustainable and biodegradable materials.	

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

There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Pitt opened the <a href="#">Office of Sustainability in the Health Sciences</a> in 2024. They have summer research students every year. This past academic year, research projects included:</p> <ul style="list-style-type: none"> <li>• Nutrition Security &amp; Sustainability</li> <li>• Energy and Smart Data Analytics</li> <li>• Developing and Conducting a Scope 3 Greenhouse Gas Inventory</li> <li>• Helicopter Transport Sustainability</li> <li>• Sustainable Transportation at UPMC</li> </ul> <p>There is a <a href="#">Center for Healthy Environments and Communities at the School of Public Health</a>. There is also a <a href="#">Center for Climate and Global Change</a> which is a multidisciplinary center for researchers which is based in the School of Arts &amp; Sciences. Finally there is the <a href="#">Mascaro Center for Sustainable Innovation</a> which provides interdisciplinary research, education and engagement opportunities.</p>	

<b>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?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>1) <a href="#">Pitt's Clinical and Translational Science Institute (CTSI)</a> has a program called The Community PARTners Core which links researchers and the community by partnering with diverse community members and organizations to build on a community's strengths, as well as learn about health topics. For researchers, the Core's team helps develop studies that address the complex health questions which community partners state are most concerning. It provides training as well as funding opportunities for research development and partnered data collection.</p> <p>For community organizations, the Core assists with providing evidence-based research interventions and practices. It supports communities with “getting the word out” on health research awareness and education.</p> <p>2) The University of Pittsburgh School of Medicine has a Social Medicine Fellowship program that links students with local communities. These students seek input from the community on projects that can be started to improve health outcomes.</p> <p><a href="https://www.universityofpittsburghsmf.org/">https://www.universityofpittsburghsmf.org/</a></p>	

**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:

3

*Score explanation:* [The Office of Sustainability for the Health Sciences](#) is an office that works to ensure that health science students learn how to care for the planet.

[Environmental Health & Safety Home](#) provides access to safety protocols and guidelines for the campus. It covers topics such as chemical waste disposal and sustainability initiatives, our platform serves as a central hub to access important safety protocols and guidelines, ensuring a secure campus environment.

The [Pitt Sustainability website](#) helps spread the word about sustainability efforts on campus and to update students/community about ongoing events and how to be involved:

**2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?**

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

4

*Score explanation:* The institution hosted the 17<sup>th</sup> annual sustainability symposium last April

**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)

The Office of Sustainability in the Health Sciences hosted Pitt's second [One Health Day](#) in November 2025, with student research poster sessions, a plenary speaker, presentations, and student awards. One Health Day explored topics of planetary health and the role of sustainability in advancing global 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: 0

*Score explanation:* The University of Pittsburgh School of Medicine has been a member of the Global Consortium on Climate and Health Education since 2008, but University of Pittsburgh as a whole is not part of a national or international planetary health or ESH/ESV organization.

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

**88%**

Back to Summary Page [here](#)

## 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.*

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The broader University of Pittsburgh institution partners with several community organizations in the city of Pittsburgh on research projects, advocacy, and outreach. Sub-Offices and research labs like the <a href="#">Pitt Center for Health, Environment, and Engaged Research (CHEER)</a> work with a broad range of community collaborators in the city to promote planetary and environmental health such as 3 Rivers Wet Weather, Water Resources Education Network (WREN) - project of League of Women Voters of PA, and Western PA Conservancy. Additionally, at UPSOM specifically, MS1 students attend required neighborhood tours in underserved areas experiencing climate injustice and meet community leaders of local nonprofits. Nonprofits visited include community gardens, and volunteer opportunities were discussed. In addition, Pitt Students for One Health is a student organization that focuses on improving health by acknowledging the complex intersection between people, animals, plants, and their shared environments. It has partnered with community organizations such as <a href="#">Tree Pittsburgh</a>, <a href="#">Repair the World Pittsburgh</a>, City of Pittsburgh Volunteer Clean Up, and the Pittsburgh East End Cooperative Garden in the past. This past academic year, Pitt Students for OneHealth has collaborated with the <a href="#">Group Against Smog and Pollution</a>. The student sustainability leaders in the Office of Sustainability in the Health Sciences have volunteered at the <a href="#">Plant 2 Plate Garden</a>.</p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)

The <b>institution</b> 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 <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The University of Pittsburgh School of Medicine supports a group called Clinicians for Climate Action that is open to clinicians in the area (with or without university affiliation). This group has participated in community facing events such as Children’s Environmental Health Day and Earth Day in partnership with other community organizations. They also host regular book clubs and online lectures.</p> <p><a href="#">The Office of Sustainability in the Health Sciences</a> hosts <a href="#">public sustainability events</a>, such as workshops and public lectures on climate change, sustainability, and planetary health, which are open to broader audiences beyond Pitt students and staff. They host an annual <a href="#">One Health Day</a> event open to the community that includes speakers, poster sessions, and presentations. <a href="#">The Climate and Global Change Center</a> at Pitt has organized events like mobile science labs and lectures, specifically directed to children in grades K-12.</p>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> 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 <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Frequent communications from the Office of Sustainability in the Health Sciences often include promotions for the recurring planetary health journal club and upcoming events. The Office of Sustainability in the Health Sciences has a Teams site where announcements related to planetary health are posted. Pitt Sustainability and the Student Office of Sustainability have newsletters that are sent out once a month and these occasionally include sustainable healthcare events/topics.</p>	

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

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

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

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

Score Assigned:

2

*Score explanation:* On October 30, 2025, Dr. Noe Woods and Lola Conti from the Office of Sustainability in the Health Sciences held a [Faculty and Staff Development Program \(FSDP\)](#) workshop session titled "Introduction to Sustainable Healthcare" aimed at professionals in health science careers at Pitt looking to further their knowledge on planetary health in their profession. Additionally, Magee-Womens hosts an annual [Environmental Health Literacy Symposium](#) for health care providers. The purpose of the symposium is to educate health care providers around current research in the field of environmental health and to supply tools to assist them in counseling patients.

### 3.5. Does your **institution** or its **affiliated teaching hospitals** have accessible educational materials for patients about environmental health exposures?

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

1

*Score explanation:* Magee Women's Hospital includes environmental education in its programming for new parents. The free environmental health classes for child-bearing families includes education about environmental hazard reduction, although these classes do not seem to be frequently offered. This information is also included in their prenatal/postnatal online newsletter.

Not all hospitals have accessible patient education materials and the medical school does not have any accessible patient education materials on environmental health exposures. Additionally UPMC as a whole offers a Health Library which includes an article on Environmental Illness which addresses pollutants and their effect on health.

### 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)

<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> All UPMC hospitals share the same UPMC website. As such, the patient facing UPMC “Healthbeat blog” covers the health impacts of climate change in a <a href="#">few articles</a> that are written primarily for the education of their patients. Examples include an <a href="#">article</a> written in late 2024 regarding an increase in incidence of tickborne illnesses due to climate change, and another article written in <a href="#">2025</a> about more extreme allergy seasons due to climate change. However, these articles are few and far between, and additionally are not widely distributed to patients. As such, this type of educational material is not generally accessible.</p>	
<b>Section Total (10 out of 14)</b>	<b>71%</b>

Back to Summary Page [here](#)

# 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.

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The University of Pittsburgh provides sufficient financial and institutional support for students pursuing sustainability projects. Through a collaborative network led by the Office of Sustainability for the Health Sciences (OSHS), these grants are available for individual initiatives (Pitt Green Fund and Dietrich School Curiosity Grants), student groups (MCSI Student Group Sustainability Grants), and global research (Global Studies Center). For students with entrepreneurial interest, the Big Idea Center and Pitt SPARK provide significant prize pools and investment. The Mascaro Center for Sustainable Innovation and other departments offer summer research support and specialized scholarships such as the John C. “Jack” Mascaro Scholarship for M.S. in Sustainable Engineering. The office’s <a href="#">website</a> highlights existing projects and details about how sustainable practices have been achieved across campus.</p>	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>	
The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek them out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	

Score Assigned:	2
<p><i>Score explanation:</i> There are opportunities for students to get involved with research in planetary health and sustainable healthcare sponsored by the Office of Sustainability in the Health Sciences. The Mascaro Center for Sustainable Innovation (MCSI) sponsors multiple summer research projects each year. Previous research projects included:</p> <ul style="list-style-type: none"> <li>• Alternative Energy Opportunities for UPMC Hospitals</li> <li>• Life Cycle Analysis of Metered Dose Inhalers in the UPMC System</li> <li>• Climate Inventory and Targets for the UPMC System</li> <li>• Environmental Impact and Patient Outcomes in Helicopter Transport Transfers</li> <li>• Environmental Impact of Disposable Medical Supplies</li> <li>• Surveying the Woody Vegetation across Powdermill Nature Reserve to Track Change Over Time</li> </ul> <p>Ongoing projects:</p> <ul style="list-style-type: none"> <li>• Global LCA of Cesarean Section</li> <li>• LCA of Disposable Stethoscopes</li> <li>• Infection rates with reduced draping for cystoscopy</li> <li>• Eco-Engineering the Future: Sustainable Prosthetics for Sustainable Healthcare</li> </ul>	

<p><b>4.3. Does the <u>institution</u> 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.</b></p>	
<p>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)</p>	
<p>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)</p>	
<p>There is <b>no institution</b> specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i> The School of Medicine has a website for the <a href="#">Clinicians for Climate Action</a> group introducing leaders in healthcare sustainability. This website includes faculty mentors, their contact information and specific advocacy and research interests. There is up to date information about ongoing projects, events, conferences, and achievements. Additionally, the <a href="#">Office of Sustainability in the Health Sciences website</a> describes health science directors and faculty, as well as details about research and upcoming events.</p>	

<p><b>4.4. Does your <u>institution</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</b></p>
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Yes, there is a student organisation <b>with faculty support</b> 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 <b>lacks faculty support</b> . (1 point)	
No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Each Health Science School (Dental Medicine, Medicine, Pharmacy, Health &amp; Rehabilitation Sciences, Nursing, Public Health) has a student group focused on sustainability led by a faculty member. The School of Medicine also leads a Global Health &amp; Underserved Populations Interest Group as well as Pitt Students for One Health (PSOH). Other graduate student organizations include the Corporate Sustainability Club affiliated with the Katz Graduate School of Business and the Energy &amp; Environmental Law Society affiliated with the School of Law.</p> <p>Additionally, the campus offers undergraduate student organizations focused on sustainability such as Food Recovery Heroes, Students for Sustainability, Engineers for a Sustainable World, Free the Planet, and Conservation Club.</p>	

<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> The Office of Sustainability in the Health Sciences (OSHS) has established a student advisory committee with representatives from each Health Science school at Pitt. Additionally, four health science students currently serve on the office's steering committee (2 Medicine, 1 Dental Medicine, 1 Pharmacy).</p>	

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

Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

*Score explanation:*

1. Plant2Plate Student Garden is a student organization at Pitt that manages an urban student garden near campus that provides fresh, organic produce for students and local food pantries.
2. In November 2025, OSHS hosted Pitt’s first One Health Day, focused on planetary health and sustainable healthcare. The event included student poster presentations, planetary speakers, student awards, and an interactive demonstration. OSHS also hosts regular Planetary Health Journal Clubs focused on describing an issue related to environmental health and is open to all undergraduate students, graduate students, staff, and faculty. Additionally, students in the School of Medicine host regular “lunch and learns” where physicians and community members are open to share their sustainability journeys.
3. The School of Public Health hosted an Environmental Justice Summit to address environmental health disparities. Multiple panels and activities throughout the day engaged attendees during the three day summit. The School of Public Health and the Community Empowerment Association also held the Homewood Community Health and Wellness Summit to discuss asthma and air pollution.
4. This spring, students can participate in the national “Climate Change Quilt” project (February 10th). Students can also submit sustainable artwork to the EcoArtisans Exhibition (April 8th), and short films to the Health Sciences Sustainability Film Festival (April 3rd). The purpose of these events is to promote environmental awareness through art and film on Pitt's campus.
5. Pitt Sustainability partners with Tree Pittsburgh to organize the [Tree Tender program](#). Pitt’s Tree Tender course is taught by Tree Pittsburgh and covers urban forestry practices, tree biology and health, basic tree identification, proper pruning and maintenance, and how to lead your community in organizing tree plantings and tree care. All Pitt students and employees are eligible to become a tree tender for free. The campus also houses the University of Thriftburgh, which is a student run thrift store modeling sustainability and encouraging students to buy clothing secondhand to reduce textile waste, cut carbon, and encourage re-use.
6. Through the [Outdoor and Adventure Pursuits program](#) at Pitt, students can get involved in activities such as urban hikes, local park hikes, bike rides, and stand up paddleboarding. The new campus recreation center also offers a climbing wall, where students can learn new climbing routes, and get involved in outdoor climb programs and partnerships.

<b>Section Total (15 out of 15)</b>	<b>100%</b>
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Back to Summary Page [here](#)

# Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <a href="#">The Office of Sustainability in the Health Sciences</a> opened in 2023 including an associate, assistant dean, program manager, and project coordinator to work alongside the The University of Pittsburgh Office of Sustainability directed by Dr. Aurora Sharrard. The University office of Sustainability employs 19 other staff members in addition to interns, campus leaders, green ambassadors, and affiliated faculty dedicated to university-wide, strategies, policies, collaborations and partnerships to advance the Pitt Sustainability Plan.</p>	

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

*Score explanation:* In February 2020, the University of Pittsburgh's Board of Trustees, committed to carbon neutrality by 2037 and this encompasses the dental school. It has a clear climate action plan updated yearly that outlines the work needed to meet this goal and the progress so far. More information on the Climate Action Plan can be found [here](#). Pitt is also actively tracking their progress through the sustainability dashboard.

**5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?**

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

1

*Score explanation:* In calendar year 2021, 16.5% of Pitt's electricity was attributed to renewables, down from a pre-pandemic high of 23% in FY19. In calendar year 2022, 22.7% of Pitt's electricity was attributed to renewables; in calendar year 2023, 28.3% of the University's electricity originated from renewable energy sources. In Fiscal Year 2025, 39.2% of the University's electricity originated from renewable energy sources. [Energy and Emissions - Pitt Sustainability](#)

**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:

3

*Score explanation:* All major renovation and new construction building projects at Pitt pursue [LEED certification](#) or better as part of the Pitt Sustainability Plan. There are 18 LEED certified spaces covering nearly 1.4 million square feet of space. [Buildings - Pitt Sustainability](#)

**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 University of Pittsburgh allows students, faculty and staff to avoid car commuting by offering fare-free service on all forms of Pittsburgh Regional Transit (PRT) throughout Allegheny County. Additionally, students and staff can utilize POGO bike share network through unlimited free 30-minute rides. Additionally, Pitt holds a [Gold Bicycle Friendly Designation](#) from the League of American Bicyclists and has recently renovated Bigelow Boulevard on campus to be a complete street with separated bike lanes. This information was sent to all students in an email and mentioned at new student orientation, and on the schools website. The fare-free service on PRT is highly utilized by students as parking on campus is expensive and limited.

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

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

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

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

Score Assigned: 2

*Score explanation:* 16 buildings are collecting compostables in bathrooms and kitchenettes and Pitt Sustainability is working to expand on these locations. Pitt offers battery recycling, textile recycling, tone & ink cartridge recycling, and single stream recycling across campus.

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

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

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

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

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

Score Assigned:

3

*Score explanation:* Real Food Challenge at Pitt: In March 2015, the University of Pittsburgh committed to serving 20% local, fair, ecologically sound, and humane foods by 2020. At the time, only 9% of food served at Pitt’s primary dining hall (now The Eatery, formerly “Market Central”) fit the criteria of meeting at least one of the four requirements.

In early 2018, Pitt Dining announced it met its 20% Real Food goal at Market Central, Pitt’s main dining hall, two years early. At the same time, as part of the Pitt Sustainability Plan, the University strengthened its overall commitment to serve 25% Real Food campus-wide.

CoolFood Pledge: In 2019, the University of Pittsburgh was among the first signatories — and one of the first universities worldwide — to join in the CoolFood Pledge, a global initiative led by the World Resources Institute (WRI) to cut food-related greenhouse gas emissions by 25% by 2030.

6 of the Pitt Eats dining locations are recognized as Live Well Allegheny Restaurants, which have a mission to improve the overall health and wellness of Allegheny County residents. There are several requirements that these restaurants must meet, such as offering vegan/vegetarian menu items and using plant-based oils for cooking.

2 of the dining halls (The Eatery and The Perch) now offer sustainable stainless steel to-go containers (USEFULL brand) which replace the reusable plastic ones that were previously used. Because of the QR code you scan to check out a container, these have a return rate of 99%.

The Eatery and The Perch are also gold tier Sustainable Pittsburgh Restaurants, meaning they have implemented almost all of the listed 149 sustainable actions “based on preventing waste, conserving water, becoming more energy efficient, food and product sourcing, and promoting equity within the restaurant industry, food system, and communities.

**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 <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The University of Pittsburgh has optional guidelines for sustainable supply procurement. The Pitt Surplus program facilitates material reuse by coordinating pickup/dropoffs of gently used supplies/furniture to exchange between departments, offices, and individuals for repurposing. The University Stores and online purchasing tool provide designations for "sustainable picks" and "green program" endorsements. These criteria include local sourcing, use of sustainable materials, and climate neutral certifications. Materials &amp; Waste Progress, 2018-22 - Pitt Sustainability LEED certification or better on all new construction and major renovations plans UPMC purchasing with the goal of sustainability.</p> <p>Overall there is a lot of information on Pitt's website for suggestions and information regarding sustainable purchasing methods but there is no exact requirements. However, Pitt is under contract with suppliers that are picked based on their adherence to sustainable measures.</p>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> The Office of Sustainability maintains zero waste practices at all events, using reusable plates and cutlery, reusable napkins, and composting food waste. They encourage and help make affiliated group's events zero waste as well.</p> <p>Pitt also has a <a href="#">Green Host program</a> that provides resources for hosting sustainable events, but it is not required.</p>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	

There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The University of Pittsburgh Office of Sustainability has a Pitt Green Labs designation. The <a href="#">criteria</a> for this designation is based on Chemicals & Safety, Culture of Sustainability, Energy Consumption & Maintenance, Innovation Actions, Lab Recycling, Purchasing, and Water Conservation. There is a program where labs can fill out a self-assessment to receive points for a laboratory designation. The University of Pittsburgh currently has over 50 Green Labs.	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> According to the May 2024 Consolidated Endowment Fund: Environmental, Social, and Governance Report, 2023-24, the University's endowment fund has 7.8% exposure to fossil fuel holdings. This is a slight decrease from 8.2% in 2022-23.	

<b>Section Total (25 out of 32)</b>	<b>75%</b>
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Back to Summary Page [here](#)

# 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 Pittsburgh, Pittsburgh Campus School of Physiotherapy** The following table presents the individual section grades and overall institutional grade for the University of Pittsburgh, Pittsburgh Campus School of Physiotherapy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(17/72) \times 100 = 24\%$	D-
<b>Interdisciplinary Research (17.5%)</b>	$(15/17) \times 100 = 88\%$	A
<b>Community Outreach and Advocacy (17.5%)</b>	$(10/14) \times 100 = 71\%$	B
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(15/15) \times 100 = 100\%$	A+
<b>Campus Sustainability (17.5%)</b>	$(25/32) \times 100 = 75\%$	B+
<b>Institutional Grade</b>	$(24 \times 0.3 + 88 \times 0.175 + 71 \times 0.175 + 100 \times 0.175 + 75 \times 0.175) = 65.7\%$	<b>B</b>

# Report Card Trends

## Section Overview

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

