



Planetary Health Report Card (Medicine): *ETH*

ETH zürich

2023-2024 Contributing Team:

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Summary of Findings

Overall	C-
<u>Curriculum</u>	C
<ul style="list-style-type: none"> The ETH includes planetary health (PH) in the curriculum, but there is a lack of longitudinal and in-depth integration. In the ethics course of the 4th semesters of the bachelor's program, various aspects of PH are briefly discussed. However, in lectures specific to each organ system, PH-related issues are often absent. Recommendations: Teaching on the health system's impact on climate change is needed. Additionally, the insufficient discussion on climate change's impact on health, particularly bodily systems, should be addressed. Forming a group of experts and students for longitudinal integration of PH would be a significant step forward. 	
<u>Interdisciplinary Research</u>	D
<ul style="list-style-type: none"> The ETH, as the overarching institution, has hosted various lectures on topics related to planetary health and sustainability, and even hosted a climate discussion but has no research specifically exploring the direct impact of climate change on human health. However, there are no events specifically aimed at medical students or hosted by the medical faculty. Recommendations: The medical faculty could actively engage in topics related to planetary health and sustainability by not only participating in initiatives such as the Planetary Health Alliance and the European Society for Environmental and Occupational Medicine but also by independently contributing to raising the awareness about planetary health for example with a frequent email newsletter about PH. 	
<u>Community Outreach and Advocacy</u>	F
<ul style="list-style-type: none"> The ETH has some community outreach initiatives related to PH, but the medical faculty currently lacks such programs. Additionally, there are no opportunities for postgraduates to delve deeper into this topic. It must be noted though, that the ETH offers only the bachelor's program in human medicine. Recommendations: The medical faculty could partner with surrounding community organisations, holding presentations in schools or offering workshops on PH. 	
<u>Support for Student-Led Initiatives</u>	C
<ul style="list-style-type: none"> The ETH supports student groups dedicated to PH. There is the student sustainability commission (SSC) which receives funding from the VSETH and works closely with members of the Sustainability Office. Various co-curricular opportunities exist for students to engage in PH programs. Recommendations: Support for student-led initiatives primarily stems from the institution rather than the medical faculty. We recommend that the medical faculty actively promotes PH by establishing a website to raise awareness, offer information on PH opportunities and connect students with resources related to environmental and social determinants of health (ESH) 	
<u>Campus Sustainability</u>	B -
<ul style="list-style-type: none"> The ETH already has an "ETH Net Zero" programme that demonstrates the right path to a more sustainable future, aligning strongly with the 17 Sustainable Development Goals. Recommendations: The implementation into non-optional guidelines is still pending despite progress in several projects. Another important point is divesting from fossil-fuel companies in the endowment investment portfolio. 	

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 civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School vs. Institution:** When “medical school” is specified in the report card, this only refers to curriculum and resources offered by the School of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more

broadly. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions providers are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and 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 in 2022, 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

1.1. 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> 376-1663-00L Climate Ethics and Human Health (elective HST Bsc) The course description is formulated as follows: The course explores climate change and environmental ethics in relation to human health. Topics include climate, weather, and environmental biotechnology's relationship to issues like antibiotic resistance, vector-borne diseases, and unhealthy landscapes, all influenced by climate change and social disparities. Public policy issues in the face of climate-related health challenges are also covered. The course is accessible to all students in the Department of Health Science and Technology (D-HEST), which is home to the „Human Medicine“ and „Health Science and Technology“ bachelor programs. The course duration is one semester, with two hours per week. Only the medical faculty alone does not offer any such courses.</p>	

Curriculum: Health Effects of Climate Change

1.2. 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.
<p><i>Score explanation:</i> <i>During the 4th semester of the bachelor's program, in the course titled "Ethics", there is a 1.5-hour lecture on "Climate, Ethics and Human Health". The main focus of this lecture were:</i></p> <ol style="list-style-type: none"> 1. <i>Environmental ethics</i> 2. <i>Climate change and human health</i> 3. <i>Climate change, medicine and bioethics</i> <p><i>To be more specific, here some problems mentioned during the lecture: Severe weather events, extreme heat, environmental degradation, water and food supply impacts, increasing allergens, vector-borne diseases, air pollution</i></p> <p><i>Furthermore, in the last lecture of the course „Ethics, Law and Communication“ during the 5th semester of the bachelor's program, this topic was mentioned again. Unfortunately, the slides were not uploaded and we are unable to figure out the exact extent.</i></p>	

1.3. 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.
<p><i>Score explanation:</i> <i>As mentioned before, during the 4th semester of the bachelor's program, in the course titled "Ethics", we had a 1.5-hour lecture on "Climate, Ethics and Human Health". In this lecture, the impacts of extreme weather events were also briefly mentioned. The entire topic was covered in just one or two slides.</i></p>	

1.4. 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.
<p><i>Score explanation:</i> <i>We think that during a lecture, it was mentioned that due to climate change, the habitats of animals spreading infectious diseases are changing and that there are concerns about resurfacing viruses stored in the permafrost, posing potential risks. However, we were not able to find the slide/s covering this theme. Therefore we sadly are forced to score it a 0.</i></p>	

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

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

Score explanation:

During the first year in the second semester in the course "Atemwege" during the lectures "COPD" and "Asthma" the possibility of air pollution causing COPD or asthma was mentioned on 2-3 slides. As mentioned before during the 4th semester of the bachelors program in the lecture „ Climate, Ethics and Human Health“ air pollution, increased allergens due to climate change and so one were mentioned on a few slides.

1.6. 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:

As mentioned before, during the 4th semester of the bachelor's program, in the course titled "Ethics", we had a 1.5-hour lecture on "Climate, Ethics and Human Health". In this lecture, the association between climate change coming along with increased heat and cardiovascular disease were mentioned briefly. The topic was covered in two or three slides.

1.7. 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:

During the 4th semester of the bachelor's program, in the course titled "Ethics", we had a 1.5-hour lecture on "Climate, Ethics and Human Health". In this lecture, the impacts of climate change on

mental health were mentioned briefly on two or three slides. It was mentioned that individuals with mental illness would be affected to a greater extent.

1.8. 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:

During the 4th semester of the bachelor's program, in the course titled "Ethics", we had a 1.5-hour lecture on "Climate, Ethics and Human Health". In this lecture, the food and water security, as well as the well-being of nature, were briefly mentioned on a few slides.

1.9. 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:

During the 4th semester of the bachelor's program, in the course titled "Ethics", we had a 1.5-hour lecture on "Climate, Ethics and Human Health". In this lecture, it was mentioned that marginalised populations suffer more from climate change than affluent ones. This topic was covered in three to four slides.

In another lecture of the same course, the lecture „allocation Race Justice“, health disparities were discussed; SES, gender and sexual identity, as well as race and ethnicity were mentioned as factors that impact health.

1.10. 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.
<p><i>Score explanation:</i> During the 4th semester of the bachelor's program, in the course titled "Ethics", we had a 1.5-hour lecture on "Climate, Ethics and Human Health". In this lecture, the global unequal impacts of climate change were briefly discussed on two slides.</p>	

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

1.11. Does your <u>medical school</u> 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.
<p><i>Score explanation:</i> Industry-related toxins, excluding chemotherapy and radiation therapy, as well as general medications, were mentioned only once on a single slide in the lecture on „Male Reproductive Organs“ during the 5th semesters reproduction course.</p>	

1.12. Does your <u>medical school</u> 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.
<p><i>Score explanation:</i> As there are few to no dangerous human-caused environmental threats in the university's surrounding community, this point is difficult to judge. There were several human-caused environmental threats mentioned, but never in connection with the surrounding community. In the past, asbestos was commonly used and is still the cause of some diseases. The danger of asbestos exposure was explained during the lung course in the 2nd semester of the bachelors program and again during the 5th semester in the pathology course. In total, the topic was covered in a little more than 20 slides. But since asbestos is more of an occupational rather than an environmental threat, we've decided to award 0 points.</p>	

1.13. To what extent does your <u>medical school</u> 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.
<p><i>Score explanation:</i> We had a 1.5-hour lecture on ancient Chinese medicine in the „Skin and Appendages“ course during our 4th semester of the bachelor's program. A connection to planetary health solutions was not present. Therefore we decided on a score of 0.</p>	

1.14. Does your <u>medical school</u> 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.
<p><i>Score explanation:</i> Anthropogenic pollutants were mentioned as an environmental factor influencing health, but not specifically in the context of marginalised populations.</p>	

Curriculum: Sustainability

1.15. 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> Some advantages of a plant-based diet were mentioned in the lectures „Carbohydrates“ as well as „Proteins“ during the 4th semester of the bachelor's program. To be more specific, in the „Carbohydrates“ lecture, the focus was on soluble dietary fibres. In the „Protein“ lecture, the environmental aspect as well as the health aspect were briefly mentioned on about three slides. A flexitarian lifestyle was promoted.</p>	

1.16. 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> <i>During the 4th semester of the bachelor's program, in the course titled "Ethics", we had a 1.5-hour lecture on "Climate, Ethics and Human Health". In this lecture, it was mentioned on a single slide that the healthcare industry contributes substantially to carbon emissions.</i></p>	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	
2	The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment
2	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's 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> <ol style="list-style-type: none"> <i>Avoiding excessive prescription of drugs and employment of interventions when conservative treatment is a viable option is mentioned repeatedly and in multiple courses. Discussed benefits include less risks for patients, as well as responsible use of resources.</i> <i>Although over-prescription was discussed as a problem, no links to planetary health were made; the primary reasoning being mainly patient well-being.</i> 	

	<ol style="list-style-type: none"> 3. <i>Lifestyle changes are often mentioned in the context of various pathologies. They are promoted as a first-line of therapy or supplementary to other (usually pharmacological) treatments.</i> 4. <i>This was not covered in the core curriculum.</i> 5. <i>This was very briefly mentioned in one sentence during a lecture, which we consider insufficient to award this point.</i> 6. <i>This was not covered in the core curriculum.</i> 7. <i>Not covered as far as we know.</i>
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Curriculum: Clinical Applications

1.18. 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> <i>As far as we know, there was no such strategy mentioned in any course.</i></p>	

1.19. In training for patient encounters, does your <u>medical school's</u> 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.
<p><i>Score explanation:</i> <i>At the ETH there is an „Anamnesis Technique“ course where each part of the anamnesis is thoroughly discussed. In the history section of the anamnesis, questions about work, travel, hobbies, environment, etc., are asked. Furthermore, each organ system course has its own clinical part where the anamnesis is reviewed. The same applies to the „Pathology“ and especially the „From Symptom To Diagnosis“ course.</i></p>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> 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.
<p><i>Score explanation:</i> There is a process of developing a longitudinal curriculum for PH, with an expert group, including students.</p>	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> 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.
<p><i>Score explanation:</i> There were minor problems of climate change mentioned during some lectures about organ systems but we felt like these problems were not linked sufficiently to climate change. There was primarily the single lecture „Climate, Ethics and Human Health“ where climate change was discussed intensively. Therefore, we decided on a score of two points. It was also briefly mentioned in a different course on ethics, though there certainly is room for improvement.</p>	

1.22. Does your <u>medical school</u> 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.
<p><i>Score explanation:</i> There are employees for the curriculum and among them there is one person whose work area includes the incorporation of planetary health and sustainable healthcare.</p>	

Section Total (36 out of 72)	50.00%
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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.*

2.1. 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>The institution ETH has various centers engaged in interdisciplinary research. To mention a few, the World Food System Center, Rehabilitation Engineering Science, Center for Sustainable Future Mobility and the Energy Science Center are all partly related to planetary health and/or healthcare sustainability.</i></p>	

2.2. 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>There is no institute at the ETH that specifically about PH but different centers promote interdisciplinary work connected to planetary health in one way or another (World food system Center,</i></p>	

Link: <https://worldfoodsystem.ethz.ch/>; Center for Sustainable Future Mobility (CSFM) Link: <https://csfm.ethz.ch/>

2.3. 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:

Unfortunately, at this point in time, there is no way to influence the choice of studies and there are no initiatives in place to create such a process.

2.4. 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:

There is a website page dedicated to sustainability (Link: <https://ethz.ch/en/the-eth-zurich/sustainability.html>). On this site there are different sections which will lead you for example to research, ETH sustainability, campus etc. If you click on research you will find your way to the competence centres which do handle some of the planetary health issues.

2.5. 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.
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3	Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.

Score explanation:

The department of Medicine did have a congress but more in the category of public health. The title was «Recht auf Schwangerschaftsabbruch – sexuelle Gesundheit im Jahr 2023».

However, the ETH, as an institution, has hosted conferences directly related to planetary health. Here are two examples:

- *Beating the heat (15 September 2023, link: <https://ethz.ch/en/news-and-events/events/details.beating-the-heat.68344.html>) Situated within the field of urban climatology and related disciplines, the conference will not only offer an opportunity to present findings from past and on-going research projects as well as practical application in planning and in implementation, but also aims at providing a platform to network and strengthen the exchange of the Swiss research, service and implementation community focusing on the multifaceted interactions between cities, climate (change), and human health.*
- *“ETH-Klimarunde 2023”, probably the most important conference with the main topic climate change. Even though the focus was primarily climate change, a connection to human health was created in the third presentation “Raus aus der Klimakrise? Warum wir dafür die Neurowissenschaften brauchen”.*



2.6. 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: There are discussions about this topic, but unfortunately, we are currently not part of any of these organisations.

Section Total (5 out of 17)

29.41%

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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.

3.1. 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.
<p><i>Score explanation:</i> At present, there is nothing existing in this direction.</p>	

3.2. 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.
<p><i>Score explanation:</i> The ETH as the institution has the SDG Public Lecture Series. The lecture series "The Sustainable Development Goals in Context" offers insights into current research and practice and takes place online as a public event.</p>	

3.3. 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.
<p><i>Score explanation:</i> From time to time there, emails on this topic are received with one regular sender being the VSETH newsletter. This newsletter encompasses all recent information surrounding the ETH and frequently includes discussions on topics related to sustainability or planetary health.</p>	

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> 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
<p><i>Score explanation:</i> The ETH only offers the bachelor's program and, therefore, is not involved in any post-graduate courses. We don't have information about the situation in the main affiliated hospital.</p>	

3.5. Does your <u>medical school</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
2	Yes, the medical school or 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.
<p><i>Score explanation:</i> Besides the ethic-day „Planetary Health“ hosted by the university hospital Zurich, we were not able to find anything else.</p>	

3.6. Does your <u>medical school</u> or its <u>affiliated teaching hospitals</u> have accessible educational	
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materials for patients about the health impacts of climate change?	
2	Yes, the medical school or 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.
<p><i>Score explanation:</i> <i>Besides the ethic-day „Planetary Health“ hosted by the university hospital Zurich, we were not able to find anything else.</i></p>	

Section Total (2 out of 14)	14.29%
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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.

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.

4.1. Does your medical school or your institution 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:
 There is the Student Sustainability Committee (SSC), an organisation under the VSETH, the umbrella organisation of all Students at the ETH. The SSC supports any innovative sustainability projects most likely as well financially (<https://www.ssc.ethz.ch/>). One must mention that the VSETH is not part of the ETH but collaborates closely with it. ETH Sustainability and the SSC also frequently engage in joint projects and events.

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

Score explanation:
 There is the Student Sustainability Committee (SSC), an organisation under the VSETH, the umbrella organisation of all Students at the ETH. The SSC is the primary point of contact for those interested in planetary health and sustainability. There, you can join the organisation, participate in already existing projects, or even start your own (<https://www.ssc.ethz.ch/>).

4.3. 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:

As far as we know, there is currently no such webpage.

4.4. 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:

As far as we know, there is no such organisation.

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

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

Score explanation:

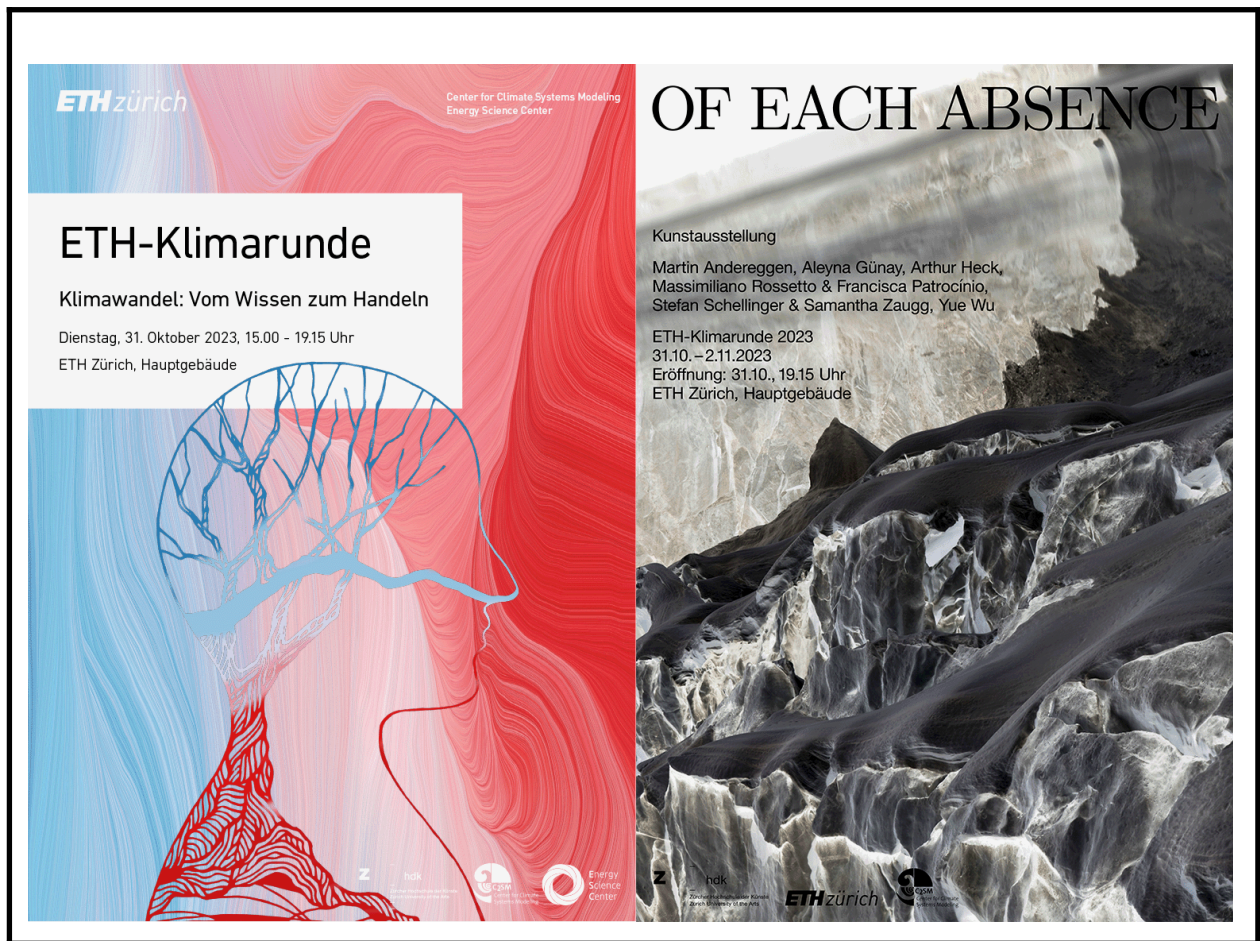
The Environmental Commission is responsible for the operative realisation of environmental management at ETH Zurich. The SSC is represented through one person in the environmental commission. However, there is no name mentioned on the website of the environmental commission, so the position might currently be vacant.

4.6. 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. "SeedCity" is a communal garden project located on the campus of ETH. Students are invited to learn about sustainable gardening practices and participate in the project. (<https://www.seedcity.ch/garden>)
2. Each year there is a climate week with various workshops, small presentations and an exhibition. (<https://nachhaltigkeitswoche.ch/en/program-week/>). There are also the already mentioned lecture series „The Sustainable Development Goals in Context“ (<https://ethz.ch/en/the-eth-zurich/sustainability/eth-sustainability/sdg-public-lecture.html>)
3. As far as we know there were no such events
4. The „Klimarunde“ came along with the art exhibition „OF EACH ABSENCE“. The flyer is added at the end of this box.
5. As far as we know there were no such opportunities
6. The student organisation of the Faculty of Medicine hosts a hiking weekend each year. Furthermore, the „Academic Sports Association Zurich“ (ASVZ) offers various outdoor sport activities to the students of the universities in Zurich. To mention a few: hiking, running, triathlon, climbing, orienteering, road cycling, rowing, sailing, kiting, windsurfing, diving, mountain biking etc.



Section Total (7 out of 15)

46.6%

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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 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.

5.1. 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: Insert explanation here.</i> <i>The ETH has a solid Sustainability Office consisting of multiple paid (full-time) employees coordinating the fulfilment of NetZero. However, there is no staff member specifically assigned for medicine.</i></p>	

5.2. 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
<p><i>Score explanation:</i> <i>The institution is dedicated to achieving a substantial reduction in greenhouse gas emissions by 2030 through the ETH NetZero project.</i> (https://ethz.ch/en/the-eth-zurich/sustainability/net-zero.html).</p>	

5.3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilize renewable energy?

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

Score explanation:

Unfortunately, the numbers for the time period 2021-2024 are yet to be calculated. Therefore we have considered the most recent values from 2020.

In 2020, 88% of the electricity demand of 99.2 GWh was met by renewable sources, and 36% of the total energy consumption of 61.2 GWh for heating came from renewable sources.

(https://ethz.ch/content/dam/ethz/main/eth-zurich/nachhaltigkeit/Berichte/Nachhaltigkeitsbericht/ETHz_urich_Sustainability_Report_2019_2020_web.pdf, page 60)

*$(99.9/161.1)*88%+(61.2/161.1)*36% = 54.57%+13.68% = 68.25%$ of the total energy used.*

For the sake of completeness, we recently got informed that the percentage for 2023 now adds up to 76.7%.

5.4. 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:

For ETH-owned buildings, care is taken to apply comprehensive certifications (SGNI, SNBS or SIA 2040) for new constructions and renovations, or at least partial certifications (MINERGIE®-P-ECO). There was no information available on old buildings being retrofitted or not therefore a score of two was given.

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

2	Yes, the medical school or institution 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 or institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The medical school or institution has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation:

The ETH operates the ETH-Shuttle eLink, an electric bus connecting the two major campuses of the ETH. Other options include using one of the various public transportation lines. There are several bicycle parking lots, charging stations for e-bikes, rental e-bikes with a special offer exclusively for students and a bike repair station. Additionally, there is a corporate carpooling service for travel between Campus Honggerberg and the Paul Scherrer Institut. The ETH also encourages the rental of electric cars. Furthermore there is a project aimed at reducing greenhouse gas emissions related to air travel.

5.6. 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:

There are recycling bins on campus, where you can dispose of PET bottles, aluminium and general waste. In some locations, you can also discard paper separately. However, there are currently no bins for organic waste.

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

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

0	There are no sustainability guidelines for food and beverages.
<p><i>Score explanation:</i> The ETH is making efforts through various initiatives to promote more sustainable catering. One of those initiatives is the project „Sustainable Gastronomy“, which is ongoing until 2024. Previously, there was the „ETH Climate Program Gastronomy“ project. Additionally, there is the option to use a reusable box for take-away with a deposit of ten Swiss Francs. The ETH Restaurant did also conduct a study on packaging. Furthermore, there are plans to formulate an ETH standard for catering after the conclusion of the „Sustainable gastronomy“ project in 2024.</p>	

5.8. Does the <u>medical school</u> or <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
3	Yes, the medical school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The medical school is engaged in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The medical school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.
<p><i>Score explanation:</i> There are sustainability guidelines for supply procurement but they are still optional (https://ethz.ch/content/dam/ethz/associates/services/finance-and-controlling/open/Beschaffung/leitfaden-nachhaltige-beschaffung-de.pdf). With the NetZero project, there is talk of refining those existing guidelines.</p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the <u>medical school</u> ?	
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 is a „Guide für sustainable Events“ but currently, the elements mentioned in the guide are only recommended and not mandatory.</p>	

5.10. 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> The medical school, as it is, has no labs and, if needed, uses those of the ETH. However, ETH as the institution has an ongoing pilot project called „Green Labs“. This project aims to explore the potential for resource-saving laboratory processes, as lab work is associated with a considerable environmental impact. (https://ethz.ch/en/the-eth-zurich/sustainability/net-zero/green-labs.html)</p>	

5.11. Does your <u>institution's</u> 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.
<p><i>Score explanation:</i> Unfortunately, the institution has not yet divested from fossil-fuel companies, but divestment is a frequently raised topic.</p>	

Section Total (20 out of 32)	62.50%
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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.

About elective courses related to PH: There are numerous elective courses based on the 17 Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda, but they are not exclusively for medical students and are offered by the institution. The credits are not directly shown on the certificate but on an additional sheet, as in the Bachelor's program, the curriculum is clearly defined and no elective courses can be credited towards the core curriculum.

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 ETH School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(38/72) \times 100 = 50.00\%$	C
Interdisciplinary Research (17.5%)	$(5/17) \times 100 = 29.41\%$	D
Community Outreach and Advocacy (17.5%)	$(2/14) \times 100 = 14.29\%$	F
Support for Student-led Planetary Health Initiatives (17.5%)	$(7/15) \times 100 = 46.60\%$	C
Campus Sustainability (17.5%)	$(20/32) \times 100 = 62.50\%$	B-
Institutional Grade	$(53 \times 0.3 + 29.5 \times 0.175 + 14 \times 0.175 + 47 \times 0.175 + 62.5 \times 0.175) = 41.75\%$	C-