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# **Planetary Health Report Card:**

## *University of California, San Francisco*

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### ***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	<b>Yes, the medical school has offered such elective courses in the last year.</b>
	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	<b>The metric is met by the core curriculum.</b>
	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	<b>The metric is met by elective coursework.</b>
	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	<b>The metric is met by elective coursework.</b>
	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	<b>The metric is met by the core curriculum.</b>
	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	<b>The metric is met by the core curriculum.</b>
	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	<b>The metric is met by elective coursework.</b>
	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	<b>The metric is met by elective coursework.</b>
	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	<b>The metric is met by elective coursework.</b>
	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	<b>The metric is met by the core curriculum.</b>
	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	<b>The metric is met by elective coursework.</b>

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	<b>The metric is met by elective coursework.</b>
	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	<b>There are graduate or undergraduate level courses but they are not open to free medical student enrollment.</b>
	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	<b>No, there are not strategies introduced for having conversations with patients about climate change.</b>
1.15 In training for patient encounters, does your institution's curriculum introduce strategies for taking an environmental history or exposure history?	1	<b>Yes, the curriculum includes strategies for taking an environmental history.</b>
	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	<b>Yes, the medical school has an incentive program.</b>

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)	19	

## Score explanations:

### 1.1 Elective Courses

The medical school offers three student-organized electives related to health and the environment: 1. Earth Health, 2. Women’s Health, Environment, and Health Professional Activism, and 3. Rethinking Farm-Food-Health-Climate Connections. These electives are where the bulk of the education related to planetary health is housed. The existence of three student-run electives supports strong student interest in these topic areas.

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### 1.2 Infectious Disease

In our Pathogens, Host, & Defense (PHD) block, Dr. Peter Chin-Hong included a several minute segment on how climate change is altering the geographical distribution of infectious diseases, including Chikungunya, Dengue, and Zika viruses. This segment was included in a mandatory online video. In addition, one of the course objectives is to “explain how shifts in climate could increase the incidence of vector-borne infectious diseases using Chikungunya, Dengue virus, and Zika virus as exemplars”. This is one of the few examples of climate change appearing in the medical school course objectives.

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### 1.3 Diet and Sustainability

In our Renal, Endocrine, GI, & Nutrition (REGN) block, we had six lectures on nutrition. However, none of these lectures mentioned sustainability as a factor in dietary choices or decreased carbon emissions as a co-benefit of healthier, plant-based diets. However, the Earth Health elective had two sessions related to diet and sustainability: “Earth Friendly Nutrition” and “Meat Consumption, Health, and the Environment”. The “Frontiers in Medicine: Climate Change” lecture given by Dr. Tom Newman extensively addressed the carbon footprint of different types of food, but we are considering the Frontiers in Medicine lectures as “elective” since the covered material is not tested and much of the class does not attend. Discussions during the Inquiry Immersion elective course on climate change also covered the carbon footprints for the manufacturing processes for different food types.

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### 1.4 Mental Health

The “Frontiers in Medicine: Climate Change” lecture given by Dr. Tom Newman had one slide on the

psychological effects of climate change, but we are considering the Frontiers in Medicine lectures as “elective” since the covered material is not tested and much of the class does not attend. Discussions during the Inquiry Immersion elective course on climate change highlighted resilience among those working to mitigate climate change.

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### **1.5 Environmental Exposures in Pregnancy**

In our Life Stages block, we had a lecture on “Effects of Environmental Toxins and Reproductive Toxins” by Dr. Tracey Woodruff. Associated with the lecture were several course objectives related to environmental exposures, including “Explain how the health impacts of environmental exposure are distributed unequally within and between populations.”, an important objective grounded in environmental justice. This lecture was followed by two research-driven small groups on the effect of various environmental toxins on fertility and pregnancy.

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### **1.6 Endocrine Disrupting Chemicals**

The aforementioned lecture on “Effects of Environmental Toxins and Reproductive Toxins” by Dr. Tracey Woodruff addressed endocrine disruptors in the environment, with a particular focus on phthalates.

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### **1.7 Food Security**

The core medical school curriculum does not address the relationship between individual patient food security, ecosystem health, and climate change. However, lectures on food security arose in the “Rethinking Farm-Food-Health-Climate Connections” elective, with sessions on “Food Justice and Food Insecurity: Race/Class/Distribution” and “The Competing Concerns of Food Safety and Conservation Agriculture: Eradicating E. Coli vs. Promoting Biodiversity”. The topic of food security was also the focus of some discussions during the elective Inquiry Immersion course on climate change.

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### **1.8 Air Pollution**

In our “Airways, Blood, and Circulation” block, “air pollution” appears only once in the course reader in the context of a long list of risk factors for laryngeal disease. This lack of coverage of air pollution is especially notable given that this block co-occurred with the November 2018 Camp Fire and the air in San Francisco at that time was the most polluted in the world. The “Frontiers in Medicine: Climate Change” lecture given by Tom Newman had one slide on “Respiratory disease, asthma, and allergies”, but we are considering the Frontiers in Medicine lectures as “elective” since the covered material is not tested and much of the class does not attend.

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### **1.9 Heat-Related Illnesses**

The “Frontiers in Medicine: Climate Change” lecture given by Tom Newman mentioned the increase in heat-related deaths, but we are considering the Frontiers in Medicine lectures as “elective” since the

covered material is not tested and much of the class does not attend.

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### **1.10 Environmental Determinants of Health**

In Tracey Woodruff's lecture on "Environmental Toxics & Reproductive Toxics", there is a slide that illustrates that cumulative exposures to phthalates are higher in black women than white women. Environmental determinants of health with a focus on the outsized impact on vulnerable populations was also explored in the lectures presented at the Women's Health, the Environment, and Health Professional Activism elective.

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### **1.11 How to Advocate for Sustainable Practices**

The main medical school curriculum does not acknowledge the role of the healthcare sector in contributing to climate change nor does it identify ways to advocate for and implement sustainable best practices in health care. Examples of sustainable practices in healthcare are avoiding high impact anesthetics like desflurane and nitrous oxide, offering sustainable and nutritious food in the hospital cafeteria, and reducing unnecessary hospital waste. However, in the climate change "inquiry immersion" course, there was a session on how sustainability interacts with healthcare value and specific sustainable practices that can be implemented in a healthcare setting. Objectives for the session included, "Compare the excess cost of U.S. healthcare with the cost of achieving carbon neutrality", "Describe cultural characteristics and dysfunctional metaphors that make containing healthcare costs and carbon emissions in the U.S. especially challenging", and "Discuss ethical tensions between allocating resources to individual patients and protecting the environment upon which the health of the wider community depends".

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### **1.12 Area-Specific Environmental Threats**

The medical school curriculum, including electives, does not address area-specific environmental threats (for example, in San Francisco, the superfund site at the Hunters Point Shipyard or the long-term effect of wildfire exposure on health).

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### **1.13 Graduate-Level Planetary Health Courses**

UCSF has only one graduate-level course related to planetary health: "Health, The Environment, and Chronic Disease" in the MS of Global Health program. This course is theoretically open to medical students but conflicts with medical school classes and would require medical students to pay an additional registration charge, unfortunate deterrents.

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### **1.14 Patient Encounters**

UCSF has not offered any education to medical students related to talking to patients who have been affected by climate change.

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### **1.15 Environmental History**

The mandatory curricular content has one small-group-based practice case surrounding possible environmental exposures affecting an infertile couple. While guidelines for taking an environmental history are not explicitly addressed, there is an example environmental history form linked to the session.

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### **1.16 Faculty Incentives**

Since 2016, UCSF School of Medicine faculty Dr. Arianne Teherani and Dr. Sheri Weiser have held workshops focused on supporting and connecting faculty across UC who have voluntarily chosen to infuse existing course curriculum across various disciplines with relevant climate and sustainability-related concepts. Those who participate in the training receive a small stipend to help design their teaching material and move their work forward. However, there is not a similar program for incorporating education related to environmental toxins.

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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
<a href="#">2.1</a> Does your institution have a planetary health website, or a website centralizing various campus resources related to health and the environment?	1	<b>There is a website that centralizes various campus resources related to health and the environment.</b>
	0	There is no website.
<a href="#">2.2</a> Has your institution hosted a conference related to planetary health in the past 3 years?	1	<b>Yes, the institution has hosted a conference on planetary health in the past three years.</b>
	0	No, the institution has not hosted an interdisciplinary health conference in the past three years.
<a href="#">2.3</a> 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	<b>Yes, there are individual faculty members who are doing research on topics immersed in planetary health.</b>
	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.
<a href="#">2.4</a> Is there a dedicated department or institute for multidisciplinary environmental and planetary health research?	1	There is a dedicated department or institute.
	0	<b>There is no dedicated department or institute.</b>
<a href="#">2.5</a> Is there active recruitment of researchers who focus on planetary health issues?	1	<b>There is active recruitment.</b>
	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	<b>There has been some research related to planetary health generated by researchers from my institution, but it is lacking in quantity and/or quality.</b>
	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	<b>Yes, the institution has joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education.</b>
	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)	7	

## Score Explanations

### 2.1 Planetary Health Website

While UCSF does not have an explicit planetary health website, the UCSF Office of Sustainability website brings together various resources related to health and the environment, including a [page](#) with relevant publications. The Program for Reproductive Health and the Environment also has a [website](#).

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### 2.2 Planetary Health Conference

In September of 2018, UCSF hosted a “[Global Climate and Health Forum](#)”, an affiliate event of the Global Climate Action Summit. This event brought together 250 leaders from national and local governments, health systems, public health agencies, civil society, and international health organizations.

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### 2.3 Planetary Health Individual Researchers

There are individual faculty members at UCSF doing research in topics immersed in planetary health. For example, Dr. John Balmes has published several papers on the relationship between air pollution and lung health and Dr. Sheri Weiser has published research on the intersections between HIV and climate change in Africa. However, these researchers are operating as passionate individuals, without the guidance or facilitation of a larger institute.

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## **2.4 Institute for Multidisciplinary Research on Health and the Environment**

At UCSF, there is currently no dedicated department or institute for multidisciplinary environmental or planetary health research. The Program on Reproductive Health and the Environment is quite robust, but it is limited in its scope to the reproductive harms of environmental toxins. We hope that UCSF will consider funding a multidisciplinary center, institute, or department that allows for cross-communication between researchers in different domains of planetary health. The Environmental Health Initiative, a “collaborative transdisciplinary network of academics across UCSF committed to solving the growing burden of chronic diseases by identifying and preventing harmful environmental exposures” has the potential to fulfill this metric with more institutional support.

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## **2.5 Recruitment of Planetary Health Researchers**

PRHE and the Division of Occupational and Environmental Medicine actively recruit environmental health researchers.

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## **2.6 Meaningful research**

To evaluate this metric, we looked at the research studies published by faculty in the School of Medicine. The Office of Sustainability has a [webpage](#) that consolidates much of the research related to planetary health published by UCSF faculty. We also searched UCSF Profiles using search terms “climate change” and “environmental health”. While there is a robust body of research published through the Program on Reproductive Health and the Environment related to reproductive environmental toxins, overall, there is a lack of comprehensive, ongoing research at UCSF related to planetary health.

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## **2.7 Planetary Health Alliance**

Yes, UCSF Institute for Global Health Sciences is a member of Planetary Health Alliance (PHA) and 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	<b>The institution offers such community-facing courses or events less than once per year.</b>
	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	<b>Yes, the institution formally interfaces with one or more community organizations to promote planetary and environmental health.</b>
	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	<b>In the past year, there has been at least one article related to planetary health.</b>
	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	<b>Yes, one or more in-person CME courses are offered.</b>
	1	Yes, one or more online CME courses are offered.
	0	There are no courses.
3.5 Does your institution provide opportunities for medical student engagement in developing community resilience to anthropogenic environmental impacts?	1	Yes, the institution has provided opportunities.
	0	<b>No, the institution has not provided opportunities.</b>

3.6 Does institutional marketing (posters, billboards, etc) address climate change or the relationship between health and the environment?	1	<b>Yes, institutional marketing addresses the intersections between climate and health.</b>
	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	<b>Yes, the medical center has accessible educational materials.</b>
	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	<b>The institution has partially divested from fossil-fuel companies.</b>
	1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.
	0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
Section Total (out of 13)	9	

## Score Explanations

### 3.1 Community-facing courses

In the spring of 2020, faculty members Katherine Gundling and Robin Cooper coordinated a public-facing six-lecture online course through the Osher Mini Medical School for the Public called “[The Health Emergency of Climate Change](#)”. Slides and lecture recordings are available online. Events that the student-run Human Health and Climate Change Club has hosted-- “Confronting the Link Between Climate Change, Migration, and Human Health” and the “Wildfires Panel and Discussion”-- have also been open to the broader community.

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### 3.2 Community organizations

UCSF donated pallets and funds to help facilitate the launch of NOMADgardens, a new community garden near the UCSF Mission Bay campus. According to the UCSF Office of Sustainability website, the garden provides small plots for the UCSF community and members of the surrounding community to grow their own food. These plots cost \$320/year but the [website](#)

states that nobody will be turned away due to their inability to afford the cost. In addition, UCSF collaborates with Neighborhood Empowerment Network, a community organization that helps neighborhoods build their resilience in the face of natural disasters and heat.

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### **3.3 Coverage in campus magazine**

While Planetary Health topics are not regularly featured in the UCSF magazine, there has been an issue in the past year that has addressed climate change or sustainability in some capacity. In the summer 2019 issue of the magazine, the article, “The UCSF Guide to Health Eating” includes a couple paragraphs related to the relationships between food and sustainability. There is also an upcoming issue that will be highlighting themes of planetary health. There are only two publications of the campus magazine per year (summer and winter).

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### **3.4 Continuing education courses**

While there have not been any in-person CME courses related to climate change, in March of 2019, there was a “Vulnerable Workers and Communities at Environmental Risk and Updates in Occupational and Environmental Medicine” CME conference. On the continuing medical education website linked from the UCSF medical education page, there is an online module on “Clinician Climate and Health Training” that offers three 20-minute modules on the links between climate change and health. This training module was developed by the San Francisco Department of Public Health’s Climate Change and Health Program and is narrated by Jonathan Fuchs, MD, MPH, a clinical professor of medicine at UCSF. CME courses can be viewed [here](#).

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### **3.5 Community outreach**

UCSF does not provide opportunities for student engagement in developing community resilience to environmental impacts (for example, passing out N95 masks to individuals experiencing homelessness during the fires). There are projects in the works to make community engagement part of the fourth year curriculum and we hope that projects related to planetary health will be offered as one way to fulfill that requirement.

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### **3.6 Marketing**

UCSF marketing includes a “Climate Changes Health” ad campaign developed by the Office of Sustainability, which features 8 different posters (can be found [here](#)) that address the relationships between health and the environment.

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### **3.7 Patient educational materials**

The Program on Reproductive Health and the Environment at UCSF has produced a series of online and printed patient-facing brochures about toxic exposures called “Toxic Matters”, “Work Matters”, “Pesticides Matter”, and “Food Matters”. These brochures can be found [here](#).

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### **3.8 Investments**

After a years-long campaign, the University of California system announced on September 17th, 2019 that they would divest their endowment and pension fund from fossil fuels. While the divestment is not yet complete, it is in progress and hundreds of millions have already been divested. UCSF has a separate endowment that still has some investment in 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	<b>The medical school offers an explicit year-long fellowship for medical students to enact an initiative related to planetary health.</b>
	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	<b>Yes, there is a website where medical students can learn about applying for funding for initiatives related to planetary health.</b>
	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	<b>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.</b>
	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	<b>Yes, there is a funded student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.</b>
	1	Yes, there is a student organization at my medical school dedicated to planetary health or sustainability in healthcare but it lacks faculty support and/or funding.
	0	No, there is not a funded student organization at my institution dedicated to planetary health or sustainability in healthcare.

<p><a href="#">4.5</a> 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	<b>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.</b>
	1	<b>Conferences, speaker series, symposia or similar events related to planetary health that have students as the intended audience.</b>
	0	Cultural arts events, installations or performances related to planetary health that have students as the intended audience.
	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>
Section Total (out of 10)	8	

## Score Explanations

### 4.1 Fellowship opportunity

In association with the entire University of California system, UCSF offers two year-long fellowships available to students: the Carbon Neutrality Initiative and the Global Food Initiative. From the University of California Website, “[The Carbon Neutrality Initiative Student Fellowship](#) Program funds student-generated projects that support the UC system’s goal to produce zero-net greenhouse gas emissions by 2025” and “[The Global Food Initiative Student Fellowship](#) Program funds student-generated research, related projects or internships that focus on food issues”.

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### 4.2 Funding application website

The UCSF Office of Sustainability hosts a [webpage](#) dedicated to fellowships to which students can apply. These include the Carbon Neutrality Initiative Fellowship and the Global Food Initiative Fellowship. These fellowships fund research projects to help the UC system achieve its goal of becoming carbon neutral by 2025.

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### 4.3 Mentor contact information

Students have access to UCSF Profiles, a database of searchable UCSF faculty, and another database called LabSpot that integrates with UCSF Profiles and provides some information about mentors seeking students for current projects. However, there is no centralized hub, directory, or webpage where contact information for faculty active in planetary health can easily be located and UCSF Profiles and LabSpot can be difficult to navigate.

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#### 4.4 Registered student group

Interprofessional student groups at UCSF have the opportunity to apply for Registered Campus Organization (RCO) status through UCSF Student Life. Groups with RCO status can have their events and activities funded by Student Life. This includes student groups with planetary health focus, such as the Human Health and Climate Change student organization, an interdisciplinary organization started in 2018 dedicated to creating awareness and enacting change at the intersection of climate change and human health. The organization is supported by an official faculty advisor, Katherine Gundling, and other faculty mentors.

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#### 4.5 Miscellaneous programs and initiatives

- **Garden:** While UCSF does not have its own garden, it donated money and supplies to facilitate the creation of the Urban Sprouts NOMADgarden community garden at the UCSF Mission Bay campus, open to the UCSF community. The price of renting a plot is \$320 per year, but the website states that nobody will be turned away because of lack of funds.
- **Conferences, speaker series, symposia, or similar events:** In the last year, there have been three student-facing events (“Paris to Pittsburgh” documentary screening and two panels hosted by the Human Health and Climate Change student group) and one conference (the Global Climate and Health Forum) at UCSF.
- **Cultural arts events, installations, or performances:** In the past year, there have not been any cultural arts events, installations, or performances related to planetary health associated with UCSF.
- **Wilderness or outdoor programs:** UCSF has a robust outdoors program named “The Rec Pass” that coordinates frequent backpacking, camping, kayaking, paddleboarding, and rock climbing trips for a small annual fee. These trips are led by professional guides and follow “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 UC San Francisco School of Medicine

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

Section	Raw Score	Grade
<b>Planetary Health Curriculum</b>	19 / 28 = 68%	B
<b>Interdisciplinary Research in Health and Environment</b>	7 / 10 = 70%	B
<b>Community Outreach and Advocacy in Environment and Health</b>	9 / 13 = 69%	B
<b>University Support for Student-led Planetary Health Initiatives</b>	8 / 10 = 80%	B+
<b>Institutional Grade</b>	<b>Average of four scores above= 72%</b>	<b>B</b>