



Planetary Health Report Card (Medicine):

Idaho College of Osteopathic Medicine



2023-2024 Contributing Team:

- Students: Dylan Trama, Seth Berkowitz, Teresa Bradford, Mara Krutsinger, Jaron Stafford, Carly Britt, Hyojin Ahn, Colin Dixon
- Faculty Mentors: Dr. Jay Kammer
- Primary Contact: Dylan Trama (dtrama@s.icom.edu) and Seth Berkowitz (sberkowitz@s.icom.edu)

Summary of Findings

Overall	D
<u>Curriculum</u>	C+
<ul style="list-style-type: none"> Idaho College of Osteopathic Medicine (ICOM) does include planetary health in the curriculum, but it lacks integration longitudinally. In first and second year, various aspects of planetary health are discussed in lectures and in seminar work. Recommendations: There is a lack of teaching about introducing conversations about planetary health into conversations with patients. This could be introduced in clinical skills specifically an OSCE with a planetary-health focus, or in our blocks throughout OMS 1 and 2 years with specific lectures. 	
<u>Interdisciplinary Research</u>	F-
<ul style="list-style-type: none"> ICOM has not incorporated any interdisciplinary research opportunities revolving around Planetary Health. Recommendations: Idaho College of Osteopathic Medicine could organize a conference directly related to Planetary Health. We recommend joining the Planetary Health Alliance and the Global Consortium on Climate and Health Education. However, we do have faculty on staff with focuses in occupational toxicology who could be good resources for future students interested in topics related to planetary health. It is likely the program will grow over the next decade and hopefully develop environmentally-focused programs. 	
<u>Community Outreach and Advocacy</u>	F-
<ul style="list-style-type: none"> ICOM has no partnerships with community organizations, no community facing courses, no coverage on current issues, no post-graduation education, and no patient education to promote planetary health. Recommendations: ICOM affiliated hospitals could start implementing patient education relating to planetary and climate change information regarding their medical conditions. Idaho College of Osteopathic Medicine can start incorporating affiliations with community organizations and post-graduate education. 	
<u>Support for Student-Led Initiatives</u>	D
<ul style="list-style-type: none"> ICOM support student groups dedicated to planetary health. The Idaho Student Clinicians for Climate and Health (ISCCCH) was started at ICOM in the spring of 2022 with the support of the Dean of Student Affairs, an officially appointed clinical faculty advisor, and unofficial faculty support and advising from two other anatomy faculty members. Additionally, ICOM volunteered at 100% sustainable beverage festivals and a music festival that were both hosted by local nonprofit organizations. Recommendations: A recommendation for the future of ICOM is to find state and national grant programs for which private medical schools can apply, and encourage ICOM students to apply for them. An example is the Idaho Department of Quality and Environment's sustainability grant program. 	
<u>Campus Sustainability</u>	C+
<ul style="list-style-type: none"> ICOM started as a more sustainable campus including fossil fuel divestment and using partially renewable energy on site, to setting achievable goals for carbon neutrality in the future. Recommendations: There is still much to improve with the campus sustainability. ICOM can incorporate compost disposal and incorporating adequate sustainability requirements for supply procurement in order to increase sustainability of procurement. 	

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 minimizes 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 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: ICOM offers Culinary Medicine elective to second years. It promotes learning about food, how it is prepared or processed and understanding the impacts of such on our health, both the negative and positive effects, addressing the relationship of structure and function, even at the cellular level. This interplay of nutrition is applied to concepts regarding public health applied to various disease states based on planetary health including vegetarian diets, diets of various cultures and diets that in general promote preventative medicine to reinforce sustainable healthcare.</i></p> <p><i>ICOM also offers yoga and Tai Chi once a week.</i></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.

Score explanation: In the core curriculum at ICOM, the effects of climate change and related increased health risk is covered briefly in numerous block courses. This content is longitudinally included by the microbiology team, but there is no in dedicated lecture or in depth exploration of this relationship in any of the block courses in the core curriculum.

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

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

Score explanation: ICOM's curriculum briefly covers the impacts of extreme weather events on individual health and in the larger context of epidemiology and the spread of disease. This topic is mentioned in passing in several lectures within the first year curriculum, but there is no dedicated lecture that dives deeply into the impact of extreme weather on the healthcare system.

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

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

Score explanation: In the Blood, Immune, Infection, and Cancer (BIIC) course at ICOM, climate change is discussed briefly in the context of the spread of parasitic infections and protozoa, specifically malaria, into new regions due to altered climates. The spread of neglected tropical diseases is briefly correlated to climate change, poverty, war, and conflict.

Lectures included within BIIC:

MI.13 Viral Fevers, MI.14 Systemic Bacterial Fevers, MI.16 Protozoal Infections of Erythrocytes, MI.17 Multisystem Protozoal Infections, MI.18 Multisystem Helminth Infections

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.
<p><i>Score explanation: At ICOM within the respiratory block, the effects of climate change are briefly addressed in the context of fungal lung diseases and the geographic spread of these diseases. Additionally, there is an optional lecture that covers the effects of wildfire on respiratory health.</i></p>	

1.6. Does your <u>medical school</u> 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.
<p><i>Score explanation: Climate health is not discussed in the cardiovascular health block at ICOM.</i></p>	

1.7. Does your <u>medical school</u> 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.
<p><i>Score explanation: In the mental health block at ICOM, neuropsychological and mental health effects of climate change and environmental degradation is not addressed. In the past some clubs have addressed this content in optional sessions run by club leadership, but it is not built into the curriculum of the course or addressed in any detail during course sessions. The optional session was not given this year.</i></p>	

1.8. 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 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: The core CARE (Caring and Competent Physicians) course at ICOM does cover social determinants of health, and students were encouraged to explore the relationship between</i></p>	

environmental factors and health. Multiple examples include the relationship between climate change and mental health of farmers throughout Idaho, as well as increased rates of cancers in multiple Idaho counties due to the fallout from open air atomic bomb testing in the 1950's. Topics such as these are also briefly covered in various lectures throughout our system courses as well. ICOM enrolled in the International Association of Medical Science Educators (IAMSE) Webcast Audio Seminar and gave students the opportunity to attend a series of lectures about Global Health for free. Topics included pandemics, climate change, healthcare infrastructure, and aging populations, as well as global health electives. Climate change and its disproportionate impact on marginalized populations were discussed as well as the general effects of climate change on healthcare.

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

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

Score explanation: The core CARE course at ICOM does cover social determinants of health, and students were encouraged to explore the relationship between environmental factors and health. Additionally, in our respiratory systems course as well as many of our microbiology lectures throughout various systems courses it is discussed how climate change and pollution has even greater impacts on low SES, indigenous, and POC populations due to proximity to sites/industries responsible for polluting such as factories, waste disposal sites, and traffic congested areas. ICOM enrolled in the IAMSE Webcast Audio Seminar and gave students the opportunity to attend a series of lectures about Global Health for free. Topics included pandemics, climate change, healthcare infrastructure, and aging populations, as well as global health electives. Climate change and its disproportionate impact on marginalized populations were discussed as well as the general effects of climate change on healthcare.

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.

Score explanation: Multiple microbiology lectures provided in the core curriculum discussed the effects of climate change and natural disasters on various regions in the world, and related disease outbreaks that could occur as a result. In addition, the effects of pollution and contamination on patient health has been discussed.

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

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

Score explanation: Topic is covered in depth during our reproductive system course, specifically during infertility, neonatal, immunology, and microbiology lectures. We also recently had a professor from Colorado State University give a talk about the consequences of pollution from forest fires where he specifically mentioned decreased sperm counts, reduced chance of conception, and increased rates of birth defects among forest firefighters.

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

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

Score explanation: In general, the topic is lightly discussed, mostly in passing with little focus on the environment itself and more emphasis on the risk these environmental practices pose to the workers. First, in different Toxicology lectures with regards to airborne pesticide use in agriculture around Boise and smaller communities. Lectures included "Introduction to Toxicology, slide 11," "Poisons and Presentations, Slide 17." It was also discussed in an endocrine physiology lecture entitled "Physiology of Thyroid Hormones, Slide 19." The effect of radioactive iodide and thyroid cancer in Emmett, Idaho was discussed.

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

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

Score explanation: Topic was not covered.

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

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

Score explanation: During the respiratory system course, multiple lectures addressed pollutants related to mining, shipbuilding, farming, and industrial pollutants and how they have an increased impact among lower SES and minority communities. Also many of the microbiology courses have focused on homeless and low SES populations being at greater risks for various infections.

Curriculum: Sustainability

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

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

Score explanation: This topic has been covered in multiple lectures in different systems. Within several, plant based diets and their health benefits have been explored in lifestyle, dietary, and alternative medicine lectures. These were discussed in “Obesity and Weight Loss”, “Nutrition and Bone Health”, and “Non-pharmacological Treatment for Chronic Musculoskeletal Pain”. In nearly every systems course we also have specific nutrition lectures where discussions about making sure patients on plant based diets are meeting all of their nutritional requirements in a sustainable manner are taught.

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

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

Score explanation: Topic was not covered.

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core 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 fulfill this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. 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 anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions
1	The impact of 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: At Idaho College of Osteopathic Medicine, over-medicalization is very often discussed during lectures. One example is during our “Thyroid Neoplasia” lecture, the class was introduced to Choosingwisely.org showing that nuclear medicine thyroid scans have been utilized unnecessarily in patients with normal or elevated thyroid gland function. Cutting down on over-medicalization will also help to reduce the environmental impact of the diagnostic tests and treatments we order as physicians.</i></p> <p><i>We have also been taught about the health and environmental co-benefits of non-pharmaceutical management for various somatic and mental health issues with things such as Osteopathic manipulative Medicine, yoga, meditation, gardening, various forms of exercise, group social activities, culinary medicine, and FITT prescriptions.</i></p>

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school’s curriculum introduce strategies to have conversations with patients about the health effects of climate change?

2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.

0	No, there are not strategies introduced for having conversations with patients about climate change
<p><i>Score explanation: At ICOM, in our longitudinal CARE (Caring and Competent Physician) course, an SP event introduces addressing social determinants. However, the focused social determinants include food, housing, transportation, employment, legal aid, and finance. Unfortunately, climate change was not addressed.</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: At ICOM in our longitudinal Clinical Medicine course introduces taking a full history ("OLD CAARTS") and developing differential diagnoses("VINDICATED-P"). The E in the "vindicated-p" encourages us to think about environmental exposures from a diagnosis perspective. Also when taking our social history we are highly encouraged to ask questions about living conditions, work conditions, and potential environmental exposures.</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: The ICOM Climate and Health Club has been actively working with various faculty members about ways to incorporate more environmental health information into the curriculum. We have also been able to bring in outside lecturers to give talks about various climate related issues such as pollution from forest fires and farming. The administration has also stated they are working with professors and clinical faculty to increase student exposure to climate related topics during our required coursework and extracurricular presentations/activities.</i></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.
<i>Score explanation: The vast majority of our exposure to environmental topics comes from one off lectures or lessons. It is not integrated longitudinally.</i>	

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.
<i>Score explanation: ICOM does not have any faculty/staff that is specifically responsible for overseeing the integration of planetary health/sustainable healthcare into the curriculum</i>	

Section Total (33 out of 72)	45.83%
-------------------------------------	---------------

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.*

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: There are currently no medical researchers focused in the described areas seen on our faculty research website. This could change at the program and student interest grows.</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: There is currently no dedicated department or institute at ICOM</i></p>	

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 <u>medical school</u>?	
---	--

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.
<i>Score explanation: ICOM does not currently have a process that allows the surrounding community to have input in the research agenda of the institution, and there is not currently an effort to put one in place.</i>	

2.4. Does your <u>institution</u> have a planetary health website that centralizes ongoing and past research related to health and the environment?	
3	There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.
<i>Score explanation: ICOM does have a centralized research page on their website, but it is not broken down by topic, and there is currently not a page dedicated to planetary health.</i>	

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

Score explanation: While ICOM has hosted speakers on the topic of planetary health, there has not been a conference or symposium on campus or hosted virtually.

2.6. Is your medical school a member of a national or international planetary health or ESH organization?

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

Score explanation: ICOM is not a member of any such organization.

Section Total (0 out of 17)

0%

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.

ICOM has a young research program that has not yet developed to this point. Students work individually with faculty, none of whom are currently working on subjects related to these subjects. However, we do have faculty on staff with focuses in occupational toxicology who could be good resources for future students interested in topics related to planetary health. It is likely the program will grow over the next decade and hopefully develop environmentally-focused programs.

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.

3.1. Does your medical school partner with community organizations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<i>Score explanation: ICOM does not currently have any planetary and environmental health partnerships for community outreach.</i>	

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.
<i>Score explanation: ICOM does not have any community-facing courses or events regarding planetary health.</i>	

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.
<i>Score explanation: ICOM does update students on various pieces of legislation and medical issues, but that has not included planetary health or sustainable healthcare.</i>	

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
<i>Score explanation: ICOM does not currently have professional education activities pertaining to planetary health and sustainable healthcare.</i>	

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.
<i>Score explanation: ICOM has educational information available in the online library for students and faculty, but these sources would not be readily accessible for patients.</i>	

3.6. Does your <u>medical school</u> or its <u>affiliated teaching hospitals</u> have accessible educational 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.
<i>Score explanation: ICOM has educational information available in the online library for students and faculty, but these sources would not be readily accessible for patients.</i>	

Section Total (0 out of 14)	0%
------------------------------------	-----------

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.*

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 fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate.
0	No, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.

Score explanation: Currently no program exists at ICOM that would offer grant money for sustainability initiatives or QI projects.

Many medical schools meet this PHRC criteria through their institutional sustainability programs. ICOM is a private institution that is not affiliated with a university, and therefore lacks some of the opportunities that are present within a larger institution. A recommendation for the future of ICOM is to find state and national grant programs for which private medical schools can apply, and encourage ICOM students to apply for them. An example is the Idaho Department of Quality and Environment's [sustainability grant program](#).

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: ICOM's [Mentored Research Grant](#) program provides \$3,000 in grant money for selected research projects. All students in good academic standing are eligible to apply. The grant program is broad, and students are encouraged to submit proposals for any research project which may advance clinical or biomedical knowledge. Currently, there are no mentored research projects focused on planetary health at ICOM, however planetary health-related proposals are welcome. So far

there have not been any planetary health-related research projects at ICOM. Additionally, there is no research program at ICOM that is specifically aimed at advancing research and clinical knowledge related to planetary health.

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: ICOM does not have a webpage or website dedicated to locating planetary health or sustainable healthcare projects or mentors.

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

Score explanation: The Idaho Student Clinicians for Climate and Health (ISCCCH) was started at ICOM in the spring of 2022 with the support of the Dean of Student Affairs, an officially appointed clinical faculty advisor, and unofficial faculty support and advising from two other anatomy faculty members.

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: There is no such student representative at ICOM.

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

Score explanation:

- 1. The Idaho Student Clinicians for Climate and Health (ISCCH) invites physician speakers to ICOM to talk about topics related to planetary health. Past topics have included infectious disease spread with climate change. ISCCH's parent organization hosts a lecture series every spring and fall regarding topics in planetary health, and this series is open to all hospital employees, medical students, and community members. The main audience for the ICCH lecture series is not for students.*
- 2. Volunteer events in 2022 included volunteering at 100% sustainable beverage festivals and a music festival that were both hosted by local nonprofit organizations. The non-profit organizations endorse urban forests, and advocacy in environmental stewardship.*

Section Total (5 out of 15)

33.33%

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.*

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: While we do not have an office of sustainability, we do have a designated staff member for sustainability, our Senior Director of Facilities.</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: ICOM does not have any plan to assess or reduce its carbon footprint at this time.</i></p>	

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

3	Yes medical school buildings are 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.
<p><i>Score explanation: ICOM receives power through Idaho Power where 67.2% of their power generation comes from renewable sources as reported by Idaho Power.</i></p>	

<p>5.4. Are sustainable building practices utilized for new and old buildings on the <u>medical school</u> campus, with design and construction of new buildings and remodeling of old buildings conforming to a published sustainability rating system or building code/guideline?</p>	
3	Yes, sustainable building practices are utilized for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have not been retrofitted .
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.
<p><i>Score explanation: The ICOM building was built to LEED standards, however no certification was obtained as the certification itself was cost prohibitive for our small, very new school. There is remodeling of the third floor of the building being planned currently for the upcoming summer that is again being built to LEED standards. Also, upon completion of the ICOM building, Idaho Power awarded our school \$56,009 for being built with energy efficiency upgrades on September 4, 2019.</i></p>	

<p>5.5. Has the <u>medical school</u> or <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</p>	
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-utilized 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: ICOM offers public transportation through Valley Regional Transit and commuter network system through Ada County Highway District. These are advertised through ICOM's website. Within the next few years there is a plan in place to build housing specifically for students just across the street from the ICOM building making it so students will be easily able to walk to school and provide various amenities like a gym so students living there will not need to commute to somewhere else.

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

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

Score explanation: ICOM has multiple waste bins located around the building for trash and recycling. They are located in easily accessible places, such as hallways, by lecture halls, and near the dining areas. There are no compost bins available.

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.

Score explanation: When ordering food for events our school prioritizes ordering catering from local companies to cut down on waste from pre boxed meals. They also always offer vegetarian options.

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

3	Yes, the medical school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.
---	--

2	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The medical school is engaged in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The medical school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.
<i>Score explanation: ICOM does not have any sustainability guidelines for supply procurement.</i>	

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.
<i>Score explanation: ICOM highly encourages practices to limit food and trash waste during any event held, however it is not required. Catering is encouraged over boxed meals, leftover food is made available to students and faculty after events, and any supplies used during various events are reused for future events whenever possible.</i>	

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.
<i>Score explanation: Our lab space at ICOM is small when compared to many larger institutions. Lab equipment and supplies are reused or recycled whenever possible based on official guidelines.</i>	

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 organized advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<i>Score explanation: Our school does not have an endowment portfolio and therefore is not invested in any fossil fuel companies.</i>	

Section Total (18 out of 32)	56.25%
-------------------------------------	---------------

Back to Summary Page [here](#)

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

Grading

Section Overview

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

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

Planetary Health Grades for the Idaho College of Osteopathic Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(33/72) \times 100 = 45.83\%$	C+
Interdisciplinary Research (17.5%)	$(0/17) \times 100 = 0\%$	F-
Community Outreach and Advocacy (17.5%)	$(0/14) \times 100 = 0\%$	F-
Support for Student-led Planetary Health Initiatives (17.5%)	$(5/15) \times 100 = 33.33\%$	D
Campus Sustainability (17.5%)	$(18/32) \times 100 = 56.25\%$	C+
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = \%$	D

Report Card Trends

Section Overview

This is the first year that ICOM has participated in the PHRC and therefore we do not have any historical trends available at this point in time.