



Planetary Health Report Card:

*Royal College of Surgeons in Ireland
University of Medicine & Health Sciences*



RCSI

2022-2023 Contributing Team:

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Summary of Findings

Overall	A-
<u>Curriculum</u>	A
<ul style="list-style-type: none"> At RCSI, Planetary health (PH) connections exist throughout the medical curriculum. In the last few years, the administration has made a concerted effort to increase the PH content. A new module on “Climate Change and Sustainability in Global Public Health” is now in the core curriculum in the Pharmacy programme. Recommendations: Specific aspects, such as the mental health and neuropsychological effects of environmental degradation or the unequal regional health impacts, can be more extensively explored rather than briefly mentioned in one or two lectures. 	
<u>Interdisciplinary Research</u>	A
<ul style="list-style-type: none"> RCSI lacks a formal institute for interdisciplinary PH research that solely focuses on Planetary Health. However, there is a considerable number of projects led by RCSI researchers dedicated to minimizing the environmental impacts on human health. As of 2023, RCSI has formally joined a range of internationally recognized environmental organizations, such as the Global Consortium on Climate and Health Education. Recommendations: The medical school should commit to recruitment of additional PH researchers, and endeavor to establish at least one collective research group which is dedicated exclusively to better understanding the intersection of PH and human health research. 	
<u>Community Outreach and Advocacy</u>	D+
<ul style="list-style-type: none"> RCSI continues to perform the weakest in this area; however, RCSI’s collaborative works with other universities in Ireland to develop planetary health / sustainability curriculum content are making substantial progress every year. Recommendations: Encouraging affiliated hospitals to provide accessible educational materials about climate change and health impacts would significantly bolster the university’s performance in this area. 	
<u>Support for Student-Led Initiatives</u>	A-
<ul style="list-style-type: none"> Overall, RCSI performed very well in this area. The administration consistently offers their time, funding, and enthusiasm for student-led work in planetary health initiatives. Recommendations: The administration could facilitate more planetary health-specific connections between research mentors and students, and by developing a student fellowship program designated for PH. Students would also benefit from more co-curricular planetary health programs, such as local volunteer opportunities, to gain experience in sustainable practices while giving back to the community. 	
<u>Campus Sustainability</u>	A+
<ul style="list-style-type: none"> RCSI has shown strong initiative in this area by developing a Sustainability Committee consisting of both student and staff members, resulting in this year’s Best Green Campus Award in Educations Awards, following last year’s Beacon status with the Centre for Sustainable Health care. Recommendations: To develop a formal Sustainability office with salaried staff who would assist in oversight of the implementation and progress of sustainability goals and practices. 	

Statement of Purpose

Planetary health is human health.

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

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

With the purpose of increasing planetary health awareness and accountability among medical schools, we have created a 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 based on 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 civilization 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.
- **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 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 life course, 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 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 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.

This year, one of the 6-week student-selected research electives offered to Year 3 medical students was a Solar Disinfection project led by RCSI professor, with stipends given. More info: <https://www.rcsi.com/dublin/news-and-events/news/news-article/2023/03/rcsi-surg-water-to-address-sa-fe-water-for-healthcare-in-malawi>

Additionally, students may also get involved in many other projects led by RCSI researchers such as Waterspoutt and Paniwater; both focus on safe drinking water in vulnerable communities, and students working on the Smokeless Village project during their 6-week electives.

Curriculum: Health Effects of Climate Change

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

0	This topic was not covered.
<p><i>As part of the GEM1 curriculum at RCSI, the Public Health and Epidemiology module includes a lecture on Environmental Health (PHE34) which addresses the associations between climate change and extreme temperature health risks. There is half of a lecture in the GEM and DEM programme that focuses on PH and examines sustainable healthcare.</i></p> <p><i>In addition, there is a new climate and health lecture in the THEP 2-year one curriculum and sustainability is covered in at least one case per module throughout the academic year.</i></p>	

3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>As part of the GEM1 and DEM curriculum at RCSI, the Public Health and Epidemiology module includes a lecture on Environmental Health (PHE34) which addresses the impacts of extreme weather events on individual health. This is also covered in half of the 'Global Health Challenges' lecture, as well as the climate and health module and the new climate and health lecture (THEP2).</i></p>	

4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework. 3
0	This topic was not covered.
<p><i>As part of the GEM1 curriculum at RCSI, the Public Health and Epidemiology module covers the impact of climate change on changing patterns of infectious disease in the following lectures: "Environmental Health" (PHE34), "Epidemiology and Controlling Infectious Disease" (PHE36) and "Global Health Challenges".</i></p>	

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.

As part of the GEM1 curriculum at RCSI, the Public Health and Epidemiology module covers the impact of climate change on cardiorespiratory effects in the “Environmental Health” lecture (PHE34) and the “Mapping the NCD epidemic” (PHE31) lecture. This topic is also covered in the GEM2 curriculum in the Gastrointestinal medicine module clinical lectures “Global Environmental Health” (L16) and “Sanitation” (L17) as well as in the GEM2 Respiratory module pathology lecture “Pulmonary Fibrosis” (P03). This was also addressed in the “Global Health Challenges” lecture.

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.

This topic was extensively covered within the “Current Global Health Challenges” lecture for Year 3.

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.

This topic was briefly covered in the “Global Health Challenges” lecture.

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.

The Public Health and Epidemiology module in the GEM1 curriculum at RCSI addresses this topic briefly in the “Environmental Health” lecture (PHE34). The GEM2 curriculum covers water security in the Gastrointestinal module clinical lectures “Global Environmental Health” (L16) and “Sanitation” (L17). This topic was also covered in a “Global Health Challenges” lecture, and the climate and health module and the new climate and health lecture (THEP2).

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.

The RCSI GEM1 curriculum covered the impact of climate change on marginalized populations in the “Environmental Health” lecture in the Public Health & Epidemiology module. The topic was also covered in the GEM2 curriculum Gastrointestinal medicine module clinical lectures “Global Health Challenges”. It was also extensively covered over 2 lectures “Access and Equity” and “Inequalities in Health” in the Public & International Health module in MED Year 3.

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.

The RCSI GEM1 curriculum covered the unequal health impacts of climate change in the “Environmental Health” lecture in the Public Health & Epidemiology module and in the GEM2 curriculum Gastrointestinal medicine module clinical lectures “Global Environmental Health” (L16) and “Sanitation” (L17).

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.

Air Pollution as one major risk factor affecting reproductive health was examined in the “Current Global Health Challenges” lecture in MED Year 3, and extensively covered in the climate and health module and the new climate and health lecture (THEP2)

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.

Human-caused environmental threats were covered in the GEM1 and MED 3 curriculum in the “Environmental Health” lecture in the Public Health & Epidemiology module. Additionally, student projects in the climate and health module focus solely on environmental threats to human health in Ireland and evaluates current Government policy in addressing this.

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
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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.
<i>The new climate and health module (THEP2) includes a lecture on the value of community participation in behavior change to improve human health in relation to household air pollution.</i>	

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.
<i>The RCSI GEM1 curriculum covered the impact of anthropogenic environmental toxins on marginalized populations in the “Environmental Health” lecture in the Public Health & Epidemiology module. The topic was also covered in the GEM2 curriculum Gastrointestinal medicine module clinical lectures “Global Environmental Health” (L16) and “Sanitation” (L17).</i>	

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.
<i>The environmental benefits of Plant-Based Diet were covered in the THEP 2 module case-based learning and is part of the project work in the climate and health module as well as one lecture focusing on this topic.</i>	

16. Does your medical school curriculum address the carbon footprint of healthcare systems?	
3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Students are taken through a carbon footprint calculation exercise in the healthcare lecture as part of the climate change and health module and it is also covered in the climate and health lecture (THEP2). This topic was also covered in the “Global Health Challenges” lecture.</i></p>	

17. Does your medical school curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (1 point each)	
1	Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	The impact of anesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anesthesia or choosing less environmentally anesthetic gas options with reduced greenhouse gas emissions
1	The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfill this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK.
1	The health and environmental co-benefits of avoiding over-medicalization, over-investigation and/or over-treatment
<p><i>Covered extensively within MED Year 3 Public & International Health module (e.g., PH4 Populations, Planning, and Current Global Health Challenges), and either covered briefly or extensively by incorporating in one of the topics for project work for Sus QI in the THEP2 module.</i></p>	

Curriculum: Clinical Applications

18. In training for patient encounters, does your medical school’s curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change
<i>Covered in CBL (THEP2) also examples in the climate and health module in relation to respiratory and cardiac disease.</i>	

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.
<i>The guidelines for practicing for Long Cases/History-taking include environmental/exposure history, with emphasis on occupational and waterborne diseases.</i>	

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.

RCSI has undertaken a curriculum reform process since 2022, which is well underway in developing a revised medical curriculum to improve education for planetary health education.

To date, RCSI CHIME has run two workshops, one identifying the barriers and facilitators to teaching planetary health and second identifying core curricula content. The team have now developed an outline curriculum and are currently in the process of developing shared learning materials between universities. Their goal for 2023 is to pilot the curriculum among professions allied to medicine.

More info here:

<https://www.rcsi.com/dublin/about/faculty-of-medicine-and-health-sciences/school-of-population-health/chime>

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.

A population health framework has also been developed for the medical curriculum which is underpinned by health inequalities and sustainability practices – this forms part of the GEM as well as Direct-entry Medicine programme assessment. It is also well integrated through CBL, in the climate and health module, and revisiting lectures through senior cycle years to prep for clinical practice.

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.

Prof. Debbi Stanistreet is the senior RCSI faculty member leading the efforts with respect to curricular integration of planetary health and sustainable healthcare.

Section Total (64 out of 69)

92.75%

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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.

In addition to examining the impacts of climate change on human health, RCSI lectures also extensively explore the role of medical professionals in the fight against climate change and the adaptation measures that the entire Healthcare system can utilize to mitigate them. This way of teaching has great potential in motivating students to take initiatives.

RCSI has recently developed an entire core curriculum module focusing on the relationship between planetary health and medicine. Students will attend lectures, explore case studies, and have an opportunity to exchange ideas with others and engage with debate. The assessment for the module will be through a project and presentation investigating a significant climate health issue affecting Ireland, critically appraising said issue from a policy context and making recommendations for future action. In addition, a 1000-word assignment will be submitted linking their appraisal and recommendations from their project to healthcare practice.

By the end of the module, students will be able to

1. Recognize the effects of climate change on health
2. Understand the effects climate change and its causes can have on people both locally and globally
3. Identify strategies which healthcare professionals can utilize to mitigate climate change
4. Understand how a national health system can adapt to and mitigate climate change?
5. Understand the political landscape in terms of climate change in Ireland and abroad
6. Understand how to engage politically to mitigate climate change

Interdisciplinary Research

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

1. Are there researchers engaged in planetary health research and healthcare sustainability research at your medical school?	
3	Yes, there are faculty members at the School of Medicine who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the School of Medicine who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the medical school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.
<p><i>Projects such as SURGE-Africa and partnerships with COSECSA are led by faculty members in the school of Medicine: https://www.rcsi.com/surgery/global-surgery/our-work/surg-africa. Additional work includes Prof Debbi Stanistreet's research on household air pollution, and involvement in the ENBEL 2020 project linking climate change to public health outcomes (running until 2023). Prof Kevin McGuigan directs RCSI Solar Disinfection Research group, developing clean drinking water in poorly resourced areas.</i></p> <p><i>More recently, Dr. Oisín Brady Bates completed research exploring the views academic staff and students on the integration of planetary health into the medical curriculum. RCSI is committed to eventually implement recommendations from this study in the coming months.</i></p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9843183/</p>	

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

1	There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.
0	There is no dedicated department or institute.
<p><i>RCSI does not have one single department dedicated to Planetary Health however there are currently over 60 researchers working across the Dept of Public Health and Epidemiology and the Institute of Global Surgery collaborating to improve sustainable advancement of surgical and public health initiatives at community and regional level to make a lasting impact on global health.</i></p>	

3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your medical school?	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process, and no efforts to create such a process.
<p><i>Substantial overseas work involves community-based participation, with local communities inputting into decision making surrounding household air pollution and sanitation projects.</i></p>	

4. Does your institution have a planetary health website that centralizes ongoing and past research related to health and the environment?	
3	There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.
<p><i>RCSI has an official website dedicated to their Green Campus Initiative, which lists the aims and ongoing efforts of the RCSI Sustainability Committee. Opportunities for students to contribute to</i></p>	

sustainable development efforts can be found here:
<https://www.rcsi.com/society/un-sustainable-development-goals>.
 Green campus website: <https://www.rcsi.com/dublin/green-campus-initiative>.

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.

In 2021, RCSI arranged a one-day virtual satellite conference called Connecting Health and Climate Change. The conference attracts around 2000 public health professionals from across the EU to generate dialogue and practical outputs. More info here: <https://ephconference.eu/pre-conference-337>.

RCSI also hosted the Times Higher Education the University Impact Forum SDG 3 in July 2021. <https://www.timeshighered-events.com/impact-health-forum-2021>

In February 2023, RCSI Friends of MSF society organized the Humanitarian and Global Health Conference comprising of panels and workshops led by environmental health professionals. The aim is to educate students on the impact of climate change on existing vulnerabilities, with all proceeds going to MSF.

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

RCSI formally joined the Global Consortium on Climate and Health Education in 2021 and continues to uphold their commitments to “prevent, reduce, and respond to the impacts of climate change”.

Additionally, RCSI in conjunction with the Irish Doctors for the Environment (IDE), has formed Climate Health in Medical Education (CHIME) Ireland. The project has brought together academic staff to agree what should be included in a planetary health curriculum for medical students.

Section Total (16 out of 17)

94%

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Community Outreach and Advocacy

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

1. Does your medical school partner with community organizations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>RCSI requires Foundation year projects for the direct entry medicine programme (not part of the graduate entry medicine programme) that entail community partnership. RCSI is also an active member of the Irish Climate and Health Alliance: https://climateandhealthalliance.wordpress.com. The university contributed to the 'plant a native tree' project, and the green light-up of the college building during COP26 in November 2021.</i></p>	

2. Does your medical school offer community-facing courses or events regarding planetary health?	
3	The medical school offers community-facing courses or events at least once every year.
2	The medical school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events.
0	The medical school has not offered such community-facing courses or events.

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.

Weekly emails from the RCSI Student's Union often contain material pertaining to sustainable healthcare topics as advertised by student environmental societies or the RCSI Green Campus initiative.

Recently, RCSI developed the "Love My Space" campaign to support staff and student awareness of initiatives across campus, including those related to planetary health.

<https://www.rcsi.com/dublin/green-campus-initiative>

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

While no CME courses are currently offered at RCSI, staff have been sent to attend Centre for Sustainable healthcare courses. Additionally, listed amongst 2023 research projects available for post-graduates is a 3-year funded PhD on Introducing environmental literacy to healthcare delivery. Link here:

<https://www.rcsi.com/dublin/research-and-innovation/research-careers/available-research-projects/introducing-environmental-literacy-to-healthcare-delivery>

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.

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.

Section Total (5 out of 14)	36%
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Are there additional community engagement and advocacy resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

RCSI extensively examines evidence in relation to Green Surgery as part of its involvement in The Net Zero Carbon Surgery Commission, publishing pledge for environmental sustainability and outlining their strategies to improve the impact of surgical practice on the climate.

In 2023, RCSI began a study assessing the well-being impact of the ‘Let it Bee’ biodiversity project which trained farmers as beekeepers to raise awareness of the harmful effects of pesticides. The project runs in partnership with the National Water Forum and the National Federation of Group Water Schemes. <https://www.rcsi.com/dublin/news-and-events/news/news-article/2023/02/new-rcsi-study-will-measure-the-wellbeing-impact-of-a-biodiversity-community-project-on-individuals>

Support for Student-Led Planetary Health Initiatives

Section Overview: This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.

1. Does your institution offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	The medical school encourages sustainability QI projects (to fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate.
0	No, the institution does not offer opportunities or support for sustainability initiatives or QI projects.

RCSI offers Student Engagement and Partnership (StEP) grants to students for project proposals that are designed to improve the curriculum or the University as a whole in any specific area, including Sustainability. In 2021, one student project was designed to increase recycling / sustainability in RCSI laboratories. In 2023, another project has focused on how best to integrate the SDGs across the medical curriculum.

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.

RCSI offers funded summer research projects to medical students which cover a variety of field-specific areas including those related to sustainable healthcare and planetary health. The International Citizenship Award is an incentive to empower RCSI students to contribute to achieving the SDGs.

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.

Opportunities for RCSI students to contribute to sustainable development efforts can be found here: <https://www.rcsi.com/society/un-sustainable-development-goals>. Green campus website: <https://www.rcsi.com/dublin/green-campus-initiative>

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.

RCSI has both an Environmental Society, a White Coats for Planetary Justice society and a RCSI Green Campus initiative / Sustainability Committee consisting of both student and staff members.

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.

RCSI has recently developed a Sustainability Committee which includes student representatives.

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)

Dr. Niall Roche speaking at RCSI-hosted Humanitarian & Global Health Conference (Feb 2023). He was an Environmental health officer in Ireland before embarking on a 30-year career across sub-Saharan Africa responding to humanitarian crises due to climate impacts. He currently works in the HSE, planning and measuring public health interventions. RCSI Clubs (Cycling, Rowing, Running club etc..) and RCSI Gym team regularly offer opportunities for students to spend time outdoors.

Section Total (12 out of 15)

80%

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Are there additional student-led initiative resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Campus Sustainability

Section Overview: *This section evaluates the support and engagement in sustainability initiatives by the medical school and/or institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinizing every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimizing environmental impact.*

1. Does your medical school and/or institution have an Office of Sustainability?	
3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or medical school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability.
1	There are no salaried sustainability staff, but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>RCSI developed a Sustainability Committee consisting of both students and staff. In 2022, one designated staff member was formally appointed Sustainability Officer, a role used to be covered by one of the college's project managers since 2010.</i></p>	

2. How ambitious is your medical school/institution's plan to reduce its own carbon footprint?	
4	The institution has a stated goal of carbon neutrality by 2030 or earlier and the medical school / institution has a well-defined and adequate plan in place to achieve this goal.
3	Yes, there is a stated carbon neutrality goal by at least 2040 and the medical school/institution has a well-defined and adequate plan in place to achieve this goal.
2	Yes, there is a stated carbon neutrality goal by at least 2040, but the medical school/institution has not created a plan to reach that goal, or the plan is inadequate.
1	There is a CO2 emission reduction goal, but it is not one of carbon neutrality.
0	There is no stated goal for reduction of CO2 emissions.
<p><i>The college completed an Energy Performance Contract (EPC) and has reduced gas consumption by 40%, while improving energy efficiency by 38% since 2016, despite campus footprint increasing by 4%</i></p>	

due to college expansion (redevelopment of Block A of the Ardilaun Centre). The target is to be carbon neutral by 2030.

RCSI is also engaged in a comprehensive review by the UK Climate and Health Alliance of Net Carbon Zero in health care. Following its Beacon Status award in 2021, RCSI won Best Green Campus Award in April 2022, recognizing its commitment to sustainable development. More information here:

<https://www.rcsi.com/dublin/news-and-events/news/news-article/2022/04/rcsi-wins-best-green-campus-award-in-education-awards>

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.

RCSI uses 100% green electricity with all power produced by wind farms.

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.

The 26 York St project achieved LEED Gold accreditation, and the two new building designs currently at planning stage are also to achieve similar accreditations upon completion by 2025.

<https://www.igbc.ie/certification/leed/>

The RCSI Green Campus Initiative states that the University is “committed to the procurement of green energy for all future tenders to new and existing sites”. Source:

<https://www.rcsi.com/dublin/green-campus-initiative>. The redevelopment of Block A of the Ardilaun Centre into a new campus is said to help significantly reduce carbon emissions through energy efficient buildings.

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.

RCSI has considerable campus biking infrastructure, including bike racks and bike storage facilities directly on campus. Students & visitors are encouraged to walk, cycle and take public transport around Dublin during their time at RCSI. RCSI Estate & Support Services Dept have put in place bike pumps & lock facilities across our campus buildings.

Info: <https://www.rcsi.com/dublin/student-life/undergraduate-essentials/transport>

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.

RCSI has recycling programs accessible to students and staff (in cafeteria and cafes), campus bins collect organic waste for composting. RCSI employs the 'Reduce, Recycle, Recover' practice, with all general waste collected sent to the Waste to Energy Plant in Dublin where it is transferred into renewable energy to support the generation of electricity for over 100,000 homes. The target is to reduce the total amount of waste by 1% annually and increase recycling by 2%.

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.

All restaurant cutlery at RCSI is compostable, which is part of an ongoing effort to remove all single-use plastics in 2022/23. Whenever possible, restaurant products are locally sourced e.g., Cloud Picker Coffee, a local artisan brand. Although there are no meat-free days, vegetarian options are always available.

RCSI has Fairtrade accreditation, selling FT beverages in campus cafés and hospitality events. The quality, nutritional value and sustainability of food has an increasingly high profile and has become one of the factors by which RCSI catering contractors support students and staff choice when selecting their food providers.

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.

Example includes the use of cleaning products that are green and free from environmentally impacting chemicals.

Per the RCSI Green Campus Initiative, the university is committed to “giving full consideration to the sustainable use of resources in all management decisions”. RCSI Defined Benefit Pension scheme was the first Irish pension fund to sign up to the United Nations supported Principles of Responsible Investment (IRP), followed more recently by the RCSI Defined Contribution scheme.

RCSI investment portfolio & decision-making is also driven by the Inevitable Policy Response (IPR), supplying capital to green energy investments as a switch from high carbon activities.

Source: <https://www.rcsi.com/dublin/green-campus-initiative>

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.

As per the RCSI Green Campus initiative, the university recommends sustainability measures, but they are not required. Nevertheless, through regular announcements to staff and students on energy saving habits, RCSI succeeded in reducing electricity consumption on campus by 2-3% through the continued roll-out of an energy awareness campaign.

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.

There are Green Labs objectives well underway and have been rolled out across all College Labs. In January 2023 RCSI School of Pharmacy and Biomolecular Sciences (PBS), was awarded the platinum level certificate from My Green Lab. Following a thorough assessment of the labs early last year and the introduction several additional changes to tackle day-to-day sustainability issues the Platinum certificate was achieved with the help of dedicated researchers, the PBSGreenZone committee and funding from Green Campus Initiative.

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	<p>Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.</p> <p><i>RCSI has been using 100% green electricity, with all powers produced by wind farms, for several years. As per the RCSI Green Campus Initiative, RCSI is a signatory of the Principles of Responsible Investment (PRI) and applies ethical considerations when making investments, including not investing in fossil fuels. RCSI aligns to principles of ESG – Economic, Social and Governance – by applying ethical considerations when making investments, including not investing in fossil fuels, tobacco or armaments. This ethical statement is now reflected on the RCSI website:</i></p> <p>https://www.rcsi.com/dublin/green-campus-initiative</p> <p><i>Additionally, RCSI is a member of the Solar Impulse Foundation, an initiative for developing clean technologies and renewable energies.</i></p>
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Section Total (30 out of 31)	96.80%
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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.

Additional specific examples of RCSI Green Campus Initiatives include:

- The securing of a 200 native tree saplings donation and the planting of native trees, installation of boxes for birds and a wildflower meadow at its campus in north Dublin.
- Improving energy-efficiency through a blend of technology and people-based projects via liaison with the IT Department and contractors on ongoing building/construction projects.
- Introducing an out-of-term closure of tutorial rooms to maximize energy-saving.
- Eliminated paper cups from RCSI staff rooms saving over 200,000 cups/3.5 tons of waste.
- Introduction of discounts for using keep cups and a 30c levy for not using reusable cups.

More info:

<https://www.rcsi.com/dublin/green-campus-initiative#:~:text='Zero%20to%20Landfill'%20policy%20for,for%20not%20using%20reusable%20cups>

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 Royal College of Surgeons in Ireland School of Medicine

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

Section	Raw Score	Letter Grade
Planetary Health Curriculum (30%)	$(64 / 69) \times 100 = 92.75\%$	A
Interdisciplinary Research (17.5%)	$(16 / 17) \times 100 = 94\%$	A
Community Outreach and Advocacy (17.5%)	$(5 / 14) \times 100 = 36\%$	D+
Support for Student-led Planetary Health Initiatives (17.5%)	$(12 / 15) \times 100 = 80\%$	A-
Campus Sustainability (17.5%)	$(30 / 31) \times 100 = 96.8\%$	A+
Institutional Grade	81.50%	A-

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which RCSI has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for RCSI

