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

*The George Washington School of  
Medicine and Health Sciences*

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**School of Medicine  
& Health Sciences**

2022-2023 Contributing Team:

- Students: Taylor Brewer, Savita Potarazu
- Primary Contact: Taylor Brewer, [tabrewer@gwmail.gwu.edu](mailto:tabrewer@gwmail.gwu.edu)

## Summary of Findings

<b>Overall</b>	<b>C</b>
<b><u>Curriculum</u></b>	<b>C-</b>
<ul style="list-style-type: none"> <li>The George Washington University School of Medicine and Health Sciences recently approved to integrate a “Climate Change and Human Health” curriculum theme that will be dispersed longitudinally throughout the 4 years of training.</li> <li><b>Recommendations:</b> GW will continue to work on Implementation Strategy planning to launch this theme starting in the fall of 2023.</li> </ul>	
<b><u>Interdisciplinary Research</u></b>	<b>B</b>
<ul style="list-style-type: none"> <li>In 2022, The George Washington University launched the <a href="#">Climate and Health Institute</a> which seeks to promote cross-disciplinary research and collaboration to better equip current and future public health professionals to navigate the population level impacts of climate change.</li> <li><b>Recommendations:</b> The Climate and Health Institute can better include diverse student voices in their work as they seek to strengthen to future public health workforce</li> </ul>	
<b><u>Community Outreach and Advocacy</u></b>	<b>C-</b>
<ul style="list-style-type: none"> <li>The GW Climate and Health Institute conducts community-based research to better understand the disparate impacts of climate change on vulnerable populations</li> <li><b>Recommendations:</b> We recommend GW to expand its profile of community partners, emphasizing under resourced areas or areas disproportionately impacted by climate change to ensure every voice is heard.</li> </ul>	
<b><u>Support for Student-Led Initiatives</u></b>	<b>B</b>
<ul style="list-style-type: none"> <li>With the approval of the Climate Change and Human Health Curriculum theme, GW has demonstrated its support and endorsement of student-lead initiatives. We are encouraged that with this recognition, student-led initiatives will be both readily supported and provided with a framework for feasible implementation.</li> <li><b>Recommendations:</b> This newly approved theme can serve as a catalyst and platform for ease of new student-led initiatives.</li> </ul>	
<b><u>Campus Sustainability</u></b>	<b>D+</b>
<ul style="list-style-type: none"> <li>The George Washington School of Medicine and Health Sciences has made good progress to become a more sustainable campus in conjunction with the wider University. Efforts span from fossil fuel divestment and using fully renewable energy on site to setting achievable goals for carbon neutrality in the future.</li> <li><b>Recommendations:</b> There is still much to improve with the campus sustainability. Goals include expanding the promotion of university wide opportunities and initiatives to include the medical school.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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

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

With the purpose of increasing planetary health awareness and accountability among medical schools, we have created a Planetary Health Report Card that medical students internationally can use to grade and compare their home institutions on an annual basis. This medical-student-driven initiative aims to compare medical schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centered on environmental health impacts 5) medical school campus sustainability.

# Definitions & Other Considerations

## Definitions:

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

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

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions providers are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mold after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution.
- **Elective:** The word "elective" refers to an optional course or lecture series that a medical student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Clerkship:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations or placements.

**Other considerations:**

- If there are more than one "tracks" at your medical school with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples).

**Added to our resources last year, the Planetary Health Report Card [Literature Review by Metric](#) collates the evidence behind each of the metrics in the Planetary Health Report Card. It serves as a collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.**

# Planetary Health Curriculum

***Section Overview:*** *This section evaluates the integration of relevant planetary health topics into the medical school curriculum. Today's medical students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that medical students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.*

## *Curriculum: General*

1. Did your <b>medical school</b> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	<b>Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year.</b>
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 <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health.
0	No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation:</i></p> <p>There are no elective courses in the pre-clinical years at GW outside of scholarly concentrations. Clinical elective courses that involve topics in planetary health include:</p> <p>IDIS 365      Environmental Health Elective</p> <p>IDIS 361      Disaster Medicine</p> <p>EMED 516      Wilderness Medicine</p> <p>Dr. Akselrod is currently working towards creating an additional “Climate Change and Health” elective. There also used to be an Environmental Health Scholarly Concentration Track, but was discontinued due to diminished student interest.</p> <p>The Environmental Health Elective course is a special study of the student’s choosing with Dr. Paulson as a faculty mentor. About 0-4 students per year participate in this elective.</p> <p>While Disaster Medicine and Wilderness Medicine were considered contributory to this section of the report card in 2020, they are not included in this evaluation. The Disaster Medicine Elective is only available to those in the respective Scholarly Concentration, and the Wilderness Medicine elective is only offered during one two week period per year.</p>	

## *Curriculum: Health Effects of Climate Change*

**2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?**

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

*Score explanation:*

In the 3rd leg of our Patients, Populations, and Systems Course (PPS), lecture “Climate Change” by Dr. Akselrod there addresses climate change’s impact on heat exposure as well as the pathophysiology of heat-related illnesses, heat-related emergencies, heat-wave mortality, heat and warming climate effects on CKD and respiratory disease exacerbation.

The CPR Asthma Summit Housing Panel session also mentions extreme heat or cold as exacerbatory to asthma.

This is considered to be ‘briefly’ covered due to its appearance in *one PPS* lecture but absence in organ block lectures.

**3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?**

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

*Score explanation:*

The Milken School of Public Health has many course offerings relating to planetary health that students may enroll in as part of combined degree programs, but not as part of the MD program alone. There are Scholarly Concentration seminar series that medical students may participate in that may touch upon topics relating to planetary health, like natural disaster response, in the Disaster Medicine concentration, or the UN Sustainable Development Goals in the Global Health Concentration. However, since there are very sparse explicit mentions of planetary health topics in their program objectives we have elected not to include these course offerings as qualifying for graduate-level education free for medical student enrollment.

The PPS3 lecture “Climate Change” by Dr. Akselrod highlights mental health effects of climate change including eco-anxiety/grief, individual and community-level trauma, adverse childhood experiences, and increased risk of adverse mental health effects due to natural disasters. Dr. Akselrod’s lecture also has slides that make clear the connection between worsening natural disasters and the spread of water

borne infections, warming climate and vector-borne disease, disruption of wildlife habitat and spreading of zoonotic / emerging diseases.

There have been 2 iterations (in Fall of 2021 and 2022) of EcoMedical Literacy clerkship didactics lectures regarding how to integrate knowledge about the health impacts of climate change/extreme weather events into clinical decision making.

In our evaluation, one PPS3 lecture was identified to include the phenomenon of worsening natural disasters due to climate change. However, the term “extreme weather events” was seldom used. Additionally, there is no mention of how extreme weather events impacts the healthcare system through our evaluation. Because of this, we deem our curriculum **briefly** meet this criteria.

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

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

*Score explanation:*

The PPS3 lecture “Climate Change” by Dr. Akselrod mentions climate change’s impact on the worsening spread of vector borne, water borne, zoonotic, and person-to-person diseases. There are several slides on each topic, which make clear the connection between worsening natural disasters and the spread of water borne infections, warming climate and vector-borne disease, disruption of wildlife habitat and spreading of zoonotic / emerging diseases.

In Dr. David Diemert’s “Global Health- Burden of Disease” lecture in our Immunology, Hematology, and Infectious Disease Block, “Climate Change” is listed as a bullet point under “Influenced by circumstances or experiences in other countries.”

In the clinical curriculum, Dr. Hanna Akselrod leads a case discussion series during an intersession day that displays how ecological factors impact infectious disease.

**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 <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.



0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i>  Dr. Akselrod’s PPS3 lecture “Climate Change” has a slide about exacerbation of respiratory disease that includes information about health co-benefits of reducing fossil fuel use, attributable deaths due to air pollution, and contribution of wildfires to air pollution.</p> <p>There is mention of the contribution of pollutants to development of COPD in a “Pathology of COPD” session by Dr. Shwartz in the ‘Respiratory’ organ block, but no mention of the systemic contributions from the burning of fossil fuels.</p> <p>During a Lung Cancer session during the Respiratory section of the CPR block by Dr. Schwartz there is a slide highlighting the role of environmental air pollution and particularly fossil fuel combustion products as contributing to the development of lung cancer.</p> <p>In two separate lectures on “Asthma” and “COPD” by Dr. Morgan Delaney, air pollutants are listed under inflammatory mechanisms and common causes, respectively.</p>	

6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
<b>0</b>	<b>This topic was not covered.</b>
<p><i>Score explanation:</i>  There is no mention during the Cardiac section of CPR of the effects of air pollution on cardiovascular health.</p> <p>In the clinical curriculum, Dr. Hanna Akselrod leads a case discussion series during an intersession day that displays how ecological factors impact cardiovascular health. Despite the progress of introducing this intersession EcoMedical Literacy day during our clinical years, we elect this rating as 0 as intersession is not considered core curriculum or testable.</p>	

8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.

2	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i>  The PPS3 lecture “Climate Change” by Dr. Akselrod highlights a UN report warning of increasing risk of food insecurity because of climate change as well as the role of desertification in exacerbating food insecurity for 500 million people living in areas experiencing desertification.</p> <p>Water Security and Ecosystem Health were not identified in our curriculum.</p>	

<b>9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalized populations such as those with low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults?</b>	
3	<b>This topic was explored in depth by the core curriculum.</b>
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i>  PPS-1 #3 “Foundations of Clinical Public Health” mentions environmental determinants of health including access to green space, lead or other toxin exposures, physical environment, built environment, socio-economic environment, and information environment, but there is no mention of climate change.</p> <p>Dr. Akselrod’s PPS3 lecture “Climate Change” makes explicit mention of geriatric and agricultural worker vulnerability to heat-related illness, as well as vulnerable populations (children, elderly, chronically ill, socially and economically marginalized) affected disproportionately by food insecurity and malnutrition.</p> <p>The Asthma Summit in the CPR pulmonary block emphasizes the disproportionate effect of respiratory irritants to people of limited resources in D.C., especially children.</p>	

<b>10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?</b>	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	<b>This topic was not covered.</b>
<p><i>Score explanation:</i></p>	

There is currently no curriculum to address this.

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

*Score explanation:*

While there is a “Reproductive Toxicology” lecture during our Reproductive organ block that lists various teratogens, there is no mention of any environmental toxins.

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

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

*Score explanation:*

The Asthma Summit in the CPR pulmonary block emphasizes the disproportionate effect of respiratory irritants to people of limited resources in D.C., especially children.

Dr. Akselrod’s PPS3 lecture “Climate Change” has a slide highlighting D.C. area relevant environmental threats like heat exposure and flooding.

Although there is a very important lecture in PPS1 entitled “Know the District” that details very important information on social determinants of health, there is no mention of environmental disparities.

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

3	Indigenous knowledge and value systems are <b>integrated throughout</b> the medical school’s planetary health education
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2	Indigenous knowledge and value systems as essential components of planetary health solutions are included <b>briefly</b> in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in <b>elective</b> coursework.
<b>0</b>	<b>This topic was not covered.</b>
<p><i>Score explanation:</i> Although this is mentioned in the social determinants of health PPS lectures, this is absent from discussions regarding climate change.</p>	

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

<b>3</b>	<b>This topic was explored in depth by the core curriculum.</b>
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i> PPS-1 #3 “Foundations of Clinical Public Health” mentions environmental determinants of health including access to green space, lead or other toxin exposures, physical environment, built environment, socio-economic environment, and information environment, but there is no mention of climate change. Dr. Akselrod’s PPS3 lecture “Climate Change” makes explicit mention of geriatric and agricultural worker vulnerability to heat-related illness, as well as vulnerable populations (children, elderly, chronically ill, socially and economically marginalized) affected disproportionately by food insecurity and malnutrition. The Asthma Summit in the CPR pulmonary block emphasizes the disproportionate effect of respiratory irritants to people of limited resources in D.C., especially children.</p>	

*Curriculum: Sustainability*

**15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?**

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

*Score explanation:*

Searches for keywords “climate, climate change, environment, environmental, sustainable, sustainability” in the transcriptions of diet and nutrition lectures from the GI-Liver block including “Diet and Nutrition Counseling and Introduction to Culinary Medicine” and “Diet and Nutrition Counseling” and “Intro to Culinary Medicine” do not make any mention of environmental co-benefits of plant based diets.

**16. Does your medical school curriculum address the carbon footprint of healthcare systems?**

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

*Score explanation:*

There is no mention of the carbon footprint of the healthcare system through our medical school curriculum.

**17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)**

2	The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment
2	The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfill this metric.
1	The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK.
1	Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated
1	The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce 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 <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)

	<p><i>Score explanation:</i> The core curriculum does not include teaching any of these practices.</p>
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*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 <b>core</b> curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework.
0	<b>No, there are not strategies introduced for having conversations with patients about climate change</b>
<p><i>Score explanation:</i> The "Practice of Medicine" course, which is the portion of the GW curriculum that covers training for patient encounters, does not include specific training for taking a full environmental exposure history nor strategies on how to converse with patients about climate change effects.</p>	

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 <b>core</b> curriculum includes strategies for taking an environmental history.
1	Only <b>elective</b> coursework includes strategies for taking an environmental history.
0	<b>No, the curriculum does not include strategies for taking an environmental history.</b>
<p><i>Score explanation:</i> The "Practice of Medicine" course does not include specific training for taking a full environmental exposure history.</p>	

*Curriculum: Administrative Support for Planetary Health*

20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
4	<b>Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education.</b>
2	Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education.
0	No, there are <b>no</b> improvements to planetary health education in progress.

*Score explanation:*

A student group that branched out from the Climate and Health Interest Group (now an MS4SF Chapter), led by Savita Potarazu and Taylor Brewer have proposed a 4-year-long integration plan for EcoMedical Literacy. An official Theme proposal for 'Climate Change and Human Health' is now under review by the Themes Committee to offer accountability and support for this integration process.

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

*Score explanation:*

Currently, there are only two stand alone lectures addressing Climate Change: one during third year intersession and one during the PPS course.

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

1	<b>Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare</b>
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:*

With the formalization of the 'Climate Change and Human Health' theme into our curriculum, Dean Jablonover has been appointed as intern director for integration oversight until we find a more permanent funded faculty position.

**Section Total (31 out of 72)**

**43.05%**

Back to Summary Page [here](#)

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

## Interdisciplinary Research

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

1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>medical school</u> ?	
3	Yes, there are faculty members at the <b>medical school</b> who have a <b>primary</b> research focus in planetary health <b>or</b> healthcare sustainability.
2	<b>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.</b>
1	There are planetary health and/or healthcare sustainability researchers at the <b>institution</b> , but none associated with the medical school.
0	No, there are <b>no</b> planetary health and/or healthcare sustainability researchers at the <b>institution</b> or <b>medical school</b> at this time.
<p><i>Score explanation: Insert explanation here.</i></p> <p>A directory of individual researchers affiliated with GW engaged in sustainability or planetary health research can be found <a href="#">here</a>, but does not currently include research topics or link to researcher bios. There are many researchers affiliated with the School of Medicine specifically and a greater number affiliated with the GW Milken Institute of Public Health.</p> <p>A list of researchers by college, department, and research topic pertaining to sustainability or planetary health was compiled for the <a href="#">AASHE STARS</a> program, but has not yet been made publicly available.</p> <p>However, within the Medical School, there does not seem to be any database that identifies faculty who solely work on planetary health or healthcare sustainability research. While filtering through the Medical School's faculty research <a href="#">database</a>, there are no specific areas of research interest dedicated to these topics, or even climate or environmental health, specifically.</p>	

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



1	There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research.
0	There is <b>no</b> dedicated department or institute.
<p><i>Score explanation: Insert explanation here.</i></p> <p>Formalized within the past 2 years, GW's Climate and Health Institute offers an extensive opportunity to participate in <a href="#">planetary health research</a>. Focusing specifically on planetary health, this institute aims to offer an interdisciplinary platform for education, advocacy, and research.</p> <p>The GW School of Medicine and Health Sciences and the Milken Institute of Public Health (MISPH) have a department of <a href="#">Environmental and Occupational Health</a> with departmental research focusing on interdisciplinary topics including: Environmental Sustainability, Occupational Health, Risk Science and Policy, Infectious Diseases, and Social and Community. In early 2020 a Cross-Disciplinary Research Fund (CDRF) called the Climate and Health Research Network (CHRN) was approved. It consists of a core group of faculty members led by Susan Anenberg, of the MISPH, who are actively pursuing transdisciplinary research collaborations at GW, and a larger group of other members of the GW community who engage with the topic in various ways. The CHRN has an explicit goal of forming a Climate and Health Center at GW to further advance their aims in research, education, and science-policy translation.</p>	

<b>3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your <u>medical school</u>?</b>	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda.
1	<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda.
0	<b>There is no process, and no efforts to create such a process.</b>
<p><i>Score explanation: Insert explanation here.</i></p> <p>Unfortunately, there is no such process at GW, and nothing in the works. However, this is an excellent idea and an opportunity we look forward to bringing up at future meetings.</p>	

<b>4. Does your <u>institution</u> have a planetary health website that centralizes ongoing and past research related to health and the environment?</b>	
3	<b>There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.</b>
2	There is a website that <b>attempts to centralize</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.

1	The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment.
0	There is <b>no</b> website.
<p><i>Score explanation: Insert explanation here.</i>  Formalized within the past 2 years, GW's Climate and Health Institute offers an extensive opportunity to participate in <a href="#">planetary health advocacy, education, education, and integration efforts</a>.</p>	

<b>5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
4	Yes, the <b>medical school</b> has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	<b>Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.</b>
2	Yes, the <b>institution</b> has hosted a conference on topics related to planetary health in the past three years.
1	The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years.
<p><i>Score explanation:</i>  The George Washington University as an Institution holds an annual Planet Forward Summit: <a href="https://www.planetforward.org/">https://www.planetforward.org/</a>. With the newly established Institute of Climate and Health Institute, we expect more annual events and symposiums.</p>	

<b>6. Is your <u>medical school</u> a member of a national or international planetary health or ESH organization?</b>	
1	<b>Yes, the medical school is a member of a national or international planetary health or ESH organization</b>
0	No, the medical school is not a member of such an organization
<p><i>Score explanation: Insert explanation here.</i>  The GW Institution are members of Practice GreenHealth.  <a href="https://practicegreenhealth.org/">https://practicegreenhealth.org/</a></p>	

<b>Section Total (12 out of 17)</b>	<b>70.59%</b>
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Back to summary page [here](#)

*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 color. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.*

1. Does your <b>medical school</b> partner with community organizations to promote planetary and environmental health?	
3	Yes, the <b>medical school</b> meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the <b>medical school</b> meaningfully partners with <b>one</b> community organization to promote planetary and environmental health.
1	The <b>institution</b> partners with community organizations, but the medical school is not part of that partnership.
0	No, there is <b>no</b> such meaningful community partnership.
<p><i>Score explanation: Insert explanation here.</i></p> <p><a href="#">Our Partners</a> contain a list of external stakeholders involved in GW related sustainability efforts through GW's Climate and Health Institute. Additionally, our newly added MS4SF chapter partners us with the larger national MS4SF.</p>	

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

3. Does your <b>medical school</b> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
2	Yes, all students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare.

1	<b>Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.</b>
0	Students do not receive communications about planetary health or sustainable healthcare.
<p><i>Score explanation: Insert explanation here.</i></p> <p>There is regular coverage in the GW campus publication the ‘GW Hatchet’ on issues of environmental health and climate change. GW Hatchet’s search function <a href="#">here</a>. However there is no standardized way to communicate climate health related news to students. In order to receive GW Hatchet articles, one would have to seek out or sign up for the articles. Other than this, environmental related topics are included only sporadically through university wide newsletters.</p>	

<b>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?</b>	
2	<b>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.</b>
1	Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are <b>no</b> such accessible courses for post-graduate providers
<p><i>Score explanation:</i></p> <p>GW’s Climate and Health Institute offers both in person and online courses for post-graduate providers. Schedule available here: <a href="https://climatehealth.gwu.edu/fall-2022-spring-2023-events">https://climatehealth.gwu.edu/fall-2022-spring-2023-events</a></p>	

<b>5. Does your <u>medical school</u> or its <u>primary affiliated hospital</u> have accessible educational materials for patients about environmental health exposures?</b>	
2	Yes, <b>all</b> affiliated hospitals have accessible educational materials for patients.
1	<b>Some</b> affiliated hospitals have accessible educational materials for patients.
0	<b>No affiliated medical centers have accessible educational materials for patients.</b>
<p><i>Score explanation: Insert explanation here.</i></p> <p>GW does not provide patient education materials specifically about environmental health exposures.</p>	

<b>6. Does your <u>medical school</u> or its <u>primary affiliated hospital</u> have accessible educational materials for patients about climate change and health impacts?</b>	
2	Yes, <b>all</b> 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: Insert explanation here.</i>  GW does not provide patient education materials specifically about Climate Change and Health Impacts</p>	

Section Total (6 out of 14)	42.86%
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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 <b>medical school</b> or your <b>institution</b> offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the <b>medical school</b> or <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	<b>The medical school or institution encourages sustainability QI projects (to fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate.</b>
0	No, <b>neither</b> the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.

*Score explanation: Insert explanation here.*  
 GW's Medical School requires a 4th year longitudinal public health project. Through this lens, they can support sustainability QI projects and offer resources to help students succeed in these projects. However there is no specific student funding available for sustainability work and there is no requirement to participate.

2. Does your <b>institution</b> offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	<b>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.</b>
0	There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research.

*Score explanation: Insert explanation here.*  
 GW SMHS does not have year-long fellowship opportunities relating specifically to planetary health, but GW offers several dual MD/MPH and MD/Certificate in Public Health programs, which include "[Environmental Health Science and Policy MPH](#)" and "[Global Environmental Health MPH](#)." These programs require a capstone project which would allow the student to enact a planetary health initiative. While these programs are not specific to medical students, medical students can participate in planetary research if they seek out a mentor.

**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.**

<b>2</b>	<b>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.</b>
1	There is a <b>medical school</b> webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information.
0	There is <b>no medical-school</b> specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

*Score explanation: Insert explanation here.*  
 The newly established GW Climate and Health Institute has a robust research section linked [here](#). While not specific to the medical school, it detailed many medical faculty mentors specific to different planetary health or sustainable healthcare topics.

**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?**

<b>2</b>	<b>Yes, there is a student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.</b>
1	Yes, there is a student organization at my medical school dedicated to planetary health or sustainability in healthcare but it <b>lacks faculty support</b> .
0	No, there is <b>not</b> a student organization at my institution dedicated to planetary health or sustainability in healthcare.

*Score explanation: Insert explanation here.*  
 GW School of Medicine and Health Sciences' students first developed the Climate and Health Interest Group in 2019 with faculty support. Since then, this group has become an official Medical Students for a Sustainable Future (MS4SF) chapter with dedicated faculty.

**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.
<b>0</b>	<b>No, there is no such student representative.</b>



*Score explanation: Insert explanation here.*

There is no current student liaison for planetary health or sustainability measures serving on a medical school or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices. However there is work being done to introduce this position.

**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	<b>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.</b>
1	<b>Panels, speaker series, or similar events related to planetary health that have students as an intended audience.</b>
1	<b>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.</b>
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	<b>Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students)</b>

*Score explanation: Insert explanation here.*

- **Garden:**  
[GroW Garden](#) is a cooperative urban garden that is managed by undergraduate students and maintained by volunteers, including medical students.
- **Conferences, speaker series, symposia, or similar events:**
  - [Planet Forward Summit](#) April 2022
  - [Planet Forward “salons”](#) for community debate
  - Student Group on Speaker Series through the Interest Group
- **Cultural arts events, installations, or performances:**  
 -None
- **Local environmental justice community**  
 --GW’s Environmental Justice Action Network (EJAN) linked [here](#) offers opportunities to learn about environmental injustice locally.
- **Volunteer for building resilient communities**  
 -None specifically or routinely offered related to planetary health
- **Wilderness or outdoor programs:**  
 2 week 4th year “wilderness medicine” program for 15 students

<b>Section Total (10 out of 15)</b>	<b>66.67%</b>
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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.*

# Campus Sustainability

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

1. Does your <b>medical school</b> and/or <b>institution</b> have an Office of Sustainability?	
3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital and/or medical school.
2	<b>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.</b>
1	There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee
0	There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability
<p><i>Score explanation: Insert explanation here.</i>            The GW institution has an Office of Sustainability linked <a href="#">here</a>. However there is no specific involvement with GW medical school or GW Hospital.</p>	

2. How ambitious is your <b>institution/medical school</b> plan to reduce its own carbon footprint?	
5	The institution/medical school has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b>
3	<b>The institution/medical school has a written and approved plan to achieve carbon neutrality by 2040</b>
1	The institution/medical school has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b>
0	The institution/medical school does <b>not</b> meet any of the requirements listed above
<p><i>Score explanation:</i>            Per the last Sustainability Progress Report in 2018, GW as an institution pledges and is on track to become completely carbon neutral by 2040. The report is linked <a href="#">here</a>. Other related progress reports can be found <a href="#">here</a>.</p>	

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

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

*Score explanation: Insert explanation here.*

While information specific to the medical school's energy use is not available, GW's energy as an institution is 50% from onsite of off-site solar panels linked [here](#).

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

3	<b>Yes, sustainable building practices are utilized for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable.</b>
2	Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have <b>not been retrofitted</b> .
1	Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings.
0	Sustainability is <b>not considered</b> in the construction of new buildings.

*Score explanation: Insert explanation here.*

Ross Hall, GW SMHS's medical building is scored as LEED Gold level:  
<https://www.usgbc.org/projects/gwu-ross-hall>.

**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 <b>environmentally-friendly transportation options</b> such as safe active transport, public transport, or carpooling and these options are well-utilized by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	<b>The medical school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.</b>

0	The medical school has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options.
<p><i>Score explanation: Insert explanation here.</i></p> <p>As of the 2021, GW as an institution offers a \$100 U-Pass metro card that offers unlimited metro uses during the semester to those that fulfill a 'full time student' requirement. More information found here: <a href="https://sustainability.gwu.edu/urban-environment">https://sustainability.gwu.edu/urban-environment</a>.</p>	

6. Does your <u>medical school</u> have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/plastic/glass)?	
2	Yes, the medical school has both compost and recycling programs accessible to students and faculty.
1	The medical school has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both.
<b>0</b>	<b>There is no compost or recycling program at the medical school.</b>
<p><i>Score explanation: Insert explanation here.</i></p> <p>While not through the medical school specifically, GW offers ways for students to both recycle and compost. More information found <a href="#">here</a>. These options are not advertised or promoted in the medical school.</p>	

7. Does the <u>medical school</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
3	Yes, the medical school has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The medical school <b>is engaged</b> in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The medical school is <b>not</b> engaged in efforts to increase food and beverage sustainability.
<b>0</b>	<b>There are no sustainability guidelines for food and beverages.</b>
<p><i>Score explanation: Insert explanation here.</i></p> <p>The medical school does not take into consideration sustainability measures when making decisions about campus food or beverage.</p>	

8. Does the <u>medical school</u> or <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
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3	Yes, the medical school has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The medical school is <b>engaged</b> in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The medical school is <b>not engaged</b> in efforts to increase sustainability of procurement.
0	<b>There are no sustainability guidelines for supply procurement.</b>
<p><i>Score explanation: Insert explanation here.</i> There are no sustainability guidelines for supply procurement.</p>	

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

<b>10. Does your <u>medical school</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
2	Yes, the medical school has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable.
1	There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	<b>There are no efforts at the medical school to make lab spaces more sustainable.</b>
<p><i>Score explanation: Insert explanation here.</i> While there are various environmental safety guidelines (<a href="#">here</a>), there are no efforts at the medical school to make lab spaces more sustainable.</p>	

<b>11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>	
4	The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives.
3	The institution is <b>entirely divested</b> from fossil fuels.

2	<b>The institution has partially divested from fossil fuel companies or has made a commitment to fully divest, but currently still has fossil fuel investments.</b>
1	The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organized advocacy</b> for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that.
<p><i>Score explanation: Insert explanation here.</i></p> <p>The GW Hatchet <a href="#">reported</a> on statements made by President LeBlanc (Feb. 2, 2020), “He revealed that about 3 percent of the University’s investments are connected to fossil fuel companies through funds GW invests in.”</p> <p>On April 23, 2020 the GW Hatchet <a href="#">reported</a>, “[The Board of Trustees Chair Grace] Speights said officials have not made any private investments in at least five years that focus on the extraction of fossil fuels – including all forms of coal, oil and natural gas – and have reduced existing fossil fuel investments by 89 percent.”</p> <p>On May 26, 2020 the GW Hatchet <a href="#">reported</a>, “The Board of Trustees’ Task Force on Environmental, Social and Governance Responsibility released recommendations that encourage trustees to fully divest GW’s endowment from the fossil fuel industry by 2025.”</p>	

<b>Section Total (12 out of 32)</b>	<b>37.5%</b>
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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%

*\*Within each grade bracket, a score in the top 5% (\_5 to \_9%), receives a “+”, and a score in the bottom 5% (\_0- \_4%) receives a “-”. For example, a percentage score of 78% would be a B+.*

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(31/72) \times 100 = 43.05\%$	C-
<b>Interdisciplinary Research (17.5%)</b>	$(12/17) \times 100 = 70.5\%$	B
<b>Community Outreach and Advocacy (17.5%)</b>	$(6/14) \times 100 = 42.86\%$	C-
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(10/15) \times 100 = 66.67\%$	B
<b>Campus Sustainability (17.5%)</b>	$(12/32) \times 100 = 37.5\%$	D+
<b>Institutional Grade</b>	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 51.83\%$	<b>C</b>