



Planetary Health Report Card (Medicine):

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



2023-2024 Contributing Team:

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Summary of Findings

Overall	A-
<u>Curriculum</u>	A
<ul style="list-style-type: none"> RCSI performs exceptionally in this category. Planetary Health (PH) is vertically integrated into the new medical curriculum, with relevant lectures or components of lectures focused on PH, climate change, and sustainability within each module. Furthermore, the Climate and Health elective module provides a dedicated education on the relevant aspects of PH and sustainability, and is now available as post-graduate education for healthcare professionals. RCSI also plays an integral role in devising an improved PH curriculum for medical students in Ireland with their involvement in the CHIME initiative, in collaboration with the Irish Doctors for the Environment. Recommendations: There is a lack of emphasis placed on the mental health and neuropsychological effects of climate change and the importance of Indigenous knowledge and value systems; therefore, RCSI could benefit from developing lectures exclusively dedicated to these topics. 	
<u>Interdisciplinary Research</u>	A+
<ul style="list-style-type: none"> RCSI researchers are involved in a considerable number of projects relating to PH, including studies on household air pollution, the impact of climate change on public health, and sustainable advancement in surgery. The institution also hosted a wide range of conferences and symposiums dedicated to sustainability in healthcare over 2023. Recommendations: RCSI would benefit from establishing an official collective research group dedicated to PH composed of their existing researchers already committed to this field. 	
<u>Community Outreach and Advocacy</u>	C-
<ul style="list-style-type: none"> RCSI continues to perform weakest in this category. RCSI has very strong ties with multiple community organisations dedicated to climate change and PH, including the Irish Climate and Health Alliance, the Irish Doctors for the Environment, and the Irish Global Health Network. However, they are still lacking in terms of offering dedicated courses or educational material on these topics to members of the community. Recommendations: Encouraging affiliated hospitals to provide educational material for their patients on the health impacts of climate change and environmental health exposures, and providing these institutions with the tools they need to implement this would greatly improve RCSI's score in this area. 	
<u>Support for Student-Led Initiatives</u>	A-
<ul style="list-style-type: none"> RCSI performs very well in this area, with multiple opportunities for students to engage in Sustainability QI projects, both within the core curriculum, and through elective projects supported by grants. Recommendations: RCSI would benefit from working with on-campus clubs and societies to help organise a wider range of co-curricular planetary health events directed at students. 	
<u>Campus Sustainability</u>	A-
<ul style="list-style-type: none"> RCSI performs very well in this category. They have a well established and actionable plan for carbon neutrality, and many systems in place to facilitate sustainable transportation, waste management, and food packaging and procurement. This past year, RCSI was ranked first in the world for Sustainable Development Goal 3 (Good Health and Well-Being). Recommendations: RCSI would benefit from updating its policies on events hosted on campus, shifting to a mandatory policy for all events to align with sustainability measures, rather than a recommendation. 	

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

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

Other considerations:

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

Added to our resources in 2022, the Planetary Health Report Card [Literature Review by Metric](#) collates the evidence behind each of the metrics in the Planetary Health Report Card. It serves as a collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>RCSI now offers a student-selected module pertinent to sustainable healthcare and planetary health, entitled the Climate and Health module. This module is offered twice in the medical program, once in first year and once in second year.</i></p> <p><i>Additionally, students may choose to get involved with other elective research projects led by RCSI researchers, like Waterspout and Paniwater, and SURG-Africa, which are focused on safe-drinking water for vulnerable communities.</i></p> <p>https://www.rcsi.com/society/global-health</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.

This topic is covered as part of the GEM1 curriculum in the Public Health and Epidemiology module, in the lecture on Environmental Health (PHE34). There is also a half lecture in the GEM and DEM programs that focuses on planetary health (Global Health Challenges lecture). Additionally, in the new THEP-2 curriculum (first introduced in the 2022-2023 academic year), there is a new climate and health lecture, and sustainability is vertically integrated into at least 1 case per module throughout the year.

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.

The Public Health and Epidemiology module for the GEM1 and DEM curriculum includes a lecture on environmental health (PHE34) that explores the impact of extreme weather on individual health. This topic is also covered in the half lecture (Global Health Challenges), and in the new climate and health lecture in the THEP-2 curriculum.

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.

This topic is explored in the GEM1 curriculum in the Public Health and Epidemiology module, in the lectures entitled Environmental Health (PHE34), Epidemiology and Controlling Infectious Disease (PHE36), and in the half lecture of Global Health Challenges.

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.

This topic is covered in the GEM1 curriculum in the Public Health and Epidemiology module, in the lectures entitled Environmental Health (PHE34) and Mapping the NCD Epidemic (PHE31), as well as in the GEM2 Gastrointestinal module, in the lectures Global Environmental Health (L16) and Sanitation (L17). It is also covered in the Respiratory module of GEM2, in the lecture Pulmonary Fibrosis (P03). This topic is also touched on in the Global Health Challenges half lecture.

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

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

This topic is covered thoroughly in the MED Year 3 lecture “Current Global Health Challenges.”

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

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

This topic is covered more briefly, mentioned in the Global Health Challenges half lecture.

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

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

This topic is covered in the GEM1 Public Health and Epidemiology module in the Environmental Health lecture (PHE34). The GEM2 Gastrointestinal module also covers water security in the Global Environmental Health lecture (L16) and Sanitation lecture (L17). This topic is also mentioned in the Global Health Challenges half lecture, and in the Climate and Health lecture in the THEP-2 curriculum introduced in 2022-2023.

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

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

The topic of the impact of climate change on marginalised populations is covered in the GEM1 curriculum, in the Public Health and Epidemiology module in the Environmental Health lecture (PHE34). It was also covered in depth over 2 lectures in the MED Year 3 curriculum, in the Access and Equity lecture and the Inequalities in Health lecture.

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.

The unequal regional health impacts of climate change on a global scale was covered in the GEM1 curriculum in the Public Health and Epidemiology module, in the Environmental Health lecture (PHE34). It was also touched on in the GEM2 Gastrointestinal module in the Global Environmental Health lecture (L16) and the Sanitation lecture (L17).

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

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.

The MED Year 3 lecture “Current Global Health Challenges” covers air pollution as a major risk factor affecting reproductive health. This topic is also covered extensively in the Climate and Health lecture in the THEP-2 curriculum.

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.

The GEM1 curriculum covers the human-caused environmental threats in the Public Health and Epidemiology module, in the Environmental Health lecture (PHE34). Furthermore, student projects in the Climate and Health elective module focus solely on the environmental threats to human health in Ireland, and evaluates the government policy which addresses this.

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

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

The THEP-2 curriculum includes a lecture on the importance of community participation in behaviour change in order to improve human health as a result of household air pollution.

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

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

The GEM1 curriculum covers the impact of anthropogenic environmental toxins on marginalised populations in the Public Health and Epidemiology module, in the Environmental Health lecture (PHE34). This topic is also touched on in the GEM2 Gastrointestinal module in the Global Environmental Health lecture (L16) and Sanitation lecture (L17).

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.

The benefits of a plant-based diet for the environment are briefly covered as a case-based learning session in the THEP-2 curriculum.

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.

The carbon footprint of healthcare systems is covered in the half lecture “Global Health Challenges.” Students are also taken through the process of calculating a carbon footprint for a healthcare system in the Climate and Health elective module, and the topic is included in the Climate and Health lecture in the THEP-2 curriculum.

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 fulfil this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK.
1	Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated
1	The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia’s environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions

1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)
	<i>The THEP-2 curriculum incorporates these topics vertically throughout the systems-based modules. These topics are specifically covered extensively within the MED Year 3 Public and International Health module, in the lectures PH4 Populations, Planning, and Current Global Health Challenges. The topics are also covered in various depths as an aspect of the Sustainability QI project in the THEP-2 curriculum.</i>

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change
<i>Strategies for having conversations with patients about the health impacts of climate change are covered in case-based learning sessions in the THEP-2 curriculum.</i>	

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.
<i>In the guidelines for Long Case/History-Taking, there is information on taking an accurate environmental/exposure history, including an emphasis on occupational and water-borne diseases. There is also an emphasis on environmental histories in the HLTM (haematology, lymphoid, and tropical medicine) module in the GEM2 curriculum, and exposure histories (specifically occupational exposures) in the respiratory module.</i>	

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>Since 2022, RCSI has been undertaking a curriculum reform with the goal of devising a new medical curriculum that improves the education for planetary health, through the RCSI CHIME initiative (Climate Health in Medical Education). This is a network of medical educators working alongside the Irish Doctors for the Environment to devise a planetary health curriculum for medical students. CHIME has run a few workshops across Ireland with various medical schools represented, and has implemented this reformed curriculum into the medical program at RCSI. As of 2023, the new curriculum has been extended into the pharmacy and MSc programs at RCSI.</i></p> <p>https://www.rcsi.com/dublin/about/faculty-of-medicine-and-health-sciences/school-of-population-health/chime</p>	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
6	Planetary health/ESH topics are well integrated into the core medical school curriculum.
4	Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) .
0	There is minimal/no education for sustainable healthcare.
<p><i>A population health framework has been developed for the medical curriculum at RCSI, underpinned by health inequalities and sustainability practices. This forms an aspect of the GEM and Direct-entry medicine program assessment. In the THEP-2 curriculum, public health runs vertically through all of the systems based modules, which culminates in a “Prep for Clinical Practice” module that features a quality improvement project based on sustainable healthcare.</i></p>	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
1	Yes , the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No , the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
<p><i>Professor Debbi Stanistreet is the senior faculty member at RCSI responsible for leading the efforts of curricular integration of planetary health and sustainable healthcare.</i></p>	

Section Total (68 out of 72)	94.44%
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Are there additional curriculum resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>medical school</u> ?	
3	Yes, there are faculty members at the medical school who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the medical school who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.
1	There are planetary health and/or healthcare sustainability researchers at the institution , but none associated with the medical school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.

RCSI offers elective research projects such as SURGE-Africa, and other partnerships with COSECSA, led by faculty members at RCSI (<https://www.rcsi.com/surgery/global-surgery/our-work/surg-africa>). Additionally, Prof Debbi Stanistreet is leading ongoing research on household air pollution, and is involved in the ENBEL project that links climate change to public health outcomes (<https://www.enbel-project.eu/>).

Dr. Oisen Brady Bates is involved in a systematic review on planetary health teaching materials available for GPs.

RCSI, in conjunction with the [Irish Doctors for the Environment \(IDE\)](#), has formed a network of seven universities representing all medical schools across the island of Ireland, entitled Climate Health in Medical Education (CHIME) Ireland. The project has brought together academic staff to agree what should be included in a planetary health curriculum for medical students.

Additionally, RCSI surgical trainees are currently involved in developing course materials for teaching sustainable surgery methods to surgical residents (the Green Surgery Checklist). RCSI also participated in a large report released in November 2023 regarding the Green Surgery Checklist, and are actively promoting its use. The results of this report were presented at the Surgery Charter Day on February 8th 2024.

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>Although there is no single named department at RCSI dedicated to Planetary Health, there are over 60 researchers collaborating across the department of Public Health and Epidemiology, and the Institute of Global Surgery to improve the sustainable advancement of surgical and public health initiatives, both at a community and regional level.</i></p>	

<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>?</p>	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process, and no efforts to create such a process.
<p><i>Within the RCSI Institute of Global Surgery all projects are aligned with the needs on the ground, including in the area of climate change research. For example, the RCSI-led SURG-Water project works directly with communities affected by climate change and environmental injustice in Malawi. The particular focus is on the needs of rural mothers who give birth in health facilities where no water is available. Women, their families and community leaders from areas directly impacted by unavailability of water are active partners in the project which follows the engaged research approach. They provided input at every stage of the project, from design to intervention development and now implementation.</i></p>	

<p>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</p>	
3	There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.

RCSI has a website dedicated to the Green Campus initiative, which highlights the ongoing efforts of the RCSI Sustainability committee (<https://www.rcsi.com/dublin/green-campus-initiative>). RCSI also has a website containing opportunities for students to get involved in sustainable development efforts (<https://www.rcsi.com/society/un-sustainable-development-goals>). Additionally, RCSI is currently developing a dedicated Moodle page to serve as a hub for students looking for information about sustainability and climate health at RCSI, including educational material and ways to get involved.

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

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

As part of the 2024 Charter Week RCSI hosted the following Symposia:

- *Impact of Climate Change on Surgery*
- *Saving Lives whilst Destroying the Planet: The Paradox of Healthcare*
- *Sustainable Surgery & Medical Supply Chains*
- *Introduction to Green Surgery e-learning module*
- *HSE Climate Action Strategy*
- *Sustainability Principles & Practice in Surgery*

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

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

RCSI has been a member of the Global Consortium on Climate and Health Education since 2021. Additionally, the CHIME initiative, involving both RCSI medical educators and the Irish Doctors for the Environment, is an organisation working to devise a new planetary health curriculum for medical students across Ireland.

Section Total (17 out of 17)

100%

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

Community Outreach and Advocacy

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

3.1. Does your medical school partner with community organisations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organisations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organisation to promote planetary and environmental health.
1	The institution partners with community organisations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>RCSI is an active member of the Irish Climate and Health Alliance that works to raise community awareness and engage government decision makers on the links between health and climate change. https://climateandhealthalliance.wordpress.com/</i></p> <p><i>RCSI also contributed to the “plant a native tree” initiative, and the green light-up of the college building during COP26 in November of 2021.</i></p> <p><i>RCSI actively works with Irish Doctors for the Environment and the Irish Global Health Network to create awareness, interest and implement action around environment health and the impact it has on its patients’ health.</i></p>	

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

3.3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not receive communications about planetary health or sustainable healthcare.

The RCSI Student Union sends out weekly email updates, which sometimes contain information relevant to sustainable healthcare topics (in relation to the Environmental Society or the Green Campus Initiative). RCSI also implemented the “Love My Space” campaign to inform staff and students of initiatives across campus, some of which are related to planetary health.

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

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

Beginning in June 2024, RCSI will be running an online version of the Climate and Health module, available globally for health professionals looking to further their education in climate and planetary health. Additionally, based on the work conducted regarding the Green Surgery Checklist, further education will be available to surgical trainees regarding sustainable surgery. RCSI also provides all staff access to free Sustainability/SDG related learning materials and courses on their Engagement Moodle page.

3.5. Does your medical school or its affiliated teaching hospitals 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.

There are no such educational materials accessible for patients.

3.6. Does your medical school or its affiliated teaching hospitals 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.

Unfortunately, there are no physical or electronic materials available for patients at RCSI affiliated hospitals as of yet, However, it is worth mentioning that RCSI Professor Debbi Stanistreet did engage in an interview with Fergal Bowers for the RTE News, with the goal of advising and educating the public of the health impacts of climate change in September of 2023.

<https://www.rte.ie/news/2023/0906/1403615-climate-change-heatwaves/>

Section Total (6 out of 14)

42.9%

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

Support for Student-Led Planetary Health Initiatives

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

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

The THEP-2 curriculum culminates in a QI project in the final module “Prep for Clinical Practice” centred around sustainability in healthcare and medical practice. Students are to choose a topic and design an initiative to improve an aspect of sustainable healthcare. RCSI is currently looking for ways to give students the opportunity to physically implement the project they developed during the module. Additionally, RCSI offers Student Engagement and Partnership (StEP) grants to students for project proposals designed to improve the curriculum or university as a whole, including the realm of sustainability. In 2023, one project focused on how to best integrate the SDGs across the medical curriculum. This year (awaiting email response regarding StEP projects)

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.

RCSI offers a variety of funded summer research projects to their students, some of which are related to sustainable healthcare and planetary health. Additionally, the International Citizenship Award developed by RCSI acts as an incentive for RCSI students to contribute to achieving the SDGs, with its emphasis on research, local community engagement, and overseas health challenges.

<https://www.rcsi.com/dublin/student-life/student-opportunities/international-citizenship-programme>

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.

RCSI has a website in which students can find information on various ways to contribute to sustainable development goals, including the green campus programme, the Institute of Global Surgery, and ongoing sustainable research projects (<https://www.rcsi.com/society/un-sustainable-development-goals>). Additionally, RCSI also has their Green Campus website (<https://www.rcsi.com/dublin/green-campus-initiative>).

4.4. Does your medical school have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

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

RCSI is home to the student-led Environmental Society and a White Coats for Planetary Justice Society. Additionally, the Green Campus Initiative and the Sustainability and Climate Health Committee are composed of both staff and students.

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.

In 2023, RCSI developed a Sustainability and Climate Health Committee, which includes student representatives. This committee has various subcommittees focused on the breadth of goals and projects of the committee.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)

1	Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.
1	Panels, speaker series, or similar events related to planetary health that have students as an intended audience.
1	Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.
1	Cultural arts events, installations or performances related to planetary health that have students as an intended audience.
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.
1	Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)

*The Surgery Charter Week conferences and panels mentioned previously provided opportunities for students to learn from experts in the field on the impact of surgery and the medicine on climate change, as well as methods to improve sustainability in healthcare.
Several RCSI clubs (Cycling, Rowing, Running, etc) and societies (Wilderness Society) regularly offer opportunities for students to spend time outdoors.*

Section Total (12 out of 15)

80%

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

Campus Sustainability

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

5.1. Does your <u>medical school</u> and/or <u>institution</u> have an Office of Sustainability?	
3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or medical school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability.
1	There are no salaried sustainability staff , but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>RCSI has a Sustainability and Climate Health Committee consisting of both staff and students, and a committee for the Green Campus Initiative. Prof Debbi Stanistreet manages Sustainability in Education, Dr Niamh Connolly is responsible for RCSI's Sustainable Research and Mr Matthew Snell in our Estates team manages RCSI Sustainable Campus operations.</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

RCSI has committed to achieving 50% reduction by 2030 and net zero by 2050. RCSI like all public organisations are legally obliged to meet energy and carbon targets as outlined in the Public Sector Climate Action Mandate, these targets include - reduced energy related GHG by 51% in 2030 and improve energy efficiency in the public sector by 50% by 2030 compared to average baseline from 2016-2018.

RCSI is actively working towards these goals through an efficient energy management system, ongoing monitoring, and active energy efficiency improvements across all our campus buildings. RCSI's energy policy as approved and signed by our VC&CEO outlines our process to achieving these goals. Additionally, RCSI is currently progressing a Climate Action Roadmap to 2030 which will outline our planned accommodation expansions projects and project pipeline to reduce consumption and carbon emissions such as fossil fuel retrofits (replace gas boilers with heat pumps) and installation solar PV.

RCSI has also engaged in a comprehensive review by the UK Climate and Health Alliance of Net Carbon Zero in health care. In 2022, RCSI was recognized for its commitment to sustainability at the annual Education Awards with the Best Green Campus Award, Green Healthcare Award, and Sustainable Energy Achievement Award. This year, RCSI has been ranked number 1 in the world for Sustainable Development Goal 3 (Good Health and Wellbeing).

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

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

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

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

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

3	Yes, sustainable building practices are utilised for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilised for new buildings on the medical school campus, but most old buildings have not been retrofitted .

1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

RCSI's new building project, the 26 York Street project, achieved LEED Gold accreditation, and RCSI's 2 new building designs are also to achieve similar accreditation when completed in 2025.
<https://www.igbc.ie/certification/leed/>
Overall, RCSI states in their Green Campus Initiative that they are "committed to the procurement of green energy for all future tenders to new and existing sites"
 [\(https://www.rcsi.com/dublin/green-campus-initiative\)](https://www.rcsi.com/dublin/green-campus-initiative) .
Block A of the Ardilaun Centre is currently being redeveloped, and is expected to help significantly reduce carbon emissions.

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

2	Yes, the medical school or institution has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	The medical school or institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The medical school or institution has not implemented strategies to encourage and provide environmentally-friendly transportation options.

In 2023 RCSI published a new Sustainable Commuting Guide for Staff & Students:
<https://www.rcsi.com/dublin/-/media/feature/media/download-document/dublin/green-campus/rcsi-sustainable-commuting-guide.pdf>

RCSI has a well-developed biking infrastructure on campus, with racks and storage facilities available throughout the campus. Bike pumps and locks facilities have also been put in place by the Estate and Support Services at RCSI, to remove barriers to using cycling as a mode of transport. Walking, cycling, and taking public transport is encouraged for all students, staff and visitors.
<https://www.rcsi.com/dublin/student-life/undergraduate-essentials/transport>

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

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

RCSI follows the “Zero to Landfill” policy for waste. According to the RCSI Waste Management Policy, RCSI has recycling programs available to students and staff in campus cafeterias and cafes, and there are campus bins for collecting organic waste for composting. RCSI follows the “Reduce, Recycle, Recover” practice, which involves general waste being sent to the “Waste to Energy Plant” in Dublin that converts waste to renewable energy, supporting electricity generation for over 100 000 homes.

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.

In accordance with the Green Campus Initiative, all restaurant cutlery and take-away food packaging at RCSI is compostable, and whenever possible, restaurant products are locally sourced (e.g. Cloud Picker Coffee, a local brand). RCSI has also introduced discounts for using reusable cups on campus, and a 30c levy for not using a reusable cup. Vegetarian options are available every day from the on-campus dining facilities. RCSI also has Fairtrade accreditation, and sells fair trade beverages at campus cafes and hospitality events.

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.

RCSI uses cleaning products that are green and free from environmentally harmful chemicals. According to the Green Campus Initiative, the university is committed to giving full consideration to the sustainable use of resources in all management decisions. The RCSI investment portfolio and decision-making is driven by the Inevitable Policy Response (IPR), which supplies capital to green energy investments instead of high carbon activities.
<https://www.rcsi.com/dublin/green-campus-initiative>

5.9. Are there sustainability requirements or guidelines for events hosted at the <u>medical school</u> ?	
2	Every event hosted at the medical school must abide by sustainability criteria.
1	The medical school strongly recommends or incentivizes sustainability measures, but they are not required .
0	There are no sustainability guidelines for medical school events.
<p><i>According to RCSI's Green Campus Initiative, the university recommends, but does not require, sustainability measures at events hosted by the medical school. Despite this, RCSI has still managed to reduce electricity consumption on campus by 2-3% through their roll-out of an energy awareness campaign.</i></p>	

5.10. Does your <u>medical school</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
2	Yes, the medical school has programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the medical school to make lab spaces more sustainable.
<p><i>RCSI has Green Labs objectives that have been rolled out across all college labs, and have achieved platinum certification from My_Green_Lab.</i></p>	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives.
3	The institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<p><i>As outlined in the Green Campus Initiative, RCSI aligns to principles of environmental, social and governance (ESG) by applying ethical considerations when making investments, including not investing in fossil fuels, tobacco or armaments. RCSI has signed the internationally-recognised Principles for Responsible Investment, and publically demonstrates their commitment to including ESG factors in investment decision-making, risk management and asset ownership.</i></p>	

RCSI has supported its pension schemes in becoming signatories to the Principles of Responsible Investment (PRI). The trustees incorporate these principles in investment decision-making and its investment portfolio continues to exclude tobacco, fossil fuels, nuclear and conventional weapons.

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

RCSI has, as stated previously, been utilising 100% green energy for several years, and is also a member of the Solar Impulse Foundation, which is an initiative for developing clean technologies and renewable energies.

Section Total (27 out of 32)

84.38%

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

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+.*

Planetary Health Grades for the Royal College of Surgeons in Ireland University of Medicine and Health Sciences

The following table presents the individual section grades and overall institutional grade for the Royal College of Surgeons in Ireland University of Medicine and Health Sciences on this medical-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(68/72) \times 100 = 94.44\%$	A
Interdisciplinary Research (17.5%)	$(17/17) \times 100 = 100\%$	A+
Community Outreach and Advocacy (17.5%)	$(6/14) \times 100 = 42.86\%$	C-
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80\%$	A-
Campus Sustainability (17.5%)	$(27/32) \times 100 = 84.38\%$	A-
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 82.10\%$	A-

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which the **Royal College of Surgeons in Ireland University of Medicine and Health Sciences** has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for the Royal College of Surgeons in Ireland University of Medicine and Health Sciences

