Planetary Health Report Card:
University of Washington School of Medicine

2021-2022 Contributing Team:
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Summary of Findings

Overall	C+

Curriculum	D

The University of Washington School of Medicine (UWSOM) offers medical students an introduction to planetary health through elective coursework and interest groups, but lacks substantial, longitudinal incorporation of planetary health concepts within its core curriculum.
Recommendations: Student engagement with planetary health content should be a requirement, rather than a self-driven process. We recommend incorporating planetary health concepts into small group case-based exercises in both the foundational science curriculum and the required Themes in Medicine course.

Interdisciplinary Research	A

UWSOM has multiple groups involved in research on planetary health, including the Center for Health and the Global Environment (CHanGE) and the UW Climate Impacts Group. CHanGE faculty make annual contributions to the Intergovernmental Panel on Climate Change publications. The medical school recently joined the Global Consortium on Climate and Health Education.
Recommendations: We support establishing a more robust and streamlined process for incorporating marginalized communities that are disproportionately impacted by climate change in ongoing research and community projects.

Community Outreach and Advocacy	B

UWSOM is partnered and actively involved with several community organizations, including the Washington Healthcare Climate Alliance and Washington Physicians for Social Responsibility. Resources on environmental health exposures and climate change health impacts exist but are not always easy to find as a patient.
Recommendations: Opportunities exist for incorporating information on planetary health and sustainable healthcare into regular UWSOM communications.This information should be made more accessible to patients.

Support for Student-Led Initiatives	B

The University of Washington as an institution has many student-led planetary health initiatives, spanning wilderness programs, cultural arts events, and community-supported agriculture, which medical students have access to. However, the medical school itself does not offer specific opportunities or support for sustainability initiatives.
Recommendations: UWSOM should encourage medical students to get involved in sustainability initiatives and quality improvement projects through mini-grants and/or formal incorporation into the curriculum.

Campus Sustainability	B

The University of Washington has an Office of Sustainability with full-time employees, a dedicated website where students have access to ongoing sustainability projects, and a comprehensive plan to reduce its carbon footprint with a goal of zero emissions by 2050. Existing buildings used by the medical school for teaching rely largely on carbon-free, but not renewable, resources.
Recommendations: UWSOM should continue to invest in renewable energy and divest fully from fossil fuels.

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.

The School of Medicine acknowledges and honors that the University stands on the unceded land of the Coast Salish peoples, land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

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.
Score explanation: The University of Washington School of Medicine has offered one non-clinical elective within the 2021-2022 academic year entitled "Global Health Core Topics". This course explores topics in global health including climate change impacts on human health and environmental health, but does have a primary focus on planetary health/ESH. However, in conjunction with the Dept. of Public Health, two electives are available that focus primarily on the health impacts of climate change, "Understanding and Managing the Health Risks of Climate Change" and "Problems in Global Health".	

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.
Score explanation: There is not a specific learning objective dedicated to the effects of extreme heat within the University of Washington core curriculum. There is a session dedicated to extreme weather, but it does not directly address health risks associated with extreme heat. A non-clinical elective is offered that addresses these issues in environmental health and is titled "Core Topics in Global Health". Additionally, the Dept. of Global Health has offered an elective entitled "Understanding and Managing the Health Risks of Climate Change" which "addresses current and projected health risks of climate change" including the effects of extreme heat and heat injury. Prior to this, courses have been offered that include an examination of the disproportionate impact of extreme weather events on medically underserved urban communities entitled "Community-focused Urban Health", however, this course was not offered to students within the last year.	

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.
Score explanation: According to the UWSOM curriculum office, this topic was covered in the pre-clinical core curriculum in the Invaders and Defenders block, which encompassess microbiology and immunology content. The lecture "Bacterial Zoonoses" briefly addressed changing weather patterns on the spread of infectious disease. However, we feel there are many other important and appropriate places in the preclinical curriculum for this topic to be addressed.	

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.

Score explanation: According to the UWSOM curriculum office, this topic was covered in the pre-clinical core curriculum in the Invaders and Defenders block. More specifically, the required recorded lecture "Bacterial Zoonoses" addressed climate change and wildlife habitat destruction as key drivers in the emergence of new zoonotic diseases and increased geographic range of vectors. This lecture also included the "One Health" approach to approaching zoonotic diseases clinically.

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: This topic was not covered in the University of Washington School of Medicine pre-clinical core curriculum. According to last year's document there was a section addressing pollution in the Cardio-Pulmonary-Renal block, but the curriculum office reported that this topic is not officially covered in the current curriculum, so we were unable to award 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 UWSOM Curriculum office reported that this topic is not covered in the core pre-clinical curriculum.	

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: According to the UWSOM curriculum office, this topic was covered in the pre-clinical core curriculum in the Mind, Brain and Behavior block. However, upon further review, the PHRC team could find no mention of *climate change on mental health or neuropsychology in the MBB learning objectives. As the curriculum office was unable to provide further communication as to where this information might be found, we could not award points for this topic.*	

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: This topic is not currently covered in the UWSOM curriculum.	

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: The "Themes in Medicine" portion of the UWSOM curriculum addresses social determinants of health and how marginalized populations are disproportionately impacted by healthcare inequity, but does not specifically address climate change or factors that are direct results of climate change. There was *no elective coursework identified that touched on these topics in the context of environmental health and global* climate.	

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: This topic is covered as part of UWSOM's Global Health Pathway, which is part of the elective coursework available to students. However, the Global Health Pathway has been restricted due to COVID-19 in terms of travel restrictions and access to partner sites, which may lead to decreased interest and fewer individuals having access to these materials. Lecture content featured in the Global Health Pathway electives touches on the factors that influence global health, which includes but is not limited to climate change. Since this content is available in elective coursework but is not included in the core curriculum, the score is a 1.	

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: No significant discussion of the reproductive health effects of anthropogenic toxins is included in the required curriculum.	

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: Though the curriculum addresses environmental *threats on health in general terms that may apply to Seattle as a major city, no specific mention of unique issues is made. Further, as a regional campus, Seattle is only part of UWSOM's larger 'community', and the curriculum does not address environmental issues specific to other, less urban areas.*	

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: While Indigenous knowledge and value systems are discussed somewhat throughout the curriculum, in relation to planetary health solutions these topics are not addressed at all.	

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: UWSOM is working on integrating the disproportionate effects of environmental toxins into case-based learning regarding increased risk of things such as asthma or lead poisoning in marginalized populations. Such cases exist in cour*sework *of blocks (Cardiopulmonary, Reproductive) and in mandatory "Themes in Medicine" workshops (Spring 2021 social determinants of health lecture), and work is being done to make explicit the anthropogenic causes of disease from these toxins.*	

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.
Score explanation: As part of the culinary medicine elective course offered at the Bozeman foundations site, students learn about healthy diet choices for the prevention and treatment of disease. The Mediterranean diet is a key focus of this course, the foundation of which is plant-based foods such as fresh vegetables, whole grains, legumes, nuts, and seeds. Students also spend time at Towne's Harvest Garden, a local vegetable farm, where they learn about sustainable farming practices and the value of eating and supporting local foods. The benefits of vegetarian and vegan diets were discussed. The environmental benefits of a plant-based diet were not emphasized.	

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.
Score explanation: This topic is not formally covered at any point in the curriculum.	

17. Does your medical school curriculum cover these components of sustainable clinical practice in the core 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 anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic 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
Note: The UWSOM teaches about deprescribing pharmaceuticals where possible, supporting non-pharmaceutical management of conditions, and avoiding over-medicalisation in medical care, but only for the benefit of human health. Rarely, if ever, are the associated environmental health benefits mentioned. One point is awarded for the rare occasion the environmental benefits are discussed, which relies on the teaching faculty instead of the curriculum. Additionally, a brief mention on the relative harmfulness of various anesthetic gasses to the environment was made in the "Volatile Anesthetics" lecture in the Mind, Brain, Behavior block given to the Bozeman foundations site. This topic was not mentioned in the learning objectives for this lecture or in the region-wide slideset so it is unclear whether all second year students were exposed to this information, so we were unable to award a point.	

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
Score explanation: University of Washington includes some brief conversation about climate change throughout the curriculum, but there is no official place where students learn to navigate conversations with patients about the health effects of climate change.	

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: University of Washington offers several workshops in the core curriculum that discuss how to take an environmental history. Topics covered include air/water quality, housing conditions and work conditions. There are opportunities to practice this history taking throughout the foundations phase, and some of the didactic coursework includes cases which remind students of the effect of environmental exposures on the health of patients.	

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: Over the course of the last year, University of Washington has agreed to incorporate more climate change material into the longitudinal curriculum for incoming students through the addition/revision of patient cases in systems-based blocks. These cases would incorporate topics such as the influence of climate change on asthma exacerbations, mental health and transmission of infectious disease into the current structure of coursework. Additionally, there is movement toward the creation of a new lecture in the first year of medical school that provides students with some foundational knowledge of health care and climate change so they would be prepared to work through the cases in each block.	

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: University of Washington does offer some workshops on taking an environmental history as well as a few cases throughout the first two years of medical school that cover the impact of climate change on the health of patients. The content that is covered is addressed in an integrated manner, rather than in a stand-alone lecture. Overall, however, sustainable healthcare is not currently covered in any robust way at University of Washington, earning them a score of 4.	

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: Although UWSOM is in the process of forming a curriculum subcommittee to discuss planetary health integration within the curriculum, the medical school has not yet tasked a specific faculty member to oversee this process. However, the curriculum is currently undergoing a renewal and the committee hopes to establish a workgroup and appoint dedicated faculty in the next year.	

Section Total (20 out of 69)	**29%**

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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.
Score explanation: The University of Washington is home to the Center for Health and the Global Environment (CHanGE) whose mission is to "collaboratively develop and promote innovative approaches to understanding and managing the risks of global environmental change." In addition, there are several other UW School of Medicine-affiliated physicians conducting active research within topics of climate change and the effects on human health. This is current for 2021 and has not changed since 2020.	

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.

Score explanation: The University of Washington is home to the Climate Impacts Group (CIG), an organization which aims to identify areas in need of further climate change research, advance scientific understanding of climate change impacts through organizing and conducting dedicated scientific research, and utilizing the findings of climate change research to inform policy decisions and empower local and regional communities to respond and adapt to the effects of climate change. In conducting its work, the UW CIG partners with entities such as the Washington Department of Fish and Wildlife, the Pacific Climate Impacts Consortium, The Nature Conservancy, and several First Nation tribes. This is current for 2021 and has not changed since 2020.

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.

Score explanation: Community stakeholders who are disproportionately impacted by the effects of climate change have been able to help steer the direction of research projects conducted through the University of Washington Climate Impacts Group (UW CIG). For example, the Yakama Nation were able to fund a project that aimed to "better understand climate change impacts on the meadows of their Reservation that they manage, and focus restoration actions where they will contribute most to maintaining the ecological and cultural values of meadows into the future." While there is no formal process for community stakeholders to exert top level decision-making influence on the research agenda for the UW CIG, organized community stakeholders have previously been able to provide input on the direction of several climate change research projects. This is current for 2021 and has not changed since 2020.

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.
Score explanation: The University of Washington has a robust sustainability website. This includes ways that they are trying to cut down their climate impact, student groups doing sustainability work on campus, and relevant funding opportunities. The University of Washington also has a Program on Climate Change website. This website includes more event opportunities, information specific to courses on climate and health research and people involved. This is current for 2021 and has not changed since 2020.	

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.
Score explanation: The University of Washington hosted the 11th Northwest Climate Conference in April 2021, which was virtual because of COVID. The Program on Climate Change, a part of the College of the Environment is a symposium that has occurred during the years of 2016-2020. https://www.nwclimateconference.org/	

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: UWSOM joined the Global Consortium on Climate and Health Education in February of 2022. As of December 2020, UWSOM has not joined the Planetary Health Alliance. The University of Washington School of Public Health has joined.

Section Total (15 out of 17)	**88%**

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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

<u>Section Overview:</u> 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.
Score explanation: The University of Washington partners with many community organizations that promote planetary and environmental health. UW Medicine joined the Washington Health Care Climate Alliance in 2019 with the goals of addressing the health impacts of climate change and promoting sustainability. Additionally, students have the opportunity to volunteer with the Washington Physicians for Social Responsibility (WPSR) to promote action against climate change and engage in health advocacy via climate issue-specific task forces, advocacy action teams, and individual or group projects.	

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.
Score explanation: The University of Washington's Office of Sustainability offers several events, workshops, and webinars that are open to the community throughout the year. The majority of these events have been offered virtually over the last year, which has allowed for increased access by community members. The "Climate Dialogue 2021" is a yearly event that covers varying topics within planetary health, such as sustainable agriculture and food systems. Some examples of webinars include a panelist discussion called "Climate Justice: Down with Carbon Emissions - Up with Community Equity" which discusses community engagement in promoting climate justice, as well as "A Climate Conversation with Seattle Mayoral Candidates" that focused on climate policy, mitigation efforts, and the intersection with social justice.	

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.
Score explanation: UW SOM communications for the 2021 year were reviewed and none contained updates on planetary health or sustainable healthcare. There are opportunities that could be included, like Grand Rounds from Occupational and Environmental Medicine found here.	

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: There are no upcoming CME courses (online or in person) relating to planetary health and sustainable healthcare. The CME course list can be found here.	

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: Although there are resources available here for the UW hospitals and environmental health exposures, they are difficult to access by googling and are text heavy, which may make them harder to access for the general public. There are easily accessible pediatric environmental health exposures patient information sheets available here.	

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: UW Medicine is part of Healthcare without Harm consortium and the Washington Health Care Climate Alliance (here). Examples of brochures available from Healthcare without Harm can be found here. These materials are harder to access as a patient with a simple Google search.	

Section Total (10 out of 14)	**71.4%**

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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 *either* offers grants for students to enact sustainability initiatives/QI projects *or* 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: UWSOM does not offer specific opportunities or support for sustainability initiatives or projects, although students may pursue these efforts on their own time	

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.
Score explanation: Students can independently explore sustainability research, and in some cases this may fulfill requirements for the Independent Investigative Inquiry (III) as part of the foundations phase of the curriculum. There are no sustainability related projects listed under the directory for 2022, but students are encouraged to seek out opportunities outside of UWSOM. Student funding is available in some cases, but this is not specific to sustainability research and is only applicable to the summer III requirement.	

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.
Score explanation: The UW School of Medicine does not have a web page devoted to planetary health or sustainable healthcare. There is a sustainability page for the institution as a whole, but it does not contain a page with information about planetary health or initiatives specifically at UW School of Medicine. Information about sustainability programs available to UW medical students and research related to planetary health conducted by UWSOM faculty must be accessed externally through decentralized, program specific websites, which can make the information more difficult to find.	

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: The Planetary Health Report Card Student group was officially registered as a student organization in the Spring of 2021 and has a dedicated faculty advisor and support from the institution. In addition to completion of the report card, the group has put on events to educate students about the health effects of climate change and advocated for further recognition of this topic within the institution. Efforts are currently underway to change this group to the Planetary Health Interest Group and expand its scope.	

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 are several roles for students to serve on various institutional committees, but no position exists to advocate for sustainability practices. A list of medical student committee positions can be found here. There is a University of Washington Environmental Stewardship committee that serves the whole institution. Medical students are eligible to serve on this committee, but as of now, Jan. 2022, there are none.	

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: *Since UW School of Medicine is closely related to the University of Washington as a whole, medical students have access to the following programs without the UW School of Medicine making this explicitly clear to the medical students through related resources.* *a. The UW Farm project has multiple sites around the Seattle campus where students can serve as volunteer gardeners and gain experience in planting and harvesting sustainably-grown vegetables. The*	

farm also hosts students completing research, service learning, and capstone projects, so there are opportunities for medical students to have a more in-depth experience.

b. UW has offered many panels and speakers on sustainability for students, a number of which were focused on the health effects of climate change. A full list of upcoming events and those from the past year is listed on the UW sustainability page.

c. There were several events last year for students to learn about environmental justice and climate challenges in the local community. The UW Sustainability Events Calendar lists past and future events relating to sustainability. Some of these events are led by UW affiliates and detail topics related to the local environment, and local health and research opportunities. Most opportunities have been virtual over the last year. An example is the "Integrating Public Health and Health Equity into Forest and Fire Management" Webinar.

d. UW Recycling held a 2021 Trash Art Contest in which the winners "express impacts on the environment through written and sculpted art pieces." Other events related to art and environmental health can be found on the UW Sustainability Events Calendar. Opportunities for live performances and exhibits were more limited this year than in previous years due to COVID-19.

e.The UW College of the Environment offers many volunteer opportunities for students to be involved in ecological research, such as weather tracking and species cataloging. The UW chapter of the Society for Ecological Restoration hosts volunteer work parties to restore green spaces around the UW campus and greater Seattle area. UW EcoReps is another student-run project that provides opportunities for students to volunteer on a number of sustainability projects, including a campus farmer's market and earth day programming.

f. UWILD is a program that organizes wilderness trips for students, teaches outdoor education principles such as leave no trace and wilderness medicine principles.

Section Total (9 out of 15)	**60%**

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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
Score explanation: The University of Washington has a large sustainability office, UW sustainability, with several full-time employees. Their website can be found here. At this time, there is no designated staff member for the medical school, although there is a representative on the UW Environmental Stewardship Committee who serves as the Environmental and Sustainability and Waste Manager at Harborview Medical Center. There is also an initiative called Sustainability and Medicine that works closely with the Environmental Stewardship Committee to coordinate sustainability practices between different facilities associated with UW Medicine.	

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.

Score explanation: The University of Washington has a comprehensive plan to reduce its carbon emissions from 2005 levels by 45% by 2030. The plan includes a goal of zero emissions by 2050 or as soon after as technology will allow. More information about the UW Climate Action plan can be found here. This does not meet the metric goal of carbon neutrality by 2040, therefore we can only assign a score of 2 points.

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.

Score explanation: The Health Sciences Building, UWSOM's primary building used for teaching, gets its electricity from Seattle City Light. Over 80% of the electricity is generated from hydropower. Although hydropower is labeled as "carbon-free," it is not considered a renewable resource.

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.

Score explanation: The University of Washington is in the process of constructing a new Health Sciences Education Building (HSEB) that has a completion date aimed for April 2022. This building

will provide additional classroom space for UW medical and health professional students. The HSEB project met UW's baseline sustainability requirements and worked directly with the UW Campus Sustainability Fund to incorporate an electrochromic glazing system, which minimizes energy use, and a large, off-site water filtration system that meets the new building's needs and that of an additional 17 acres of future development. The rooftop of the building has connections for future solar power, and the building team is working closely with the UW Solar, an interdisciplinary campus organization that is developing a campus-wide plan to maximize areas of solar gain. Attention was also paid to local materials and biophilia, with the use of cross-laminated timber as part of the structural system, further reducing the carbon footprint of the project. However, the current Health Sciences Building that houses most of the medical school building is old, complex, and energy inefficient. Although it has not been retrofitted, it has a Resource Conservation Program that frequently implements small projects to improve the efficiency of the building.

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: Since 1991, all students at UW's Seattle campus have been provided with a U-PASS regional transit pass in order to decrease the number of vehicles that travel to and from campus. The most recent campus commuter survey found more than 80% of all trips to campus were by methods other than driving alone, including transit, biking, walking, and rideshares. Additionally, 2020 saw a significant increase in telecommuting due to the impact of COVID-19.	

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: As of 2019, 65% of waste at UW is recycled, composted, or resold. There are compost bins in every kitchen, dining area, and restroom in every building on campus. UW recycling currently advertises about the benefits of recycling in Residence Halls, dining halls, and the HUB. In addition, UW has partnered with Post-Landfill Action Network for an Atlas Fellowship to complete a holistic assessment of the UW's waste reduction across all campuses.

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.
Score explanation: UW has stated that they aim to source 35% of campus food from local sources, expand plant-based options by 10%, and educate about plant-based options by 2025. UW is 1 of 45 colleges and universities participating in the Menus of Change Initiative which works to direct dishes to a plant-forward food philosophy. UW recently received a score of 56.5% by ATLAS Zero waste certification which ranks the criteria above average compared to other campuses who have completed the assessment.	

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.
Score explanation: UW has laid out its stated goals for the institution and there are guides for purchasing certain items like recycled paper, but there is not a comprehensive guideline for all	

purchasing decisions such as electronics, chemicals etc. However, it is highly encouraged across campus to shop wisely for supplies. An example of the encouragement and recognition of good practices is the UW Green Office Program. In addition, UW has made an active effort to include a student presence in the UW procurement Services office with three intern, liaison, or coordinator positions.

9. Are there sustainability requirements or guidelines for events hosted at the medical school?	
2	Every event hosted at the medical school must abide by sustainability criteria.
1	The medical school strongly recommends or incentivizes sustainability measures, but they are not required.
0	There are no sustainability guidelines for medical school events.
Score explanation: University of Washington is making an effort to use recyclable and compostable containers, cutlery and straws for events. Additionally, they are eliminating single use condiment packets and will be using large pumps instead. Although efforts are being made, there are no established requirements and guidelines for events hosted at the medical school.	

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.
Score explanation: The UW Green Laboratory Certification program offers faculty the opportunity to assess the sustainability of their lab practices and facilities, provides suggestions and tools for improvement, and awards levels of recognition for labs that meet standards of sustainability. This program is not specific to the medical school, but according to their list of certified laboratories, multiple labs associated with UW Medicine are certified. Information about this program can be found at their website.	

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:

ETHICAL CONSIDERATIONS

> *"Direct investment in coal companies whose principal business is the mining of coal for energy is prohibited."*

The UW has made the explicit statement of divesting from coal companies, but this is only a partial divestment from all fossil-fuel companies. UW students continue to advocate for complete divestment of fossil fuels, and last proposed a resolution to this effect in 2021. There is investment in renewable energy campus initiatives, but due to the lack of complete fossil fuel divestment the score remains a 2.

Section Total (20 out of 31)	**64.5%**

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

Section	Raw Score	Letter Grade
Planetary Health Curriculum (30%)	(20 / 69) x 100 = 28.9%	D
Interdisciplinary Research (17.5%)	(15 / 17) x 100 = 88.2%	A
Community Outreach and Advocacy (17.5%)	(10 / 14) x 100 = 71.4%	B
Support for Student-led Planetary Health Initiatives (17.5%)	(9/ 15) x 100 = 60%	B
Campus Sustainability (17.5%)	(20 / 31) x 100 = 64.5	B

Institutional Grade	= 58.4%	C+

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which University of Washington School of Medicine has participated in the Planetary Health Report Card initiative.