
Planetary Health Report Card:

Georgetown University School of Medicine



GEORGETOWN UNIVERSITY

2020 Contributing Team:

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Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance defines planetary health as “a field focused on characterizing the human health impacts of human-caused disruptions of Earth's natural systems.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanization, 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 medical 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 medical training. It is imperative that we hold our institutions accountable for educating medical 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 color, 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 medical schools, we have created a standardized and reproducible Planetary Health Report Card that medical students nationally can use to grade and compare their home institutions. This medical-student-driven initiative aims to compare medical schools on the basis of discrete metrics in four 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 centered on environmental health impacts. This project is inspired by the [Racial Justice Report Card](#), an initiative from White Coats 4 Black Lives that has led to substantial impactful change at medical schools around the country.

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the medical school curriculum.

Metric	Points	Descriptor
1.1 Did your medical school offer elective courses to engage students in planetary health in the last year?	1	Yes, the medical school has offered such elective courses in the last year.
	0	No, the medical school has not offered such elective courses in the last year.
1.2 Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.3 Does your medical school curriculum address the environmental co-benefits of a plant-based diet in its nutrition lectures?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.4 Does your medical school curriculum address the potential mental health effects of environmental degradation and climate change?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.5 Does your medical school curriculum address the effects of	2	The metric is met by the core curriculum.

industry-related environmental exposures (e.g. air pollution, pesticides) on pregnancy?	1	The metric is met by elective coursework.
	0	The metric is not met.
1.6 Does your medical school curriculum address endocrine disrupting chemicals and their effects?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.7 Does your medical school curriculum address the relationships between individual patient food security, ecosystem health, and climate change?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.8 Does your medical school curriculum address the effect of air pollution on respiratory and cardiovascular health?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.9 Does your medical school curriculum address the relationship between heat-related illnesses and climate change?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.10 Does your medical school curriculum address the outsized	2	The metric is met by the core curriculum.

impact of anthropogenic environmental toxins and climate change on vulnerable populations such as those with low SES, women, minorities, indigenous communities, children, and the elderly?	1	The metric is met by elective coursework.
	0	The metric is not met.
1.11 Does your medical school curriculum identify ways to advocate for and implement sustainable best practices in health care? (for example, avoiding unnecessary OR waste)	2	The metric is met by the core curriculum
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.12 Does your medical school curriculum address important environmental threats that are relevant to the university's surrounding community? (for example, fires in California)	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.13 Does your institution have graduate or non-medical undergraduate level courses on planetary health open to medical student enrollment free of charge?	2	There are graduate or undergraduate level courses open to free medical student enrollment.
	1	There are graduate or undergraduate level courses but they are not open to free medical student enrollment.
	0	There are no graduate level courses related to planetary health
1.14 In training for patient encounters, does your medical school's curriculum introduce strategies to have	1	Yes, there are strategies introduced for having conversations with patients about climate change.

conversations with patients about the health effects of climate change?	0	No, there are no strategies introduced for having conversations with patients about climate change.
1.15 In training for patient encounters, does your institution's curriculum introduce strategies for taking an environmental history or exposure history?	1	Yes, the curriculum includes strategies for taking an environmental history.
	0	No, the curriculum does not include strategies for taking an environmental history.
1.16 Does your medical school have an ongoing program that offers incentives for faculty/departments to develop new planetary health courses and/or incorporate planetary health into existing courses?	1	Yes, the medical school has an incentive program.
	0	No, the medical school does not have an incentive program.
Section Total (out of 28)	14	

Score explanations:

1.1 Elective Courses

Although there are core curriculum offerings on planetary health, there are no elective courses on this topic available at the medical school for students to participate in.

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1.2 Infectious Disease

The Infectious Disease module during the M1 pre-clinical year does not discuss the effects of climate change on infectious disease rate and patterns, nor do other aspects of our current curriculum do so in later years.

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1.3 Diet and Sustainability

As part of the M1 core curriculum, the Nutrition and Patient Health Module includes a lecture presented by Dr. Thomas Sherman titled: “Protein is Protein...or is It?” Dr. Sherman discusses the amount of water required to produce a quarter-pound burger and a gallon of milk. He discusses consuming alternative protein sources such as crickets from the perspective of greenhouse gas emissions. Dr. Sherman also provides significant analysis of the environmental - as well as health - benefits of vegetarian or vegan options. Additionally, the M1 Patients, Populations, and Policy (P3) Intersession “Environmental Health and Climate Change Workshop” includes information on consumption and choice of foods as it relates to our carbon footprint.

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1.4 Mental Health

The M1 P3 Intersession “Environmental Health and Climate Change Workshop” led by Dr. Caroline Wellbery includes one slide dedicated to the mental health impacts of climate change. It highlights the relationships between heat and suicide rates, as well as weather-related changes and intergroup violence.

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1.5 Environmental Exposures in Pregnancy

Although there are several lectures on pregnancy throughout the core curriculum M1 Reproductive Module, there is no specific discussion of the impact of industry-related environmental exposures, such as low birth weight from air pollutants.

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1.6 Endocrine Disrupting Chemicals

Our Endocrinology module during the first pre-clinical year does not discuss endocrine disrupting chemicals and their effects. Nor do other aspects of our current curriculum do so in later years.

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1.7 Food Security

Although food security is discussed in multiple lectures within the medical school curriculum during the M1 Nutrition & Patient Health Intersession led by Dr. Yumi Jarris, Dr. Kofi Essel, and Katherine Donnelly, the impact of climate change on agriculture and the subsequent repercussions for resource limited populations is not explicitly addressed. The lectures covered “An Approach to Food Insecurity Screening in a Clinical Setting” and “Food Insecurity Identification & Management.”

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1.8 Air Pollution

The Climate Change half day didactic discussion is a required, interactive session during the Family Medicine clerkship. It is overseen by clerkship director Dr. Tobie-Lynn Smith, and the session focuses exclusively on air pollution and its effects on respiratory and cardiovascular diseases. This activity falls under core curriculum offerings. The discussion includes approaching air quality and mechanisms of injury while thinking about the patient.

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1.9 Heat-Related Illnesses

As part of the M1 core curriculum, the P3 Intersession “Environmental Health and Climate Change Workshop” led by Dr. Caroline Wellbery features extensive discussion on the effects of rising temperatures on heat stroke incidence and heat injury, specifically among young athletes.

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1.10 Environmental Determinants of Health

The Climate Change half day didactic session during the Family Medicine clerkship includes significant discussion on populations that are the most vulnerable to the effects of air pollution and how lower SES influences exposure as well as susceptibility. An example is that land-use decisions can result in the placement of polluting facilities near lower SES neighborhoods.

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1.11 How to Advocate for Sustainable Practices

In the M1 P3 Intersession “Environmental Health and Climate Change Workshop”, Dr. Amy Collins from *Health Care Without Harm* presents on the intersection of climate change and health care. She discusses supply chains, fleet vehicles, waste anesthetic gases, and pharmaceuticals as sources of climate health harm in the healthcare industry and introduces strategies to reduce these. The strategies include reducing the healthcare sector’s carbon footprint, building climate-smart hospitals, and mobilizing our influence to advance climate solutions.

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1.12 Area-Specific Environmental Threats

Our medical school curriculum, despite its discussion of food insecurity as a public health crisis in Washington, D.C., does not address environmental threats relevant to GUSOM’s surrounding community. This would be an excellent addition to future P3 intersession activities given our drive for social justice.

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1.13 Graduate-Level Planetary Health Courses

Georgetown University offered over 75 graduate level courses related to planetary health, specifically climate change, environmental law and policy, and environmental challenges, between Summer 2018 and Spring 2019. These courses were taught across multiple departments

at the Georgetown University Law Center, School of Foreign Service, and other graduate departments. While each course is theoretically open to medical students, many have pre-requisites and conflict with medical school classes because they are not offered with our schedules in mind. We also do not know if they are free for medical students, but are likely not since many are offered outside of Georgetown University Medical Center.

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1.14 Patient Encounters

During the “Environmental Health and Climate Change Workshop” in the M1 P3 intersession, students are given a lecture by Tory Ruttenberg and Fran Barnes, who are climate change communication specialists. They present specific strategies to emphasize the links between climate change and disease when communicating with patients. These strategies include: stating the facts, having a local, immediate, personal message, and remaining firm in your evidence-based position as a physician rather than debating with the patient. The didactic session is immediately followed by a role-play exercise, where one individual assumes the role of the patient and another is the doctor. This simulation provides immediate application, practice, and feedback in a low-stakes environment.

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1.15 Environmental History

Neither our core nor our elective curriculum introduces strategies to take a patient’s environmental or exposure history. The curriculum only introduces strategies for how to broach the topic of climate change and its effects on health with our patients.

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1.16 Faculty Incentives

Although some faculty members have championed the introduction of climate planetary health content within the medical school curriculum, there are no existing opportunities at this time to encourage faculty development of planetary health courses. However, Dean Mary Furlong is currently working with students to integrate more climate change material into the curriculum, so we foresee future positive developments with regards to faculty incentivization.

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Interdisciplinary Research in Health and Environment

Section Overview: This section evaluates the quality and quantity of interdisciplinary research in health and environment at the medical school.

Metric	Points	Description
2.1 Does your institution have a planetary health website, or a website centralizing various campus resources related to health and the environment?	1	There is a website that centralizes various campus resources related to health and the environment.
	0	There is no website.
2.2 Has your institution hosted a conference related to planetary health in the past 3 years?	1	Yes, the institution has hosted a conference on planetary health in the past three years.
	0	No, the institution has not hosted an interdisciplinary health conference in the past three years.
2.3 Are there researchers engaged in planetary health research at your institution?	3	Yes, there is a department, institute, or center devoted to planetary health.
	2	Yes, there are individual faculty members who are doing research on topics immersed in planetary health.
	1	Yes, there are individual faculty members who are doing research that is related to planetary health.
	0	No, there is no research on planetary health at this time.
2.4 Is there a dedicated department or institute for multidisciplinary environmental and planetary health research?	1	There is a dedicated department or institute.
	0	There is no dedicated department or institute.
2.5 Is there active recruitment of researchers	1	There is active recruitment.

who focus on planetary health issues?	0	No recruitment efforts are made.
2.6 Is there quantitatively and qualitatively meaningful research that has been authored or co-authored by researchers from your institution on planetary health issues?	2	Yes, researchers from my institution have produced a substantial body of impactful research related to planetary health.
	1	There has been some research related to planetary health generated by researchers from my institution, but it is lacking in quantity and/or quality.
	0	There are no studies authored or co-authored by university researchers on these issues.
2.7 Has your institution joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education?	1	Yes, the institution has joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education.
	0	No, the institution has not joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.
Section Total (out of 10)	5	

Score Explanations

2.1 Planetary Health Website

Although GUSOM does not have a website specific to planetary health or one that incorporates messaging related to health and the environment, other multidisciplinary efforts at Georgetown University have included medical school faculty such as [The Georgetown Environment Initiative](#), which was started in 2012 and encourages multidisciplinary collaboration as well as research. The Georgetown Office of Sustainability also has a [website](#) that shares resources about upcoming environmental sustainability related events and highlights the campus' own sustainability efforts.

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2.2 Planetary Health Conference

Georgetown School of Medicine hosted [One Health Day Symposium](#) for the past 3 years. The Symposium was a collaboration between the Center for Global Health Science and Security, the Department of Family Medicine at GUSOM, and the Institute for the Study of International Migration at Georgetown's School of Foreign Service. The university wide Global Health Initiative organized the 2019-2020 [Global Health and Climate Change](#) series of lunchtime discussions, student talks, and expert panels.

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2.3 Planetary Health Individual Researchers

Individual faculty members at Georgetown University are conducting research in the field of planetary health; however, the research is intermittent. For example, Dr. Daniel Lucey published [One Health Education for Future Physicians in the Pan-Epidemic "Age of Humans"](#) in the International Journal for Infectious Disease, which calls for increased focus in medical education regarding One Health's connection to epidemics. Georgetown University's [Environment Initiative](#) and the Georgetown Law School's [Climate Center](#) have both leveraged expertise from GUSOM faculty.

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2.4 Institute for Multidisciplinary Research on Health and the Environment

While GUSOM does not have a dedicated department or institute for multidisciplinary environmental and planetary health research, several medical school faculty are members of the Georgetown Environment Initiative and the former Dean of GUSOM is a member of the [One Health Commission Board of Directors](#). Aside from participation of select faculty on the Georgetown Environment Initiative's Steering Committee and One Health Board of Directors, GUSOM does not adequately facilitate the cross-communication between researchers in various disciplines at Georgetown University. GUSOM can aim to build a multidisciplinary center, institute, or department that allows the active collaboration and focused attention necessary to address the connections between planetary health and human health.

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2.5 Recruitment of Planetary Health Researchers

There is no known recruitment of researchers who focus on planetary health issues.

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2.6 Meaningful research

In addition to Dr. Daniel Lucey mentioned in section 2.3, Dr. Eleni Tousimis coordinates the 3 P's initiative, which stands for "People, Patients, Planet." It focuses on developing better sustainability practices in the field of breast cancer health and offers research opportunities for medical students. Other disciplines at Georgetown University have contributed to research in planetary health. For example, the Director of the Georgetown Environmental Initiative, Peter Marra, conducted a [study](#) on the significant loss of bird populations in the U.S. and Canada over the past 50 years. However, there is an overall shortage of meaningful research originating with or involving GUSOM.

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2.7 Planetary Health Alliance

Georgetown University School of Medicine is not a member of either organization.

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Community Outreach and Advocacy in Environment and Health

Section Overview: This section evaluates the quality of medical school engagement in community programming and outreach and advocacy efforts associated with the environment and health.

Metric	Points	Description
3.1 How often does your institution offer community-facing courses or events regarding planetary health and the environment?	2	The institution offers such community-facing courses or events at least once every year.
	1	The institution offers such community-facing courses or events less than once per year.
	0	The institution does not offer such community-facing courses.
3.2 Does your institution interface with community organizations to promote planetary and environmental health?	1	Yes, the institution formally interfaces with one or more community organizations to promote planetary and environmental health.
	0	No, there is no such community partnership.
3.3 Does your institution have regular coverage of issues related to planetary health in its primary campus magazine?	2	Yes, there is an article related to planetary health in the majority of issues.
	1	In the past year, there has been at least one article related to planetary health.
	0	There has been no mention of planetary health in the last year in the campus magazine
3.4 Does the institution offer continuing medical education courses that address planetary health?	2	Yes, one or more in-person CME courses are offered.
	1	Yes, one or more online CME courses are offered.
	0	There are no courses.
3.5 Does your institution provide opportunities for medical student	1	Yes, the institution has provided opportunities.

engagement in developing community resilience to anthropogenic environmental impacts?	0	No, the institution has not provided opportunities.
3.6 Does institutional marketing (posters, billboards, etc) address climate change or the relationship between health and the environment?	1	Yes, institutional marketing addresses the intersections between climate and health.
	0	No, institutional marketing does not address these intersections.
3.7 Does your medical center have accessible educational materials for patients about environmental health exposures?	1	Yes, the medical center has accessible educational materials.
	0	No, the medical center does not have accessible educational materials.
3.8 Does your institution's endowment portfolio investments include fossil-fuel companies?	3	No, the institution is entirely divested from fossil fuels.
	2	The institution has partially divested from fossil-fuel companies.
	1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.
	0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
Section Total (out of 12)	9	

Score Explanations

3.1 Community-facing courses

The [Georgetown Environment Initiative \(GEI\)](#) consolidates climate change initiatives throughout the university. Among the various organizations, clubs and centers and programs is the [Georgetown Climate Center](#), which is run through the Georgetown Law School, and has offered a few community-facing courses in the past.

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3.2 Community organizations

Georgetown University engages on both the local and global community levels regarding sustainability and environment health. The [Office of Sustainability](#) highlights numerous ways that the university accomplishes this criterion.

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3.3 Coverage in campus magazine

Georgetown University has several circulations, including The Hoya (the oldest and largest student-run newspaper in the university), but the medical school specifically has a [Georgetown Medical Magazine](#). From the digital versions available for view from the last 8 years, there is no coverage of planetary health. Additionally, the editor of this publication reported that climate change has not been a topic discussed during her tenure for the last five years.

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3.4 Continuing education courses

Georgetown University does not offer continuing education courses.

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3.5 Community outreach

GUSOM does not provide opportunities for medical student engagement directly in developing community resistance to environmental impacts. While the information provided in answer 3.2 illustrates that there is an effort on a university-scale, as well as information suggesting that there are opportunities for the [undergraduate students](#), there is nothing within the medical school.

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3.6 Marketing

Of the [many organizations](#) that are affiliated with [Georgetown Environment Initiative \(GEI\)](#), there have been several that post flyers around common spaces on the undergraduate campus, including the Healey Family Student Center and the Leavey Center.

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3.7 Patient educational materials

Georgetown University's School of Nursing and Health Studies has the [Mid-Atlantic Center for Children's Health and Environment](#) that is specifically designed to provide patients with education materials regarding environmental health exposures.

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3.8 Investments

In 2015, Georgetown University [announced](#) that a plan to divest funds from companies whose "principal business is mining coal for use in energy production." In the same statement, however, the university has only encouraged external investment managers to avoid investing in such companies. As of February 2020, Georgetown University [updated the policy](#) regarding climate change, which can be summarized by the following policies:

1. Seek investments in renewable energy companies
2. Will not make any new investments whose primary business is to extract fossil fuels
3. In the next 5 years and 10 years, will divest from public and private companies whose primary business is to extract fossil fuels within the next 5 years, respectively
4. Will evaluate commingled investment funds with fossil fuel extraction on a case-by-case

basis

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University Support for Student-Led Planetary Health Initiatives

Section Overview: This section evaluates the extent and quality of institutional support for student-led planetary health initiatives, such as funding, programming, etc.

Metric	Points	Description
4.1 Does your medical school offer a year-long fellowship for medical students to enact an initiative related to planetary health?	1	The medical school offers an explicit year-long fellowship for medical students to enact an initiative related to planetary health.
	0	There is no explicit practicum or year-long planetary health fellowship open to medical students.
4.2 Does your medical school have a website where medical students can learn about applying for funding for planetary health initiatives?	1	Yes, there is a website where medical students can learn about applying for funding for initiatives related to planetary health.
	0	No, there is no such website.
4.3 Does your institution have a website where medical students can find the contact information of mentors for planetary health initiatives?	2	The institution has a webpage that lists faculty involved in planetary health.
	1	The institution has a general website or directory that lists faculty and staff members' research and/or academic interests, but is not planetary health specific.
	0	There is no simple means of locating potential mentors for planetary health initiatives.
4.4 Does your medical school have funded, registered student groups dedicated towards fostering a culture of planetary health engagement and scholarship on campus, supported by faculty advisors?	2	Yes, there is a funded student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.
	1	Yes, there is a student organization at my medical school dedicated to planetary health or sustainability in healthcare but it lacks faculty support and/or funding.
	0	No, there is not a funded student organization at my institution dedicated to planetary health or sustainability in healthcare.

4.5 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)	1	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	Conferences, speaker series, symposia or similar events related to planetary health that have students as the intended audience.
	1	Cultural arts events, installations or performances related to planetary health that have students as the intended audience.
	1	Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles.
Section Total (out of 10)	8	

Score Explanations

4.1 Fellowship opportunity

The university has a Georgetown Global Health Initiative [Student Fellows Program](#) that is available to undergraduate and graduate students to work on research projects, with some of the Summer 2020 projects relating to planetary health. However, there is no explicit fellowship that guarantees a planetary-health related research project for medical students every year.

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4.2 Funding application website

Besides the Georgetown Global Health Initiative Student Fellows Program [webpage](#), there is no site specifically for applying for funding for planetary health related research projects or initiatives.

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4.3 Mentor contact information

The Georgetown Environment Initiative has an [affiliated faculty page](#) that lists all Georgetown University faculty, across all departments and schools, that are dedicated to environmental education and research. Of the 60 faculty members, three are faculty at the medical school (Dr. Caroline Wellbery, Dr. Paul Roepe, Dr. Mary Beth Martin). The list includes the research area of interest of each faculty member, as well as a link to their research page.

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4.4 Registered student group

Student groups at GUSOM are approved by the Student Executive Council, which also addresses budget requests for each club. Early this year, the Climate Health and Medical Sustainability (CHMS) Interest Group was founded, with the goal of introducing climate change initiatives at the School of Medicine, including advocacy, curriculum reform, and service-learning projects. The interest group is supported by an official faculty advisor and a budget.

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4.5 Miscellaneous programs and initiatives

- **Sustainable food projects:**
 - The [Campus Community Garden](#) was started through the Environmental Studies school and they put on seedling drives and other Earth Day activities.
 - The [HOYA Hive](#), part of the GREEN (Georgetown Renewable Energy and Environmental Network) student group, is responsible for keeping bees on campus and spreading awareness about sustainable beekeeping.

- **Conferences, speaker series, symposia, or similar events:**
 - The [Berkley Forum](#) has been a forum for discussion for students and faculty alike and has had a recent focus on Religion and the COVID-19 Pandemic.
 - [Georgetown Environmental Leaders](#) (GEL) is a student-led network that holds open forums surrounding issues such as waste systems, recycling, climate advocacy, and ocean conservation.
 - [Global Health Security Seminars](#) are put on monthly by the Georgetown Global Health Initiative, in conjunction with the Center for Global Health Science and Security, to facilitate conversations around disease, vaccination, climate change and global health security.

- **Cultural arts events, installations or performances:** The university community has hosted several artistic events focused on climate change and community resilience. Any student is encouraged to participate. Previous events include *Derangements: Putting the Unthinkable on Stage*, a series of short plays and performances inspired by the changing climate, which was directed by Professor Derek Goldman. Additionally, Georgetown performed *The Lathe of Heaven* and debuted “Performing an Anthropocene”, a week of plays directed by Derek Goldman and Greg Strasser. Multiple shows are developed by [The Laboratory for Global Performance & Politics](#).

- **Wilderness or outdoor programs:** Georgetown has outdoors clubs that focus on hiking, backpacking, orienteering and outdoor activities that follow Leave No Trace principles. These are part of the undergraduate and graduate schools.

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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 an average of the section grades. 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 Georgetown University School of Medicine

The following table presents the individual section grades and overall institutional grade for the Georgetown University School of Medicine on this medical-school-specific planetary health report card.

Section	Raw Score	Grade
Planetary Health Curriculum	14 / 28 = 50%	C
Interdisciplinary Research in Health and Environment	5 / 10 = 50%	C
Community Outreach and Advocacy in Environment and Health	6 / 13 = 46%	C
University Support for Student-led Planetary Health Initiatives	8 / 10 = 80%	A-
Institutional Grade	Average of four scores above = 57%	C+