
Planetary Health Report Card:

Stanford University

2019-2020 Contributing Team:

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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%

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

Section	Raw Score	Grade
Planetary Health Curriculum	18 / 26 = 69%	B
Interdisciplinary Research in Health and Environment	10 / 10 = 100%	A+
Community Outreach and Advocacy in Environment and Health	6 / 11 = 50%	C
University Support for Student-led Planetary Health Initiatives	6 / 8 = 75%	B+
Institutional Grade	Average of four scores above= 74%	B

One-Page Summary

Stanford University received a B overall, and was particularly strong with opportunities for Interdisciplinary Research in Health and the Environment, and has the greatest room for improvement in Community Outreach and Advocacy in Environment and Health. The Woods Institute for the Environment and the Center for Innovation in Global Health lead planetary health efforts at Stanford, and medical students are fortunate to have the opportunity to engage with and collaborate with faculty and resources in these divisions.

Curriculum:

- Many core classes do not have a focus on the intersection between climate change and human health, and there is room to integrate this material into many classes including cardiology, pulmonology, and endocrinology. While some classes do discuss climate change and human health briefly, such as Psychology, it is not a core focus of courses. Some courses already do have the impact of climate change / environmental change on human health as a priority area, including Microbiology & Infectious Diseases
- The elective *The Impact of Climate Change on Human Health* addresses the majority of the topics on the Planetary Health Report Card.

Interdisciplinary Research in Health and the Environment

- Scholars at Stanford have many different ways to engage in interdisciplinary planetary health research. The Woods Institute for the Environment is one of the homes for this collaborative research, and has public health as one of their focus areas. Furthermore, the Stanford Center for Innovation in Global Health (CIGH) also has planetary health as one of its focus areas, and helps to spearhead planetary health research and collaboration.
- These two organizations hosted the Planetary Health Annual Meeting in September, 2019. Medical students have the opportunity to engage in research with faculty at both of these organizations. Furthermore, CIGH recently introduced the Post-doctoral Fellowship in Human and Planetary Health, in collaboration with the London School of Hygiene and Tropical Medicine, indicating how the institution is actively recruiting planetary health scholars.

Community Outreach and Advocacy in Environment and Health

- There are general opportunities for community outreach and advocacy in environmental health for Stanford students. While there is not specific focus on planetary health in CME courses, community engagement, or marketing, the resources exist to do this work.

University Support for Student-Led Planetary Health Initiatives

- Stanford has good institutional support for student led planetary healthy initiatives. There are a variety of ways in which medical students can obtain funding for planetary healthy research, such as applying for a MedScholars project focused in planetary health. Room for improvement would include a web-page allowing students to access faculty engaged in planetary health.
- Stanford Climate and Health is an active student group of students from all over the University. This group serves as a hub for university initiatives in Climate & Planetary Health.
- The University has allowed students to take leadership roles and participate in programming, such as the O'Donahue Family Farm, the upcoming NorCal Symposium on Climate and Pandemic Resilience, and last year's Planetary Health Annual Meeting.

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 industry-related environmental exposures (e.g. air pollution, pesticides) on pregnancy?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.

<p>1.7 Does your medical school curriculum address the relationships between individual patient food security, ecosystem health, and climate change?</p>	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
<p>1.8 Does your medical school curriculum address the effect of air pollution on respiratory and cardiovascular health?</p>	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
<p>1.9 Does your medical school curriculum address the relationship between heat-related illnesses and climate change?</p>	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
<p>1.10 Does your medical school curriculum address the outsized 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?</p>	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
<p>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)</p>	2	The metric is met by the core curriculum
	1	The metric is met by elective coursework.
	0	The metric is not met.
<p>1.12 Does your medical school curriculum address important environmental threats that are relevant to the</p>	2	The metric is met by the core curriculum.

university's surrounding community? (for example, fires in California)	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 conversations with patients about the health effects of climate change?	1	Yes, there are strategies introduced for having conversations with patients about climate change.
	0	No, there are not 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 26)	18	

Score explanations:

1.1 Elective Courses

Yes. The medical school offered the elective Impact of Climate Change on Human Health starting in 2019. Medical students also have the opportunity to take planetary health electives offered by other departments within Stanford, including the Woods Institute for the Environment; the Program for Disease Ecology, Health, and Environment; and the Center for Innovation in Global Health.

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1.2 Infectious Disease

Yes. The first-year and second year microbiology course discusses environmental contributions to pathogenic transmission and infection. In the Fall, Q5 module, students learn about emerging zoonoses and “One Health”, which discusses how human and animal health are linked, as well as describes how climate change impacts this One-Health link. Furthermore, in the Q3 course, the lectures highlights how Coccidiomycosis is impacted by climate change. In addition, the medical school elective Impact of Climate Change on Human Health has a session dedicated specifically to infectious disease and climate change, taught by Professor Erin Mordecai.

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1.3 Diet and Sustainability

Yes. In our nutrition class, lectures include information about the intersection between human health and environmental health. For example, lectures discuss how shifting to a plant-based diet impacts greenhouse gases and how efforts to eat more sustainably has human and environmental co-benefits.

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1.4 Mental Health

In the mandatory pre-clerkship curriculum, there is a discussion of Behavioral Determinants of Health and ACEs, and the link between life adversity and physical / mental health is discussed. Furthermore, in the Q1 thread, a lecture on anxiety disorders was discussed in relation to climate change and environmental degradation linking to anxiety. Dr. Robin Cooper presented a detailed lecture on the impacts of climate change on mental health in the medical school elective *EMED 134: The Impact of Climate Change on Human Health*.

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1.5 Environmental Exposures in Pregnancy

Dr. Giudice presented a lecture on the impact of environmental exposures such as air pollution on pregnancy outcomes in the medical school elective *EMED 134: The Impact of Climate Change on Human Health*. We have reached out to the SOM course team, and have not yet heard back about SOM classes.

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1.6 Endocrine Disrupting Chemicals

We have reached out to the SOM course team, and have not yet heard back about SOM classes. The impact of endocrine disrupting chemicals was not discussed in any electives that we know of.

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1.7 Food Security

Our core curriculum does not include a session objective addressing the relationship between patient food scarcity and climate change. However, the medical school elective *EMED 134: The Impact of Climate Change on Human Health* includes a lecture on the interplay between food and climate change, specifically discussing food insecurity, production challenges, and resultant diseases as they relate to the changing climate.

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1.8 Air Pollution

Our medical school core curriculum does not address the effect of air pollution on respiratory and cardiovascular health. It was briefly mentioned as an environmental antigens driving airway inflammation in susceptible individuals, but it was not focused on in great detail. It is not mentioned as a learning objective in any of our lectures in the respiratory or cardiovascular block. It was addressed in the elective *EMED 134: The Impact of Climate Change on Human Health*.

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1.9 Heat-Related Illnesses

We were not able to find in any of the learning objectives a connection between the effect of heat related illnesses on human health. It is not mentioned as a learning objective in any of mandatory curricula. It was addressed in the elective *EMED 134: The Impact of Climate Change on Human Health*.

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1.10 Environmental Determinants of Health

Yes, this was discussed in our core curriculum. Our Population Health thread of the Practice of Medicine Course did address the impact of wildfires on the health Californian communities, in the session “Role of Community Partnerships.” It was used as an example to engage in community-partnered research, and addressing a community vulnerable to the impact of climate change. The impact of air pollution on health outcomes was also discussed in the session “Understanding Population Health Data.”

In addition, Environmental determinants of health was addressed in the elective *EMED 134: The impact of Climate Change on Human Health*.

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1.11 How to Advocate for Sustainable Practices

Sustainable health care practices was discussed in the elective, *EMED 134 : The Impact of Climate Change on Human Health*. However, it was not addressed in any of the core curricula based on learning objectives. The most related course was the Population Health thread of the required Practice of Medicine course, and it did not address sustainable practices.

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1.12 Area-Specific Environmental Threats

Yes, this was discussed in our core curriculum. Our Population Health thread of the Practice of Medicine Course did address the impact of wildfires on the health Californian communities, in the session “Role of Community Partnerships.”

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1.13 Graduate-Level Planetary Health Courses

Stanford medical students are able to enroll in non-medical or undergraduate level courses on planetary health free of charge. There are a number of planetary health classes that medical students can enroll in, such as “HRP 285: Global Leaders and Innovators in Human and Planetary Health”

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1.14 Patient Encounters

No, conversations with patients about climate change is not in any of the learning objectives for the school of medicine.

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1.15 Environmental History

Students have not been introduced to how to take an environmental health history in any of the threads on patient encounters. This is not included in any of the learning objectives, nor have upper class student reported learning how to do this.

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1.16 Faculty Incentives

To our knowledge, there is no ongoing program that offers incentives for faculty / departments to develop new planetary health courses or incorporate planetary health into existing courses. When developing planetary health courses / integration with faculty, we have not heard of any such incentives.

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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 on 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 who focus on planetary health issues?	1	There is active recruitment.
	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)	10	

Score Explanations

2.1 Planetary Health Website

Stanford has a number of websites that centralizes various resources related to health and the environment. The Woods Institute for the Environment has a Planetary Health specific page which highlights a number of centers working on planetary health (including: Woods Institute for the Environment, the Center for Innovation in Global Health; the Program for Disease Ecology, Health and the Environment; and the Natural Capital Project). However, it does not necessarily have all resources / faculty working in one place. Nevertheless, the Woods Institute for the Environment does include lots of wonderful resources and faculty that contains information related to health and the environment.

<https://woods.stanford.edu/planetary-health>

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2.2 Planetary Health Conference

The Stanford Center for Innovation in Global Health and Stanford Woods Institute for the Environment hosted the 2019 Planetary Health Alliance Annual Meeting for Planetary Health researchers across the world. This event had over 500 participants.

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2.3 Planetary Health Individual Researchers

The Stanford Center for Innovation in Global Health has planetary health as one of their key focus areas, and supports interdisciplinary planetary health collaboration . Furthermore, the Woods Institute for the

Environment has an enormous focus on interdisciplinary environmental health research. While they do not have the name “planetary health” in their title, their focus on planetary health fits in with a “department, institute, or center” devoted to planetary health and encapsulates the spirit of planetary health. There are many researchers at both of these centers focusing on planetary health.

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2.4 Institute for Multidisciplinary Research on Health and the Environment

Yes, the Woods Institute for the Environment has the mission to: “To produce breakthrough environmental knowledge and solutions that sustain people and the planet today and for generations to come.” They aim to “work toward a future in which societies meet people’s needs for water, food, health and other vital services while sustaining the planet. “ One of their focal areas is public health. They have a number of faculty members (at least 19) affiliated with their center focusing on public health and the environment (listed here: <https://woods.stanford.edu/research/focal-areas/public-health>) .

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2.5 Recruitment of Planetary Health Researchers

Yes, especially given that the Woods Institute for the Environment and the Center for Innovation in Global Health both have planetary health as key focus areas. CIGH just introduced the Post-doctoral Fellowship in Human and Planetary Health, in collaboration with the London School of Hygiene and Tropical Medicine. This fellowship is thus an example of active recruitment of planetary health researchers.

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2.6 Meaningful research

Research is prioritized at Stanford, and research in planetary health is no different. All of the centers described previously have faculty working on publications and publishing papers. For example, this document provide an overview of 2019 Environmental Research at Stanford: https://woods.institute.stanford.edu/system/files/publications/SU_Env_Research_YIR_2019.pdf. There were ~98 publications related to public health here published this last year at Stanford.

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2.7 Planetary Health Alliance

The Stanford Center for Innovation in Global Health is part of the Planetary Health Alliance.

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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 engagement in developing community resilience to anthropogenic environmental impacts?	1	Yes, the institution has provided opportunities.
	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.
3.8 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 11)	6	

Score Explanations

3.1 Community-facing courses

Last year and this year, the Stanford University School of Medicine Emergency Department will host EMED134/234: The Impact of Climate Change on Human Health.

We are allowed to take any courses in the [Stanford School of Earth](#), which offers many courses per year.

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3.2 Community organizations

To our knowledge, Stanford University School of Medicine does not formally interface with specific community organizations to promote planetary and environmental health. However there are several specific research community partnerships.

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3.3 Coverage in campus magazine

A search of the [Stanford Medicine magazine](#) Issues [1](#) and [2](#) for 2020 and Issues [Spring](#), [Summer](#), and [Fall](#) for 2019 for “environment”, “planet”, “climate”, and “pollution”, found only one article: “Pesticides and kids” in Fall Issue of 2019.

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3.4 Continuing education courses

A search through previous CME found no courses, though one conference was [found](#), the NorCal Symposium on Climate and Pandemic Resilience in Healthcare. This was co-organized by the authors of

this report card.

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3.5 Community outreach

Yes. The Valley Fellowship has [funded](#) one student to work with the Santa Clara County Department of Public Health on a Climate Change Planning and Vulnerability Assessment for the county. The [Center for Innovation in Global Health](#) and Sean Parker Center for Allergy and Asthma Research provide research opportunities partnering with communities around the world, some of which may involve climate resilience.

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3.6 Marketing

We have not found marketing for the Stanford University School of Medicine such as posters or billboards that address climate change or the relationship between health and the environment.

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3.7 Patient educational materials

It was unclear how to find patient educational materials online during the pandemic.

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3.8 Investments

Stanford University has not divested from publicly-traded oil and natural gas companies as of June 12, 2020.

<https://www.stanforddaily.com/2020/06/12/stanford-will-not-divest-from-fossil-fuels-board-of-trustees-decides/>

Stanford University has divested from publicly-traded coal companies as of May 6th, 2014.

<https://news.stanford.edu/news/2014/may/divest-coal-trustees-050714.html>

We were not able to find specific information about investments for Stanford Healthcare.

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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.

	0	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 8)	6	

Score Explanations

4.1 Fellowship opportunity

The Global Health Media fellowship is a year long program that trains medical students in the fundamentals of journalism for global health. While there is MedScholars funding available to students for planetary initiatives this is not explicitly for planetary health. The Mary Duke Biddle scholarship program funds medical students for international rotations but these are not year long.

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4.2 Funding application website

Currently there is no website provided by Stanford Medical school with funding sources. The Stanford Center for Innovation in Global Health has a website for medical student opportunities.

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4.3 Mentor contact information

Stanford's faculty website lists research interests.

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4.4 Registered student group

Stanford Climate and Health is a student group that connects students with opportunities in research, policy, journalism, and curriculum engagement in climate-related topics. It is funded through several sources including

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4.5 Miscellaneous programs and initiatives

- **Garden:** *The O'Donohue Family Stanford Educational Farm is a 'learning lab' focused on sustainable agriculture. Students from across the university have the opportunity to take classes with and learn from the farm.*
- **Conferences, speaker series, symposia, or similar events:** *Stanford hosted the Planetary Health Annual meeting in 2019 and the annual Global Health Research Methods retreat.*
- **Cultural arts events, installations, or performances:**
- **Wilderness or outdoor programs:** *Stanford Medical School holds a backpacking trip as part of orientation for incoming students.*

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