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# Planetary Health Report Card (Medicine)

*School of Medicine at the University of  
Minho*

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Universidade do Minho  
Escola de Medicina

2023-2024 Contributing Team:

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## Summary of Findings

Overall	D-
<u>Curriculum</u>	D
<ul style="list-style-type: none"> <li>The School of Medicine at the University of Minho superficially includes the topic of planetary health in its curriculum. However, there are no classes where the main focus is planetary health, as this topic is only occasionally addressed when related to the subject matter of the class. Regarding sustainability in laboratory classes, this theme is mainly explained to students.</li> <li><b>Recommendations:</b> There is a lack of dedicated classes on planetary health and sustainability in health in the curriculum, so that in clinical practice, students can introduce this topic when interacting with patients.</li> </ul>	
<u>Interdisciplinary Research</u>	F-
<ul style="list-style-type: none"> <li>At the University of Minho, there have been several conferences to raise awareness about Climate Change, although none have been organized by the School of Medicine. It is noteworthy that there is no ongoing research at the School of Medicine of the University of Minho in the area of planetary health.</li> <li><b>Recommendations:</b> The School of Medicine could consider research on planetary health, as it would be an opportunity for the student community to have close contact with these initiatives.</li> </ul>	
<u>Community Outreach and Advocacy</u>	F
<ul style="list-style-type: none"> <li>At the School of Medicine of the University of Minho, there is limited community outreach in environmental health. In fact, only the Students' Medicine Nucleus of the University of Minho (NEMUM) is a partner of the School of Medicine, promoting the involvement of the student community in this area of environmental and sustainable health. However, there are no initiatives that allow reaching a broader target audience.</li> <li><b>Recommendations:</b> The School of Medicine could consider partnering with organizations aiming to intervene in the community, enabling new activities to raise awareness for sustainability and planetary health within the community.</li> </ul>	
<u>Support for Student-Led Initiatives</u>	C
<ul style="list-style-type: none"> <li>At the School of Medicine of the University of Minho, there are no direct student supports specifically for planetary health. However, students have the opportunity to choose to undertake three projects during their course with relevant themes for health, providing them with a chance to engage in this topic. Additionally, the Students' Medicine Nucleus of the University of Minho (NEMUM) has among its objectives to raise awareness about the importance of sustainability in daily life.</li> <li><b>Recommendations:</b> The School of Medicine could consider creating its own website dedicated to planetary health, aiming to increase literacy and awareness among students about opportunities related to this field.</li> </ul>	
<u>Campus Sustainability</u>	D
<ul style="list-style-type: none"> <li>The School of Medicine at the University of Minho has made good progress in implementing measures to make the campus more sustainable, including investments in recycling, the implementation of vegetarian meals, and reducing the use of plastic. However, the University of Minho, including our medical school, could have more ambitious goals, especially in line with Portugal's objective of achieving carbon neutrality by 2050.</li> <li><b>Recommendations:</b> The University of Minho should prioritize the use of sustainable materials that do not compromise health in building construction and the use of renewable energy sources.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on 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).

# 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*

<b>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?</b>	
3	Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health.
0	No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, 2nd-year students, in the PCM (Complementary Pathways in Medicine) curriculum, can choose a module on "Food and Gastronomy" which addresses topics such as vegetarian and plant-based diets. Additionally, in the 1st year, in the IFM (Introduction to Medical Training) curriculum, there is a class on "Safety and Laboratory Techniques", which discusses the need for sustainability and resource management in laboratory classes, as well as the duty of proper waste separation. In the Academic Profile 1 curriculum, there is a class on "Healthy Lifestyles and Well-being: Nutrition", addressing the need for healthy and sustainable eating. Lastly, in the PCPA5 (Clinical Practice and Academic Profile 5) curriculum, in the "Intensive Course: Preventive Care - Primordial Prevention", the issue of pollution is addressed.</p> <p>The Students' Medicine Nucleus of the University of Minho (NEMUM), in collaboration with the Porta Nova Volunteering Association of University Medicine Students and <i>Society</i>- Student Association for Sustainability at the University of Minho, during the 2023 term, as part of the ECODAYs activity, carried out three activities: "Sustainable Fashion", "Vegetarianism", and "Trash Collection". For the 2024 term, they plan to conduct the ECOVIDA activity to raise awareness about the importance of sustainability in everyday life.</p>	

## *Curriculum: Health Effects of Climate Change*

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

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no classes that address this topic.

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no classes that address this topic.

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no specific classes that directly address the impact of climate change on the changing in patterns of infectious diseases. However, during the classes "Multidrug-resistant Pathogens", "Emerging Diseases and Zoonoses" in the 1st-year FM2 (Fundamentals of Medicine 2) curriculum, "Traveler's Diseases", "Zoonoses" in IPM (Introduction to Medical Practice) and the class "Disease Outbreak - Human Consumption Water /

Wastewater" in the PCPA5 (Clinical Practice and Academic Profile 5) curriculum, the topics are related to the issue and are presented as a growing reality due to climate change.

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

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

*Score explanation:* At the School of Medicine of the University of Minho, during the IPM (Introduction to Medical Practice) curriculum, there is a class on "COPD" (Chronic Obstructive Pulmonary Disease) where pollution is discussed as a risk factor for this condition. Similarly, in the PCPA5 (Clinical Practice and Academic Profile 5) curriculum, in the class "Intensive Course: Preventive Care - Primordial Prevention", pollution and exposure to toxins are presented as risk factors for certain diseases.

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

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no classes that address this topic.

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



*Score explanation:* At the School of Medicine of the University of Minho, there are no classes that address this topic.

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

*Score explanation:* At the School of Medicine of the University of Minho, during the 1st year in the PA1 (Academic Profile 1) curriculum, there is a class on "Healthy Lifestyles and Well-being: Nutrition". Additionally, in the 2nd year, in the PCM (Complementary Pathways in Medicine) curriculum, there is a course on "Food and Gastronomy". Furthermore, in the clinical years, within the PCPA5 (Clinical Practice and Academic Profile 5) curriculum, there are classes such as "Disease Outbreak - Food Safety" and "Disease Outbreak - Human Consumption Water / Wastewater" that address topics related to this theme.

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

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

*Score explanation:* At the School of Medicine of the University of Minho, in the 2nd year during the PCM (Complementary Pathways in Medicine) curriculum, students have the option to choose the "Humanitarian Medicine" module. While the curriculum does not directly address climate change, its objective is to identify communicable and non-communicable health issues that tend to be more prevalent in disadvantaged areas with limited resources, health information, and/or social exclusion issues. In this regard, students, as part of one of the assessment methods, can develop a community intervention project.

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

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

*Score explanation:* At the School of Medicine of the University of Minho, in the 2nd year during the PCM (Complementary Pathways in Medicine) curriculum, students have the option to choose the "Humanitarian Medicine" module. While the curriculum does not directly address climate change, its objective is to identify communicable and non-communicable health issues that tend to be more prevalent in disadvantaged areas with limited resources, health information, and/or social exclusion issues. In this regard, students, as part of one of the assessment methods, can develop a community intervention project.

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no classes that address this topic.

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no classes that address this topic.

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no classes that address this topic.

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

*Score explanation:* At the School of Medicine of the University of Minho, in the 2nd year during the PCM (Complementary Pathways in Medicine) curriculum, students have the option to choose the "Humanitarian Medicine" module. While the curriculum does not directly address climate change, its objective is to identify communicable and non-communicable health issues that tend to be more prevalent in disadvantaged areas with limited resources, health information, and/or social exclusion issues. In this regard, students, as part of one of the assessment methods, can develop a community intervention project.

*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 <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, during the 1st year in the PA1 (Academic Profile 1) curriculum, there is a class on "Healthy Lifestyles and Well-being: Nutrition". Additionally, in the 2nd year, in the PCM (Complementary Pathways in Medicine) curriculum, there is a course on "Food and Gastronomy". During the clinical years, in the PCPA5 (Clinical Practice and Academic Profile 5) curriculum, there is the class "Intensive Course: Preventive Care - Health and Nutrition" that addresses this type of diet.</p> <p>Furthermore, the Students' Medicine Nucleus of the University of Minho (NEMUM), together with the Porta Nova Volunteering Association of medical students, during the 2023 term as part of the ECODAYS activity, conducted the "Vegetarianism" activity with the aim of demonstrating to students how they could introduce this type of diet, its benefits, and also the opportunity for a practical vegetarian cooking workshop.</p>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, there are no classes that address this topic.</p>	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	
2	The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment
2	The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric.
1	The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities

	such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK.
1	Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated
1	The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia'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 <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)
	<p><i>Score explanation:</i></p> <ol style="list-style-type: none"> <li>1. At the School of Medicine of the University of Minho, during the 1st year in the FM2 (Fundamentals of Medicine 2) curriculum, there is a class on "Rational Prescription of Antibiotics in Primary Health Care" that raises awareness about the need for careful prescription and only when necessary of this group of drugs. Additionally, in the 2nd year, in the PCM (Complementary Pathways in Medicine) curriculum, students can choose a course on "General Principles of Antibiotic Therapy" where appropriate management of therapy is addressed. Moreover, during the theoretical years, we have CBLs (Case-Based Learning) where clinical cases are presented, and students address all topics including anatomy, physiology, and therapeutics, mainly focusing on prevention, primary treatment with lifestyle modifications, and if necessary, targeted therapeutic intervention. In the clinical years, during hospital internships, tutors explain to students the importance of this topic.</li> <li>2. At the School of Medicine of the University of Minho, during the 1st year in the FM2 (Fundamentals of Medicine 2) curriculum, there is a class on "Rational Prescription of Antibiotics in Primary Health Care" which raises awareness about the need for careful prescription and only when necessary of this group of drugs. Additionally, there is a class on "Multidrug-Resistant Pathogens" which correlates the inappropriate use of therapy with the emergence of resistant microorganisms. Moreover, both in CBLs (Case-Based Learning) and in hospital teaching, the impact of drugs and the decision-making process based on their risks and benefits are also addressed.</li> <li>3. During CBLs (Case-Based Learning) and clinical internships, students are taught that it is also necessary to encourage lifestyle changes to improve certain diseases. In this regard, in the 2nd year, in the FM3 (Fundamentals of Medicine 3) curriculum, in the class on "Anti-dyslipidemic", it is mentioned, for example, that the best way to increase HDL levels is through physical exercise.</li> <li>7. At the School of Medicine of the University of Minho, during the 1st year in the IFM (Introduction to Medical Training) curriculum, there is a class on "Safety and Laboratory Techniques", which addresses the need for sustainability and resource management in laboratory classes, as well as the duty of proper waste separation. Additionally, during the clinical years, students are alerted to hospital waste management practices.</li> </ol>

*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 <b>core</b> curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework.
0	No, there are <b>not</b> strategies introduced for having conversations with patients about climate change
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, there are no classes that address this topic.</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 <b>core</b> curriculum includes strategies for taking an environmental history.
1	Only <b>elective</b> coursework includes strategies for taking an environmental history.
0	No, the curriculum does <b>not</b> include strategies for taking an environmental history.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, during the clinical years, students are taught how to gather a medical history by asking questions such as whether they are exposed to toxins in their daily lives and if they have access to clean drinking water. Indeed, in the IPM (Introduction to Medical Practice) curriculum, in the class "The Art of Interview 1", students learn to collect a medical history.</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 <b>major</b> improvements to ESH/planetary health education.
2	Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education.

0	No, there are <b>no</b> improvements to planetary health education in progress.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, there is no process of implementation or improvement regarding education for sustainable health or planetary health education.</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 <b>well integrated</b> into the core medical school curriculum.
4	<b>Some</b> planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in <b>(a) standalone lecture(s)</b> .
0	There is <b>minimal/no</b> education for sustainable healthcare.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, there are no classes entirely dedicated to sustainable health. However, in some classes, the consequences of climate change are presented as risk factors for certain diseases, and measures of sustainability and waste separation are implemented during laboratory sessions. The class "Safety and Laboratory Techniques" in the IFM (Introduction to Medical Practice) curriculum in the 1st year is an example of a class that addresses the importance of proper waste separation and sustainability.</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	<b>Yes</b> , the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	<b>No</b> , the <b>medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, there is no faculty member responsible for addressing planetary health in the curriculum.</p>	

Section Total (22 out of 72)	22
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# 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.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>medical school</u>?</b>	
3	Yes, there are faculty members at the <b>medical school</b> who have a <b>primary</b> research focus in planetary health <b>or</b> healthcare sustainability.
2	Yes, there are individual faculty members at the <b>medical school</b> who are conducting research <b>related</b> 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 <b>institution</b> , but none associated with the medical school.
0	No, there are <b>no</b> planetary health and/or healthcare sustainability researchers at the <b>institution or medical school</b> at this time.
<i>Score explanation:</i> At the School of Medicine of the University of Minho, there are no ongoing research projects on planetary health.	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?</b>	
3	There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research.
2	There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years.
1	There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research.
0	There is <b>no</b> dedicated department or institute.
<i>Score explanation:</i> At the School of Sciences of the University of Minho, in the Biology Department, at the Center for Molecular and Environmental Biology (CBMA), research is being conducted in the	

field of ecosystems and climate change. However, we are not aware of any research specifically addressing the impacts of climate change on health.

**2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your medical school?**

3	Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda.
1	<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda.
0	There is <b>no</b> process, and <b>no</b> efforts to create such a process.

*Score explanation:* At the School of Medicine of the University of Minho, there is no process.

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

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

*Score explanation:* At the School of Medicine of the University of Minho, there is no such website.

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

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

2	Yes, the <b>institution</b> has hosted a conference on topics related to planetary health in the past three years.
1	The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years.
<p><i>Score explanation:</i> At the University of Minho, on July 26th, 2023, the Research and Debate Forum 'Youth and Climate Change' took place, organized by the Institute of Social Sciences. Additionally, on June 21st, 2023, at the Auditorium of the School of Economics and Management of the University of Minho, a series of scientific sessions on Climate Change and Tourism occurred. However, there is no event exclusively dedicated to planetary health at School of Medicine.</p>	

2.6. Is your <u>medical school</u> 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 <b>or</b> ESH organisation
0	No, the medical school is <b>not</b> a member of such an organisation
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, there are no members belonging to a planetary health organization.</p>	

Section Total (0 out of 17)	0
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## 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 <b>medical school</b> partner with community organisations to promote planetary and environmental health?	
3	Yes, the <b>medical school</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health.
2	Yes, the <b>medical school</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health.
1	The <b>institution</b> partners with community organisations, but the medical school is not part of that partnership.
0	No, there is <b>no</b> such meaningful community partnership.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, both the Students' Medicine Nucleus of the University of Minho (NEMUM) and the Association of Volunteering of University Medicine Students of Porta Nova, have among their actions the promotion of environmental health awareness.</p> <p>The Students' Medicine Nucleus of the University of Minho (NEMUM) during the semester of 2023, as part of the ECODAYS activity, carried out three activities: 'Sustainable Fashion', 'Vegetarianism', and 'Trash Collection'. For the 2024 term, they plan to organize the ECOVIDA activity to raise awareness about the importance of sustainability in daily life.</p>	

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no courses or events dedicated to planetary health.

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

*Score explanation:* At the School of Medicine of the University of Minho, students do not receive communications about planetary health or sustainable healthcare.

**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 <b>institution</b> or <b>main affiliated hospital trust</b> 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 <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are <b>no</b> such accessible courses for post-graduate providers

*Score explanation:* At the School of Medicine of the University of Minho and in the affiliated hospitals, there are no courses on planetary health that are known to postgraduate doctors.

**3.5. Does your medical school or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?**

2	Yes, the <b>medical school</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients.
1	<b>Some</b> affiliated hospitals have accessible educational materials for patients.

0	<b>No</b> affiliated medical centres have accessible educational materials for patients.
<i>Score explanation:</i> At the School of Medicine of the University of Minho and in the affiliated hospitals, there are no educational materials on environmental exposures for patients.	

<b>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?</b>	
2	Yes, the <b>medical school</b> or <b><u>all</u> affiliated hospitals</b> have accessible educational materials for patients.
1	<b>Some</b> affiliated hospitals have accessible educational materials for patients.
0	<b>No</b> affiliated hospitals have accessible educational materials for patients.
<i>Score explanation:</i> At the School of Medicine of the University of Minho and in the affiliated hospitals, there are no educational materials for patients.	

<b>Section Total (2 out of 14)</b>	<b>2</b>
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## 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 <u>medical school</u> or your <u>institution</u> offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the <b>medical school</b> or <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	The <b>medical school</b> or <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate.
0	No, <b>neither</b> the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, students have the opportunity to customize their education by choosing a Major, two Minors, or three Projects. In this sense, students select topics relevant to health and develop projects under the guidance of a tutor. Therefore, there is the possibility of projects in this area if students choose to pursue them.</p>	

4.2. Does your <u>institution</u> offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these <b>require student initiative</b> to seek these out and carry them out in their spare time.
0	There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, students have the opportunity to customize their education by choosing a Major, two Minors, or three Projects. In this sense, students select topics relevant to health and develop projects under the guidance of a tutor. Therefore, there is the possibility of projects in this area if students choose to pursue them. However, there isn't a predefined area for research related to planetary health/sustainable health.</p>	

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

*Score explanation:* At the School of Medicine of the University of Minho, there is no medical-school specific webpage for planetary health.

**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 <b>with faculty support</b> 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 <b>lacks faculty support</b> .
0	No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare.

*Score explanation:* At the School of Medicine of the University of Minho, there is NEMUM (Students' Medicine Nucleus of the University of Minho), which, among its general objectives, has the exploration of themes related to Ecology and Environmental Health, with an emphasis on the current crises we face. Indeed, during the 2023 term, NEMUM conducted, in collaboration with the Volunteer Association of University Medicine Students "Porta Nova" and *Society*-Student Association for Sustainability at the University of Minho, three activities: "Sustainable Fashion", "Vegetarianism", and "Trash Collection". For the 2024 term, NEMUM plans to organize the ECOVIDA activity to raise awareness about the importance of sustainability in daily life.

**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.
<p><i>Score explanation:</i> At the School of Medicine of the University of Minho, students are represented on the School Council (CE), which is the collegiate representative body responsible for the overall management and coordination of the School. Indeed, the School Council is composed of representatives from faculty, researchers, students, non-teaching and non-research staff.</p>	

<p><b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b></p>	
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)
<p><i>Score explanation:</i></p> <p>2. At the School of Medicine of the University of Minho, there is NEMUM (Students' Medicine Nucleus of the University of Minho), which, among its general objectives, has the exploration of themes related to Ecology and Environmental Health, with an emphasis on the current crises they face. Indeed, during the 2023 term, NEMUM conducted, in collaboration with the Volunteer Association of University Medicine Students "Porta Nova" and <i>Society</i>- Student Association for Sustainability at the University of Minho, three activities: "Sustainable Fashion", "Vegetarianism", and "Trash Collection". For the 2024 term, NEMUM plans to organize the ECOVIDA activity to raise awareness about the importance of sustainability in daily life.</p> <p>6. During the 2023 term, in collaboration with the Volunteer Association of Medicine Students "Porta Nova" and <i>Society</i>- Student Association for Sustainability at the University of Minho, NEMUM conducted the "Trash Collection" activity aimed at involving medical students in combating pollution in the city of Braga. Additionally, they organized the "Vital Walk" initiative and are planning a new edition of "Vital Walk and Run" for this year.</p>	

**Section Total (7 out of 15)**

**7**

# 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 <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of medical school and/or hospital sustainability.
1	There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee
0	There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability
<p><i>Score explanation:</i> At the University of Minho, there is a Pro-Rector responsible for Sustainable Development and Campus Planning.</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 <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b>
3	The institution/medical school has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b>
1	The institution/medical school has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b>
0	The institution/medical school does <b>not</b> meet any of the requirements listed above
<p><i>Score explanation:</i> In 2016, at the Conference of the Parties of the United Nations Framework Convention on Climate Change, Portugal committed to achieving carbon neutrality by 2050.</p>	

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

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

*Score explanation:* The School of Medicine at the University of Minho does not utilize renewable energy sources.

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

*Score explanation:* Sustainability wasn't considered in the construction of the School of Medicine building at the University of Minho.

**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 <b>environmentally-friendly transportation options</b> such as safe active transport, public transport,
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	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 <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised.
0	The medical school or institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options.
<i>Score explanation:</i> At the School of Medicine of the University of Minho, there are no initiatives related to this point.	

<b>5.6. Does your <u>medical school</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</b>	
2	Yes, the medical school has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty.
1	The medical school has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both.
0	There is <b>no</b> compost or recycling program at the medical school.
<i>Score explanation:</i> At the School of Medicine of the University of Minho, there are some recycling stations, including at the head office of the Students' Medicine Nucleus of the University of Minho (NEMUM).	

<b>5.7. Does the <u>medical school</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</b>	
3	Yes, the medical school has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The medical school <b>is engaged</b> in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The medical school is <b>not</b> engaged in efforts to increase food and beverage sustainability.
0	There are <b>no</b> sustainability guidelines for food and beverages.

*Score explanation:* In the canteen of the School of Medicine of the University of Minho, there is always a vegetarian option available, and in the bar, it is also possible to find vegetarian and healthy snacks (for example, the sale of fresh fruit and salads). Additionally, there is an effort to reduce plastic usage, as the coffee machine only uses paper cups.

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

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

*Score explanation:* At the School of Medicine of the University of Minho, there are no sustainability guidelines for supply procurement.

**5.9. Are there sustainability requirements or guidelines for events hosted at the medical school?**

2	Every event hosted at the medical school <b>must</b> abide by sustainability criteria.
1	The medical school <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> .
0	There are <b>no</b> sustainability guidelines for medical school events.

*Score explanation:* At the School of Medicine of the University of Minho, there are no sustainability guidelines for medical school events.

**5.10. Does your medical school have programs and initiatives to assist with making lab spaces more environmentally sustainable?**

2	Yes, the medical school has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable.
1	There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are <b>no</b> efforts at the medical school to make lab spaces more sustainable.

*Score explanation:* At the School of Medicine of the University of Minho, there are no efforts at the medical school to make lab spaces more sustainable.

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

4	The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives.
3	The institution is <b>entirely divested</b> from fossil fuels.
2	The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments.
1	The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that.

*Score explanation:* In Portugal, there is no funding from fossil fuel companies in universities.

**Section Total (9 out of 32)**

**9**

# 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 School of Medicine of the University of Minho

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(22/72) \times 100 = 30.56\%$	D
<b>Interdisciplinary Research (17.5%)</b>	$(0/17) \times 100 = 0\%$	F-
<b>Community Outreach and Advocacy (17.5%)</b>	$(2/14) \times 100 = 14.59\%$	F
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(7/15) \times 100 = 46.67\%$	C
<b>Campus Sustainability (17.5%)</b>	$(9/32) \times 100 = 28.13\%$	D
<b>Institutional Grade</b>	$(30.56 \times 0.3 + 0 \times 0.175 + 14.59 \times 0.175 + 46.67 \times 0.175 + 28.13 \times 0.175) = 24.76\%$	<b>D-</b>