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# **Planetary Health Report Card:**

*Royal College of Surgeons in Ireland  
University of Medicine & Health Sciences*

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2020-2021 Contributing Team:

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## Summary of Findings

<b>Curriculum</b>	<b>C</b>
<ul style="list-style-type: none"> <li>At RCSI, Planetary health (PH) connections exist throughout the medical curriculum. The Public Health and Epidemiology module addresses planetary health in several lectures, although the focus on PH could be expanded. The administration also made a concerted effort to increase the PH content as a result of the ongoing curriculum reform process which will see a new curriculum introduced in 2022.</li> <li>PH connections in the curriculum should be made more explicit, with more dedicated time. Planetary health should be included as a comprehensive portion of a module (and labelled as such) as opposed to just one learning outcome under the umbrella of a Public Health / Epidemiology module. The medical school should identify PH (including climate change) as a priority theme and include that material in learning objectives and test questions, in addition to filling in content gaps. Student interest is quite strong in this area and therefore the curriculum should reflect this.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>D+</b>
<ul style="list-style-type: none"> <li>RCSI lacks an institute for interdisciplinary PH research that emphasizes the impacts of environmental changes on health. While some Public Health, Epidemiology and International Health research efforts overlap with the field of environmentalism / sustainability, there is no sub-specialization or collective research group which focuses solely on PH and the intersection of environmental health and human health.</li> <li>The medical school should commit to recruitment of PH researchers, and endeavor to establish at least one collective research group which is dedicated exclusively to planetary health research.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>D</b>
<ul style="list-style-type: none"> <li>RCSI does not partner with any PH-oriented community organizations or engage in any community-based PH advocacy efforts.</li> <li>Any efforts to engage with the community in environmental advocacy and awareness are poor or absent. University support of student-led community-based PH initiatives would considerably improve RCSI's performance in this area. The RCSI Green Campus initiative website should include links and specific references to all PH community programs, courses, research, funding opportunities, and events. This information should be regularly publicized via a sustainability newsletter and highlighted in the RCSI News publications.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>C+</b>
<ul style="list-style-type: none"> <li>Overall, RCSI performed the strongest in this area. The administration is supportive of student-led initiatives, including planetary health initiatives, offering their time, funding, and enthusiasm for student-led work.</li> <li>This could be further enhanced by facilitating more planetary health-specific connections between research mentors and students, and by developing a student fellowship program designated for PH.</li> </ul>	
<b>Sustainability</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>RCSI has shown strong initiative in this area by developing a Sustainability Committee consisting of both student and staff members, as well as by developing the RCSI Green Campus Initiative which serves to champion and inform University policies with respect to Sustainability.</li> <li>Further progress could be made through formal commitment to divestment from fossil fuels and carbon neutrality. The development of a formal Sustainability office with salaried staff who would assist in oversight of the implementation and progress of sustainability initiatives would also be hugely beneficial.</li> </ul>	

# 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 Planetary Health Report Card that medical students internationally can use to grade and compare their home institutions on an annual basis. This medical-student-driven initiative aims to compare medical schools 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 centered on environmental health impacts 5) medical school campus sustainability.

# Planetary Health Curriculum

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

## *Curriculum: General*

<b>1. Did your medical school offer elective courses to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
3*	Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	<b>No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.</b>

## *Curriculum: Health Effects of Climate Change*

<b>2. Does your medical school curriculum address the relationship between extreme temperature health risks and climate change, as well as the socioeconomic/racial disparities in extreme heat exposure?</b>	
3	This topic was explored in depth by the core curriculum.
2	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>As part of the GEM1 curriculum at RCSI, the Public Health and Epidemiology module includes a lecture on Environmental Health (PHE34) which addresses the associations between climate change and extreme temperature health risks. The socioeconomic disparities in heat exposure are covered briefly in the 'Inequalities in Health' lecture (PHE17) in the same module.</i></p>	

**3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?**

3	This topic was explored in depth by the core curriculum.
2	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*As part of the GEM1 curriculum at RCSI, the Public Health and Epidemiology module includes a lecture on Environmental Health (PHE34) which addresses the impacts of extreme weather events on individual health, but not on healthcare systems.*

**4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?**

3	<b>This topic was explored in depth by the core curriculum.</b>
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

*As part of the GEM1 curriculum at RCSI, the Public Health and Epidemiology module covers the impact of climate change on changing patterns of infectious disease in the following lectures: “Environmental Health” (PHE34), “Epidemiology and Controlling Infectious Disease” (PHE36) and “Disease Outbreak” (PHE37).*

**5. Does your medical school curriculum address the cardiorespiratory health effects of climate change, including air pollution?**

3	<b>This topic was explored in depth by the core curriculum.</b>
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

*As part of the GEM1 curriculum at RCSI, the Public Health and Epidemiology module covers the impact of climate change on cardiorespiratory effects in the “Environmental Health” lecture (PHE34) and the “Mapping the NCD epidemic” (PHE31) lecture. This topic is also covered in the GEM2 curriculum in the Gastrointestinal medicine module clinical lectures “Global Environmental Health”*

*(L16) and “Sanitation” (L17) as well as in the GEM2 Respiratory module pathology lecture “Pulmonary Fibrosis” (P03).*

**6. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
<b>0</b>	<b>This topic was not covered.</b>

**7. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?**

3	This topic was explored in depth by the core curriculum.
<b>2</b>	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*The Public Health and Epidemiology module in the GEM1 curriculum at RCSI addresses this topic briefly in the “Environmental Health” lecture (PHE34). The GEM2 curriculum covers water security in the Gastrointestinal module clinical lectures “Global Environmental Health” (L16) and “Sanitation” (L17).*

**8. Does your medical school curriculum address the outsized impact of climate change on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, and older adults?**

3	This topic was explored in depth by the core curriculum.
<b>2</b>	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*The RCSI GEM1 curriculum covered the impact of climate change on marginalized populations in the “Environmental Health” lecture in the Public Health & Epidemiology module. The topic was also covered in the GEM2 curriculum Gastrointestinal medicine module clinical lectures “Global Environmental Health” (L16) and “Sanitation” (L17).*

**9. Does your medical school curriculum address the unequal health impacts of climate change globally?**

3	This topic was explored in depth by the core curriculum.
2	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*The RCSI GEM1 curriculum covered the unequal health impacts of climate change in the “Environmental Health” lecture in the Public Health & Epidemiology module. The topic was also covered in the GEM2 curriculum Gastrointestinal medicine module clinical lectures “Global Environmental Health” (L16) and “Sanitation” (L17).*

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

**10. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g., air pollution, pesticides)?**

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	<b>This topic was not covered.</b>

**11. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?**

3	This topic was explored in depth by the core curriculum.
2	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*Human-caused environmental threats were briefly covered in the GEM1 curriculum in the “Environmental Health lecture in the Public Health & Epidemiology module.*

**12. Does your medical school curriculum address the unique climate and environmental health challenges that have impacted and are impacting Indigenous communities?**

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
<b>0</b>	<b>This topic was not covered.</b>

**13. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, and older adults?**

3	This topic was explored in depth by the core curriculum.
<b>2</b>	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*The RCSI GEM1 curriculum covered the impact of anthropogenic environmental toxins on marginalized populations in the “Environmental Health” lecture in the Public Health & Epidemiology module. The topic was also covered in the GEM2 curriculum Gastrointestinal medicine module clinical lectures “Global Environmental Health” (L16) and “Sanitation” (L17).*

***Curriculum: Sustainability***

**14. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?**

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
<b>0</b>	<b>This topic was not covered.</b>

**15. Does your medical school curriculum highlight the waste generated by the healthcare system and identify ways to advocate for and implement sustainable best practices in health care?**

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	<b>This topic was not covered.</b>

*Curriculum: Clinical Applications*

**16. 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?**

2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	<b>No, there are not strategies introduced for having conversations with patients about climate change</b>

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

2	<b>Yes, the core curriculum includes strategies for taking an environmental history.</b>
1	Only elective coursework includes strategies for taking an environmental history.
0	No, the curriculum does not include strategies for taking an environmental history.

*Briefly covered as part of the clinical skills modules where students are required to ask about exposure to e.g., asbestos. However, there is no formal / separate environmental history teaching.*

*Curriculum: Administrative Support for Planetary Health*

<b>18. Is your medical school currently in the process of improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
4	Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education.
2	<b>Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.</b>
0	No, there are no improvements to planetary health education in progress.
<p><i>RCSI has undertaken a curriculum reform process which will see a revised medical curriculum implemented, starting in the 2022 academic year. This has included efforts to improve education for planetary health education. The University has also formed a Sustainability committee consisting of both staff and student committee members who will address Education for Sustainable Healthcare.</i></p>	

<b>19. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?</b>	
6	Planetary health/ESH topics are well integrated into the core medical school curriculum.
4	Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	<b>Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s)</b>
0	There is minimal/no education for sustainable healthcare.

<b>20. Bonus: Does your medical school have a program that offers incentives for faculty/departments to develop new planetary health/ESH courses and/or incorporate planetary health/ESH into existing courses?</b>	
1*	Yes, the medical school has an incentive program.
0	<b>No, the medical school does not have an incentive program.</b>

<b>Section Total (26 out of 58)</b>	<b>C</b>
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## Interdisciplinary Research

***Section Overview:*** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the medical school and 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, medical schools 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 emphasized.*

<b>1. Are there researchers engaged in planetary health research and healthcare sustainability research at your medical school?</b>	
4	Yes, there are faculty members at the School of Medicine who have a primary research focus in planetary health <b>and</b> healthcare sustainability.
3	Yes, there are faculty members at the School of Medicine who have a primary research focus in a planetary health <b>or</b> healthcare sustainability.
2	<b>Yes, there are individual faculty members at the School of Medicine who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.</b>
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the medical school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.

<b>2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?</b>	
3	There is at least one dedicated department or institute for interdisciplinary planetary health research.
2	There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years.
1	There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.
<b>0</b>	<b>There is no dedicated department or institute.</b>

<b>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 medical school?</b>	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	<b>There is no process, and no efforts to create such a process.</b>

<b>4. Does your institution have a planetary health website, or a website centralizing various campus resources related to health and the environment?</b>	
3	There is an easy-to-use, adequately comprehensive website that centralizes 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.
2	<b>There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.</b>
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.
<p><i>RCSI has a recently developed institutional website as part of the RCSI Green Campus Initiative, which lists the aims and ongoing efforts of the RCSI Sustainability Committee; however, there are presently no resources or relevant links provided. Website: <a href="https://www.rcsi.com/dublin/green-campus-initiative">https://www.rcsi.com/dublin/green-campus-initiative</a></i></p>	

<b>5. Has your institution recently hosted a conference or symposium on topics related to planetary health?</b>	
4	Yes, the institution has hosted more than one conference or symposium on topics related to planetary health in the past year, including at least one on climate change.
3	<b>Yes, the institution has hosted one conference or symposium on topics related to planetary health in the past year.</b>
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.
<p><i>RCSI recently co-hosted <a href="#">CHIME (Climate Health in Medical Education) workshop</a>, with an aim to develop a joint UG medical curriculum for planetary health for all the med schools on the island of Ireland.</i></p>	

<b>6. Has your institution or medical school joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education?</b>	
2	Yes, the medical school has 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, but the medical school specifically has not.
0	<b>No, the institution has not joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.</b>

<b>Section Total (7 out of 19)</b>	<b>D+</b>
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## Community Outreach and Advocacy

***Section Overview:*** *This section evaluates medical school 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 color. 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>1. Does your medical school partner with community organizations to promote planetary and environmental health?</b>	
3	Yes, the medical school meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	<b>Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health.</b>
1	The institution partners with community organizations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>RCSI requires Foundation year projects for the direct entry medicine programme (not part of the graduate entry medicine programme) that entail community partnership.</i></p>	

<b>2. Does your medical school offer community-facing courses or events regarding planetary health?</b>	
3	The medical school offers community-facing courses or events at least once every year.
2	The medical school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events.
0	<b>The medical school has not offered such community-facing courses or events.</b>

<b>3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	<b>Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.</b>
0	Students do not regularly receive communications about planetary health or sustainable healthcare.
<i>Weekly emails from the RCSI Student's Union often contain material pertaining to sustainable healthcare topics as advertised by student environmental societies or the RCSI Green Campus initiative.</i>	

<b>4. Do hospitals affiliated with your medical school have accessible educational materials for patients about environmental health exposures?</b>	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	<b>No affiliated medical centers have accessible educational materials for patients.</b>

<b>5. Do hospitals affiliated with your medical school have accessible educational materials for patients about climate change and health impacts?</b>	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	<b>No affiliated hospitals have accessible educational materials for patients.</b>

<b>Section Total (3 out of 12)</b>	<b>D</b>
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# Support for Student-Led Planetary Health Initiatives

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

<b>1. Does your institution offer support for medical students interested in enacting a sustainability initiative?</b>	
2	<b>Yes, the institution offers grants available to medical students for students to enact sustainability initiatives.</b>
1	The medical school encourages sustainability QI projects (to fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available.
0	No, the institution does not offer opportunities or support for sustainability initiatives.

*RCSI offers Student Engagement and Partnership (StEP) grants to students for project proposals that are designed to improve the curriculum or the University as a whole in any specific area, including sustainability. This past year, one student project was designed to increase recycling / sustainability in RCSI laboratories.*

<b>2. Does your institution offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?</b>	
2	<b>The institution offers paid research opportunities for students and planetary health/sustainable healthcare projects would be considered eligible.</b>
1	There are unfunded research opportunities for students to perform research related to planetary health/sustainable healthcare.
0	There are no opportunities for students to receive funding for planetary health/sustainable healthcare research.

*RCSI offers summer research projects to medical students which cover a variety of field-specific areas including those related to sustainable healthcare.*

<b>3. Does the medical school have a webpage where medical students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the medical school? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.</b>	
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2	The medical school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.
1	There is a medical school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information.
0	<b>There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.</b>

**4. Does your medical school have funded, registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?**

2	<b>Yes, there is a funded student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.</b>
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 student organization at my institution dedicated to planetary health or sustainability in healthcare.

*RCSI has both an Environmental Society, a White Coats for Planetary Justice society and a RCSI Green Campus initiative / Sustainability Committee consisting of both student and staff members.*

**5. Is there a student liaison representing sustainability interests who serves on a medical school or institutional decision-making council to advocate for sustainability best practices?**

1	<b>Yes, there is a student representative that serves on a medical school or institutional decision-making council.</b>
0	No, there is no such student representative.

*RCSI has recently developed a Sustainability Committee which will include student representatives.*

**6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)**

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.
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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	<b>Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles.</b>

<b>Section Total (8 out of 14)</b>	<b>C</b>
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# Campus Sustainability

***Section Overview:*** *This section evaluates the support and engagement in sustainability initiatives by the medical school and/or 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 endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinizing 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 medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimizing environmental impact.*

<b>1. Does your medical school and/or institution have an Office of Sustainability?</b>	
3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or medical school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability.
1	<b>There are no salaried sustainability staff, but there is a sustainability task force or committee</b>
0	There are no staff members or task force responsible for overseeing campus sustainability
<i>RCSI has a recently developed Sustainability Committee consisting of both students and staff.</i>	

<b>2. Does your medical school and/or institution have a stated goal of carbon neutrality by 2050?</b>	
4*	The medical school is already carbon neutral.
3	Yes, there is a stated carbon neutrality goal and the medical school has a well-defined and adequate plan in place to achieve this goal.
2	Yes, there is a stated carbon neutrality goal, but the medical school has not created a plan to reach that goal or the plan is inadequate.
1	There is a CO2 emission reduction goal, but it is not one of carbon neutrality.
<b>0</b>	<b>There is no stated goal for reduction of CO2 emissions.</b>

<b>3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilize renewable energy?</b>	
3*	Yes medical school buildings are 100% powered by renewable energy
2	Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.
0	<b>Medical school buildings source &lt;20% of energy needs from off-site and/or on-site renewable energy.</b>

<b>4. Are sustainable building practices utilized for new and old buildings on the medical school campus, with design and construction of new buildings and remodeling of old buildings conforming to a published rating system or sustainable building code/guideline?</b>	
3	Yes, sustainable building practices are utilized for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	<b>Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have not been retrofitted.</b>
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

*The RCSI Green Campus Initiative states that the University is “committed to the procurement of green energy for all future tenders to new and existing sites”. Source: <https://www.rcsi.com/dublin/green-campus-initiative>.*

**5. Has the medical school implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?**

2	Yes, the medical school 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-utilized by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	<b>The medical school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.</b>
0	The medical school has not implemented strategies to encourage and provide environmentally-friendly transportation options.

*RCSI has considerable campus biking infrastructure, including bike racks and bike storage facilities directly on campus.*

**6. Does your medical school have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/plastic/glass)?**

2	Yes, the medical school has both compost and recycling programs accessible to students and faculty.
1	<b>The medical school has either recycling or compost programs accessible to students and faculty, but not both.</b>
0	There is no compost or recycling program at the medical school.

*RCSI has recycling programs accessible to students and staff (in cafeteria and cafes)*

**7. Does the medical school apply sustainability criteria when making decisions about the campus food and beverage selections?**

3	Yes, the medical school has adequate sustainability requirements for food and beverages and is engaged in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is engaged in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is not engaged in efforts to increase food and beverage sustainability.
0	<b>There are no sustainability guidelines for food and beverages.</b>

**8. Does the medical school or associated institution apply sustainability criteria when making decisions about supply procurement?**

3	Yes, the medical school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.
2	<b>There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is engaged in efforts to increase sustainability of procurement.</b>
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.

*Per the RCSI Green Campus Initiative, the university is committed to “giving full consideration to the sustainable use of resources in all management decisions”. Source: <https://www.rcsi.com/dublin/green-campus-initiative>*

**9. Are there sustainability requirements or guidelines for events hosted at the medical school?**

2	Every event hosted at the medical school must abide by sustainability criteria.
1	<b>The medical school strongly recommends or incentivizes sustainability measures, but they are not required.</b>
0	There are no sustainability guidelines for medical school events.

*As per the RCSI Green Campus initiative, the university recommends sustainability measures but they are not incentivized or required.*

**10. Does your medical school have programs and initiatives to assist with making lab spaces more environmentally sustainable?**

2	<b>Yes, the medical school has programs and initiatives to assist with making lab spaces more environmentally sustainable.</b>
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the medical school to make lab spaces more sustainable.

*An RCSI Student Engagement and Partnership project has developed an initiative to assist with making lab spaces at the University more environmentally sustainable with respect to recycling and minimizing the use of disposable laboratory equipment. The RCSI Green Campus Initiative is also dedicated to making lab spaces more environmentally sustainable.*

<b>11. Does your institution's endowment portfolio investments include fossil-fuel companies?</b>	
4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives.
3	No, the institution is entirely divested from fossil fuels.
2	<b>The institution has partially divested from fossil-fuel companies.</b>
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.
<p><i>As per the RCSI Green Campus Initiative, RCSI is a signatory of the Principles of Responsible Investment (PRI) and applies ethical considerations when making investments, including not investing in fossil fuels. In 2017, Ireland voted to become the first country to fully divest public money from fossil fuels.</i></p>	

<b>Section Total (12 out of 29)</b>	<b>C-</b>
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*\*Other RCSI Sustainability practices of note: The Moodle platform and 'Laptops for Students' initiative (in place for over 2 decades) has reduced the need for students to print notes. The Communications department who organize conferences and scientific meetings have moved major events (such as RCSI Charter Week) to paperless / online programs only.*

# 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 Royal College of Surgeons in Ireland, University of Medicine and Health Sciences:** The following table presents the individual section grades and overall institutional grade for the Royal College of Surgeons in Ireland, University of Medicine and Health Sciences on this medical-school-specific Planetary Health Report Card.

Section	Raw Score	Grade
<b>Planetary Health Curriculum (30%)</b>	26 / 58 = 45%	C
<b>Interdisciplinary Research (17.5%)</b>	7 / 19 = 37%	D+
<b>Community Outreach and Advocacy (17.5%)</b>	3 / 12 = 25%	D
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	8 / 14 = 57%	C+
<b>Campus Sustainability (17.5%)</b>	12 / 29 = 41%	C-
<b>Institutional Grade</b>	<b>41.5%</b>	<b>C-</b>