



---

# Planetary Health Report Card (Medicine): *University College Cork*

---



# UCC

**University College Cork, Ireland**  
Coláiste na hOllscoile Corcaigh

2023-2024 Contributing Team:

- Students: Sebastian Sorger Brock\*, Sydney Rotman\*, Keegan McCarvill, Alexander Johnson, Nora Skuridina, Rayan Ben Letaifa, Maria Tom, Tomer Vico
- Faculty Mentors: Dr. Gabriella Rizzo, Dr. Elizabeth Brint
- \*Primary Contact: Sebastian Sorger Brock, and Sydney Rotman, 121115833@umail.ucc.ie

## Summary of Findings

<b>Overall</b>	<b>B-</b>
<b><u>Curriculum</u></b>	<b>C</b>
<ul style="list-style-type: none"> <li>University College Cork (UCC) includes planetary health in the curriculum, but it lacks both comprehensive coverage of important topics and integration longitudinally throughout the years. Various topics regarding planetary health are discussed in first and second year lectures, but are not included in the curriculum in the later years</li> <li><b>Recommendations:</b> More lectures and group discussions on these topics should be introduced through clinic case-based teaching sessions or lectures</li> </ul>	
<b><u>Interdisciplinary Research</u></b>	<b>B+</b>
<ul style="list-style-type: none"> <li>Researchers from various UCC institutes actively contribute to research on planetary health and healthcare sustainability. Despite collaboration at the Environmental Research Institute, the medical school lacks specific initiatives related to environmental injustice.</li> <li><b>Recommendations:</b> UCC is still not a member of any national or international planetary health or ESH organisation. UCC should join the Planetary Health Alliance and the Global Consortium on Climate and Health Education.</li> </ul>	
<b><u>Community Outreach and Advocacy</u></b>	<b>C -</b>
<ul style="list-style-type: none"> <li>UCC and the primary associated hospital (CUH) provide multiple strong community initiatives to promote environmental sustainability and planetary health, including further education courses and outreach programs. However, UCC medical school itself fails to reinforce these initiatives.</li> <li><b>Recommendations:</b> The creation of an Office of Sustainability specifically for the medical school would serve as a focal point for these efforts, fostering comprehensive integration of planetary health into medical education and community outreach.</li> </ul>	
<b><u>Support for Student-Led Initiatives</u></b>	<b>B –</b>
<ul style="list-style-type: none"> <li>UCC and the Medical School support student groups dedicated to planetary health, however there has not been much change since the previous year. UCC also has several programs, events, and initiatives centred around student involvement in planetary health and climate action, although these are not specifically targeted at medical students.</li> <li><b>Recommendations:</b> The school could dedicate a more specific webpage or make other resources available to students to locate these planetary health initiatives. The school of medicine website could create a specific section with contacts and links to ongoing projects for medical students interested in planetary health.</li> </ul>	
<b><u>Campus Sustainability</u></b>	<b>B –</b>
<ul style="list-style-type: none"> <li>UCC has made a clear and conscious effort to improve campus sustainability. Since last year's report, UCC has made key strides towards campus sustainability by stating a goal of carbon neutrality for 2040 and becoming a plastic free campus</li> <li><b>Recommendations:</b> Areas of improvement moving forward include expanding on environmentally safe transportation methods to and from campus, incorporating a composting system in addition to the already existing recycling program on campus, and adding sustainability requirements to all medical school events.</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).

**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 <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>                      UCC Medical School does not offer electives specifically related to Education for Sustainable Healthcare (ESH) or Planetary Health. However, the modules MX1006/ MX2006/ and MX3006 modules, offered in first/ second/ and third year respectively, are student-selected special electives in which students can self-direct and incorporate planetary health should they desire. The official stated objective of the module allows students the freedom to self-organise a module in an area of special interest in Medicine.</p> <p><i>Of note, the School of Public Health has recently engaged in a grant from the EU for the purpose of formulating a new curriculum and learning materials on the health impacts of climate change. The output of this will be an online module and associated resources freely available. Once developed, this is said to have potential as an elective for medical students as well. While this is very exciting for the future, it is still in development and not currently offered, therefore cannot yet enhance the score for this metric.</i></p>	

## *Curriculum: Health Effects of Climate Change*

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored <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>  The module HC2002, or MX2020 for graduate entry, contained one lecture that covered climate change and key environmental issues in public health.</p> <p>The module GM2001 also has a lecture directly addressing the effects of extreme heat on patients through heat stress/stroke, however it was not presented as a potential risk stemming from climate change. This in turn could serve as a potential opportunity to explore the effects of heat in the context of climate more thoroughly in the UCC medical curriculum.</p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
3	This topic was explored <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>  UCC's curriculum included a lecture titled "Planetary Health and Climate Change" in the module MX2020, introducing the impact of extreme weather changes on healthcare systems.</p> <p>The module HC2002 also touches on the effects of drastic weather changes and conditions on healthcare over the span of multiple lectures.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
3	This topic was explored <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>  The module HC2002, or MX2020 for graduate entry, contained one lecture that covered climate change and key environmental issues in public health that discusses this.</p> <p>Additionally, the module FM3005 on fundamentals of disease discusses changing infection patterns in its lecture on infectious diseases.</p>	

*GM1002 for graduate entry discusses in two lectures the rising importance of waterborne infections agents, but fails to directly convey its connection 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:*

*The module HC2002, or MX2020 for graduate entry, contained one lecture that covered climate change and key environmental issues in public health that discusses this.*

*Additionally, the module FM3005 (or GM1002 for graduate entry) on fundamentals of disease discusses the respiratory impacts of air pollution briefly.*

**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:*

*The module HC2002, or MX2020 for graduate entry, contained one lecture that covered climate change and key environmental issues in public health that discusses this.*

**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:*

*The module HC2002, or MX2020 for graduate entry, contained one lecture that covered climate change and key environmental issues in public health. This lecture has 3 slides addressing the effects of environmental degradation and climate on mental health.*

**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:*

*The module HC2002, or MX2020 for graduate entry, contained one lecture that covered climate change and key environmental issues in public health. This lecture has 3 slides describing the effects of climate change on food and water security and habitat/biodiversity loss.*

**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:*

*The module HC2002, or MX2020 for graduate entry, contained one lecture that covered climate change and key environmental issues in public health. This lecture has 4 slides describing the effects of climate change on marginalised communities. To do so, the lecture references the work of the IPCC as well as the EPA to briefly touch on how environmental factors have altered the health outcomes for vulnerable populations.*

**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:*

*The module HC2002, or MX2020 for graduate entry, contained one lecture that covered climate change and key environmental issues in public health. This lecture included brief discussions on vulnerable population groups by global region as well.*

**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:*

*This topic was not covered in the core curriculum or elective coursework.*

**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:*

*A lecture in the module UW0002, an elective module available to first-year medical students, covers important human-caused environmental threats on a global level but are not relevant to the university's immediate surrounding community. This topic is thus not covered in the curriculum.*

**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.
<i>Score explanation:</i> This topic was not covered in the core curriculum.	

<b>1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?</b>	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<i>Score explanation:</i> Both HC2002 offered in Year 2 and GM2020 offered to Graduate Entry Students cover the impacts of climate change on marginalised populations. However, the impact of anthropogenic environmental toxins on marginalised populations is not discussed in depth.	

***Curriculum: Sustainability***

<b>1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?</b>	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<i>Score explanation:</i> During Year 2, Lesson 11 of HC2002 or GM2020 for Graduate Entry Students “Climate Change, Food and Health includes discussion on diet, food systems, and the environment. This is a more recent addition to the curriculum but is being explored in more depth each year.	

<b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.

*Score explanation:*

*At UCC medical school, this was covered in the CP4006 module during a lecture entitled “Sustainable Anaesthesia”. This outlined the extent of anaesthetic agents contribution to the carbon footprint of the healthcare system. The environmental impact of anaesthetic agents is also covered briefly in a GM2001 Pharmacology lecture for graduate entry students. However, the environmental impact of any other field in medicine is not explored.*

*In year 2, this was discussed in another module, HC2002, “Climate Change and Key Environmental Issues in Public Health”. This covered the impacts of pollutants in air, health impacts of clinical waste contributing to landfills, and how to conduct a Health Impact Assessment.*

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

2	The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment
2	The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would 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><i>Non-pharmacological management is discussed in depth in all clinical rotations. Management of conditions with non-pharmaceutical methods was demonstrated throughout CP4006, describing how lifestyle changes should be promoted to reduce risk of type 2 diabetes, ischaemic heart disease, and hypertension. During the psychiatry HC4005 course, the importance of art therapy, music therapy, and cognitive therapy for individuals with mental health conditions was emphasised.</i></li> <li><i>During the CP4006 module “Sustainable Anaesthesia”, waste management and efficient use of resources is discussed. Furthermore, another lecture “Sustainable Anaesthesia”, outlined the extent to which anaesthetic agents contribute to the carbon footprint of the healthcare system.</i></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>            Strategies for having conversations with patients about health effects of climate change are not discussed in the curriculum.</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>            The matter of environmental or exposure history is briefly discussed in the module CP2001 and corresponding GM1010 course for graduate entry students. The education revolves around standard history taking; a component of this being exposure history, however, it is largely in the context of occupational risk factors. No expansion to include things like exposure to wildfire smoke or mould after flooding has been added to the curriculum.</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></p>	

*The medical school curriculum committee is actively trying to incorporate more planetary health education in the curriculum by incorporating new lectures focusing on or promoting planetary health, as well as become more involved with Irish Doctors for the Environment.*

**1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?**

6	Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum.
4	<b>Some</b> planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	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.

*Score explanation:*

*Education regarding planetary health is only discussed in the previously mentioned modules' standalone lectures. While these lectures are thought-provoking, they provide an insufficient basis to Planetary Health/Education for Sustainable Healthcare Topics.*

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

1	<b>Yes, the medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	<b>No, the medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.

*Score explanation:*

*UCC's medical school does not have a specific staff member however the entire curriculum committee is involved in incorporating planetary health and sustainable healthcare throughout the course.*

**Section Total (36 out of 72)**

**50.0%**

Back to Summary Page [here](#)

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

# Interdisciplinary Research

***Section Overview:*** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the medical school and broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, medical schools should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are 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</b> or <b>medical school</b> at this time.
<p><i>Score explanation:</i>  <i>Three researchers from UCC's College of Medicine and Health have secured substantial funding to address national health and social care priorities. Led by Prof. Deirdre Bennett, the project "Educating Healthcare Professionals for Climate Change Resilient and Sustainable Healthcare Systems" has received €2,475,908. This initiative specifically aims to identify and enhance the skills of healthcare professionals in response to climate change and sustainability, gathering evidence on the necessary learning aspects.</i></p> <p><i>Furthermore, while not directly affiliated with the School of Medicine, numerous UCC researchers, including those from the Environmental Research Institute, APC Microbiome Institute, and MaREI, are actively engaged in extensive planetary health and healthcare sustainability research. Additionally, UCC researchers have played a significant role in a pivotal Environmental Protection Agency (EPA) report on climate change impacts, leading the development and writing of two volumes out of the four. This report aims to convey the urgency of climate action to policymakers and the public.</i></p>	

<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.
<p><i>Score explanation:</i>  <i>The Environmental Research Institute at UCC is a leading university research centre comprising 350 researchers from 17 UCC Schools and Departments, along with 6 Research Centres. They collaborate with an interdisciplinary approach to tackle global sustainability challenges.</i></p>	

<b>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>?</b>	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda.
1	<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda.
0	There is <b>no</b> process, and <b>no</b> efforts to create such a process.
<p><i>Score explanation:</i>  <i>The medical school lacks current institutional initiatives focused on environmental injustice, intersectionality, or community-based research goals. In contrast, the School of Law has initiated the Youth Climate Justice Project, investigating how young climate activists assert their rights under the UN Convention on the Rights of the Child. Five faculty members will study youth climate action in various jurisdictions to understand the role of youth in driving social change.</i></p>	

<b>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
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.
<p><i>Score explanation:</i>  <i>UCC's Environmental Research Institute is a website that centralises ongoing and past research related to the environment. This is not it's primary role and, while easy-to-use and updated, it is not comprehensive or designated to planetary health.</i></p>	

2.5. Has your <b>institution</b> 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>  UCC hosted events in 2023, including the Irish Co-Operative Organisation Society Sustainability conference 2023 (<a href="#">ICOS/UCC Sustainability Conference 2023</a>), which focused on sustainability in Ireland's dairy industry. UCC also hosted the inaugural <a href="#">Sustainable Futures Forum</a> in November 2023.</p>	

2.6. Is your <b>medical school</b> 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 <b>not</b> a member of such an organisation
<p><i>Score explanation:</i>  UCC is not a member of any national or international planetary health or ESH organisation (such as Planetary Health Alliance, Global Consortium on Climate and Health Education, KLUG, etc). However, it is important to note that as of December 2023, <a href="#">UCC has been ranked 6th</a> in the IU Greenmetric World University Ranking, and has won <a href="#">multiple designations</a> as a green campus. Furthermore, the Global Consortium on Climate and Health Education (GCCHE) have recently invited UCC to join as a member and efforts are being made by the students to encourage the faculty to accept the invitation.</p>	

<b>Section Total (13 out of 17)</b>	<b>76.47%</b>
-------------------------------------	---------------

Back to Summary Page [here](#)

## 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.*

<b>3.1. Does your <u>medical school</u> partner with community organisations to promote planetary and environmental health?</b>	
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>  <i>There is a student-led group promoting and advocating for planetary health and sustainability in healthcare (UCC student working group under Irish Doctors for the Environment). Although UCC's Medical School was not officially associated with this group, recent discussions with the faculty have revealed that there exists multidirectional support for the planetary health initiatives. A faculty member at UCC's School of Public Health has been appointed primary liaison and an invitation has been received to present findings from the present report card. UCC as a whole is involved in multiple community initiatives to promote environmental sustainability and planetary health.</i></p>	

<b>3.2. Does your <u>medical school</u> offer community-facing courses or events regarding planetary health?</b>	
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.
<p><i>Score explanation:</i></p>	

UCC offers community facing education regarding planetary health in the form of an APC (Adult Continuing Education) course entitled 'Environment, Sustainability and Climate'  
 See module information [here](#).  
 UCC also offers its students a Carbon Literacy course, available [here](#).  
 These events and courses are offered by UCC, and not UCC's School of Medicine specifically, hence this metric receives a score of 1.

**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:*

*There was no evidence found of regular communications regarding planetary health or sustainability in healthcare by the medical school. Various environmental sustainability initiatives are communicated through UCC's website, however this is not in affiliation with the UCC School of Medicine. The medical school does not hold an Office of Sustainability.*

**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:*

*CUH has a Sustainable Environment Office which offers online programmes plus downloadable resources promoting sustainable healthcare practices. Link [here](#)*

**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: The sustainable healthcare page of the CUH website offers links to climateireland.ie, which offers a climate information platform.</i>	

<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>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 hospitals have accessible educational materials for patients.
<i>Score explanation: The sustainable healthcare page of the CUH website offers links to climateireland.ie, which offers a climate information platform here.</i>	

<b>Section Total (6 out of 14)</b>	<b>42.86%</b>
------------------------------------	---------------

Back to Summary Page [here](#)

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

# Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <b>medical school</b> or your <b>institution</b> offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the <b>medical school</b> or <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	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>            The Living Laboratory Seed fund was established in 2019 by UCC Green Campus. In July 2023 a third call for proposals was launched in support of UCC's new Sustainability and Climate Action Plan 2023-28. The funded projects should aim to solve real life problems relating to infrastructure and practices. To be funded, these projects have to meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. Projects must support the goals and objectives outlined in UCC's <a href="#">Sustainability and Climate Action Plan (2023-28)</a>.               <ol style="list-style-type: none"> <li>a. Projects that advance Green Labs and Plastic Free UCC programmes that aim to reduce carbon emissions or embed sustainability within the Connected Curriculum are particularly welcome.</li> </ol> </li> <li>2. Anyone may apply with cross-disciplinary collaborations being particularly welcome               <ol style="list-style-type: none"> <li>a. However, the project should include at least 2 of the following: staff, students, community group / charity / NGO / industry</li> </ol> </li> <li>3. Maximum project duration of 12 months</li> </ol> <p>Further information regarding the Living Lab Seed fund can be found here: <a href="#">2023 Living Lab Overview</a></p> <p>Additionally, the UCC Planetary Health group is a medical student group encouraged by the medical school and are in direct contact with faculty members. The group is still under development but continues to add new members each year.</p>	

4.2. Does your <b>institution</b> offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare research.

1	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>  The final research project and electives are part of the medicine curriculum and offer opportunities to conduct research, however the focus of this project being related to planetary health or sustainability is dependent on the student.</p>	

<p><b>4.3. Does the <u>medical school</u> have a webpage where medical students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the medical school? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.</b></p>	
2	The <b>medical school</b> has a web page 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.
<p><i>Score explanation:</i>  The medical school does not have any information regarding planetary health or sustainable healthcare activities on its webpage</p>	

<p><b>4.4. Does your <u>medical school</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</b></p>	
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.
<p><i>Score explanation:</i>  The UCC Planetary Health Group is a group run by medical students supported by faculty members within the College of Medicine and Health who acts as the medical school liaison for sustainable initiatives and is on the curriculum committee board. They are still currently in the process of becoming an official group under UCC, however progress has been made with a faculty member appointed and a</p>	

HSE (Health Service Executive) liaison person. In the last academic year the findings of the Planetary Health Report Card 2021-22 and 2022-23 were presented at the UCC medicine undergraduate curriculum meeting. The members were open to the suggestions put forth.

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

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

*Score explanation:*  
 Each cohort in the UCC School of Medicine elects two class representatives every year to mediate general communication between the class and the faculty. However, the communication pertains to the course rather than conversations on sustainability. While there is no such decision-making council yet, there are ongoing discussions to implement an advocacy council for curriculum reform. UCC is very receptive to facilitating a curriculum change. There are faculty members from both UCC and HSE involved in the discussions. However, in September 2023, students from the UCC planetary Health group had the opportunity to present at the undergraduate medical curriculum meeting. They presented on the report card findings from the last two years and suggestions for the future.

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

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

*Score explanation:*  
 1. UCC runs a community garden project, which began in 2007, which is run by the Environmental and International Development Society. This garden uses elements of permaculture and allows students to experience and develop agriculture skills as well as take

home produce from it. See: [UCC Community Gardens](#)

2. On the 15th of October 2021, UCC Green Campus started the [Green Campus podcast](#) which aims to provide insight into what green campus has achieved while also interviewing individuals on how to make the planet a better place. They discuss topics related to planetary wellbeing as well as effective methods to reduce damage to the planet in day to day life. The program also schedules talks and sessions with people and organisations involved in planetary health, and the podcasts are released every three weeks. [Recently](#), UCC's energy manager Pat Mehigan, where he touched on the ongoing energy crisis, UCC's energy consumption and future targets such as becoming a carbon neutral campus by 2024. UCC's Green Campus also hosted a [UCC sustainability research seminar](#) on May 30th 2023 with 7 speakers who provided insight into ongoing cutting edge environmental research. This was open to all. As part of [Green Week 2023](#) a panel on the constitutional right to the environment and a speaker event reflecting on COP27 was held for students

3. The [UCC Co-Operative Society](#) has held events with local environmental justice representatives, such as talks with representatives of the Cork Cycling Campaign and other organisations promoting cycling regarding the socio-economic aspects of cycling and the environmental impacts.

4. The Glucksman Art Gallery run by UCC has a large emphasis on exploring the world of planetary health and environmental awareness through the arts. The gallery holds numerous exhibitions, events, talks and performances which raises awareness on these topics. They hold events such as exhibitions centred around [biodiversity and conservation](#). They are also focussed on [environmental education](#), with cultural projects that focus on three key goals including climate action and sustainability. For example, The People and the Planet installation focussed on artwork from recyclable and natural materials. The UCC environmental society also hosts events such as poster painting to promote planetary health through art. During Climate Action Week, UCC featured several events centred around climate action, including a stand-up comedy set, a student festival, and botanical painting.

5. The Environmental Society hosts many events to engage the local community, such as Tree Planting and Litter Picking events to keep the campus clean and green, as well as Solidarity walks against environmental injustices. [The UCC Greenshoots Changemakers](#) is a programme made to provide guidance for students looking to become involved in environmental action. This is a three-step process in which students are trained in effective communication, event organisation, and the impact of community response on environmental issues. Then, they make their vision for effective environmental action a reality. Finally, participants support new volunteers through the aforementioned steps. UCC green campus also offers monthly [guided meditation sessions](#). This is to offer students, staff and climate activists a space to relax, reflect and regenerate. The goal is to provide individuals with the tools to manage their climate anxiety.

The session includes foraging and nature walks, bliss dance and guided sound baths with the belief that self care is climate care.

6. The Environment society in UCC hosts many outdoor events every year, such the Adventure Trip, where students hike through mountains in Wicklow county and camp, as well as cycling events with the local bicycle shop and repair store where students can find information on cycling. The Biological Earth and Environmental Society hosts many field trips such as one to Crosshaven, Cork where students learned about geological formations along coastlines. The Mountaineering Society also hosts a hike trip to Carrauntoohil, the highest peak in Ireland. The UCC Green Campus Program has hosted events such as the foraging walk, an informative walk along the banks of the UCC Campus to learn about the botanicals and Ecosystem. As part of [Green Week 2023](#) events such as the Spring campus biodiversity walk was organised for students

<b>Section Total (11 out of 15)</b>	<b>73.33%</b>
-------------------------------------	---------------

Back to Summary Page [here](#)

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

# Campus Sustainability

**Section Overview:** *This section evaluates the support and engagement in sustainability initiatives by the medical school and/or institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive 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>            UCC established the Green Campus Programme, which has members from across the college community and includes staff and student representatives, and key personnel with responsibilities in relation to the sustainability strategy. Chaired by President John O'Halloran and Mark Poland (Director of Buildings and Estates), the forum meets regularly to drive forward the Green Campus project and sustainability within UCC. The sustainability officer is Dr. Maria Kirrane and the designated student health officer is Dr. Michael Byrne.            Link to about UCC Green Campus: <a href="https://www.ucc.ie/en/greencampus/about/">https://www.ucc.ie/en/greencampus/about/</a></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></p>	

UCC is committed to becoming a zero waste campus by 2030, and carbon neutral by 2040. This is covered in the “UCC Futures Sustainability” plan.

Reference: [https://www.ucc.ie/en/media/support/sustainabilityandclimateaction/FINALUCCSustainabilityandClimateActionPlanA4Digital\(2\).pdf](https://www.ucc.ie/en/media/support/sustainabilityandclimateaction/FINALUCCSustainabilityandClimateActionPlanA4Digital(2).pdf)

**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:*

Since May 2020, 100% of the electricity purchased by UCC has been supplied from a renewable source. However, because this renewable electricity is supplied through the national grid it is more appropriate to use a grid average carbon intensity in calculating the carbon footprint. According to the 2022 “Clean and Renewable Energy” report, 33.32% of total energy consumption at UCC is from clean and renewable sources

(<https://reports.aashe.org/institutions/university-college-cork-national-university-of-ireland-cork-co-co-raigh/report/2022-07-28/OP/energy/OP-6/>)

2021-22 Sustainability report:

<https://www.ucc.ie/en/media/support/sustainabilityandclimateaction/21-22AnnualReport.pdf>

**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:*

Guided by UCC’s internal design policies and guidelines as well as current statutory building regulations the University requires that all new buildings and significant refurbishment projects meet the Near Zero Energy Building (NZEB), achieve a minimum Building Energy Rating of A3, and a classification of Excellent as per BREEAM standards.

For instance, the Western Gateway Building that hosts the medical school anatomy lab, won the Sustainable Energy Authority of Ireland (SEAI) Renewable Energy Award in 2012, and the Chartered Institution of Building Services Engineers (CIBSE) Sustainable Design and Research award in 2011, and utilising waste heat from the computer rooms combined together with a ground source heat pump.

Via the ISO 50001 Energy Management System, UCC ensures that the energy consumption of the university buildings are closely monitored and undergoes continuous optimisation and energy improvements.

See UCC Building Design Policies, link:

<https://www.ucc.ie/en/greencampus/practice/energy-water-and-climate-change/building-design-at-university-college-cork/>

See UCC's ISO 50001 Certification and further details on the campus' energy usage link:

<https://www.ucc.ie/en/greencampus/practice/energy-water-and-climate-change/iso-50001/>

### 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, 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.

*Score explanation:*

*UCC has implemented certain strategies to promote more environmentally-friendly transportation such as encouraging students and staff to host events online when possible, as well as park & ride initiatives, but these are vague. Additionally, UCC has bike racks located across campus.*

<https://www.ucc.ie/en/greencampus/practice/commuting-and-business-travel/>

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

2	Yes, the medical school has <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.

*Score explanation:*

*There are recycling bins readily accessible across campus, but there are not separate compost bins.*

**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 <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 engaged</b> in efforts to increase food and beverage sustainability.
0	There are <b>no</b> sustainability guidelines for food and beverages.

*Score explanation:*

*In 2016, UCC became the first University in Ireland to have fresh vegetables harvested from its own land and served its restaurants. The plot is managed by the family-owned “Waterfall Farms” who deliver the fresh produce to UCC’s catering company KSG. KSG has been awarded the highest accolade from the Sustainable Restaurant Association, a three star “Food Made Good” award. UCC Green Campus, UCC Health Matters, and KSG run the “Meatless Mondays” series in the main campus restaurant during term time.*

*In 2022, Urban Farm was launched at North Mall. The Urban Farm operates on a closed-loop system, which uses 98% less water in comparison to traditional farms.*

*Since January 2023, UCC has gone plastic free.*

*Food Health and Wellbeing:*

<https://www.ucc.ie/en/greencampus/practice/food-health-and-wellbeing/#:~:text=UCC%20Green%20Campus%2C%20UCC%20Health,the%20health%20of%20the%20environment.>

**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 is 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 <b>is 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:*

*In July 2022, UCC was awarded a Gold Star from the Association for the Advancement of Sustainability in Higher Education (AASHE). The data submitted by UCC under this transparent reporting tool can be accessed on the STARS website:*

<https://reports.aashe.org/institutions/university-college-cork-national-university-of-ireland-cork-co-caigh/report/2022-07-28/>

Procurement, including the procurement of construction services, accounts for almost 20% of the University's total annual carbon footprint. In recognition of this impact, the UCC Procurement Office includes sustainability in all tendering specifications and criteria. Recent successful green procurement projects included the University's cleaning services, graphic design services, security services, car park management service, and sustainable printing service.

2021-22 Sustainability report:

<https://www.ucc.ie/en/media/support/sustainabilityandclimateaction/21-22AnnualReport.pdf>

#### 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:*

*There is no sustainability requirement for medical school events besides a waste management plan. UCC does encourage sustainable practices, but it is not a requirement when completing a risk assessment prior to 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:*

*Sustainable Futures is a broader cross-university initiative implemented by UCC that serves to drive sustainability and decarbonization. UCC has been in the process of reviewing two primary accreditation systems available for greening laboratory practises, namely "My Green Lab," (a US based accreditation body) and the 'Laboratory Efficiency Assessment Framework (LEAF),' (developed by "Green Lab Associates" in the UK). Previously, UCC trialled the LEAF programme across several chemistry labs in the Kane building, and has now assembled the "Green Lab Community," which is composed of technical and research staff from throughout the University's research-intensive buildings & institutes. Two labs from each discipline will be selected to trial and identify which system works best for all research facilities across UCC. This system will hopefully be established via a whole-institution approach in the future.*

5.11. Does your <u>institution's</u> 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.
<p><i>Score explanation:</i>  UCC has completely divested from unsustainable energy production companies and has 84.00% of its investment pool in positive sustainability investments. Investments include forestry funds, ethical global equity fund, Irish energy efficiency fund, and renewable energy funds. Since the last valuation (2017) the portfolio has increased the proportion of sustainability investment funds. It has gained exposure to new themes (e.g., sustainable property) while also increasing its participation in existing themes such as renewable energy and social infrastructure.</p> <p>UCC is a signatory to the United Nations Principles on Responsible Investment. Becoming a signatory required UCC to sign a declaration agreeing to:</p> <ul style="list-style-type: none"> <li>• To incorporate Environmental, Social and Corporate Governance (ESG) issues into investment analysis and decision-making processes;</li> <li>• To be an active owner and to incorporate ESG issues into our ownership policies and practices;</li> <li>• To seek appropriate disclosure on ESG issues by the entities in which we invest;</li> <li>• To promote acceptance and implementation of the Principles within the investment industry;</li> <li>• To work with the PRI Secretariat and other signatories to enhance their effectiveness in implementing the Principles;</li> <li>• To report on our activities and progress towards implementing the Principles.</li> </ul> <p>Additionally, UCC engages in policy advocacy by participating in investor networks and engages in inter-organizational collaborations to share best practices.</p> <p>Investment data as of July 2022:  <a href="https://reports.aashe.org/institutions/university-college-cork-national-university-of-ireland-cork-co-corcaigh/report/2022-07-28/PA/investment-finance/PA-10/">https://reports.aashe.org/institutions/university-college-cork-national-university-of-ireland-cork-co-corcaigh/report/2022-07-28/PA/investment-finance/PA-10/</a></p>	

Section Total (24 out of 32)	75.00%
------------------------------	--------

Back to Summary Page [here](#)

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

# Grading

## Section Overview

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

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

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

## Planetary Health Grades for the University College Cork School of Medicine

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(36/72) \times 100 = 50.0\%$	C
<b>Interdisciplinary Research (17.5%)</b>	$(13/17) \times 100 = 76.5\%$	B +
<b>Community Outreach and Advocacy (17.5%)</b>	$(6/14) \times 100 = 42.9\%$	C –
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(11/15) \times 100 = 73.3\%$	B –
<b>Campus Sustainability (17.5%)</b>	$(24/32) \times 100 = 75.00\%$	B +
<b>Institutional Grade</b>	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 61.9\%$	<b>B –</b>

## Report Card Trends

### Section Overview

This graph demonstrates trends in overall and section grades for the years in which UNIVERSITY COLLEGE CORK has participated in the Planetary Health Report Card initiative.

