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# Planetary Health Report Card:

## *Warwick Medical School*

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2020-2021 Contributing Team:

- Students: Sophie Marsh
- Faculty Mentors: Catherine Fenn, Kate Owen, Birgit Fruhstorfer
- \*Primary Contact: [Sophie.Marsh.1@warwick.ac.uk](mailto:Sophie.Marsh.1@warwick.ac.uk)

## Summary of Findings

<b>Curriculum</b>	<b>D</b>
<ul style="list-style-type: none"> <li>The Planetary Health on the curriculum at Warwick is focused on in a single lecture within the last year of the course, with some ability for student driven electives on planetary health coming in second and third year projects. There is definite room for improvement in the curriculum. The impacts of climate change on health need to be addressed sooner and in more breadth throughout the four year programme. There are already talks of getting this kind of content on the curriculum post PHRC meeting and how easy this would be for Warwick to do for the upcoming academic year.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>D +</b>
<ul style="list-style-type: none"> <li>Whilst The University of Warwick is focused on improving their environmental impact, the university lacks an institute for interdisciplinary planetary health research that considers the impacts of environmental changes on health, both in the local communities and wider global populations. The Planetary Health Alliance would be a good place for WMS to start.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>F +</b>
<ul style="list-style-type: none"> <li>Community outreach and advocacy for planetary health is currently quite poor at Warwick and the partner hospitals don't appear to offer any accessible materials on the topic. When asking students, in general there is limited knowledge of environmental impacts on health and how to approach that when talking to patients.</li> <li>WMS has a weekly newsletter which could promote planetary health initiatives within the community; this accepts staff and student submissions and could be implemented immediately.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>D</b>
<ul style="list-style-type: none"> <li>The central institution is supportive of student-led planetary health initiatives and is eager to implement student ideas. However there could be promotion of sustainable healthcare student run projects within SSC1/2 with lead mentor(s) that are interested in this area.</li> <li>It would be possible for the medical school to introduce a student sustainability advocate as part of med soc or as a liaison with the central university in order to implement sustainable healthcare initiatives.</li> </ul>	
<b>Sustainability</b>	<b>C</b>
<ul style="list-style-type: none"> <li>This is Warwick's strongest area, driven primarily through initiatives initiated by the central institution. The University declared a Climate Emergency and has the goal of becoming carbon-neutral by 2030. To improve further there are some goals such as more sustainable food options and travel buddy initiatives which could easily be implemented. The campus could achieve a lot by having a salaried member of staff on the sustainability central team as, at the moment, a lot of the green champion work at the medical school is all voluntary.</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	<b>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.</b>
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.
<i>SSC1 Global Health, SSC2 potential for projects, Elective potential. Student led initiatives,</i>	

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

*Touched on in SSC1, student led. There is no direct teaching on this topic however, especially not in the core curriculum.*

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

*SSC1 project and could be covered in SSC2, student led initiatives however and no encouragement for these type of projects.*

**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	<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.

*SSC1 Global Health led by Birgit and within AC1 (phase II) Burden of Infectious disease lecture briefly touches on it*

**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	<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.

*Year 4 lecture on sustainable healthcare touches on this topic but not very in depth*

<b>6. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?</b>	
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>
<i>This was not covered in core curriculum or student selected components</i>	

<b>7. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?</b>	
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.
<i>Year 4 lecture sustainable healthcare talks about this topic briefly</i>	

<b>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?</b>	
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>
<i>This was not covered in core curriculum or student selected components</i>	

<b>9. Does your medical school curriculum address the unequal health impacts of climate change globally?</b>	
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>
<i>This was not covered in core curriculum or student selected components</i>	

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

<b>10. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?</b>	
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>
<i>This was not covered in core curriculum or student selected components</i>	

<b>11. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?</b>	
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>
<i>This was not covered in core curriculum or student selected components</i>	

<b>12. Does your medical school curriculum address the unique climate and environmental health challenges that have impacted and are impacting Indigenous communities?</b>	
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>
<i>This was not covered in core curriculum or student selected components</i>	

<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?</b>	
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>
<i>This was not covered in core curriculum or student selected components</i>	

*Curriculum: Sustainability*

<b>14. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?</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.
<i>Year 4 lecture &amp; discussion, sustainable healthcare. Not taught but led by student driven discussions.</i>	

<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?</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.

*Year 4, sustainable healthcare lecture touches briefly on this*

***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>               |

*There are no such strategies currently taught*

**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.      |

*Part of history taking taught from the first year of medical school is taking a social history. Though this is tailored depending on the body "system" questions include exposure to toxins, pollutants, their occupation (and possible exposures and hazards within this), their living conditions (e.g. damp, pets) and travel history. There could be some more emphasis on an environmental history forming a wider part of history taking in general as it is considered more in respiratory presentations but this topic is covered in the core curriculum throughout the four years at Warwick*

***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	<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.
<i>Year 4, increasing the opportunity for discussion and looking to integrate throughout the curriculum.</i>	

<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.
<i>Year 4 lecture, healthcare sustainability.</i>	

<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>
<i>There is no such incentive programme</i>	

<b>Section Total (19 out of 58)</b>	<b>19</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	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.
1	<b>There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the medical school.</b>
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.
<i>Institutional sustainability team, evidence-based interventions.</i>	

<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.
0	<b>There is no dedicated department or institute.</b>

*There is no dedicated department or institute*

**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	<b>There is no process, and no efforts to create such a process.</b>

*There is no process and no efforts to create such a process*

**4. Does your institution have a planetary health website, or a website centralizing various campus resources related to health and the environment?**

3	<b>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.</b>
2	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.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.

*Score explanation: <https://warwick.ac.uk/about/environment/>*

**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.
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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.

*The wider university has hosted events on planetary health, specifically climate change, in the last three years. An example was GLOBE's conference on climate justice, ran last year, link provided here: <https://warwick.ac.uk/fac/soc/law/research/centres/globe/rigg-net/climate/>. The Institute for Global Development at Warwick also promotes/advertises many events on sustainable practice <https://warwick.ac.uk/fac/arts/schoolforcross-facultystudies/igsd/newsevents/events/> though none in the calender are directly University of Warwick events at the moment.*

**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	<b>No, the institution has not joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.</b>

*The institution is not a member of either*

<b>Section Total (7 out of 19)</b>	<b>7</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	Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health.
1	<b>The institution partners with community organizations, but the medical school is not part of that partnership.</b>
0	No, there is no such meaningful community partnership.
<p><i>Interdisciplinary teams working in this area from the wider campus, example includes sourcing local crops such as haricot beans! Green Week occurs every year, this year virtually, which brings the community in Coventry and Warwickshire together to educate on green action.</i>  <a href="https://warwick.ac.uk/newsandevents/pressreleases/virtual_green_week">https://warwick.ac.uk/newsandevents/pressreleases/virtual_green_week</a></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	<b>The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events.</b>
0	The medical school has not offered such community-facing courses or events.
<p><i>Public engagement network events: Pint of Science.</i>  <a href="https://warwick.ac.uk/wie/warwickengages/engagementstories/pintofscience/">https://warwick.ac.uk/wie/warwickengages/engagementstories/pintofscience/</a></p>	

<b>3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>
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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	<b>Students do not regularly receive communications about planetary health or sustainable healthcare.</b>
<i>Student newsletter only touches on these topics if relevant societies were to contact and this is yet to happen.</i>	

<b>5. 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>
<i>There is a way to find out about local initiatives and groups locally but nothing mentioned about health exposures and relating that to health outcomes</i>	

<b>6. 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>
<i>Unable to identify any.</i>	

<b>Section Total (2 out of 12)</b>	<b>2</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>	
<b>2</b>	<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.
<p><i>Sustainability team and green action team network promoted. The university accepts initiatives and suggestions from staff and students through submissions online (<a href="https://warwick.ac.uk/about/environment/get_involved/improvement_form/">https://warwick.ac.uk/about/environment/get_involved/improvement_form/</a>) as well as encouraging staff/student green champions on campus. A lot of societies sign up to the Green Champion network to make their societies “greener” however this is not compulsory - and medical school societies are also sometimes separate to the campus SU.</i></p>	

<b>2. Does your institution offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?</b>	
3*	The institution offers an explicit paid fellowship 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	<b>There are unfunded research opportunities for students to perform research related to planetary health/sustainable healthcare.</b>
0	There are no opportunities for students to receive funding for planetary health/sustainable healthcare research.

*SSC2 opportunity for student proposed project, but would be based on student initiative. No proposed projects on this area.*

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

*A separate page/section on a larger institutional planetary health website can meet this metric.*

*Score explanation: None from the medical school but a lot to see from central campus*

**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	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	<b>No, there is not a student organization at my institution dedicated to planetary health or sustainability in healthcare.</b>

*There is currently no such organisation. A recent Global Health society has started up which looks promising and have already hosted an event related to these topics. The Nutritank branch at Warwick also has some focus on lifestyle medicine and sustainability in healthcare, but it is not their sole direction.*

**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	<b>No, there is no such student representative.</b>
<i>There is no such representative</i>	

<b>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)</b>	
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	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>
<i>Student led Wilderness Society "Warwick Wilderness Medicine" follows these principles, FB page: <a href="https://www.facebook.com/groups/157225157700156">https://www.facebook.com/groups/157225157700156</a></i>	

<b>Section Total (4 out of 14)</b>	<b>4</b>
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*Are there additional student-led initiative resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.*

# 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	<b>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.</b>
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
<i>Central team based on campus, full time and salaried.</i>	

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	<b>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.</b>
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.
0	There is no stated goal for reduction of CO2 emissions.
<i>Warwick has a stated goal of carbon neutral by 2030. Details can be accessed at this <a href="#">website</a>.</i>	

<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>
<i>Renewable energy is being used on campus but no figures to suggest close to 20% as yet.</i>	

<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.
<i>New builds have sustainable building practices and must be more efficient than the older buildings, but the old buildings still fall behind on this.</i>	

<b>5. Has the medical school implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b>	
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.
<p><i>Unidrive is part of institutional project, not specifically the medical school, and unsure how well this is advertised to students...there is good bike storage at the medical school and a shuttle bus between the two campuses, however transport to the medical school and partner trusts is difficult and not encouraged to be environmentally friendly, many people drive either alone or with their one clinical partner ... no promotion of carpooling or free environmentally friendly transportation</i></p>	

<b>6. Does your medical school have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/plastic/glass)?</b>	
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.
<p><i>Recycling facilities easily accessible though could be advertised a bit better. Points of recycling are available online: <a href="https://warwick.ac.uk/about/environment/recycling/map/">https://warwick.ac.uk/about/environment/recycling/map/</a> There are no composting facilities.</i></p>	

<b>7. Does the medical school apply sustainability criteria when making decisions about the campus food and beverage selections?</b>	
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	<b>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.</b>
0	There are no sustainability guidelines for food and beverages.

*Room for improvement. Main campus is working on food and health, environment, security and culture but no specific goals for food and beverage sustainability choices at the medical school.*

**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	<b>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.</b>
0	There are no sustainability guidelines for supply procurement.

*The institution has monitoring points for procurement practices (Scope 3 emissions) and are developing strategies to improve. They take into account environment, society and money when deciding to buy. However, no direct efforts from the medical school have been found.*

<https://warwick.ac.uk/about/environment/warwick/buying/>

**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	<b>There are no sustainability guidelines for medical school events.</b>

*There are no such guidelines*

**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.

*Advocated via Green Action Team.*

**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	No, the institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil-fuel companies.
1	<b>The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.</b>
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.

*Score explanation: Email to Chris Ennew but no response as yet. [Power plants on campus](#)*

**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 an average of the section grades. Letter grades for each section and the institution overall were then assigned according to the table below.

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

## Planetary Health Grades for the WARWICK School of Medicine

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

Section	Raw Score	Grade
<b>Planetary Health Curriculum (30%)</b>	19 / 58 = 32%	D
<b>Interdisciplinary Research (17.5%)</b>	7 / 19 = 37%	D
<b>Community Outreach and Advocacy (17.5%)</b>	2 / 12 = 17%	F +
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	4 / 14 = 28%	D
<b>Campus Sustainability (17.5%)</b>	14 / 29 = 48%	C
<b>Institutional Grade</b>	<b>33%</b>	<b>D</b>