



Planetary Health Report Card:

Rush University Medical College



RUSH UNIVERSITY

RUSH MEDICAL COLLEGE

2021-2022 Contributing Team:

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Summary of Findings

Overall	D
<u>Curriculum</u>	D
<ul style="list-style-type: none"> Rush Medical College (RMC) of Rush University Medical Center (RUMC) sparingly includes planetary health in elective curricula. The principles of planetary health, and its co-benefits with human and community health, are not included in the core curricula provided to all students. Recommendations: Planetary health and sustainable healthcare practice topics should be added to preclinical didactic materials. We also suggest the creation of a student liaison position to represent sustainability interests to The Committee on Curriculum and Evaluation and the Student Curriculum Advisory Committee. 	
<u>Interdisciplinary Research</u>	D+
<ul style="list-style-type: none"> The institution has limited faculty involved in planetary health research, with little institutional support for these efforts. There are select opportunities for students to engage in this field of research with these faculty. Recommendations: The Rush Office of Research Affairs should integrate planetary health questions into existing research workflows. We also recommend the establishment of a department within the institution dedicated to planetary health, providing resources to faculty who wish to pursue research within this field. 	
<u>Community Outreach and Advocacy</u>	D-
<ul style="list-style-type: none"> RMC has multiple partnerships with community stake-holders. Students are involved in planetary health education initiatives and multiple city gardening programs. The institution is lacking accessible education materials for students, providers, and patients alike regarding planetary health. Recommendations: We recommend the addition of a centralized planetary health information center on the institution’s website, focusing on environmental health exposures, the impact of climate change on human health, and sustainable healthcare practices. 	
<u>Support for Student-Led Initiatives</u>	B-
<ul style="list-style-type: none"> RMC supports student planetary health endeavors through the Office of Student Life and Engagement. Rush Students for Social Responsibility was established in 2020. Recommendations: RMC could further support student initiatives via the addition of planetary health-focused awards and research opportunities. We also suggest the creation of a student liaison position to represent sustainability interests on the Rush University Student Council. 	
<u>Campus Sustainability</u>	D+
<ul style="list-style-type: none"> The institution’s Office of Sustainability has established environmentally-conscious transportation options, and laid the groundwork for campus-wide recycling and compost programs. Current goals include reducing the institution’s CO₂ emissions and developing sustainable food and beverage guidelines. Recommendations: We recommend the addition of institution-wide sustainability guidelines for laboratory spaces and event planning. 	

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth”. 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 nationally and internationally 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.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the *Planetary Health Alliance* as “a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth”. For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School vs. Institution:** When “medical school” is specified in the report card, this only refers to curriculum and resources offered by the School of Medicine and does not include offerings from other parts of the university (for example, undergraduate departments (USA), other related departments eg Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly. Any resource reasonably accessible by medical students, no matter where in the institution the

resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric 19 in curriculum section):** This is a series of questions providers are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mold after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution.
- **Elective:** The word "elective" refers to an optional course or lecture series that a medical student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Clerkship:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations or placements.

Other considerations:

- If there are more than one "tracks" at your medical school with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as example).

Added to our resources this year, the Planetary Health Report Card Literature Review by Metric collates the evidence behind each of the metrics in the Planetary Health Report Card. It serves as a collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

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 and other environmental changes. Therefore, it is critical that medical students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.

Curriculum: General

1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation: Rush Medical College offers the Health Equity & Social Justice Leadership Program (HESJLP), which is an elective track consisting of up to 20 students per cohort. The HESJLP gives students the opportunity to engage in enhanced clinical training and experiences focused on themes of global and local health equity/social justice. Students in the program participate in a curriculum specifically geared toward a career focused on vulnerable populations, health equity and global health. The class is graded on a pass/fail basis and students are allowed to opt out of the program if they desire. This would be awarded 2 points.</i></p>	

Curriculum: Health Effects of Climate Change

2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.

1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: As part of the M2 elective curriculum in Rush Medical College's HESJLP, a lecture was provided to students about the effects of climate change on health and environmental justice topics. Examples of specific events in Chicago were provided including the Chicago heat wave. There are no lectures or slides in the core curriculum that are specific to climate change impacts on health or heat-related illness. This would be awarded 1 point.</i></p>	

3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: Rush Medical College offers an elective, EMD 717 Disaster Medicine, which addresses the effects of extreme weather events on individual health and the emergency response protocols of healthcare systems. This includes natural disasters such as hurricanes, blizzards, earthquakes, etc. This elective curriculum is open to M3 and M4 students. This would be awarded 1 point.</i></p>	

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	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: In Rush Medical College's M1 Host Defense Host Response (HDHR) block, there is an Advocate Role Session titled "Intro to Populations and Systems" that discusses how infectious disease is related to public health achievements, levels of infection prevention, and social determinants of health. One of the three articles for students to read is from the Healthy People 2020 initiative,</i></p>	

which defines social determinants of health and gives examples of different determinants. Under the “examples of physical determinants” section, there is a single bullet point listed as “natural environment, such as green space (e.g., trees and grass) or weather (e.g., climate change).” Additionally, in the HDHR block, the self-study guide for Case 5: Walter Peters contains the following brief sentence: “Climate change and global warming are bringing major changes to the epidemiology of infectious diseases by altering microbial and vector geographic range.” However, the curriculum fails to go in depth about the mechanisms by which climate change impacts infectious disease patterns. This would be awarded 2 points.

5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?

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	This topic was not covered.

Score explanation: In the M1 core curriculum, the topic of respiratory health effects of climate change and air pollution is not extensively covered. There is mention that air pollution is involved in exacerbating COPD and asthma. As part of the M2 elective curriculum in Rush Medical College's HESJLP, a lecture was provided to students about the effects of climate change and health. It briefly covers the general effect of air pollution on respiratory illnesses. This would be awarded 2 points.

6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?

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	This topic was not covered.

Score explanation: The general topic of heat and cardiovascular health is not explored in regards to climate change in the core curriculum. In the M1 curriculum section of the Vital Fluids block, which focuses on the cardiac and renal systems, there is a small section that investigates the effects of heat stroke on a young healthy patient's renal function. The example does not, however, investigate the effects of chronic extreme heat as from a climate change perspective, does not comment on cardiac health, and does not comment on the effects of extreme heat in patients with chronic health conditions.

Therefore, the curriculum does not address the cardiovascular health effects of climate change. This would be awarded 0 points.

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

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

Score explanation: In Rush Medical College's M1 Brain, Behavior, and Cognition block, the self-study guide for Case 8: Mario Gomez has a single bullet point listing one of the triggers for migraines as "environmental triggers (change in weather)" but does not specify environmental toxins or climate change. There is no other discussion of mental health as it relates to climate change and planetary health in the curriculum. This would be awarded 0 points.

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

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

Score explanation: As part of the M1 elective curriculum in Rush Medical College's HESJLP, a lecture was dedicated to food insecurity and health. It includes discussion with local urban agricultural organization, Farm on Ogden, about its contribution to its community. The class discusses food insecurity, its health and social impacts, and the role of medical professionals. The [VeggieRx](#) project by Rush University and [Farm on Ogden](#) is described during this lesson as an example of the medical community taking part in food security of patients. This project includes providers "prescribing" produce boxes for patients if they screen positive for food insecurity. Farm on Ogden will then provide these patients with boxes as well as educational sessions on cooking and nutrition. These topics are not discussed in the core curriculum. This would be awarded 1 point.

9. 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, Indigenous communities, children, homeless populations, and older adults?

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

Score explanation: In the past year, there has been one lecture titled Built Environment presented in the core curriculum. This session briefly touched upon planetary health topics. Rush Medical College is in the process of building out these topics within the core curriculum for next year's cohort.

Additionally, Rush Medical College's HESJLP hosts a lecture entitled "Environmental Injustice and Its Impact on Health." This module investigates the links between industrial exploitation of marginalized communities, prevalence of asthma in populations with toxic exposures such as to air pollution, and their effects on human health, including their role in the severity of Coronavirus cases, specifically in the Chicagoland area. This would be awarded 2 points.

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

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	This topic was not covered.

Score explanation: Rush Medical College offers a Global and Community Health elective for M3 and M4 students. The course description states that students have "the opportunity to read and discuss in the area of primary health care, as defined by the World Health Organization (1978). Students will obtain a framework for addressing common diseases in an underserved community setting from a clinical, epidemiologic and public health perspective. In addition to the didactic portion of the course the student will spend 2-4 weeks in an underserved community developing country setting under the supervision of Rush faculty.

*The course will focus on the social determinants of population health, **including the impact of environment**, poverty, social structure and culture on health status and health care. The course will include on the epidemiology, diagnosis, treatment, control, and prevention of selected diseases of importance in underserved settings. Students will use this knowledge to develop a plan for working in disadvantaged communities providing primary health care, either locally or internationally.*

Students must have a faculty sponsor at Rush as well as a physician at the site responsible for supervision of the students work. Students must complete the on-line curriculum and reading self study prerequisites prior to departure for their work in the community and must submit a completed project within 1 week of the completion of the elective.” This would be awarded 1 point.

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

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

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

Score explanation: The M1 and M2 curricula do not address formally the reproductive effects of environmental toxins. This would be awarded 0 points.

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

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

Score explanation: Rush Medical College's HESJLP hosts a lecture entitled “Environmental Injustice and Its Impact on Health.” This module investigates the links between industrial exploitation of marginalized communities, toxic exposures such as to air pollution, and their effects on human health, including their role in the severity of Coronavirus cases, specifically in the Chicagoland area. This is, however, currently only accessible to students in the HESJLP, and not to the greater medical student body. This would be awarded 1 point.

13. To what extent does your medical school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

3	Indigenous knowledge and value systems are integrated throughout the medical school's planetary health education
2	Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework.
0	This topic was not covered.

Score explanation: At Rush Medical College, the importance of Indigenous knowledge regarding planetary health solutions was not covered in the core curriculum nor elective courses. This would be awarded 0 points.

14. 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, Indigenous populations, and older adults?

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

Score explanation: There are no formal lectures in Rush Medical College's core curriculum addressing environmental toxins' effect on marginalized populations during M1 and M2 year. However, as part of the M2 elective curriculum in Rush Medical College's HESJLP, there is a lecture dedicated to addressing environmental injustice with a focus on Chicago. It describes events such as the Chicago Heat Wave and air pollution to better understand how environmental toxins burden certain populations, focusing on it as a social determinant of health. This would be awarded 1 point.

Curriculum: Sustainability

15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: In the M1 core curriculum, specifically the Food to Fuel block, a plant-based diet is briefly mentioned as an alternative diet for patients with cirrhosis and type 2 diabetes, but not for the population at large. The topic of plant-based diets does not receive its own section of the curriculum, and the co-benefits to planetary health are not discussed in the core curriculum or in elective curricula. This would be awarded 0 points.</i></p>	

16. Does your medical school curriculum address the carbon footprint of healthcare systems?	
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	This topic was not covered.
<p><i>Score explanation: There is no discussion regarding the carbon footprint of healthcare systems in the preclinical or clinical curricula. This would be awarded 0 points.</i></p>	

17. Does your medical school curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (1 point each)	
1	Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room.
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.

1	The impact of anesthetic gasses on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anesthesia or choosing less environmentally anesthetic gas options with reduced greenhouse gas emissions.
1	The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfill this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK.
1	The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment.
<p><i>Score explanation: In the core curriculum at Rush Medical College, there are no lectures on waste generation by the hospital system. Lectures do include teaching the importance of non-pharmaceutical management of conditions including diet and nutrition, physical activity, and mental health maintenance, as well as the importance of medication reconciliation. These lectures do not comment on added environmental co-benefits. This would be awarded 0 points.</i></p>	

Curriculum: Clinical Applications

18. 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	No, there are not strategies introduced for having conversations with patients about climate change
<p><i>Currently at Rush Medical College, there are no specific training sessions, simulated patient encounters, or Communication Skills Assessments or OSCE labs that explicitly address conversations about the health effects of climate change. The Communicator role sessions in the M1 & M2 years present teaching points relating to dealing with difficult emotions, breaking bad news, and helping patients make behavior changes, which are related skills when holding conversations on planetary health. However, the communication strategies introduced and assessed in the simulated patient</i></p>	

encounters can be used broadly in conversations with patients, and do not specifically name or address planetary health. This would be awarded 0 points.

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

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

Score explanation: In the MI Host Defense and Host Response (HDHR) block, there is a detailed explanation of how to take a pediatric history in the self-study guide for Case 3: Jenna Wilson. The pediatric history outline includes taking a social and environmental history. In the printed text and the accompanying PowerPoint, there are statements which recommend documenting parents' occupations, current living conditions, the presence of smoke detectors, dust exposure, lead exposure, problems with cockroaches and other environmental contaminants. This should be awarded 2 points.

Curriculum: Administrative Support for Planetary Health

20. Is your medical school currently in the process of implementing or 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	Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.

Score explanation: Rush Medical College is in the process of improving planetary health education. The [Rush Students for Social Responsibility \(SSR\)](#) student group partnered with the HESJLP to initiate a lesson dedicated to environmental justice and planetary health. In its second year, this lesson continues to improve and build relationships with community groups that attend to teach students from first-hand experience. Rush SSR with faculty of the HESJLP plan to continue improving this lesson and move for it to be included in the core curriculum. Medical student and faculty representatives have plans to meet with the administration in 2022 to discuss plans for improvement in the medical college. This would be awarded 2 points.

21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?

6	Planetary health/ESH topics are well integrated into the core medical school curriculum.
4	Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s).
0	There is minimal/no education for sustainable healthcare.

Score explanation: Apart from a single module on Environmental Injustice in the elective curriculum of the HESJLP, there is little to no mention of planetary health topics in the core curriculum. Any incidentally related information, such as on plant-based diets, air pollution, environmental anxiety, etc. is only briefly mentioned and does not present itself from a planetary health perspective, but merely as a bullet point to the greater topic being studied. This would be awarded 0 points.

There are opportunities to integrate these topics seamlessly and longitudinally into the preclerkship, clerkship, and elective curricula. Such efforts would not overwhelm the amount of information presented to medical students, and would provide much needed exposure to planetary health to coming generations of physicians.

22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

1	Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.

Score explanation: There is no specific faculty member responsible for overseeing the integration of planetary health and sustainable healthcare in the curriculum. This would be awarded 0 points.

Section Total (x out of 69)	18
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Are there additional curriculum resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the medical school and broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, medical schools should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasized.*

1.Are there researchers engaged in planetary health research and healthcare sustainability research at your medical school?	
3	Yes, there are faculty members at the School of Medicine who have a primary research focus in planetary health or 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	There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the medical school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.
<p><i>Score explanation: While there are a few investigators with a variety of research focuses in planetary health and sustainability, most investigators whose primary focus is within healthcare sustainability/planetary health are within other departments at Rush University. The Rush University Office of Research Affairs does not currently utilize a focus on planetary health or sustainability to categorize and track research at the institution, however this has been identified as a point of improvement.</i></p>	

2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
3	There is at least one dedicated department or institute for interdisciplinary planetary health research.
2	There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years.

1	There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.
0	There is no dedicated department or institute.
<i>Score explanation: There is no such organization that exists within Rush Medical College or Rush University.</i>	

3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your medical school?	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process, and no efforts to create such a process.
<p><i>Score explanation: Rush Medical College is a participant organization of the Chicago Area Patient-Centered Outcomes Research Network (CAPriCORN) Consortium, a partnership of 11 local research institutes joined together to investigate ways of improving health care focused on the people living in Chicago. CAPriCORN research initiatives are driven by input from an established Patient Community Advisory Committee (PCAC) and the Health & Medicine Research Policy Group (HMPRG) composed of patients, community members, caregivers, advocates, and healthcare providers. The PCAC and HMPRG allow for input from a wide variety of community voices about the research priorities of CAPriCORN.</i></p> <p><i>Rush University, with the University of Chicago, is a co-leader of the Institute for Translational Medicine (ITM). The ITM is a NIH Clinical and Translational Science Award (CTSA) program dedicated to improving health in Chicago and around the world. Rush Medical College faculty member James Mulshine, MD is the ITM Community and Collaboration Core Leader, overseeing city-wide research collaborations between community members, organizations, industry, and researchers.</i></p> <p><i>Through the WestSide ALIVE program, a collaboration between Rush and local pastors, there has been work to improve the health of urban, segregated communities in Chicago. There is an ongoing effort within this collaboration to improve mental health and physical screening programs in communities severely lacking these resources, and to open the dialogue among more community members disproportionately impacted by healthcare and environmental injustices.</i></p>	

4. Does your institution have a planetary health website that centralizes ongoing and past research related to health and the environment?	
3	There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	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.
<p><i>Score explanation: Rush University has an internal sharepoint site called “The Green Team” containing information about ongoing events related to sustainability at Rush, as well as virtual seminars related to such topics and information on healthcare’s environmental impact. Certain individual departments within the university health system do have public web pages dedicated to their planetary health efforts, such as the Department of Anesthesia ‘Green Anesthesia’ initiative. However, the site dedicated to institutional planetary health initiatives is an internal resource and not open to public access.</i></p>	

5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
4	Yes, the medical school has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.
<p><i>Score explanation: Neither Rush Medical College or Rush University have hosted a conference/symposium on topics related to planetary health.</i></p>	

6. Is your medical school a member of a national or international planetary health or ESH organization?

1	Yes, the medical school is a member of a national or international planetary health or ESH organization
0	No, the medical school is not a member of such an organization

Score explanation: Rush Medical College is not a member of such a national or international organization. Rush Health System is a member of [Practice Greenhealth](#), however the medical college is not a member individually.

Section Total (x out of 17)	6
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Are there additional research resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Community Outreach and Advocacy

Section Overview: This section evaluates medical school engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of color. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.

1. Does your medical school partner with community organizations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>Score explanation: Rush medical college partners with multiple community organizations to promote planetary and environmental health. The Rush Community Service Initiative Project, 5+1=20, Rush students educate high school and middle school students at 11 Chicago Public Schools on the five most prevalent diseases (asthma, hypertension, diabetes, cancer, and HIV) in the surrounding area. This includes modules on asthma and environmental justice, helping students to understand why there are higher rates of asthma in their communities and how they can advocate for the health of their community. Additionally, 5+1=20 tests soil lead levels with students at 6 middle schools in the Pilsen area due to the close proximity of the H. Kramer metal smelting facility. The soil testing complements modules on community gardening and nutrition. Rush’s Students for Social Responsibility held a webinar introducing planetary health to high school students participating in Rush’s Martin Luther King Jr. Day of Service. Rush also partners with Healthy Hood Chicago and BEET Chicago. Rush students and faculty participate in city gardening at two Healthy Hood garden locations and the BEET Chicago North Lawndale garden. Lastly, Rush REMEDY is a medical supply recovery and recycling program that partners with Hospital Sisters Mission Outreach to collect unused medical supplies and equipment from the Rush health system and redistribute them to under-equipped medical facilities. This would be awarded 3 points.</i></p>	

2. Does your medical school offer community-facing courses or events regarding planetary health?	
3	The medical school offers community-facing courses or events at least once every year.
2	The medical school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events.
0	The medical school has not offered such community-facing courses or events.
<i>Score explanation: Rush University and Rush Medical College do not offer any community-facing courses or events. This would be awarded 0 points.</i>	

3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not regularly receive communications about planetary health or sustainable healthcare.
<i>Score explanation: Students at Rush Medical College do not regularly receive communications about planetary health of sustainable healthcare. This would be awarded 0 points.</i>	

4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
2	Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
1	Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are no such accessible courses for post-graduate providers

Score explanation: Rush University and Rush Medical College do not offer any courses related to planetary health and sustainable healthcare for post-graduate providers. This would be awarded 0 points.

5. Does your medical school or its primary affiliated hospital have accessible educational materials for patients about environmental health exposures?

2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated medical centers have accessible educational materials for patients.

Score explanation: There are no accessible educational materials for patients about environmental health exposures at any of Rush University's affiliated hospitals. This would be awarded 0 points.

6. Does your medical school or its primary affiliated hospital have accessible educational materials for patients about climate change and health impacts?

2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated hospitals have accessible educational materials for patients.

Score explanation: There are no online resources about climate change health impacts available at any of Rush University's affiliated hospitals. This would be awarded 0 points.

Section Total (x out of 14)	3
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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.*

1. Does your institution offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
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 and there is no requirement to participate.
0	No, the institution does not offer opportunities or support for sustainability initiatives or QI projects.

Score explanation: Rush Medical College offers the Dean's Fellowship in the summer between the M1 and M2 years. To be eligible, students must find and develop a research project which is either self directed (with advising from faculty), or as part of a research project currently underway (with advising from principal investigator). Students receive a stipend and are largely free to pursue whatever topic interests them. While a legitimate avenue to pursue a sustainability initiative/QI project, it is not a protected or guaranteed avenue to do so. Several barriers exist: availability of sustainability/QI projects, availability of faculty advisors, its self directed (and sometimes inadequately supported) nature, and lastly, the project's existence contingent on acceptance into the Dean's Fellowship. This would be awarded 1 point.

Regarding other avenues, the Office of Student Life and Engagement at Rush University, including the medical college, provides support and coordination to student organizations. One of these organizations includes the Students for Social Responsibility which holds several events a year on topics such as climate change, sustainability, and environmental threats. While a great first step, there is no allotted funding for a sustainability initiative or QI project.

2. Does your institution offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research.

1	There are research opportunities for students to perform research related to planetary health/sustainable healthcare but these require student initiative to seek these out and carry them out in their spare time.
0	There are no opportunities for students to engage in planetary health/sustainable healthcare research.
<p><i>Score explanation: Similarly to the first question, Rush Medical College offers the Dean's Fellowship in the summer between the M1 and M2 years (see above for more details on the Dean's Fellowship). This avenue requires significant student initiative on their own and also requires acceptance into the fellowship. This would be awarded 1 point.</i></p> <p><i>As of currently, there are no known specific research opportunities for medical students to participate in planetary health and/or sustainable healthcare research.</i></p>	

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	There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.
<p><i>Score explanation: Rush University Medical Center's Office of Sustainability has a website highlighting sustainability at Rush. It is run by the Rush Sustainability Team. This team works with the student organization, Rush Students for Social Responsibility (SSR) on education and projects for sustainable practices at the school. The website contains educational articles on topics including public health and climate change. It has resources for repurposing at Rush and other recycling programs such as the Mask Recycling Program. It also provides links to outside resources for further education on sustainability in healthcare. This is accessible by any student or faculty in the Rush system and is used regularly by the environmental-specific organization, Rush SSR. In addition, Rush SSR shares a "Take Action" shareable document containing educational documents and resources and is regularly updated. It does not contain Rush faculty projects. Rush University does not have a student-led specific website for this information. There is no resource for finding faculty with research interests in sustainable healthcare or planetary health. In all, this would be awarded 1 point.</i></p>	

4. Does your medical school have 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 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.
0	No, there is not a student organization at my institution dedicated to planetary health or sustainability in healthcare.

Score explanation: There is a Rush University student group, Students for Social Responsibility (SSR), which is an interdisciplinary student group aimed at providing education at Rush about planetary health, furthering sustainability initiatives at Rush, and advocating for environmental justice in the community. They hold educational events throughout the year around topics such as climate change and health, hospital sustainability, and environmental toxins. They bring in health care professionals to discuss these issues and what actions can be taken to address them. They collaborate with other Rush student organizations to share our message and promote a healthier Chicago. They work with the Rush leadership to improve the sustainability of our own health system by bettering our recycling, reducing single use plastics, and promoting the start of composting. Additionally, there is a Rush Community Service Initiative Program related to this mission, [Rush REMEDY](#). This is a medical supply recovery and recycling program that works with Hospital Sisters Mission Outreach to collect unused medical supplies and equipment from the Rush health system and ship them to under-equipped hospitals and clinics worldwide. Collected supplies are also given to students traveling internationally to underserved areas on clinical trips or during clinical rotations. Supplies that are recovered and redistributed include such things as surgical packs, surgical gloves, gauze, bandages, sutures, catheters, and refurbished hospital equipment. This would be awarded 2 points.

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

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

Score explanation: There is no student representative for sustainability interests on a medical student committee, Rush student affairs committee, or institutional committee. This would be awarded 0 points.

6. In the past year, has the institution had one or more co-curricular planetary health programs

or initiatives in the following categories? (1 point each)	
1	Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.
1	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	Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students)

Score explanation:

1. Rush University does have a partnership with [Farm on Ogden](#) for an initiative called [VeggieRx](#). Providers will “prescribe” produce boxes for patients if there is concern for food insecurity and Farm on Ogden will provide free produce boxes as well as educational sessions on cooking and healthy eating. There are also Rush student groups called [5+1=20](#) and [Healthy Hood](#) which partner with a community organization in the Pilsen neighborhood. Students go to local middle schools to teach various health topics including environmental health topics. They additionally tend to multiple community gardens.
2. Chicago has multiple organizations and groups that provide speakers and events related to planetary health with students invited. Rush University’s Students for Social Responsibility has hosted panels with speakers talking about climate change and health, sustainability at Rush, and planetary health as a whole. [Chicago’s Chapter of Physicians for Social Responsibility](#) and other medical school environmental organizations have held educational events that are open to all students as well.
3. Students for Social Responsibility has partnered with the HESJLP to provide classes with themes of environmental justice. They have had representatives from Chicago’s [Little Village Environmental Justice Organization \(LVEJO\)](#) and from the [Southeast Side’s Environmental Task Force](#) to discuss local issues.
4. There is no visual or performing art at Rush with themes of planetary health.
5. There are no specific volunteer opportunities.
6. There is a [Rush Wilderness Medicine](#) group on campus that provides educational lectures for students. They have held backpacking trips and outings to go to the local climbing gym and share their passion for the outdoors and LNT.

These would be awarded 4 points.

Section Total (x out of 15)	9
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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	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability.
1	There are no salaried sustainability staff, but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>Score explanation: Rush University Medical Center has an Environmental Sustainability Team (EST) consisting of a core Sustainability Department with currently two full time employees (EST Manager and Coordinator), as well as a Health Systems Management Student Intern working part time. The Sustainability Department within the EST serves to oversee and implement Sustainable efforts at the hospital with the support of Sustainability Champions from clinical and non-clinical areas, several working groups, and the EST Steering Committee. This would be awarded 3 points.</i></p>	

2. How ambitious is your medical school/institution’s plan to reduce its own carbon footprint?	
4	The institution has a stated goal of carbon neutrality by 2030 or earlier and the medical school / institution has a well-defined and adequate plan in place to achieve this goal.
3	Yes, there is a stated carbon neutrality goal by at least 2040 and the medical school/institution has a well-defined and adequate plan in place to achieve this goal.
2	Yes, there is a stated carbon neutrality goal by at least 2040, but the medical school/institution 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.
<p><i>Score explanation: Rush University Medical Center is aiming to reduce emissions, however, does not currently have a clear CO2 emission target. RUMC is in the process of baselining Greenhouse Gas Emissions, with a reduction target to be rolled out soon. EST is aiming to have a more concrete reduction goal on carbon neutrality within the next year. This would be awarded 1 point.</i></p>	

3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilize renewable energy?	
3	Yes medical school buildings are 100% powered by renewable energy
2	Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.
0	Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy.
<p><i>Score explanation: Rush University Medical Center currently purchases all brown power from Constellation. However, there is a 25% renewable energy goal by 2025 through the Healthcare Anchor Network Impact Purchasing Commitment (HAN-IPC). There are plans on installing solar panels on the university buildings within the near future as well. This would be awarded 0 points.</i></p>	

4. Are sustainable building practices utilized for new and old buildings on the medical school campus, with design and construction of new buildings and remodeling of old buildings conforming to a published sustainability rating system or building code/guideline?	
3	Yes, sustainable building practices are utilized for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have not been retrofitted.
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.
<p><i>Score explanation: Rush University Medical Center currently supports sustainable building practices for new buildings as all new buildings get LEED Certification with a Gold or higher rating. The majority of buildings have some form of retrofitting, such as HVAC systems, however, it is not thorough. This would be awarded 2 points.</i></p>	

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

2	Yes, the medical school has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilized by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	The medical school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The medical school has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation: Rush University Medical Center offers multiple options for students to reduce the environmental impact of commuting. Students are offered a Ventra UPass which provides free use of Chicago CTA Buses and Transit. RUMC is also a Divvy bike campus where students are offered a discounted annual membership. In addition to these services, RUMC operates 2 shuttles from 6 - 10 AM and from 3 - 6 PM. On a daily basis, a low end approximation of 288 people utilize the shuttle, while a high end approximation is about 378 people. Ride sharing/carpooling will also be encouraged with the implementation of Luum, a commute management platform, in the near future. This would be awarded 2 points.

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

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

Score explanation: Rush University Medical Center currently does not have a composting program. However, a recycling program has been implemented in the medical school buildings, along with new recycling bins placed in exterior spaces across campus. This would be awarded 1 point.

7. Does the medical school apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

3	Yes, the medical school has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is engaged in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.
<p><i>Score explanation: Sustainable food purchasing at Rush University Medical Center includes local businesses but not necessarily locally sourced material. The medical school is not directly engaged in these efforts. RUMC is currently following sustainability guidelines put forth by Healthcare Without Harm regarding food purchasing. These efforts are further being amplified through the Healthcare Anchor Network - Impact Purchasing Commitment (HAN-IPC) sustainable food targets. This target was initially 20% Sustainable food spend by 2025, however that goal has already been met. There are discussions to revisit and increase the goal. This would be awarded 1 point.</i></p>	

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	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.
<p><i>Score explanation: The medical school is currently not engaged in efforts to increase sustainability procurement, however Rush University Medical Center is associated with the Rush Anchor Mission Team/Rush Local and part of the HAN-IPC. This includes making conscious decisions to support our local communities through procurement regarding Furniture, Food and other local spend. There are currently no protocols to be followed regarding Sustainable procurement – only guidelines and recommendations. This would be awarded 1 point.</i></p>	

9. Are there sustainability requirements or guidelines for events hosted at the medical school?
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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	There are no sustainability guidelines for medical school events.
<p><i>Score explanation: Currently, there are no sustainability guidelines for medical school events as main efforts are being focused on virus/safety protocols. Several different vendors incorporate recycling containers and silverware etc., thus it becomes difficult to have a set of guidelines for every vendor to follow. Many medical school events are held off site as well, and would be held to the standards of the off site venue rather than Rush University Medical Center's. This would be awarded 0 points.</i></p>	

10. Does your medical school have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
2	Yes, the medical school has programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	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.
<p><i>Score explanation: At the moment, there are no established efforts at the medical school to make lab spaces more sustainable. The Environmental Sustainability Team has had discussions regarding forming working groups to establish initiatives towards "Greenifying" Lab spaces, but nothing formal as of yet. This would be awarded 0 points.</i></p>	

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 or has made a commitment to fully divest, but currently still has fossil fuel investments.
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.

Score explanation: Rush University Medical Center has an investment committee to oversee its endowment portfolio. Although over 65% endowments are in global equity, the institution has investments with fossil fuel companies. Though students have reached out to inquire – there has not been any formal advocacy regarding divestment from fossil fuels. This would be awarded 0 points.

Section Total (x out of 31)	11
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Are there additional sustainability resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Grading

Section Overview

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

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

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the Rush University School of Medicine

The following table presents the individual section grades and overall institutional grade for Rush Medical College on this medical-school-specific Planetary Health Report Card.

Section	Raw Score	Letter Grade
Planetary Health Curriculum (30%)	$(18 / 69) \times 100 = 26\%$	D
Interdisciplinary Research (17.5%)	$(6 / 17) \times 100 = 35\%$	D+
Community Outreach and Advocacy (17.5%)	$(3 / 14) \times 100 = 21\%$	D-
Support for Student-led Planetary Health Initiatives (17.5%)	$(9 / 15) \times 100 = 60\%$	B-
Campus Sustainability (17.5%)	$(11 / 31) \times 100 = 36\%$	D+
Institutional Grade	34%	D

