
Planetary Health Report Card:

The Warren Alpert Medical School of Brown University

2019-2020 Contributing Team:

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Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance defines planetary health as “a field focused on characterizing the human health impacts of human-caused disruptions of Earth's natural systems.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanization, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many medical school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our medical training. It is imperative that we hold our institutions accountable for educating medical students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of color, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among medical schools, we have created a standardized and reproducible Planetary Health Report Card that medical students nationally can use to grade and compare their home institutions. This medical-student-driven initiative aims to compare medical schools on the basis of discrete metrics in four main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centered on environmental health impacts. This project is inspired by the [Racial Justice Report Card](#), an initiative from White Coats 4 Black Lives that has led to substantial impactful change at medical schools around the country.

Planetary Health Curriculum

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

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

1.6 Does your medical school curriculum address endocrine disrupting chemicals and their effects?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.7 Does your medical school curriculum address the relationships between individual patient food security, ecosystem health, and climate change?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.8 Does your medical school curriculum address the effect of air pollution on respiratory and cardiovascular health?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.9 Does your medical school curriculum address the relationship between heat-related illnesses and climate change?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.10 Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins and climate change on vulnerable populations such as those with low SES, women, minorities, indigenous communities, children, and the elderly?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.11 Does your medical school curriculum identify ways to advocate for and implement sustainable best practices	2	The metric is met by the core curriculum
	1	The metric is met by elective coursework.

in health care? (for example, avoiding unnecessary OR waste)	0	The metric is not met.
1.12 Does your medical school curriculum address important environmental threats that are relevant to the university's surrounding community? (for example, fires in California)	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.13 Does your institution have graduate or non-medical undergraduate level courses on planetary health open to medical student enrollment free of charge?	2	There are graduate or undergraduate level courses open to free medical student enrollment.
	1	There are graduate or undergraduate level courses but they are not open to free medical student enrollment.
	0	There are no graduate level courses related to planetary health
1.14 In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?	1	Yes, there are strategies introduced for having conversations with patients about climate change.
	0	No, there are not strategies introduced for having conversations with patients about climate change.
1.15 In training for patient encounters, does your institution's curriculum introduce strategies for taking an environmental history or exposure history?	1	Yes, the curriculum includes strategies for taking an environmental history.
	0	No, the curriculum does not include strategies for taking an environmental history.
1.16 Does your medical school have an ongoing program that offers incentives for	1	Yes, the medical school has an incentive program.

faculty/departments to develop new planetary health courses and/or incorporate planetary health into existing courses?	0	No, the medical school does not have an incentive program.
Section Total (out of 28)	22	

Score explanations:

1.1 Elective Courses

Warren Alpert Medical School (AMS) has one student-organized pre clerkship elective, Climate Change and Health, that covers an array of topics related to the increasing burden of disease caused by climate change.

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1.2 Infectious Disease

There are two instances in the first year curriculum where the relationship between infectious diseases and climate change are discussed. First, in a required Health Systems Science lecture “Climate Change and Health,” Dr. Barry Levy discussed the health effects of climate change that included the increasing burden of vector-borne, waterborne, and foodborne diseases. In the Microbiology/Infectious Disease block Dr. Mather briefly discussed the role of climate change in emerging infectious pathogens.

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1.3 Diet and Sustainability

Several lectures in the Scientific Foundations of Medicine course teach concepts of diet and nutrition. None of these required lectures discuss the symbiotic benefits of a plant-based diet in relation to living sustainably and healthily. In another lecture, the “health co-benefits” of climate change policies missed the opportunity to discuss plant-based diets. The pre clerkship elective did not include discussions on sustainable diets this year. Happily, Dr. Philip Gruppuso will add this topic to his required Scientific Foundations of Medicine lectures next year.

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1.4 Mental Health

Dr. Barry, in his aforementioned required lecture, discussed the health effects of climate change that included the increase of psychological disorders like anxiety and depression. Also in the Health Systems Science course, Dr. Gowri Anandarajah gave a lecture, “Introduction to Environmental Health,” which had one bullet point about the detrimental effects of climate change on mental health. The Climate Change and Health elective also included a discussion with the activist group Sunrise RI about mental health and climate change, with a focus on resilience and youth activism.

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1.5 Environmental Exposures in Pregnancy

Dr. Anandarajah, in her aforementioned lecture, “Introduction to Environmental Health,” included one slide detailing the effects of air pollution and quality on pregnancy outcomes and another discussing minimizing mercury exposure while pregnant. This topic was only briefly discussed and could be explored in more depth. The Climate Change and Health elective hosted a lecture by Dr. David Savitz, “Environment and Reproductive Health,” which covered this topic in greater depth.

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1.6 Endocrine Disrupting Chemicals

In the above Health Systems Science lecture, “Introduction to Environmental Health,” there was one slide on anthropogenic chemical water contaminants that are endocrine disruptors. In Dr. Agnes Kane’s general pathology lecture, “Free Radical Induced Injury,” endocrine disrupting chemicals are discussed at length in the local context of Rhode Island and patient care, however the details were not required to be memorized.

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1.7 Food Security

Dr. Barry Levy’s aforementioned lecture discussed the climate change causes of food insecurity on one slide and emphasized the disproportionate burden this will have on low- and middle-income countries, an important concept rooted in environmental justice. This meets the rubric criteria however this is a concept that deserves more attention.

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1.8 Air Pollution

In both Dr. Anandarajah’s and Dr. Levy’s aforementioned lectures the detrimental health effects of air pollution on respiratory and allergy disorders are taught, specifically the impacts of increasing ozone levels, particulate matter, and pollen seasons. It is also discussed as a risk factor for pulmonary diseases in the year two curriculum.

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1.9 Heat-Related Illnesses

Levy’s lecture details five health effects caused by climate change, one of which is “heat-related disorders,” which included heat exhaustion and stroke, increased complications of COPD, coronary artery disease, diabetes, and decreased productivity of workers, as well as the risk factors for these complications.

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1.10 Environmental Determinants of Health

Two lectures given in the Health Systems Science course discuss the impact of climate change on marginalized populations. Dr. Levy’s aforementioned lecture on Climate Change and Health includes a section entitled Climate Change and Social Injustice, discussing the increased vulnerability of poor people, people of color, people living with chronic disease and disabilities, and people living in countries

with the least greenhouse gas emissions. In the Health Systems Science course, Dr. Patrick Vivier lectured on childhood lead poisoning in RI and the disproportionate impact on children who live below the poverty line and in communities with old housing. Given the importance of environmental justice and environmental racism, however, more lectures and content should be incorporated on these topics throughout the preclinical curriculum.

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1.11 How to Advocate for Sustainable Practices

The Climate Change and Health elective includes several sessions dedicated to advocacy for sustainable practices, including youth activism in climate resiliency spearheaded by the Sunrise movement, a tour of RI's landfill and recycling center for firsthand understanding of waste management, and healthcare sustainability and waste practices.

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1.12 Area-Specific Environmental Threats

Dr. Anandarajah, in her aforementioned lecture, discusses the Brown Superfund Research Program, which works to understand the human health consequences and management of contaminated sites in RI. There are 12 superfund sites in RI that have been marked as polluted locations in need of long term hazardous waste cleanup. The program is a partnership between academia, government, and community organizations that investigates the proximity of toxic exposures to dense population centers. Additionally, in Dr. Vivier's lecture on childhood lead poisoning, he discusses the mapping of rates of lead poisoning in different neighborhoods in RI as part of a remediation program to identify homes in need of restoration. Lastly, Dr. Kane's lecture mentioned above also discusses environmental toxicants specific to RI.

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1.13 Graduate-Level Planetary Health Courses

Various courses on environmental health are offered at the Brown undergraduate and graduate level, particularly through the departments of Environmental Studies and Environmental Science. These are available to AMS students free of charge.

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1.14 Patient Encounters

The curriculum does not include strategies or opportunities to discuss the health effects of climate change with patients.

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1.15 Environmental History

While there is minimal incorporation of exposure history during the Pediatric clerkship, particularly for childhood lead poisoning, we are not taught to take an environmental history or exposure history during the preclinical curriculum.

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1.16 Faculty Incentives

The medical school does not offer incentives to faculty to incorporate topics of planetary health into courses.

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Interdisciplinary Research in Health and Environment

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

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

2.6 Is there quantitatively and qualitatively meaningful research that has been authored or co-authored by researchers from your institution on planetary health issues?	2	Yes, researchers from my institution have produced a substantial body of impactful research related to planetary health.
	1	There has been some research related to planetary health generated by researchers from my institution, but it is lacking in quantity and/or quality.
	0	There are no studies authored or co-authored by university researchers on these issues.
2.7 Has your institution joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education? *	1	Yes, the institution has joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education.
	0	No, the institution has not joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.
Section Total (out of 10)	8	

Score Explanations

2.1 Planetary Health Website

While there is no centralized website dedicated to planetary health at the Warren Alpert Medical School (AMS), Brown University does have a website called [Sustainability at Brown](#) that features various sustainability efforts at the institution, including various initiatives, student led efforts, interdisciplinary collaboration, global engagement, and opportunities for students to get involved. Additionally, the Institute at Brown for Environment and Society (IBES), which is more focused on planetary health, has [a website that highlights its work](#). The institute has a webpage dedicated to [environmental health projects](#).

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2.2 Planetary Health Conference

AMS has not hosted an interdisciplinary planetary health conference in the past three years.

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2.3 Planetary Health Individual Researchers

There are several planetary health researchers at Brown University. Dr. Kim Boekelheide, Professor of Pathology and Laboratory Medicine, has led several studies investigating how environmental and occupational toxicants harm human health. His project “Toxicant Exposures in Rhode Island: Past, Present, and Future” is one of the ongoing projects that is supported by IBES. His research is one of the two planetary health-related projects being funded by Brown’s Superfund Research Program related to health impacts caused by environmental agents. Additionally, there are several researchers working on planetary health research in the Department of Epidemiology at the Brown University School of Public

Health. Specifically, Dr. Joseph M. Braun has published several works demonstrating the effects of environmental chemicals on children's health. Dr. Gregory Wellenius has published studies demonstrating the effects of the outdoor environment on cardiovascular health. He is currently studying the effect of air pollution on public health.

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2.4 Institute for Multidisciplinary Research on Health and the Environment

IBES supports and promotes academic excellence, interdisciplinary work, and research that promote understanding of the interactions between natural, human and social systems. One of the institute's goals is to understand the relationship between human health and the chemical and physical environment. Furthermore, the institute's "engagement programs take research from the lab to the statehouse, the hospital, and the public sphere" according to IBES's website. IBES also sponsors two programs which enable students to get involved in research and advocacy work that target pressing issues in climate change and sustainability: [Climate and Development Lab \(CDL\)](#) and [Program in Environmental and Civic Engagement \(PECE\)](#).

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2.5 Recruitment of Planetary Health Researchers

There have been no recruitment efforts made of planetary health researchers directly affiliated with AMS, however the Department of Ecology and Evolutionary Biology actively recruits researchers focused on the health of ecosystems and ecological communities upon which climate change has a major impact.

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2.6 Meaningful research

Researchers from Brown University have produced a substantial body of impactful research related to planetary health. As already mentioned, Dr. Kim Boekekheide, Dr. Joseph M. Braun, and Dr. Gregory Wellenius have successfully published many studies related to planetary health and have ongoing planetary health projects. Their work is supported by IBES. Other notable researchers include epidemiologist Dr. David A. Savitz, who has also published research that examines the effects of environmental toxins, ambient fine particulate matter, and nitrogen dioxide on human health.

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2.7 Planetary Health Alliance

Brown University has not joined the Planetary Health Alliance. However, Brown University School of Public Health has joined the Global Consortium on Climate and Health Education. Academic institution PHA members are listed [here](#) and consortium members are listed [here](#).

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Community Outreach and Advocacy in Environment and Health

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

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

anthropogenic environmental impacts?		
3.6 Does institutional marketing (posters, billboards, etc) address climate change or the relationship between health and the environment? ‡	1	Yes, institutional marketing addresses the intersections between climate and health.
	0	No, institutional marketing does not address these intersections.
3.7 Does your medical center have accessible educational materials for patients about environmental health exposures?	1	Yes, the medical center has accessible educational materials.
	0	No, the medical center does not have accessible educational materials.
3.8 Does your institution's endowment portfolio investments include fossil-fuel companies? ‡	3	No, the institution is entirely divested from fossil fuels.
	2	The institution has partially divested from fossil-fuel companies.
	1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.
	0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
Section Total (out of 13)	5	

Score Explanations

3.1 Community-facing courses

There are no free community-facing courses regarding climate change and the environment available at AMS. The Brown Office of Sustainability has partnered with AMS in the past to co-sponsor the [Climate and Health Speaker Series](#) to highlight the responsibility the medical community has to address the intersection of climate health and human health but these are not advertised to the public.

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3.2 Community organizations

AMS has not formally interfaced with community organizations to promote planetary and environmental health. However, the student organization Brown Agriculture Nutrition and Community Health (BrANCH) has voluntarily donated both funds and volunteer time multiple times over the past few years

to local elementary schools and organizations in an effort to increase greenspaces. This is an organization working to increase environmental resilience in nearby cities and working with local school districts to provide shade and decrease ground temperatures around the play areas in school playgrounds. Additionally, the Brown Dining Services accepted the Real Food Challenge in 2009 as a result of grassroots effort by a group of students, and has made a commitment to implement sustainable practices. This includes making an effort to sourcing foods that are local, ecological, fair, and humane. Brown's Superfund Research Program has a "Community Engagement Core," that works with locals on issues related to local contamination or on environmental justice. The Superfund Core work also consists of collaborating with the Narragansett tribe and the State Department of Health regarding contaminants of local sources of water.

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3.3 Coverage in campus magazine

The Brown Daily Herald (BDH) is the primary campus magazine at Brown. Medicine@Brown is the Alpert Medical School's primary news outlet. There have been a handful of articles related to planetary health published by both outlets, such as "Climate change disproportionately affects low-income communities in Providence" which was published in April 2019 by BDH and "Flatten the Climate Curve" which was published in April 2020 by Medicine @ Brown.

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3.4 Continuing education courses

There was one online CME course offered by AMS that expired in late April of 2020, but there are no in person courses offered. It could be found on the AMS CME website and was labeled "Climate Change and Health." We urge for the course to be re-offered.

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3.5 Community outreach

There have been no events formally organized by AMS to engage medical students with community-based climate initiatives. Medical students and Brown physicians do actively promote resilience toward climate change in the community, through individual interactions and attending events like protests against companies committing further environmental and social injustices, however it is through platforms that are not sponsored directly by AMS.

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3.6 Marketing

Posters made by students and research proposals by faculty have been hung around the medical school, although they are not generally made by the medical school itself. The school has been willing to hang visuals promoting awareness of climate change and health in visible places and publish op-eds in its magazine, Medicine@Brown. The school's marketing division will promote any initiatives or materials made by the students or faculty, but it does not actively engage in creative marketing on its own.

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3.7 Patient educational materials

There are patient pamphlets for environmental exposures, such as lead, but they are the responsibility of Lifespan and Care New England rather than AMS. As a newer medical school (refounded in the 1970's), AMS does not have its own hospital.

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3.8 Investments

Brown University's portfolio is totally free from coal, and, with the exception of natural gas investments, fossil fuel free. As of May 2020, 90% of Brown fossil fuel interests had been sold, and University President Christina Paxson has said that the remaining 10% are in the process of being sold. Nonetheless, Brown has refused to totally divest from fossil fuels and has settled with selling its current investments. There are ongoing efforts to permanently have Brown divest from fossil fuels. Source:

<https://www.ecori.org/climate-change/2020/3/4/brown-withdraws-assets-from-fossil-fuels>

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University Support for Student-Led Planetary Health Initiatives

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

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

<p>4.5 In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</p>	1	Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.
	1	Conferences, speaker series, symposia or similar events related to planetary health that have students as the intended audience.
	0	Cultural arts events, installations or performances related to planetary health that have students as the intended audience.
	1	Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles.
Section Total (out of 10)	6	

Score Explanations

4.1 Fellowship opportunity

There are no distinct fellowships for medical students regarding planetary health. There is a diversity fellowship that often engages with environmental activism, but it is not explicitly for ecological affairs.

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4.2 Funding application website

There is no website, but occasional opportunities may be disclosed to the student body, especially through the diversity fellows.

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4.3 Mentor contact information

Brown Vivo lists all AMS faculty and their interests. Students can search for faculty or for the specific interests of the faculty. Vivo.brown.edu

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4.4 Registered student group

AMS ECo is the student-led group that promotes the intersection of health and environment. It is funded by the school, and while there are no faculty formally listed on its roll (as it is a student-led group), there are multiple AMS faculty that are aware of ECo and are sympathetic toward its activities.

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4.5 Miscellaneous programs and initiatives

- **Garden:** AMS does not have its own garden, however the AMS rooftop has green ground cover which helps reduce heating and cooling demands. BrANCH and students involved in a Diabetes Health Equity Zone grant are involved in the growth of community gardens in Providence.
- **Conferences, speaker series, symposia, or similar events:** AMS ECo had planned to start a yearly lecture on climate change and health for AMS, but it has had to be postponed due to the COVID-19 pandemic. Nonetheless, it had been planned and organized. There is also a student interest group for climate change and health that invites speakers, and many invited speakers for other lecture series tie in climate change and health into their talks. Furthermore, there is a partnership with the Office of Sustainability to have a climate change and health lecture.
- **Cultural arts events, installations, or performances:** There are no such institution-sponsored events.
- **Wilderness or outdoor programs:** AMS offers a student orientation program for incoming first years called First-year Orientation at Alpert Med. It has two divisions, one of which, called FOAM Out, includes backpacking and camping as trip options. There is an elective, Wilderness Medicine, that has a backpacking trip and follows leave no trace principles.

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Grading

Section Overview

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

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

Planetary Health Grades for the Warren Alpert School of Medicine (Brown)

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

Section	Raw Score	Grade
Planetary Health Curriculum	22 / 28 = 79%	B+
Interdisciplinary Research in Health and Environment	8 / 10 = 80%	A-
Community Outreach and Advocacy in Environment and Health	5 / 13 = 38%	D+
University Support for Student-led Planetary Health Initiatives	6 / 10 = 60%	B-
Institutional Grade	Average of four scores above= 64%	B-

Note: Because the Alpert Medical School (AMS) is a division within the larger Brown Division of Biology and Medicine (BioMed) and multiple categories might be appropriately satisfied

through another division of BioMed, they are noted by a (‡). Because AMS is a subdivision of Brown University, some categories are satisfied through this affiliation with central offices of the university and are noted by a (*).