



---

# **Planetary Health Report Card (Medicine):**

## *Oregon Health and Science University*

---



### Land Acknowledgement

We acknowledge the original inhabitants and traditional village sites of the land Oregon Health & Science University is occupying and built upon: the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, Molalla, Wasco and many Indigenous nations of the Willamette Valley and Columbia River Plateau. We take this opportunity to thank the original caretakers of this land - past, present, and future.

2022-2023 Contributing Team:

- Students: Elise Brannen
- Faculty Mentors: Dr. Sharon Anderson, MD
- \*Primary Contact: Elise Brannen, [brannene@ohsu.edu](mailto:brannene@ohsu.edu)

## Summary of Findings

<b>Overall</b>	<b>C</b>
<b><u>Curriculum</u></b>	<b>A-</b>
<ul style="list-style-type: none"> <li>OHSU does include planetary health in the curriculum and it is becoming more integrated longitudinally. In first and second year, various aspects of planetary health are discussed in a few lectures. There is also some discussion of planetary health in clinical phase intersessions. Specifically, a new required lecture in the Family Medicine Core rotation gives a very thorough and in-depth discussion of many of the impacts of climate change and human health, healthcare’s carbon footprint, and climate injustice. The interprofessional education elective course called Climate Change and Human Health that is available to all OHSU students covers planetary health in depth and is currently in its second year.</li> <li><b>Recommendations:</b> There is a lack of teaching about introducing conversations about planetary health into conversations with patients. This could be introduced in clinical skills, or early years GP teaching.</li> </ul>	
<b><u>Interdisciplinary Research</u></b>	<b>C-</b>
<ul style="list-style-type: none"> <li>OHSU as an institution houses the Oregon Institute for Occupational Health but this is not a part of the medical school. There are researchers at this institute, the School of Public Health, and at OHSU hospital who do planetary health research, including a few researchers who are faculty of the medical school.</li> <li><b>Recommendations:</b> OHSU SOM could direct resources to creating an interdisciplinary research group that focuses on planetary health research and create an associated website to centrally present their work to the public.</li> </ul>	
<b><u>Community Outreach and Advocacy</u></b>	<b>D+</b>
<ul style="list-style-type: none"> <li>OHSU SOM offers few community-facing courses or events regarding planetary health. There have been a few from the Oregon Institute of Occupational Health.</li> <li><b>Recommendations:</b> cOHSU SOM could create accessible educational materials for patients about environmental health exposures and the health impacts of climate change.</li> </ul>	
<b><u>Support for Student-Led Initiatives</u></b>	<b>C</b>
<ul style="list-style-type: none"> <li>OHSU supports the student group OHSU Students for a Sustainable Future which is dedicated to planetary health and receives faculty leadership and student government funding.</li> <li><b>Recommendations:</b> Create grant funding for students to lead sustainability initiatives. Provide support to connect students with planetary health research mentors.</li> </ul>	
<b><u>Campus Sustainability</u></b>	<b>C-</b>
<ul style="list-style-type: none"> <li>OHSU has made good strides towards becoming a sustainable institution and medical school by offering financial incentives to take alternative transportation to campus, providing recycling and composting services, and sourcing cafeteria food from sustainable sources. They have also responded positively to a student-lead divestment campaign and begun to partially divest from fossil fuels. This past fall, they publicly announced a goal of reducing carbon emissions.</li> <li><b>Recommendations:</b> Could create a structured and funded Office of Sustainability to lead efforts in establishing sustainability goals and implementing interventions to achieve those goals. Areas for improvement would be specific event sustainability guidelines and recommendations for lab spaces on sustainable practices. OHSU could also establish more ambitious carbon footprint reduction goals.</li> </ul>	

# 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 “the health of human civilisation and the state of the natural systems on which it depends.” 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.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **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 (e.g. undergraduate departments (USA), other related departments (e.g. 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 examples).

**Added to our resources last 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 <u>medical school</u> 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 <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health.
0	No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation:</i> In winter term 2021 OHSU started offering an annual interdisciplinary elective available to medical students (in addition to students from various other schools, such as Dentistry and Nursing), which is entitled <i>Climate Change and Human Health</i>. The syllabus includes topics such as planetary health, healthcare ecological footprint, and vector and water-borne diseases. This interdisciplinary elective is currently underway in its second year with 50 students from the School of Medicine, the School of Nursing, the School of Public Health, and more.</p>	

## *Curriculum: Health Effects of Climate Change*

2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i></p>	

- As part of the required core curriculum, all M4s in the Transition to Residency course receive a one-hour lecture on *Climate Change and Human Health*, delivered in 2022. This lecture discusses extreme heat, climate change, air pollution and associated health risks, including mental health effects, as well as climate justice, the carbon footprint of healthcare, and ways to make clinical practice more sustainable and/or get involved with advocacy.
- As part of the required Cancer and Infectious Disease intersessions that students are enrolled in for either M2 or M3 as part of the clinical curriculum, they also receive one-hour lectures that include small group discussion. This discussion also focuses on student reflections on required pre-work, which includes reviewing an interactive online module on climate change published by the *New England Journal of Medicine (NEJM)*.
- As part of the Family Medicine Core Rotation, students receive a lecture on *Planetary Health* that includes a discussion of extreme heat, health risks, and climate change both globally and locally.

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

*Score explanation:*

- As part of the required core curriculum, all M4s in the Transition to Residency course receive a one-hour lecture on *Climate Change and Human Health*. This lecture discusses extreme weather events and their effects.
- As part of the required Cancer and Infectious Disease intersessions that students are enrolled in for either M2 or M3, the required pre-work includes reviewing an interactive online module on climate change published by the *New England Journal of Medicine*, which discusses extreme weather events.
- As part of the Family Medicine Core Rotation, students receive a lecture on *Planetary Health* that includes a discussion of extreme heat events, wildfires, and other extreme weather events.

**4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?**

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

*Score explanation:*

- The Infection Intersession has a full lecture on climate change and changing patterns of disease including vector-borne diseases, water-borne diseases, and harmful algal blooms.

- *The Transition to Residency course's lecture on Climate Change and Human Health has one slide on how changes in ecology due to climate change affect vector borne diseases, such as the increasing range of Lyme disease. In the required Cancer and Infectious Disease intersessions the NEJM interactive online module has a section on infectious diseases.*

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

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

*Score explanation:*

- *The Family Medicine Core Rotation lecture presents a clinical case related to heat and respiratory illness before diving into wildfires, air pollution, and adaptation measures.*
- *The Transition to Residency course's lecture on Climate Change and Human Health has one slide on air pollution, and the lecturer discusses causes of air pollution and the health effects, focusing on the high mortality. In the Cancer and Infectious Disease intersessions, the NEJM interactive online module has a section on air pollution.*
- *In the core curriculum for preclinical students, during the Cardio-Pulmonary-Renal (CPR) block a Pulmonary Pharmacology lecture has a few slides focusing on asthma, showing maps of the local area and links between asthma and freeways. A lecture on "Interstitial Lung Disease" in the same block briefly mentions environmental causes for diffuse parenchymal lung disease, such as "inhaled inorganic dusts: silicates, carbon, metals...gasses, vapors, fumes" on one slide.*

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

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

*Score explanation:*

- *The Family Medicine Core Rotation lecture includes an in-depth discussion of the cardiovascular health effects of climate change including extreme heat, wildfires, and more.*
- *The Cancer and Infectious Disease intersessions NEJM interactive online module has a section on how climate change results in damaging cardiovascular effects.*



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

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

*Score explanation:*

- *The Transition to Residency course lecture on Climate Change and Human Health has one slide on the mental health effects of climate change, including a bullet point on neurotoxicants. As part of the required Cognitive Intersession, M2 or M3 students receive a lecture on lead poisoning, which includes discussion of environmental degradation but does not incorporate climate change.*

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

*Score explanation:*

- *The Infection Intersession has a full lecture on climate change and changing patterns of disease including vector-borne diseases, water-borne diseases, and harmful algal blooms.*
- *In the Climate Change and Human Health elective, one out of the ten weeks in the course is dedicated to discussing food systems and climate change, and another week focuses on vector and waterborne disease, including discussion of water security and how severe weather events can threaten it. The elective also discusses ecosystem health in detail as part of the first week, which covers planetary health.*

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

*Score explanation:*

- *The Family Medicine Core rotation lecture includes a discussion of the unequal burden of climate change as it relates to three different clinical cases. It discusses increased vulnerabilities of all the populations listed above. It specifically discusses the impacts of historical redlining on urban heat islands in Portland, OR in the context of the recent heat waves in the Pacific Northwest and air pollution in the context of recent wildfires.*
- *The Transition to Residency course lecture on Climate Change and Human Health has two slides on the unequal impacts of climate change and explains what climate justice is. It mentions marginalized populations based on poverty, occupation, health disparities, and specifically discusses the impacts of racism on this paradigm.*

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

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

*Score explanation:*

- *In the Cancer Intersession, there is a brief discussion of climate justice and the unequal regional impacts of air pollution on airway cancers and respiratory-related deaths.*
- *In the Climate Change and Human Health elective, there is in-depth discussion of this topic through several assigned readings and lectures in week 1 (topic: planetary health and introduction to climate change) that specifically discuss OECD and non-OECD countries, including their carbon footprints and the effects of climate change on them.*

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

*Score explanation:*

- *This topic is briefly mentioned in the core curriculum, on one slide in a lecture on infertility during the preclinical Developing Human didactic block that all M2s take. The slide has one bullet point that mentions environmental toxins as a cause of teratozoospermia.*

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

*Score explanation:*

- *In the core curriculum for preclinical students, during the Cardio-Pulmonary-Renal (CPR) block, a Pulmonary Pharmacology lecture has a few slides focusing on asthma, showing maps of the local area, and discussing links between asthma and freeways. The Transition to Residency lecture on Climate Change and Human Health includes a slide on air pollution. The lecturer discussed local wildfires that have affected local air quality levels during the past few years.*
- *In the Family Medicine Core Rotation lecture, there is an in-depth discussion of human-caused environmental effects on the local Portland and Oregon community such as extreme heat events, wildfires and air quality, algal blooms, etc.*
- *The abovementioned environmental threats are touched upon throughout the core curriculum in occasional lectures, the family medicine core rotation lecture, and the Infection and Cancer Intersessions.*

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

*Score explanation:*

- *In the Climate Change and Human Health elective, week 1 includes a lecture and panel discussion with guests from Health in Harmony. This nonprofit international organization focuses on rainforest communities and uses their Indigenous knowledge and expertise about the rainforest to drive climate solutions. In a medical school specific elective on Native American and Alaskan Native Health, there is course content from and discussion around Indigenous perspectives on land and activism, including traditional ways of using land. For example, there is a required Native American Health Seminar series talk by Tara Houska, J.D. entitled "Climate, Identity, and our Health: Indigenous Lessons and Voice from the Front Lines to Prevent Climate Collapse".*

**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 <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• <i>In a required Clinical Skills Lab during the preclinical curriculum, a session on Race, Ethnicity, and Religion briefly discusses how the overwhelming majority of health disparities are accounted for by differences in socioeconomic opportunities and avoidance of environmental toxins.</i></li> <li>• <i>The Family Medicine Core Rotation lecture includes a discussion of urban heat islands, unequal air pollution exposure,</i></li> <li>• <i>The Transition to Residency lecture on Climate Change and Human Health has two slides on Climate Justice, discussing the inequitable impacts of aspects of climate change such as pollution and displacement.</i></li> </ul>	

***Curriculum: Sustainability***

15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• <i>In the Developing Human block of the preclinical curriculum, a lecture entitled “Nutrition for Wellness” includes discussion of a healthy diet including plant-based proteins, but did not specify any environmental benefits of such a diet.</i></li> <li>• <i>The Transition to Residency lecture on Climate Change and Human Health has one slide on promoting a plant-based diet, and a bullet point describing that there are co-benefits for cardiovascular health and the environment. There is an attached figure showing the carbon footprint for various food items (types of meat, eggs, plants, etc.).</i></li> </ul>	

16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.

1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• <i>The Family Medicine Core Rotation discusses in-depth the carbon footprint of healthcare systems, how we can build more sustainable health care systems, and some adaptations to clinical practice to create a greener clinic space.</i></li> <li>• <i>The Transition to Residency lecture on Climate Change and Human Health has two slides on how healthcare contributes to carbon emissions, including discussion of different aspects (travel, delivery, anesthetic gases, etc.).</i></li> </ul>	

17. Does your <b>medical school</b> curriculum cover these components of sustainable clinical practice in the <b>core</b> curriculum? (points for each)	
2	The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment
2	The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfill this metric.
1	The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> 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. This is commonly known as social prescribing in the UK.
1	Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated
1	The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions
1	The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• <i>The Family Medicine Core rotation lecture discusses the environmental benefits of non-pharmaceutical management of condition such as exercise, yoga, etc. and it also discusses reducing excessive healthcare utilization in general. The health benefits of both avoiding over-medicalization, healthcare utilization, and non-pharmaceutical training is addressed more in-depth throughout the didactice curriculum.</i></li> <li>• <i>The Transition to Residency lecture on Climate Change and Human Health has a few slides on adapting clinical practice, with the main one discussing “green medications” such as metered dose inhalers, “green” anesthesia, reduction of waste, evidence-based PPE usage, “green procedures”, and preventive medicine such as effective chronic disease management in a primary care setting.</i></li> </ul>	

	<ul style="list-style-type: none"> <li>Throughout the curriculum, there is emphasis on deprescribing where possible and avoiding over-medicalization or over-investigation, such as with a <i>Choosing Wisely</i> course. However, these generally discuss the health benefits of such actions without any mention of environmental benefit.</li> </ul>
--	---

***Curriculum: Clinical Applications***

<b>18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?</b>	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework.
0	No, there are <b>not</b> strategies introduced for having conversations with patients about climate change
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>The <i>Transition to Residency</i> lecture on <i>Climate Change and Human Health</i> has one slide on how to protect vulnerable patients, which mentions addressing patients about heat safety and air conditioning, hazardous air quality (particularly for patients with asthma and COPD), and planning for natural disasters. At the end of the lecture there is a link to an American College of Physicians Climate Change toolkit with education on how to talk to patients. Similar information is covered in the Family Medicine Core rotation lecture and the Interdisciplinary Climate Change and Human Health elective.</li> </ul>	

<b>19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?</b>	
2	Yes, the <b>core</b> curriculum includes strategies for taking an environmental history.
1	Only <b>elective</b> coursework includes strategies for taking an environmental history.
0	No, the curriculum does <b>not</b> include strategies for taking an environmental history.
<p><i>Score explanation:</i> The required Clinical Skills Labs in which all students learn history taking skills do not include strategies for taking an environmental history. However, the <i>Climate Change and Human Health</i> elective (described in question 1) has a week dedicated to Communication, in which there is a 25-minute lecture on how to take a clinical environmental and exposure history</p>	

***Curriculum: Administrative Support for Planetary Health***

<b>20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>
---

4	Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education.
2	Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education.
0	No, there are <b>no</b> improvements to planetary health education in progress.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• <i>The Climate Change Curricula and Education taskforce is part of the larger OHSU Sustainability Steering Committee and is composed of an interdisciplinary team of faculty, fellows, residents, and students developing and teaching curricula on climate change and human health. They have been expanding their lectures, recently incorporating standalone lectures on Climate Change into the Infectious Disease and Cancer intersessions (required components of the clinical curriculum for medical students, as described in prior questions) and into the required Transition to Residency course taken by M4s. They continue to expand, planning for incorporation of a similar lecture into the Cognitive Impairment intersession. In January of 2021, they started a new elective entitled Climate Change and Human Health, which is interdisciplinary and offered to all students, including medical students. In July of 2022 they created a lecture for the Family Medicine Core Rotation that is attended by all students in the rotation.</i></li> <li>• <i>Student interest is also driving planetary health education. OHSU Students for a Sustainable Future have recently confirmed a lecture slot in the first-year students' schedule in which they will be discussing climate change and health systems, environmental justice, and addressing the effects of extreme heat on the cardio-pulmonary-renal system. Optional talks such as a panel on environmental health and an environmental health journal club are also organized by OHSU Students for a Sustainable Future.</i></li> </ul>	

<b>21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</b>	
6	Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum.
4	<b>Some</b> 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 <b>(a) standalone lecture(s)</b> .
0	There is <b>minimal/no</b> education for sustainable healthcare.
<p><i>Score explanation: Due to strides made within the last year, certain topics such as extreme heat exposure, air pollution/wildfires, infectious disease, and waste produced by the health sector have been incorporated more thoroughly throughout the core curriculum. This includes brief mentions in first-year lectures followed by more robust exploration in clinical years and the Transition to Residency course. There are currently 5 major touch-points with full lectures devoted to these topics throughout the core curriculum with an optional elective and briefer mentions throughout.</i></p>	

**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	<b>Yes, the medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	<b>No, the medical school does not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
<p><i>Score explanation: OHSU as an institution has a Sustainability Steering Committee, which has a Climate Change Curricula and Education taskforce that has been making changes as described in question 20. Faculty who have been on this taskforce have been incorporating planetary health into the curriculum, but on a voluntary basis. No faculty members are specifically employed to oversee this work.</i></p>	

<b>Section Total (58 out of 72)</b>	<b>80.6%</b>
-------------------------------------	--------------

Back to Summary Page [here](#)



# 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 <u>medical school</u> ?	
3	Yes, there are faculty members at the <b>medical school</b> who have a <b>primary</b> research focus in planetary health <b>or</b> healthcare sustainability.
2	Yes, there are individual faculty members at the <b>medical school</b> who are conducting research <b>related</b> 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 <b>institution</b> , but none associated with the medical school.
0	No, there are <b>no</b> planetary health and/or healthcare sustainability researchers at the <b>institution</b> or <b>medical school</b> at this time.
<p><i>Score explanation: OHSU does have researchers working on healthcare sustainability at the institution. This includes Dr. Alexander Domingo, a family medicine physician, and Dr. Diane Stadler, a nutrition PhD who have recently published on implementation of interprofessional climate change and human health education and the effectiveness of virtual residency interviews. Although they have plans to further this research, this is not their primary field of research. There are others conducting research on planetary health at the institution, but none of them are directly connected to the medical school. Some areas of research include environmental toxins, industrial practices that have environmental and human health impact, and exposure to pollutants and poor air quality. Examples include Dr. Joseph Needoba of the OHSU-PSU School of Public Health who uses chemical and biological sensors deployed in the environment to characterize water quality and its determinants, with a focus on linkages between human activities, ecological processes, and human health; and Dr. Caren Weinhouse of the Oregon Institute of Occupational Health Sciences at OHSU who studies mechanisms of transcriptional regulation and epigenetic patterning in response to environmental stressors, with a focus on chemical pollutants.</i></p>	

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

1	There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research.
0	There is <b>no</b> dedicated department or institute.
<i>Score explanation: OHSU is home to the <u>Oregon Institute of Occupational Health Sciences</u>. This institute does include research into planetary health, but is also (and perhaps more primarily) focused on occupational exposures and workplace safety.</i>	

<b>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 <u>medical school</u>?</b>	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda.
1	<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda.
0	There is <b>no</b> process, and <b>no</b> efforts to create such a process.
<i>Score explanation: Per the Senior Associate Dean of Research at OHSU, there is no such process.</i>	

<b>4. Does your <u>institution</u> have a planetary health website that centralizes ongoing and past research related to health and the environment?</b>	
3	There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralizes</b> 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 <b>attempts to centralize</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment.
0	There is <b>no</b> website.
<i>Score explanation: While efforts are currently underway to create a centralized website detailing ongoing and past research and efforts related to health and the environment, there is currently no website.</i>	

<b>5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
--	--

4	Yes, the <b>medical school</b> has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the <b>institution</b> has hosted a conference on topics related to planetary health in the past three years.
1	The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years.
<p><i>Score explanation: OHSU as an institution has hosted symposia related to planetary health within the last year. In April 2022 it hosted the “<u>Social and Environmental Exposures and the Developmental Origins of Health Disparities</u>” conference (brought to us by the Harvard T.H. Chan School of Public Health), bringing together social and environmental scientists interested in the interrelationships between social and environmental factors and their joint impact on health and wellbeing. The medical school has not itself hosted any symposia.</i></p>	

<b>6. Is your <u>medical school</u> a member of a national or international planetary health or ESH organization?</b>	
1	Yes, the medical school is a member of a national or international planetary health <b>or</b> ESH organization
0	No, the medical school is <b>not</b> a member of such an organization
<p><i>Score explanation: OHSU SOM is a member of the Global Consortium on Climate and Health Education.</i></p>	

<b>Section Total (7 out of 17)</b>	<b>41.2%</b>
------------------------------------	--------------

Back to summary page [here](#)

## 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 <b>medical school</b> partner with community organizations to promote planetary and environmental health?	
3	Yes, the <b>medical school</b> meaningfully partners with <b>multiple</b> community organizations to promote planetary and environmental health.
2	Yes, the <b>medical school</b> meaningfully partners with <b>one</b> community organization to promote planetary and environmental health.
1	The <b>institution</b> partners with community organizations, but the medical school is not part of that partnership.
0	No, there is <b>no</b> such meaningful community partnership.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>● <i>OHSU partners with Health Care Without Harm, which tracks and supports the school's efforts to source fair-trade, organic, sustainable, and locally grown products. This is institution-wide, not specific to the SOM, but the SOM is included in this sourcing.</i></li> <li>● <i>OHSU Students for a Sustainable Future partnered with the Oregon Chapter of Food &amp; Water Watch to educate students about a proposed mega-dairy and promote advocacy efforts.</i></li> <li>● <i>Health in Harmony has a global and planetary health lecture that is a regular part of the OHSU SOM elective course on Climate Change and Human Health, but this is not directed at the community; IPE is taken by enrolled students. Their online module on Planetary Health is approved as a CE credit, which could be taken by the community, but it is primarily marketed to enrolled students.</i></li> </ul>	

2. Does your <b>medical school</b> offer community-facing courses or events regarding planetary health?	
3	The <b>medical school</b> offers community-facing courses or events at least once every year.
2	The <b>medical school</b> 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 <b>institution</b> has offered community-facing courses or events, but the <b>medical school</b> was not involved in planning those courses or events.
0	The <b>institution/medical school</b> have not offered such community-facing courses or events.

*Score explanation:*

- *OHSU and Portland State University (PSU) SPH to host a public event in February 2021 called “Climate Change in Oregon: A Public Health Emergency” that was open and free to the public. It discussed how climate change impacts physical and mental health and what solutions to implement to fight climate change and improve public health and social justice.*
- *The Oregon Institute of Occupational Health Sciences provides numerous environmental and planetary health educational opportunities to the community in the form of courses, symposia, and seminars. These courses and events focus on occupational health, safety, and wellbeing, and planetary health education plays a key role in this. For nine months out of the year, the OIOHS holds a series of seminars on occupational health/safety, and these are open to the public. During the 2020-2021 seminar series, there were multiple seminars that focused on planetary health, including land use and pollution, pollutants and weight gain, stress and the environment, health equity on a warming planet, environmental factors on diversity and equity, and combustion emissions and cancer risk. While these seminars are open to the community, however, they are targeted towards occupational practitioners, not the lay public.*
- *Portland Clean Energy Fund has partnered with OHSU in the past and will likely be presenting at future Family Medicine lectures, however these two are not currently directed toward the community. Additionally, a resident in the Department of Psychiatry Education and Training has partnered with OPAL (Organizing People/Activating Leaders) Environmental Justice to exchange lectures on climate change, mental health, and environmental justice but these, too, are lectures directed at students, not the community. This is also the case with OHSU’s partnership with Coalition for Communities of Color, in which a representative specializing on Climate Justice has a recurring part in the IPE course.*

**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 <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are <b>sometimes</b> included in communication updates.
0	Students <b>do not</b> receive communications about planetary health or sustainable healthcare.

*Score explanation: As of right now, students do not regularly receive communications about planetary health or sustainable healthcare.*

**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 <b>institution</b> or <b>main affiliated hospital trust</b> 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 <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers

0	There are <b>no</b> such accessible courses for post-graduate providers
<p><i>Score explanation: The Oregon Institute of Occupational Health Sciences' regular courses and seminars offer regular opportunities to keep planetary health and sustainability knowledge up to date, however they are not generally "specifically" targeted to planetary health. Rather, they discuss planetary health from the occupational health perspective. This is also exclusively online right now due to COVID. This should earn us 2 points in this category, though there is still clearly a lot of room for improvement in this.</i></p>	

5. Does your <u>medical school</u> or its primary <u>affiliated hospital</u> have accessible educational materials for patients about environmental health exposures?	
2	Yes, <b>all</b> affiliated hospitals have accessible educational materials for patients.
1	<b>Some</b> affiliated hospitals have accessible educational materials for patients.
0	<b>No</b> affiliated medical centers have accessible educational materials for patients.
<p><i>Score explanation: As of right now, there are no readily accessible educational materials for patients regarding environmental health exposures.</i></p>	

6. Does your <u>medical school</u> or its <u>primary affiliated hospital</u> have accessible educational materials for patients about climate change and health impacts?	
2	Yes, <b>all</b> affiliated hospitals have accessible educational materials for patients.
1	<b>Some</b> affiliated hospitals have accessible educational materials for patients.
0	<b>No</b> affiliated hospitals have accessible educational materials for patients.
<p><i>Score explanation: Some individual physicians cover climate change and health impact topics during their appointments (such as providing a handout on the Planetary Health diet to patients), but this is on an individual basis and this educational material is not regularly provided or made accessible to patients. Otherwise, there are no readily accessible educational materials for patients regarding environmental health exposures.</i></p>	

<b>Section Total (5 out of 14)</b>	<b>35.7%</b>
------------------------------------	--------------

Back to summary page [here](#)

## 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 <u>medical school</u> or your <u>institution</u> offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the <b>medical school</b> or <b>institution</b> <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 <b>medical school</b> or <b>institution</b> encourages sustainability QI projects (to fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate.
0	No, <b>neither</b> the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.

*Score explanation: There is no specific QI project requirement in the core curriculum. However, there is a general Scholarly Project requirement, which can be fulfilled by nearly any type of project, ranging from QI to clinical research to community outreach efforts. As such, a student pursuing a sustainability initiative for Scholarly Project will be supported, and can apply for general funding available to students (i.e. Student Senate funding).*

2. Does your <u>institution</u> offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek these out and carry them out in their spare time.
0	There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research.

*Score explanation: There are no specific research programs or fellowships for students interested in Planetary Health, but there are faculty in the School of Medicine who participate in this kind of research. Students can reach out for mentorship and research on their own initiative.*

3. Does the <u>medical school</u> 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 <b>medical school</b> 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 <b>medical school</b> 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 <b>no medical-school</b> specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

*Score explanation: : To the best of our knowledge, no such website exists. There are websites associated with the Occupational Health department or the institutional Sustainability Steering Committee listing initiatives and research projects, but they are not part of the School of Medicine.*

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

*Score explanation: OHSU's chapter of Students for a Sustainable Future (S4SF) is a student group aimed at increasing interest in and knowledge of the relationship between planetary and human health and is a local chapter of Medical Students for a Sustainable Future. The group has received individual faculty support, including a faculty advisor and an OHSU environmental toxicologist. The group is involved in many sustainability initiatives including divestment, the PHRC, and an environmental justice journal club.*

**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: The OHSU Climate Curriculum and Education Taskforce welcomes student representatives to join in their meetings. While there is not a single student that attends these meetings,*



*there is a rotating group of students who attend and provide a student voice to discussions around strategic planning, curriculum reform, and sustainability goals for the school.*

**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: The OHSU S4SF chapter hosts events during required enrichment weeks for preclinical students and an environmental justice journal club. There are also a variety of other interest groups and clubs (ex: Wilderness Medicine Interest Group, Fly Fishing Interest Group, OHSU Climbing Club) that host events encouraging students to get outdoors.*

**Section Total (8 out of 15)**

**53.3%**

Back to summary page [here](#)

# 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 <u>medical school</u> and/or <u>institution</u> 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 <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of medical school and/or hospital sustainability.
1	There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee
0	There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability
<p><i>Score explanation: There was previously an OHSU Sustainability Steering Committee, which “oversaw and facilitated OHSU’s Sustainability efforts across the entire institution.” Leadership of the Committee is the Sustainability Executive Sponsors, and members included Campus Planning, Design and Construction, Energy Manager, Environmental Health and Safety, Facilities, Finance, Food and Nutrition, HR/Employee Wellness, Logistics, Patient Care Services, Physician Representatives, Quality Management, Research Employee/Lab Manager, Strategic Communications, Student Representatives, Transportation, and Value Analysis. The Committee previously met monthly, but due to budget and time strains has since gone out of commission.. There is no sustainability staff at the medical school, nor is there a dedicated Office of Sustainability at the institution.</i></p>	

2. How ambitious is your <u>institution/medical school</u> plan to reduce its own carbon footprint?	
5	The institution/medical school has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b>
3	The institution/medical school has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b>
1	The institution/medical school has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b>
0	The institution/medical school does <b>not</b> meet any of the requirements listed above

	<p><i>Score explanation: OHSU formally committed to reducing carbon emissions in November of 2022 with a plan to, at a minimum, reduce organizational emissions by 50% by 2030 (from a baseline of 2008) and achieve net-zero by 2050, publicly accounting for progress on this goal every year. This includes</i></p> <ul style="list-style-type: none"> <li>● <i>Publicly sharing strategies for reducing on-site emissions (where relevant addressing sources related to on-site energy usage, waste anesthetic gases, vehicle fleets and refrigerants)</i></li> <li>● <i>Designating an executive-level lead for our work on reducing emissions by 2023 and conducting an inventory of Scope 3 (supply chain) emissions by the end of 2024.</i></li> <li>● <i>Developing and releasing a climate resilience plan for continuous operations by the end of 2023, anticipating the needs of groups in our community that experience disproportionate risk of climate -related harm.</i></li> </ul> <p><i>While this is a great step forward, this unfortunately does not meet any of the requirements listed above and therefore does not qualify for any points for this metric.</i></p>
--	--

3. Do buildings/infrastructure used by the <u>medical school</u> for teaching (not including the hospital) utilize renewable energy?	
3	Yes medical school buildings are <b>100%</b> powered by renewable energy
2	Medical school buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy.
0	Medical school buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy.
<p><i>Score explanation: One of the primary medical school buildings, the Robertson Life Sciences Building, is LEED Platinum Certified (McMichael). The Center for Health and Healing, a clinical building in which many medical students learn from physicians, is also LEED Platinum Certified. Further, although OHSU as an institution is not differentiated from OHSU as the medical school, it is reported that OHSU has partnered with Portland General Electric to obtain energy from renewable sources, and it was confirmed that OHSU is currently purchasing 75% its power from carbon-free sources (Oregon Health &amp; Science University).</i></p>	

4. Are sustainable building practices utilized for new and old buildings on the <u>medical school</u> 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 <b>majority</b> of old buildings <b>have been retrofitted</b> to be more sustainable.
2	Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have <b>not been retrofitted</b> .
1	Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings.

0	Sustainability is <b>not considered</b> in the construction of new buildings.
<p><i>Score explanation: Newer buildings on the OHSU campus including the Center for Health and Healing and the Robertson Life Sciences Building are LEED Platinum Certified (Oregon Health &amp; Science University). There is a 20-Year Facilities Master Plan available, which outlines sustainable goals for future buildings on the OHSU campus including water &amp; waste management, landscaping, and transportation, as well as ensuring all future buildings are Salmon Safe and obtain a minimum of LEED-NC Gold, with a goal of achieving Platinum (ZGF Architects and PKA Architects). However, the future goals are vaguely described, without an explicit mention of CO2 emissions, a clear distinction between the medical school buildings and the university as a whole, or a statement of plans for retrofitting older buildings.</i></p>	

5. Has the <u>medical school</u> 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 <b>environmentally-friendly transportation options</b> 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 <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised.
0	The medical school has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options.
<p><i>Score explanation: Transit services to OHSU include TriMet bus and Max light rail lines, Portland Streetcar, C-TRAN, Portland Aerial Tram, Park and Rides, a shuttle to the West Campus, and walkable, bikeable, and scooter-able infrastructure. Many of these services are free to or discounted for OHSU students and employees. While parking is available for those who choose to drive, it is limited and expensive, which may serve as a disincentive to some. However, clinical locations outside of the South Waterfront, Marquam Hill, and/or Portland metro area may be less accessible without a car, or the time spent on public transit to reach these locations is such that it effectively prohibits its use.</i></p>	

6. Does your <u>medical school</u> have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/plastic/glass)?	
2	Yes, the medical school has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty.
1	The medical school has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both.
0	There is <b>no</b> compost or recycling program at the medical school.
<p><i>Score explanation: Recycling of all conventional materials is available in all medical school buildings. Composting bins are available for food waste at hospital cafeterias: Cafe on Third, Mac Hall Cafe, and OHSU Farmers Market.</i></p>	

**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 <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The medical school <b>is engaged</b> in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The medical school is <b>not engaged</b> in efforts to increase food and beverage sustainability.
0	There are <b>no</b> sustainability guidelines for food and beverages.

*Score explanation: OHSU food services are partnered with Healthcare Without Harm to this end. Stats include:*

- 35% of dairy is rBGH-free
- 22% of produce either locally sourced or certified organic
- 18% of poultry is raised without the use of sub-therapeutic antibiotics
- 68% of beef is grass fed & finished and is raised without the use of sub-therapeutic antibiotics or hormones
- 99% of lamb & buffalo is locally sourced and grass-finished without the use of sub-therapeutic antibiotics or hormones
- 32% of seafood is either Marine Stewardship certified or sourced from the "Best Choices" list from Seafood Watch

*To our knowledge there are no specific meat-free days nor red meat free, so we earn 2 points.*

**8. Does the medical school or institution apply sustainability criteria when making decisions about supply procurement?**

3	Yes, the medical school has <b>adequate</b> sustainability requirements for supply procurement <b>and is engaged</b> in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The medical school <b>is engaged</b> in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The medical school is <b>not engaged</b> in efforts to increase sustainability of procurement.
0	There are <b>no</b> sustainability guidelines for supply procurement.

*Score explanation: There is a "Commitment to Sustainable Solid Waste Management, Reduction and Recycling" document that went into effect on 10/22/2010 where there is a bullet point for "environmentally preferable purchasing" that says: "The procurement of goods and services that have a reduced impact on human health and the environment as compared to other goods and services servicing the same people."*

9. Are there sustainability requirements or guidelines for events hosted at the <u>medical school</u> ?	
2	Every event hosted at the medical school <b>must</b> abide by sustainability criteria.
1	The medical school <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> .
0	There are <b>no</b> sustainability guidelines for medical school events.
<i>Score explanation: We do not have any sustainability requirements for events that planners must meet.</i>	

10. Does your <u>medical school</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
2	Yes, the medical school has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable.
1	There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are <b>no</b> efforts at the medical school to make lab spaces more sustainable.
<i>Score explanation: We did not find any evidence of efforts to make medical school lab spaces more sustainable.</i>	

11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
4	The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives.
3	The institution is <b>entirely divested</b> from fossil fuels.
2	The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments.
1	The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organized advocacy</b> for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that.
<i>Score explanation: The OHSU Foundation currently has 2-3% of its endowment invested in oil and gas, but due to the Students for a Sustainable Future divestment campaign they have agreed to partially divest and anticipate less than 1% investment in the future.</i>	

<b>Section Total (13 out of 32)</b>	<b>40.6%</b>
-------------------------------------	--------------

Back to summary page [here](#)

## 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%

**Planetary Health Grades for the Oregon Health and Science University School of Medicine**

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(58/72) \times 100 = 80.6\%$	A-
<b>Interdisciplinary Research (17.5%)</b>	$(7/17) \times 100 = 41.2\%$	C-
<b>Community Outreach and Advocacy (17.5%)</b>	$(5/14) \times 100 = 35.7\%$	D+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(8/15) \times 100 = 53.3\%$	C
<b>Campus Sustainability (17.5%)</b>	$(13/32) \times 100 = 40.6\%$	C-
<b>Institutional Grade</b>	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 54.1\%$	C