



Planetary Health Report Card (Medicine): *University College Cork*



UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

2022-2023 Contributing Team:

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Summary of Findings

Overall	C
<u>Curriculum</u>	D+
<ul style="list-style-type: none"> University College Cork (UCC) includes planetary health in the curriculum, but it lacks both comprehensive coverage of important topics and integration longitudinally throughout the years. Various topics regarding planetary health are discussed in first and second year lectures, but are not included in the curriculum in the later years. Recommendations: More lectures and group discussions on these topics could be introduced through clinical case-based teaching sessions or lectures throughout all years. 	
<u>Interdisciplinary Research</u>	C
<ul style="list-style-type: none"> UCC's Environmental Institute is heavily involved in research regarding climate health, however there is no direct association to the School of Medicine. UCC also hosted many events on topics related to planetary health and sustainability in 2022. Recommendations: The UCC School of Medicine could offer research opportunities or elective courses in sustainable healthcare, planetary health, and the impacts of climate change on human health. They could also join the Planetary Health Alliance and the Global Consortium on Climate and Health Education. 	
<u>Community Outreach and Advocacy</u>	D+
<ul style="list-style-type: none"> UCC promotes planetary health and sustainable healthcare via the working student group under the Irish Doctors for the Environment. University-affiliated hospitals have easy-access webpages for patients to view. UCC also has various community-facing courses and events regarding planetary health including the UCC Green Campus initiative podcast, as well as the Adult Continuing Education diploma titled "Environment, Sustainability, Climate". Recommendations: Market environmental health webpages more to the patients, lectures regarding planetary health and impact of climate change on human health integrated into the medical teaching curriculum. 	
<u>Support for Student-Led Initiatives</u>	B
<ul style="list-style-type: none"> UCC and the Medical School support student groups dedicated to planetary health. UCC also had some planetary health programs and initiatives through various societies, though they are not specifically targeted at medical students. Recommendations: The school could dedicate a webpage or other resources available to students to locate planetary health or sustainable healthcare projects, activities and initiatives. Also, in addition to each class electing two class representatives each year, at least one cohort representative should be elected specifically to advocate for curriculum reform, to implement the above recommended changes. 	
<u>Campus Sustainability</u>	B
<ul style="list-style-type: none"> UCC as a whole, including the School of Medicine, successfully established the Green Campus program. Many existing university buildings that facilitate School of Medicine activities have won awards for sustainable energy and design. Recommendations: Although there are environmentally friendly transportation options available to medical students, these are not properly advertised, so students are unaware of them and their benefits. Promotion on the Students Union and Medical Society social media pages will increase this awareness. 	

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 analysing 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, urbanisation, 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 colour, 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 centred 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.
- **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 elicit 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 mould 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 more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score Explanation:</i> UCC School of Medicine does not offer an elective that specifically relates to Education for Sustainable Healthcare (ESH) or Planetary Health. However, the MX1001 and MX2002 modules are offered in first and second year respectively, and are library-based electives to develop skills of independent study and learn how to navigate the evidence base in medicine. Students are expected to develop a project and conduct a review of scientific literature using library resources, which can include planetary health if desired. The MX1006/ MX2006/ and MX3006 modules, offered in first/ second/ and third year respectively, are student-selected special electives in which students can self-direct and incorporate planetary health should they desire. These electives grant students the freedom to self-organise a module in an area of special interest in Medicine, as stated in the official module objectives.</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 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>Score explanation: The module HC2002, or MX2020 for graduate entry medicine, contained one lecture that covered climate change and key environmental issues in public health.</i>	

3. Does your <u>medical school</u> 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.
<i>Score explanation: The module HC2002, or MX2020 for graduate entry medicine, contained one lecture that covered climate change and key environmental issues in public health.</i>	

4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>Score explanation: The module HC2002, or MX2020 for graduate entry medicine, contained one lecture that covered climate change and key environmental issues in public health. Also, the module FM3005 (or GM1002 for graduate entry equivalent) on fundamentals of disease pathology covers changing infection patterns and trends across various geographic regions in one of its infectious disease lectures.</i>	

5. Does your <u>medical school</u> 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.
<i>Score explanation: The module HC2002, or MX2020 for graduate entry medicine, contained one lecture that covered climate change and key environmental issues in public health. Additionally, the</i>	

module FM3005 (or GM1002 for graduate entry equivalent) on fundamentals of disease discusses the respiratory impacts of air pollution briefly.

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

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

Score explanation: This topic is not covered in the current medical school course curriculum for both direct and graduate entry medical students.

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

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

Score explanation: This topic is not covered in the current medical school course curriculum for both direct and graduate entry medical students.

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

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

Score explanation: This topic is not covered in the current medical school course curriculum for both direct and graduate entry medical students.

9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?

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

Score explanation: This topic is not covered in the current medical school course curriculum for both direct and graduate entry medical students.

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

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

Score explanation: The module HC2002 and GM2020 covers the impact of climate change on public health through its effects on food security and indoor air pollution as well as the differences in this between developing and developed countries.

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

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

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

Score explanation: The module CP4003 and CP5400 briefly teaches about the environmental risks of miscarriage. This has not changed from the previous years' curriculum.

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

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

Score explanation: A lecture in the module UW0002, an elective module available to first-year medical students, covers important human-caused environmental threats on a global level but are not relevant to the university's immediate surrounding community. This topic is thus not covered in the course curriculum.

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

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

Score explanation: Similar to the previous years' curriculum, this topic was not covered in the course curriculum.

14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?

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

Score explanation:

Although HC2002 in Year 2 at UCC covers climate change and the key environmental issues in public health, mentioning vulnerable populations, the impact of anthropogenic environmental toxins on marginalised populations was not discussed in depth.

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 in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> During Year 2, Lesson 11 of HC2002 or GM2020 for graduate entry students “Climate Change, Food and Health” includes discussion on diet, food systems, and the environment. This is a recent addition to the core curriculum this year.</p>	

16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> At UCC Medical school, this was covered in the CP4006 module, during a lecture entitled “Sustainable Anaesthesia”. This outlined the extent of anaesthetics agents contribution to the carbon footprint of the healthcare system.</p> <p><i>In year 2, this was discussed in another module, HC2002, “Climate Change and Key Environmental Issues in Public Health”. This covered the impacts of pollutants in air, health impacts of clinical waste contributing to landfills, and how to conduct a Health Impact Assessment.</i></p>	

17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	
1	The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment
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 fulfil 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. This is commonly known as social prescribing in the UK.
1	Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated
1	The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	Waste production within healthcare clinics 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> <p>1. In the module CP5500, an interactive session about Interprofessional Learning focused on reducing overprescribing and the health risks associated with polypharmacy; however there was no discussion on the environmental impacts of over-medicalisation, over-investigation, or over-treatment.</p> <p>3. Management of conditions with non-pharmaceutical methods was demonstrated throughout CP4006, describing how lifestyle changes should be promoted to reduce risk of type 2 diabetes and ischemic heart disease, hypertension. During the psychiatry HC4005 course, the importance of art therapy, music therapy, for individuals with mental health conditions was emphasised.</p> <p>5. During the Cp4006 module “Sustainable Anaesthesia”, waste management and efficient use of resources is discussed. Furthermore, another lecture “Sustainable Anaesthesia”, outlined the extent to which anaesthetic agents contribute to the carbon footprint of the healthcare system.</p> <p>7. Bins were clearly labelled for non-healthcare waste and healthcare waste, and single use items in inpatient and outpatient settings were present.</p>

Curriculum: Clinical Applications

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?	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change
	<p><i>Score explanation:</i></p> <p>There are no strategies implemented in the current curriculum for discussing the health effects of climate change with patients. The impact of climate change on health is emphasised in the module</p>

HC2002 via a single lecture, 'Public Health and Climate Change', however, an obvious strategy or framework for these discussions was not observable.

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

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

Score explanation:

The matter of environmental or exposure history is briefly discussed in the module CP2001, and the corresponding GM1010 for graduate students. The education revolves around standard history taking; a component of this being exposure history, however, it is largely in the context of occupational risk factors.

The CP4006 module again refers to taking an environmental history when inquiring about specific disease risk factors, yet, an exact framework is not provided or taught to students.

Curriculum: Administrative Support for Planetary Health

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

4	Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education.
2	Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.

Score explanation:

The HC2002 and GM2020 modules address planetary health education through individual, introductory lectures.

The CP4006 module addresses planetary health through the lecture 'Sustainable Anaesthesia', which encourages the consideration of planetary impact of anaesthetics. This lecture series has been present for at least 2 years in the curriculum.

In May 2022, UCC STEM researchers received a grant valued at 6.8 million euros from the Science Foundation of Ireland to address climate action, human health and other areas. The outcomes of the research isn't specifically intended for improving education regarding planetary health.

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

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

Score explanation:

Education regarding planetary health is only discussed in the previously mentioned modules' standalone lectures. While these lectures are thought-provoking, they provide an insufficient basis to Planetary Health/Education for Sustainable Healthcare Topics.

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

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

Score explanation:

UCC School of Medicine does not yet have 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.

Section Total (27 out of 72)	37.5%
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Are there additional curriculum resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Interdisciplinary Research

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

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 medical school who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the medical school who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.
1	There are planetary health and/or healthcare sustainability researchers at the institution , but none associated with the medical school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.
<p><i>Score explanation:</i> <i>There are a number of researchers at UCC working in the fields of planetary health and healthcare sustainability, such as at the Environmental Research Institute and APC Microbiome Institute. However, none are associated directly with the School of Medicine.</i></p>	

2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u> ?	
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>Score explanation:</i> <i>The Environmental Research Institute at UCC contains more than 350 researchers from 17 UCC Schools and Departments and 6 Research Centres working to address global sustainability challenges.</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.

Score explanation:

There is no process, or effort to create a process, at UCC to allow communities disproportionately impacted by climate change and environmental injustice to give input or make decisions about the research agenda at UCC.

4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?

3	There is an easy-to-use, adequately comprehensive website that centralises 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 centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.

Score explanation:

UCC has a website dedicated to the [Environmental Research Institute](#), which centralises ongoing and past research related to the environment, while highlighting leaders in environmental research at the institution. Although the website is easy-to-use and updated regularly with upcoming events, it is not comprehensive or designated primarily to planetary health.

5. Has your institution recently hosted a conference or symposium on topics related to planetary health?

4	Yes, the medical school has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.

2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.

Score explanation:

University College Cork hosted a few events in 2022, including the following:

- *UCC Climate Assembly - organised by UCC Green Campus and UCC Student Union on 1st April 2022. The assembly aimed to involve students in identifying sustainability-related gaps and changes that should be implemented if UCC wants to continue being a climate leader, both nationally and internationally.*
- *[Joint Public Health Conference “Healthy Planet, Healthy People”](#) - hosted virtually on 30th November 2022 in collaboration with the Institute of Public Health, Public Health Agency, Queen’s University Belfast, and Ulster University.*
- *COVID Conference 2022 - hosted virtually by various medical societies on the 21st and 22nd March*
- *Climate and Health Conference - hosted virtually by UCC Public Health Society on April 7th*

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

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

Score explanation:

UCC is not a member of any national or international planetary health or ESH organisation (such as Planetary Health Alliance, Global Consortium on Climate and Health Education, KLUG, etc).

However, it is important to note that UCC has won multiple [designations as a green campus](#) and has “world class ranking” for green sustainability.

Furthermore, the Global Consortium on Climate and Health Education (GCCHE) have recently invited UCC to join as a member and efforts are being made by the students to encourage the faculty to accept the invitation.

Section Total (9 out of 17)

52.9%

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

Community Outreach and Advocacy

Section Overview: *This section evaluates medical school engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. 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 organisations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organisations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organisation to promote planetary and environmental health.
1	The institution partners with community organisations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.

Score explanation:
 There is a student-led group promoting and advocating for planetary health and sustainability in healthcare (UCC student working group under Irish Doctors for the Environment). Although UCC's Medical School was not officially associated with this group, recent discussions with the faculty have revealed that there exists multidirectional support for the planetary health initiatives. A faculty member at UCC's School of Public Health has been appointed primary liaison and an invitation has been received to present findings from the present report card.

The institution is involved with multiple community initiatives to promote environmental sustainability and planetary health. See <https://www.ucc.ie/en/greencampus/>

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 institution/medical school have not offered such community-facing courses or events.

Score explanation: UCC does have some community facing courses and events regarding planetary health but these are organised outside of the medical school, usually by UCC's Environmental Society. The UCC Green Campus initiative also organises a regular podcast where several experts come in to talk about various topics related to planetary health, with one episode discussing sustainability and health care, linked [here](#). UCC also offers an APC (Adult Continuing Education) diploma course titled 'Environment, Sustainability and Climate', linked [here](#). These events and courses are offered by UCC, and not UCC's School of Medicine specifically, hence this metric receives a score of 1.

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 receive communications about planetary health or sustainable healthcare.

Score explanation: No regular communication from the Medical School regarding planetary health and sustainable healthcare issues were found. There are some isolated instances of lectures on sustainable healthcare, for example in the university affiliated hospital, Cork University Maternity Hospital (CUMH). This involved a one-time lecture delivered to 4th year medical students as part of their obstetrics and gynaecology rotation, detailing the multiple initiatives started by CUMH to tackle paper, plastic, and waste issues. The lecture also mentions regular staff email updates, a news publication, and annual grand rounds presentation, but these are not made available to students by the medical school or the hospital.

4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

2	Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
1	Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are no such accessible courses for post-graduate providers

Score explanation: UCC offers one CPD (Continuing Professional Development) course, titled 'EH6140 Environmental Health: Principal Aspects and Burden of Disease.' Information on the module is linked [here](#).

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

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

Score explanation: There is a web page titled “Environment and Health”, available [here](#), on the HSE website. This webpage lists possible environmental risks such as asbestos exposure, air pollution, extreme weather events, and different types of energy. These articles describe the health effects of such environmental exposure, going into detail about how, for example, short term exposure to PM2.5 and PM10 can increase asthma, bronchitis, and pneumonia. Additionally, the page also contains annual reports from the Public Health Medicine Environment and Health Group which details the group’s objectives, their progress on such objectives, as well as regional environmental-related health concerns and reports from consultants. However, the primary affiliated hospital (Cork University Hospital) has no such information on their website.

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

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

Score explanation: There is a web page titled “Environment and Health”, available [here](#), on the HSE website. This webpage lists possible environmental risks such as asbestos exposure, air pollution, extreme weather events, and different types of energy. There are also articles [here](#) and [here](#) that describe climate change and the challenges and research associated with it. There is also information for patients on climate change with supporting research as well as the associated health impacts. Additionally, there are details on how climate change may affect Ireland specifically, and what the Government’s action plan is to tackle the crisis. The primary affiliated hospital (Cork University Hospital) has some information on climate change on their [website](#).

Section Total (5 out of 14)	35.7%
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Back to summary page [here](#)

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.

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 medical school or 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 or institution encourages sustainability QI projects (to fulfil 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, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.

Score explanation: UCC green campus offers the [living laboratory seed fund](#) that supports projects that are required to meet one of the following criteria:

- 1. Supports sustainability goals outlines in [UCC's sustainability strategy 2016](#)*
- 2. Key recommendations outlines in UCC climate assembly report*
- 3. Advance green labs and plastic free UCC campus, aims to reduce carbon emission or embed sustainability within the connected curriculum*

Additionally, the UCC Planetary Health Group is a medical student group affiliated with Irish Doctors for the Environment. They are encouraged by the medical school and are in direct contact with two faculty members. However, this group is still under development.

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

Score explanation: The final research project and electives are part of the medicine curriculum and offer opportunities to conduct research, however the focus of this project being related to planetary health or sustainability is dependent on the student.

3. Does the medical school have a webpage where medical students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the medical school? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.

2	The medical school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.
1	There is a medical school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information.
0	There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

Score explanation: The medical school does not have any information regarding planetary health or sustainable healthcare activities on its webpage.

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 organisation with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.
1	Yes, there is a student organisation at my medical school dedicated to planetary health or sustainability in healthcare but it lacks faculty support .
0	No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare.

Score explanation: The UCC Planetary Health Group is a group run by medical students supported by faculty members within the College of Medicine and Health who acts as the medical school liaison for sustainable initiatives and is on the curriculum committee board. They are still currently in the process of becoming an official group under UCC, however progress has been made since the previous year with a faculty member appointed and a HSE (Health Service Executive) liaison person.

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: Each cohort in the UCC School of Medicine elects two class representatives every year to mediate general communication between the class and the faculty. However, the communication pertains to the course rather than conversations on sustainability.

While there is no such decision-making council yet, there are ongoing discussions to implement an advocacy council for curriculum reform. UCC is very receptive to facilitating a curriculum change. There are faculty members from both UCC and HSE involved in the discussions.

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 organise hiking, backpacking, kayaking, or other outings for students)

Score explanation:

1. UCC runs a community garden project, which began in 2007, which is run by the Environmental and International Development Society. This garden uses elements of permaculture and allows students to experience and develop agriculture skills as well as take home produce from it. See: [UCC Community Gardens](#)
2. The UCC Green Campus Program runs ‘The Green Campus Podcast’ which discusses topics related to planetary wellbeing as well as effective methods to reduce damage to the planet in day to day life. The program also schedules talks and sessions with people and organisations involved in planetary health, such as the Civic Engagement Committee webinar and talks with speakers such as Pat Mehigan, on energy consumption and sustainability. The UCC Environmental Society hosts talks with speakers as well, such as with Dara Fitzpatrick on biodiversity.
3. The UCC Co-Operative Society has held events with local environmental justice representatives, such as talks with representatives of the Cork Cycling Campaign and other organisations promoting cycling regarding the socio-economic aspects of cycling and the environmental impacts.
4. The Glucksman Art Gallery run by UCC has a large emphasis on exploring the world of planetary health and environmental awareness through the arts. The gallery holds numerous exhibitions, events, talks and performances which raises awareness on these topics. The UCC

environmental society also hosts events such as poster painting to promote planetary health through art.

See: [Glucksman Library](#)

5. The Environmental Society hosts many events to engage the local community, such as Tree Planting and Litter Picking events to keep the campus clean and green, as well as Solidarity walks against environmental injustices.

6. The Environment society in UCC hosts many outdoor events every year, such the Adventure Trip, where students hike through mountains in Wicklow county and camp, as well as cycling events with the local bicycle shop and repair store where students can find information on cycling. The Biological Earth and Environmental Societies Society hosts many field trips such as one to Crosshaven, Cork where students learned about geological formations along coastlines. The Mountaineering Society also hosts a hike trip to Carrauntoohil, the highest peak in Ireland. The UCC Green Campus Program has hosted events such as the foraging walk, an informative walk along the banks of the UCC Campus to learn about the botanicals and ecosystem.

Section Total (11 out of 15)	73.3%
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Back to summary page [here](#)

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. H

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 endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising 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 minimising 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 at least one designated staff member for sustainability at the hospital and/or medical school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability.
1	There are no salaried sustainability staff , but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>Score explanation:</i></p> <p><i>UCC has established the Green Campus program, where designated staff and students come together to enforce the sustainability strategy of the college. This program has been continuing similarly to last year, with chairperson meeting with the forum to drive forward the Green Campus strategy. The designated student health officer is Dr. Michael Byrne and the sustainability officer is Dr. Maria Kirrane.</i></p> <p><i>See: UCC Green Campus</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 written and approved plan to achieve carbon neutrality by 2030
3	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2040
1	The institution/medical school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate
0	The institution/medical school does not meet any of the requirements listed above
	<i>Score Explanation:</i>

	<p><i>While UCC does not currently have a goal of carbon neutrality, as part of the mandate by the Irish government for all public bodies to reduce their absolute emissions by 51% by 2030 under the Climate Action Plan 2021, UCC is in the process of implementing a comprehensive Climate Action Plan to achieve this goal. The Climate Action plan is to include targets for scope 1, 2, and 3 emissions.</i></p> <p><i>See: UCC's Annual Sustainability Report 2020-2021</i></p>
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3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilise renewable energy?

3	Yes medical school buildings are 100% powered by renewable energy
2	Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.
0	Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy.

Score Explanation:

100% of electricity purchased by UCC has been supplied from a renewable source since May 2020. However, since renewable energy is supplied through the national grid, it is considered more appropriate to use the grid average carbon intensity in calculating the carbon footprint.

As per the Environmental Protection Agency, renewable energy (particularly wind) accounted for 34.7% of electricity generated in Ireland in 2021.

See: [UCC's Annual Sustainability Report 2020-2021](#)

See: [Environmental Protection Agency Energy](#)

4. Are sustainable building practices utilised for new and old buildings on the medical school campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?

3	Yes, sustainable building practices are utilised 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 utilised for new buildings on the medical school campus, but most old buildings have not been retrofitted .
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

Score explanation:

UCC's internal design policies, guidelines, and current statutory building regulations require that all new buildings and significant refurbishment projects meet the Near Zero Energy Building (NZEB),

achieve a minimum Building Energy Rating of A3 and a Building Research Establishment Environmental Assessment Method (BREEAM) Excellent Standard.

For instance, the Western Gateway Building that hosts the medical school anatomy lab, won the Sustainable Energy Authority of Ireland (SEAI) Renewable Energy Award in 2012, and the Chartered Institution of Building Services Engineers (CIBSE) Sustainable Design and Research award in 2011, and utilising waste heat from the computer rooms combined together with a ground source heat pump.

Via the ISO 50001 Energy Management System, UCC ensures that the energy consumption of the university buildings are closely monitored and undergoes continuous optimisation and energy improvements.

See: [UCC Building Design Policy](#)

See: [UCC ISO 50001 Certification](#)

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-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	The medical school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The medical school has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation:

The TFI Bike-sharing scheme, a self-service bike rental system, is available for all students, with bike stands located within walking distance from Brookfield Health and Sciences Complex, the main medical school building, Cork University Hospital and Mercy University Hospital, two of the major clinical sites for medical students. Moreover, due to the city infrastructure, most students walk or cycle or use public transport for transportation within the city. While students are informed about the Student Leap Card, which is the national student travel card that provides subsidies for public transport across Ireland, during the orientation, information regarding the TFI Bike-sharing scheme is not well-advertised. Moreover, the medical school has not implemented any strategies to provide environmentally-friendly transport options for clinical sites outside of Cork and many students access the clinical sites outside of Cork by driving.

UCC has made it a goal to provide safe, affordable, accessible, and sustainable transport systems for all by 2030, had lobbied for inclusion of the Lee to Sea Greenway in the Cork Metropolitan Area Transport Strategy for more sustainable transport options to campus in the Cork City and Council development plans in 2020/2021, and there is a currently ongoing e-bike trial.

See: [UCC's Annual Sustainability Report 2020-2021](#)

See: [TFI Bike Locations](#)

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

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

Score explanation:

The medical school has a conventional recycling programme in place that works alongside the institutional system. There were 152t of 'General Waste' generated in 2021, representing 44% of all waste generated in UCC. General waste from UCC goes through a process called 'Mechanical-Biological-Treatment' (MBT) after it is collected. The MBT process aids in the recovery of recyclable and organic materials (~25%) from the waste stream, while ~75% of the material is diverted for energy recovery through incineration. Through this process almost all of UCC's waste is diverted from landfill, however the generation of such large amounts of general waste each year remains a concern. The other waste streams identified are either recycled, composted or re-used in some way.

See: [UCC's Annual Sustainability Report 2020-2021](#)

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

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

Score explanation:

In 2016, UCC became the first University in Ireland to have fresh vegetables harvested from its own land and served its restaurants. The plot is managed by the family-owned "Waterfall Farms" who deliver the fresh produce to UCC's catering company KSG. KSG has been awarded the highest accolade from the Sustainable Restaurant Association, a three star "Food Made Good" award. UCC Green Campus, UCC Health Matters, and KSG run the "Meatless Mondays" series in the main campus restaurant during term time.

Across the campus, a phased approach is to be continued, including but not limited to bringing "front-of-house" plastic free approach to all cafes; expanding water fountain provision and improving existing fountains; completely eliminating plastic bottles sales from campus restaurants/ cafes/ shops;

and eliminating single-use plastics from market stalls.

Building on the success of our Eco Grief workshops which were launched in 2021 UCC Green Campus launched the climate resilience programme for the academic year 2022/2023 with The Green Step. These events/ workshops provide a space for students, staff and climate activists in our community to share and listen with compassion to one another as we process and navigate the climate emergency.

There are sustainable procurement guidelines specifically relating to cleaning, catering and printing contracts. Additionally, there has been great work done to improve local food procurement, and increase offerings of vegetarian/vegan meals as well as decrease sugar sweetened beverages but there are no formal guidelines or goals.

See [UCC Food Health and Wellbeing](#).

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

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

Score explanation:

In September 2018, UCC was awarded a Gold Star from the Association for the Advancement of Sustainability in Higher Education (AASHE). The data submitted by UCC under this transparent reporting tool can be accessed on the [STARS website](#).

Since May 2020, 100% of electricity purchased by UCC has been supplied from a renewable source. In 2020 our cleaning contract with Bidvest Noonan was renewed. The supplier was tasked with incorporating an environmental and sustainability proposal into its tender. Actions taken to date include switching to alternative mopping systems to reduce water and chemical consumption, and waste generated. A chemical free cleaning system has also been adopted. The Tersano system converts oxygen from the air into aqueous ozone when infused with tap water to become a safe & effective disinfectant.

See [UCC's 2020/2021 Annual Sustainability Report](#).

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.
<p><i>Score explanation:</i> There are sustainability guidelines for events hosted at UCC. These are general recommendations under the UCC Green Campus Programme, started in 2010. These are highly emphasised at the outset of all planned events run by students and staff at UCC, but are not mandatory and often go unenforced.</p> <p>See UCC Green Campus Programme.</p>	

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 programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the medical school to make lab spaces more sustainable.
<p><i>Score explanation:</i> In order to make labs at UCC more sustainable, the lab community in UCC has chosen to follow the bottom-up, community led LEAF programme. There are 4 main elements to the LEAF programme:</p> <ol style="list-style-type: none"> 1. <i>The Framework itself: an online tool that guides users through the sustainability actions - in UCC an excel spreadsheet is used to establish which actions are being implemented in the lab, and then this information is uploaded to the online server by the Green Labs team.</i> 2. <i>The online calculator: a tool that helps to estimate how sustainable a lab is at present, and to measure the improvements made.</i> 3. <i>The toolkit and resources: containing everything necessary to implement the suggested changes to the lab from the LEAF guides including everything from sustainable lab equipment and consumables to an induction and exit process for new joiners and leavers.</i> 4. <i>Finally, user engagement and training: the LEAF programme offers each institution a tailored training workshop to engage the lab staff and potential students on sustainable science and introduces LEAF.</i> <p><i>Each level of the LEAF programme (Bronze, Silver and Gold) contains activities to follow which are clear and easy to implement. Once lab users have begun their LEAF journey, they complete a self-assessment of their own lab's sustainability journey using this framework. After this is completed, the Green Labs Community (composed of technical and research staff volunteers from multiple different labs) will complete an audit of the lab and award it a rating of Bronze, Silver or Gold depending on the actions that have been undertaken and completed.</i></p> <p>See UCC Green Labs Community.</p>	

11. Does your institution's endowment portfolio investments include fossil-fuel companies?

4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives.
3	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 organised advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.

Score explanation:

UCC has completely divested from unsustainable energy production companies and has 72.63% of its investment pool in positive sustainability investments. Investments include forestry funds, ethical global equity fund, Irish energy efficiency fund, and renewable energy funds.

UCC has a publicly available sustainable investment policy with negative screens, and has recently become a signatory to the United Nations Principles on Responsible Investment. Becoming a signatory required UCC to sign a declaration agreeing to:

- *To incorporate Environmental, Social and Corporate Governance (ESG) issues into investment analysis and decision-making processes;*
- *To be an active owner and to incorporate ESG issues into our ownership policies and practices;*
- *To seek appropriate disclosure on ESG issues by the entities in which we invest;*
- *To promote acceptance and implementation of the Principles within the investment industry;*
- *To work with the PRI Secretariat and other signatories to enhance their effectiveness in implementing the Principles; and*
- *To report on our activities and progress towards implementing the Principles.*

Additionally, UCC engages in policy advocacy by participating in investor networks and engages in inter-organizational collaborations to share best practices.

Investment data as of December 2017; STARS Gold rating is currently expired and due to be renewed.

See [STARS National University of Ireland, Cork \(aka UCC\) Sustainable Investment Report](#).

Section Total (22 out of 32)

68.8%

Back to summary page [here](#)

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

Grading

Section Overview

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

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

Planetary Health Grades for University College Cork, School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(28/72) \times 100 = 38\%$	D+
Interdisciplinary Research (17.5%)	$(9/17) \times 100 = 53\%$	C
Community Outreach and Advocacy (17.5%)	$(5/14) \times 100 = 36\%$	D+
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73\%$	B
Campus Sustainability (17.5%)	$(22/32) \times 100 = 69\%$	B
Institutional Grade	52.0%	C

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for the University College Cork School of Medicine

