



Planetary Health Report Card:

University College Dublin



2020-2021 Contributing Team:

- Students: David Killilea, Ola Nordrum
- *Primary Contact: Ola Nordrum, ola.nordrum@ucdconnect.ie

Summary of Findings

Curriculum	C-
<ul style="list-style-type: none"> Planetary health (PH) exists throughout medical education. However, the level of detail remains sparse, and inclusion of PH relies on individual lectures. PH connections in the curriculum should be made more explicit, with more dedicated time. 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. We want to emphasise that UCD recently partook in the Climate and Health in Medical Education (CHIME) workshop. A workshop aimed at improving PH teaching in Irish medical schools, with a particular focus on public health. 	
Interdisciplinary Research	D+
<ul style="list-style-type: none"> UCD lacks an institute for interdisciplinary PH research, but the medical school may draw from existing centres such the Occupational and Environmental Health department, and that of individual faculty members. Student-led research within PH currently relies too heavily on students' initiative. Thus we would like to see a greater level of facilitation from the medical school to further enhance research opportunities within PH. 	
Community Outreach and Advocacy	F+
<ul style="list-style-type: none"> This is the medical school's weakest metric. There is poor awareness of environmental advocacy programming amongst the students and faculty and a clear lack of community engagement from the institution, medical school and hospital trusts. We also suggest that related material such as events are communicated to the student body as a means to encourage engagement and advocacy. 	
Support for Student-Led Initiatives	D
<ul style="list-style-type: none"> The faculty and administration are supportive of student-led PH initiatives. However, we would like to see a greater level of support of such initiatives e.g., facilitating connections between research mentors and students, and providing stipends for research projects. We would like to see students actively being involved in the process of improving the level of PH teaching and research opportunities, a UCD specific webpage for locating planetary health and/or sustainable healthcare projects, and increased support of student-led QI initiatives. 	
Sustainability	C
<ul style="list-style-type: none"> UCD as an institution are showing commitment to improving their carbon footprint. However, we would like to see a greater level of involvement from the medical school, as we believe the medical school should be at the forefront of this movement, both in terms of influencing the university, but also affiliated hospitals and other healthcare settings. A crucial starting point would be to assign one or more staff members to this. 	

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

1. Did your medical school offer elective courses to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
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	<u>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.</u>
0	No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation: There are no core curriculum or elective modules in Undergraduate or Graduate entry medicine that a student may take for credit. One is free to audit other subjects in the university and facilities exist to apply for this – however this is infrequently taken up due to the workload in both courses. Students may apply for the U21 HSG Summer School which is an annual optional opportunity for research and workshop participation. In 2018 the theme was “Climate & Global Health”.</i></p>	

Curriculum: Health Effects of Climate Change

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

Score explanation: All students must undertake a module entitled Principles of Infection and its Treatment (MEMI30040) and Epidemiology, Biostatistics & Public Health (PHPS20010). In both of these, the risk of climate change in exacerbating tropical disease and increasing the risk of pandemics was mentioned. However, the material mentioned on this topic was not examined

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	<u>This topic was briefly covered in the core curriculum.</u>
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: Natural disasters and their impacts on community health were mentioned as risks for disease e.g., cholera in the Principles of Infection and its Treatment (MEMI30040) Module. An explicit link was not drawn to their frequency and climate change.

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

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

Score explanation: This was briefly covered in the aforementioned Principles of Infection and its Treatment (MEMI30040) Module. However, the material mentioned on this topic was not examined.

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

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

Score explanation: This was briefly covered in the Cardiovascular & Respiratory Physiology Module, as the risk of air pollution was mentioned as being an exacerbant and, likely cause, in some cases of COPD and lung cancer.

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.
0	<u>This topic was not covered.</u>

Score explanation: The role of social forces in mental health is mentioned, but environmental – in the sense of ecology and weather events – is not. Seasonal Affective Disorder (SAD) is mentioned in the psychiatry module, but this is not linked to climate change.

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

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

Score explanation: In the Epidemiology, Biostatistics & Public Health Module, Prof. Patrick Wall offers three lectures on food security, global health and the environment. These discuss issues regarding food safety, animal and plant health, food borne disease and how these are being impacted by climate change.

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.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	<u>This topic was not covered.</u>

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	<u>This topic was briefly covered in the core curriculum.</u>
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: Briefly mentioned by Professor Brendan Drumm in his international health III & IV lecture series in the Public Health Medicine, Epidemiology and International Health Module.

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	<u>This topic was briefly covered in the core curriculum.</u>
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: Air pollution is discussed during the Cardiorespiratory Module by Prof. Paul McLoughlin, but it is not further outlined in relation to reproductive health.

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	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	<u>This topic was not covered.</u>

Score explanation: This is not covered. In addition, an incinerator has recently been constructed north of the University campus, there is waste-water disposal in Sandycove Bay, in the immediate vicinity of the University campus, and the university campus is on the path of a major Dublin commuter traffic.

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.
0	<u>This topic was not covered.</u>

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.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	<u>This topic was not covered.</u>

Score explanation: There is a lecture on healthcare inequality, but it does not outline the above factors in any detail.

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	<u>This topic was covered in elective coursework.</u>
0	This topic was not covered.

Score explanation: Students have had the opportunity to study and research this on summer research electives and have completed research topics on this historically, but it is not part of any core curriculum. It is noteworthy that any discussion of plant-based diets is in the context of pathologies e.g., anemia.

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	<u>This topic was briefly covered in the core curriculum.</u>
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: Hospital waste is discussed in some detail in the Cardio-Respiratory Module by Dr Coyne. The students are urged to think about waste generation and the reliance on single-use items.

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	<u>No, there are not strategies introduced for having conversations with patients about climate change</u>

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

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

Score explanation: Students are required to ask about environmental and occupational hazards e.g., ‘pigeon-fancier’s lung’ and ‘coal-miner’s lung’ and asbestos.

Curriculum: Administrative Support for Planetary Health

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

19. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
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	<u>Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s).</u>
0	There is minimal/no education for sustainable healthcare.
<i>Score explanation: Reliant on individual lectures to include throughout the current curriculum. A few lectures dedicated to PH throughout the curriculum.</i>	

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?	
1*	Yes, the medical school has an incentive program.
0	<u>No, the medical school does not have an incentive program.</u>

Section Total (25 out of 58)	25
-------------------------------------	-----------

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.*

1. Are there researchers engaged in planetary health research and healthcare sustainability research at your medical school?	
4	Yes, there are faculty members at the School of Medicine who have a primary research focus in planetary health and healthcare sustainability.
3	Yes, there are faculty members at the School of Medicine who have a primary research focus in a planetary health or healthcare sustainability.
2	<u>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.</u>
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.
<p><i>Score explanation: Several faculty members conduct research on topics within planetary health, it is not their primary focus. However, it is not their primary focus.</i></p> <p><i>Faculty members conducting research within planetary health include (not an exhaustive list):</i></p> <ul style="list-style-type: none"> - Prof Patrick Wall - His teaching and research interests include food borne diseases, lifestyle related diseases and health damaging consumer behaviour. He is a co-director of the UCD Centre for Behaviour and Health which is engaged in research on behavioural economics, population health disparities and policy interventions. - Prof Mary Codd - Prof Brendan Drumm - sustainable change in the healthcare environment. 	

2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
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	<u>There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.</u>
0	There is no dedicated department or institute.
<i>Score explanation: The UCD School of Public Health, Physiotherapy & Sports Science has research units focused on the following amongst others: Occupational and Environmental Studies, Food and Health, and the UCD Centre for Food Safety.</i>	

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?	
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	<u>There is no process, and no efforts to create such a process.</u>

4. Does your institution have a planetary health website, or a website centralizing various campus resources related to health and the environment?	
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	<u>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.</u>
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.
<i>Score explanation: Estates Services has a 'green campus' section which details activities for Green Week and various volunteering initiatives, events and waste reduction initiatives on campus. There were result five on a Google Search for 'UCD Campus' - https://ucdestates.ie/green-campus/</i>	

5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
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	Yes, the institution has hosted one conference or symposium on topics related to planetary health in the past year.
2	<u>Yes, the institution has hosted a conference on topics related to planetary health in the past three years.</u>
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>Score explanation: While UCD has hosted events that discuss these matters they are not widely attended by students. UCD also runs an annual ‘green week’. UCD Medical Society co-hosted a talk: ‘Planetary Health: The Climate Crisis is a Health Crisis’ alongside Irish Doctors for the Environment in February 2020. The talk was aimed at getting students to engage in the topics of planetary health and climate change and provide information on how to get involved with initiatives within planetary health.</i></p>	

6. Has your institution or medical school joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education?	
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	<u>No, the institution has not joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.</u>

Section Total (7 out of 19)	7
------------------------------------	----------

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.*

1. Does your medical school partner with community organizations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the medical school is not part of that partnership.
0	<u>No, there is no such meaningful community partnership.</u>
<p><i>Score explanation: UCD as a university has relationships with biodiversity groups and environmental groups but these have no interaction with the medical school or curriculum.</i></p>	

2. Does your medical school offer community-facing courses or events regarding planetary health?	
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	<u>The medical school has not offered such community-facing courses or events.</u>

3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
---	--

2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	<u>Students do not regularly receive communications about planetary health or sustainable healthcare.</u>
<p><i>Score explanation: There is a weekly students union newsletter sent via email and a monthly UCD-wide newsletter. Both have, at times, included healthcare related materials and topics, but these have not been targeted at medical students.</i></p>	

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

5. Do hospitals affiliated with your medical school have accessible educational materials for patients about climate change and health impacts?	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	<u>Some affiliated hospitals have accessible educational materials for patients.</u>
0	No affiliated hospitals have accessible educational materials for patients.
<p><i>Score explanation: The Mater Misericordiae University Hospital, one of two main teaching hospitals affiliated with UCD, have recently introduced inhaler recycling in their in-house pharmacy in an effort to reduce the negative climate impact of inhaler waste-production and enhance public awareness. The HSE websites also include information on the topic.</i></p>	

Section Total (2 out of 12)	2
------------------------------------	----------

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.

1. Does your institution offer support for medical students interested in enacting a sustainability initiative?	
2	Yes, the institution offers grants available to medical students for students to enact sustainability initiatives.
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	<u>No, the institution does not offer opportunities or support for sustainability initiatives.</u>

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

Score explanation: Medical students can develop their own research agenda for a summer project and receive credit for it. This may receive funding from the university, but it is not guaranteed.

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.	
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	<u>There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.</u>

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*	Yes, there is a funded student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.
1	<u>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.</u>
0	No, there is not a student organization at my institution dedicated to planetary health or sustainability in healthcare.
<p><i>Score explanation: The main driver of on-campus sustainability is estate services. There is One Health Society at UCD which is a trans-disciplinary student society with 'dedicated to improving the lives of all species – human and animal – through the integration of human medicine, veterinary medicine and Environmental Science's'. The society typically hosts talks and workshops throughout the year.</i></p>	

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

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.
1	<u>Panels, speaker series, or similar events related to planetary health that have students as an intended audience.</u>

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	<u>Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles.</u>
<p><i>Score explanation: The aforementioned IDE/ Medical society talk had students as the intended audience. There are also several societies available to medical students that would offer wilderness and outdoors programs.</i></p> <p><i>The UCD in the Community website is a good resource for students wanting to take in various community projects and initiatives. However, there isn't a directly focused initiative related to building community resilience to climate change.</i></p>	

Section Total (4 out of 14)	4
------------------------------------	----------

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.*

1. Does your medical school and/or institution have an Office of Sustainability?	
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	There are no salaried sustainability staff, but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>Score explanation: A 'green campus committee' was set up in 2015 by a group of UCD students and staff. The green campus committee aims to encourage students and staff to work together to implement projects and initiatives to raise awareness of environmental issues and improve the environmental performance of their institution. The UCD Green Campus project is focused on delivering projects where students can become actively involved.</i></p> <p><i>Students are encouraged to get involved by becoming 'Green Campus Student Coordinators', a part-time role allowing students an opportunity to develop projects with senior guidance.</i></p> <p><i>However, there are no specific initiatives in relation to the medical school.</i></p>	

2. Does your medical school and/or institution have a stated goal of carbon neutrality by 2050?	
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	<u>There is a CO2 emission reduction goal, but it is not one of carbon neutrality.</u>
0	There is no stated goal for reduction of CO2 emissions.
<p><i>Score explanation: We were unable to source a clear CO2 emission target. However, UCD do have clear plans and initiatives for how to reduce their energy consumption and consequent carbon footprint.</i></p>	

3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilize renewable energy?	
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	<u>Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.</u>
0	Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy.
<p><i>Score explanation: We were unable to access exact data in terms of renewable energy sources. However, UCD has invested in a renewable biomass boiler (wood pellets) that produces heat for the University district heating system, solar PV (photovoltaics) to produce renewable electricity and solar thermal panels that produce hot water.</i></p> <p><i>There is also an enhanced focus on energy efficiency, and UCD as an institution is on track to meet the 33% improved energy efficiency target.</i></p>	

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?	
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	<u>Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have not been retrofitted.</u>
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.
<p><i>Score explanation: UCD are applying sustainable practices to new buildings, and retrofitting current buildings with features such as renewable biomass boiler (wood pellets) that produces heat for the</i></p>	

University district heating system, solar PV (photovoltaics) to produce renewable electricity and solar thermal panels that produce hot water.

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	<u>The medical school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.</u>
0	The medical school has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation: The UCD campus is well served by public transport. In terms of active transport, is secure bike parking, commuting shower & locker facilities, and a bike shop available to students. However, the main hospitals affiliated with UCD do not offer similar levels of active transport initiatives and facilities.

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

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

Score explanation: <https://ucdestates.ie/about/sustainability/waste-management/>. Recycling and composting is readily available for students. UCD produces approx. 2,000 tonnes of Mixed Municipal Wastes per annum. Through processes used by its waste management service providers, less than 10% of this waste ends up in landfill.

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	<u>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.</u>
0	There are no sustainability guidelines for food and beverages.

Score explanation: The medical school itself does not directly have food and beverage offerings. In addition, the medical school itself does not seem to be engaged in efforts to increase food and beverage sustainability.

However, the UCD student union, who run several food outlets on campus, have several [sustainability and green initiatives](#), that medical students can avail of.

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	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.
1	<u>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.</u>
0	There are no sustainability guidelines for supply procurement.

Score explanation: Some guidelines exist on an institutional level, but the medical schools does have their own guidelines.

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	The medical school strongly recommends or incentivizes sustainability measures, but they are not required.
0	<u>There are no sustainability guidelines for medical school events.</u>

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

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

11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
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	<u>No, the institution is entirely divested from fossil fuels.</u>
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.
<i>Score explanation: UCD is as of 2017, fully divested.</i>	

Section Total (14 out of 29)	14
-------------------------------------	-----------

Grading

Section Overview

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

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

Planetary Health Grades for the University College Dublin School of Medicine

The following table presents the individual section grades and overall institutional grade for the University College Dublin School of Medicine on this medical-school-specific Planetary Health Report Card.

Section	Raw Score	Grade
Planetary Health Curriculum (30%)	25 / 58 = 43%	C -
Interdisciplinary Research (17.5%)	7 / 19 = 37%	D +
Community Outreach and Advocacy (17.5%)	2 / 12 = 17%	F +
Support for Student-led Planetary Health Initiatives (17.5%)	4 / 14 = 29%	D
Campus Sustainability (17.5%)	14 / 29 = 48%	C
Institutional Grade	36%	D+