



Planetary Health Report Card (Medicine): *University of Tartu*



UNIVERSITY OF TARTU

Faculty of Medicine

2023-2024 Contributing Team:

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Summary of Findings

Overall	
<u>Curriculum</u>	C
<ul style="list-style-type: none"> University of Tartu covers some Planetary Health subjects well, largely through the subject Occupational and Environmental Health. Recommendations: Planetary health education at the University of Tartu is delivered almost entirely through one subject or through optional electives. Planetary health and education for sustainable healthcare should be more comprehensively integrated into the curriculum for all years, including clinical years (for example, including environmental factors in patient history taking or discussing environment's impact to health through related case-studies). 	
<u>Interdisciplinary Research</u>	C
<ul style="list-style-type: none"> University of Tartu co-hosted a hybrid conference on climate change and health in October 2023. A few faculty members also conduct research regarding planetary health and a website exists which discusses the environment and its effects on health. Recommendations: University of Tartu should include community members most impacted by climate change in research agenda decisions to better address their specific health hazards. Tartu could also join the Planetary Health Alliance, better support faculty members doing planetary health research, and continue to host the conference and distribute information via the Centre for Sustainable Development website. 	
<u>Community Outreach and Advocacy</u>	C-
<ul style="list-style-type: none"> Compared to the medical school, the larger university engages in more advocacy. The medical school supports the Estonian Medical Students' Association's committee on environmental health, which works on planetary health advocacy, e.g workshops on sustainable nutrition for school students. The university offers community-facing events and engages alumni with post-graduation learning related to environmental health. Additionally, the hospital provides accessible educational materials for patients on these topics. Recommendations: The medical school should collaborate more with different community organisations, e.g on different climate-related projects or further promote existing courses. Regular coverage of issues related to planetary health is lacking. 	
<u>Support for Student-Led Initiatives</u>	D
<ul style="list-style-type: none"> The Faculty of Medicine of University of Tartu supports the planetary health student group of the Estonian Medical Students' Association. University of Tartu also has a Centre for Sustainable Development, which facilitates interdisciplinary cooperation on sustainable development and hosts seminars and speaker events with the intended audience of students and faculty. Recommendations: At this time, support for research regarding planetary health or sustainable healthcare is lacking; this is a potential area for improvement. 	
<u>Campus Sustainability</u>	D-
<ul style="list-style-type: none"> University of Tartu has goals supporting sustainable development as stated in the national development strategy "Estonia 2035". Recommendations: University of Tartu should make specific sustainability requirements or guidelines for events, procurement, food and beverage selection in order to reduce its own carbon footprint and meet its goals adequately. Recycling programs must be accessible to all medical students and staff. 	

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation:</i></p> <p>In University of Tartu's elective Sustainable Health, there are a few lectures dedicated to some aspects of Planetary Health, such as sustainability of food, sustainability of health systems, individual's ecological footprint, environment's role in health, and sustainable development goals. Planetary Health is also discussed in the elective Introduction to Global Health – one of the goals of the subject is to “compare the global disease burden and inequality in health care through societal and environmental health factors” and according to the lecturer, Planetary Health topics are discussed in at least one seminar.</p> <p>There are also two elective courses called “A Guide to Climate Science and Policy” and “Ecological World View” which could be taken by medical students, but these are neither promoted nor aimed towards medical students and the student would have to search specifically for a Planetary Health related course in order to find them.</p>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.

1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> As part of the University of Tartu Medical School third year core curriculum, within the subject Occupational and Environmental Health, the relationship between extreme heat, health risks, and climate change is discussed in the lecture “Global Environmental Problems and Sustainable Health”. There is a substantial amount of time devoted to it and the lecture, along with two other lectures on separate topics, is covered by a test. Additionally, there is a graded group work assignment mandatory for all third year medical students dedicated to the question “How to decrease the health impact from heat?”.</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 in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> The topic was covered briefly, with a few slides in the University of Tartu’s core curriculum subject Occupational and Environmental Health, in the lecture “Global Environmental Problems and Sustainable Health”. There is discussion about extreme temperatures and its consequences to health, the rising risk of forest fires, the rising of sea levels and therefore the increase in extreme floods, as well as the related prognosis in Estonia, and changes in the amount of rainfall.</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 in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> The topic was covered briefly, with a few slides in the University of Tartu’s core curriculum subject Occupational and Environmental Health in the lecture “Global Environmental Problems and Sustainable Health”. The lecturer discusses the changing patterns of infectious diseases due to climate change, as well as the situation and potential changes in Estonia. The lecture “Drinking Water and Health of the Population” of the same subject covers water-borne diseases more specifically.</p>	

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

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

Score explanation:

University of Tartu's subject Occupational and Environmental Health in Year 3 of Medical School has a lecture entitled "Air Pollution and Health". It is devoted to various aspects of air pollution (e.g sources, different relevant pollutants) and its respiratory health effects; the latter is covered by a few slides. The topic is also included in a test that is required of all third year medical students, along with two other lectures.

In the year 1 subject Biology, in the lecture "Ecology, subject Environment, lecture 1" various air polluting toxins are discussed as well as their impact on health. Additionally, the respiratory health effects of climate change and air pollution are briefly discussed in the Year 4 clerkship Pulmonology and Thoracic Surgery.

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

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

Score explanation:

The topic is briefly mentioned in University of Tartu's third year subject Occupational and Environmental Health, in the lectures "Global Environmental Problems and Sustainable Health", "Air Pollution and Health", and "Drinking Water and Health of the Population" but most thoroughly in the lecture "Physical Risk Factors at Home and in the Workplace", where the cardiovascular health effects of factors such as noise, vibration, cold and heat are discussed. The cardiovascular effects of climate change are discussed briefly throughout the whole subject.

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

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.

0	This topic was not covered.
<i>Score explanation:</i> This topic is not covered.	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>Score explanation:</i> The relationships between health, water security, and climate change are discussed in the University of Tartu's Year 3 subject Occupational and Environmental Health in the lectures "Drinking Water and Health of the Population" and "Global Environmental Problems and Sustainable Health". The first discusses the shortage of drinking water in some parts of the world and the health risks involved as well as water-borne diseases. The second lecture discusses, among other topics, food security and its relation to health and climate change as well as the effect of floods caused by climate change to the quality of drinking water. Water security is also mentioned in the first year subject Biology in the lecture "Ecology, subject Environment, lecture 1"	

1.9. Does your <u>medical school</u> 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 in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>Score explanation:</i> In University of Tartu's Year 3 subject Occupational and Environmental Health in the seminar "Informing the Population and the Role of the Environment in the Development of Diseases", there is a graded group work assignment to present how risk groups such as the elderly, pregnant women, chronically ill patients, children etc. adapt to heat. The assignments are presented to the whole class so everyone benefits from the acquired knowledge of the different groups.	

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
3	This topic was explored in depth by the core curriculum.

2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i></p> <p>The topic of climate change's impact on access to clean water and its inequality globally is briefly mentioned in University of Tartu's core curriculum subject Occupational and Environmental Health in the lecture "Drinking Water and Health of the Population" and in the first year subject Biology in the lecture "Ecology, subject Environment, lecture 1". The major effects of climate change regarding the lack of food and water, spread of infectious diseases, stress, and the increase of skin cancer from the sun are discussed in the lecture "Global Environmental Problems and Sustainable Health" in the subject Occupational and Environmental Health.</p> <p>The topic is also mentioned in an elective Introduction to Global Health – the related learning objective is that "students can analyse the healthcare systems of different countries based on the principles of equality and human rights" and the related goal of the subject was "to compare the global disease burden and inequality in health care through societal and environmental health factors."</p>	

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i></p> <p>In University of Tartu's subject Occupational and Environmental Health's seminar "Drinking Water", elements that might be found in drinking water that are harmful to reproductive health are mentioned such as Ni, Pb, Se, B. The same subject's lecture "Air Pollution and Health" mentions the impact of living in the vicinity of an oil shale in Ida-Virumaa and the corresponding low birth rates.</p> <p>In the Year 1 subject Biology in the lecture "Ecology, subject Environment, lecture 1" various air pollutive toxins such as Pb and Hg are discussed and there is also mention of their impact on reproductive health.</p> <p>Reproductive health problems such as infertility and various teratogens from industry-related environmental toxins are briefly mentioned throughout the subject Occupational and Environmental Health, for example in the several topics of the mandatory graded essay where every student picks one topic and it is then presented to the whole class.</p>	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.

1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> In the lecture “Air Pollution and Health” of University of Tartu’s Year 3 subject Occupational and Environmental Health the lecturer discusses the air pollution and its negative health impact in some parts of Tartu. There are a few slides dedicated to it in the lecture.</p>	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
3	Indigenous knowledge and value systems are integrated throughout the medical school’s planetary health education
2	Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> This topic is not covered neither in the core curriculum nor the elective coursework. This might be because the Indigenous people in Estonia have either integrated into the population or do not specifically share knowledge on Planetary Health topics.</p>	

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?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> In University of Tartu’s third year core curriculum subject Occupational and Environmental Health, in the lecture ”Air Pollution and Health”, the professor talks about the health impact of air pollution from the oil shale plant to the people and especially the children in the region of Ida-Virumaa. There are a few slides dedicated to it. In the same subject, in the lecture “Chemical Risk Factors at Home and in the Workplace”, the negative effect of pesticides on children's health is briefly discussed.</p>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> In University of Tartu's elective subject "Sustainable Health" there is a video lecture "Food's Impact to the Environment", in which the lecturer discusses the environmental impact of different types of food as well as the environmental and health co-benefits of a plant-based diet. The information is both on the slide and discussed by the lecturer as well. However, the Year 2 core curriculum subject Medical Biochemistry strongly suggests against a plant-based diet because of its health risks related to vitamin deficiency, especially B12.</p>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> In University of Tartu's elective subject Sustainable Health, in the video lecture "The Sustainability and Environmental Friendliness of Healthcare Systems", the lecturer discusses the carbon footprint of healthcare systems.</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 and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment
2	The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK.

1	Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated
1	The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)
	<p><i>Score explanation:</i></p> <p>Non-pharmaceutical management: Students are taught about the benefits of non-pharmaceutical management in the elective Healthy Habits of Exercising.</p> <p>Waste production: Waste production in healthcare clinics and strategies for reducing waste are discussed in the dedicated lecture “Waste and Health” within University of Tartu’s Year 3 subject Occupational and Environmental Health. The differences between regular and medical waste plus their correct disposal are covered thoroughly.</p>

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school’s</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change
	<p><i>Score explanation:</i></p> <p>There are no strategies introduced for having conversations with patients about climate change within the University of Tartu’s education around patient encounters.</p>

1.19. In training for patient encounters, does your <u>medical school’s</u> curriculum introduce strategies for taking an environmental history or exposure history?	
2	Yes, the core curriculum includes strategies for taking an environmental history.
1	Only elective coursework includes strategies for taking an environmental history.
0	No, the curriculum does not include strategies for taking an environmental history.
	<p><i>Score explanation:</i></p>

The University of Tartu's Year 3 subject "The Foundations of Internal Propedeutics" teaches students to ask about air pollution, the type of heating used in the living quarters and potential toxins and chemicals in the workplace when taking patient history. In the Year 3 subject Occupational and Environmental Health, the lecturer reminds students to ask about the patient's place of residence and workplace in regards to air pollution when taking patient history.

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?

4	Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education.
2	Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.

Score explanation:

The University of Tartu has introduced a new elective this year called "Sustainable Health" which briefly covers various topics, such as the environmental impact of food, the sustainability of healthcare systems, the benefits of exercise and others.

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

Score explanation:

Some topics of Planetary Health are well-integrated into University of Tartu's Medical School Curriculum. In the Year 1 subject Biology across lectures "Ecology, subject Environment, lecture 1-2" topics such as air pollution, harmful toxins, pesticides and efforts for the protection of the environment are discussed. In the Year 3 subject Occupational and Environmental Health different aspects of Planetary Health are mentioned across various lectures, for example climate change and its impact on health, extreme temperatures, air and water pollution. Unfortunately, Years 2 and 4 onwards have little to none planetary health topics in the core curriculum.

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	Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
<p><i>Score explanation:</i> University of Tartu's Medical School does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.</p>	

Section Total (37 out of 72)	51.39%
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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.*

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

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
3	There is at least one dedicated department or institute for interdisciplinary planetary health research.
2	There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years.
1	There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research.
0	There is no dedicated department or institute.
<p><i>Score explanation:</i> The University of Tartu is made up of larger structures within the institute and our faculty does not have departments as in a traditional US medical school. Instead, Tartu has a subject devoted to Occupational and Environmental Health with a named professor responsible for teaching the subject.</p>	

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

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

Score explanation:

At the time of publication of this report card, the University of Tartu does not have a process by which the communities most affected by certain climate change results can give input or make decisions considering research topics.

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

3	There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.

Score explanation:

University of Tartu has a [website](#) that brings together students, scientists and the knowledge to help find a balance point between the Earth's tolerance limits and human well-being. It promotes research, study and development cooperation at the university that supports environmental protection, the development of social balance and human well-being and planetary health.

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

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

2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.
<p><i>Score explanation:</i> University of Tartu was one of the three hosts of a hybrid conference held in Stockholm “Connecting Health and Climate Change” for 2 days in October of 2023.</p>	

2.6. Is your <u>medical school</u> a member of a national or international planetary health or ESH organization?	
1	Yes, the medical school is a member of a national or international planetary health or ESH organization
0	No, the medical school is not a member of such an organization
<p><i>Score explanation:</i> The University of Tartu's medical faculty is not a member of any national or international planetary health or ESH organisation.</p>	

Section Total (8 out of 17)	47.06%
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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 medical school partner with community organisations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organisations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organisation to promote planetary and environmental health.
1	The institution partners with community organisations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>Score explanation:</i></p> <p>One notable partnership involves the medical school's affiliation with The Estonian Medical Students' Association which boasts a dedicated committee solely focused on environmental health. This committee plays a pivotal role in promoting various activities aimed at fostering a healthier planet.</p> <p>Among the initiatives spearheaded by this committee are nutrition workshops that cover a spectrum of topics such as eco-friendly nutrition, food waste reduction and the benefits of organic food. These workshops not only educate our medical students but also extend their knowledge and raise awareness amongst the whole community.</p> <p>Furthermore, our university takes pride in its involvement in the international project known as urbanLIFEcircles. This project is dedicated to engaging the community in efforts to safeguard nature, instigate systemic changes at the local government level and draw attention to urban nature through informational stands and hiking trails. The university and some community organisations serve as key partners in this endeavour, contributing expertise and resources to drive meaningful impact.</p>	

3.2. Does your medical school offer community-facing courses or events regarding planetary health?	
3	The medical school offers community-facing courses or events at least once every year.
2	The medical school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.

1	The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events.
0	The institution/medical school have not offered such community-facing courses or events.

Score explanation:

Community-faced courses and events regarding planetary health by the medical school are rather scarce, but the university is a very active organiser in respect of the few. The university’s commitment to promoting environmental health includes the "[University for the Dignified](#)," which offers a range of courses and lectures that delve into topics related to environmental health for people over 50. This initiative aims to engage the community and empower individuals with knowledge and understanding the impact of environmental factors on health and well-being.

The university's Center for Ethics also plays a pivotal role in advancing the discourse on planetary health. Through various [courses](#) and [conferences](#), the centre explores the ethical dimensions of environmental issues, fostering a deep understanding of the associations between the physical environment and mental health. By organising events that delve into environmental ethics the university aims to stimulate thoughtful discussions and promote a holistic understanding of the interconnectedness between our environment and overall well-being.

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

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

Score explanation:

The medical school does not have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications whatsoever.

On the other hand, our institution does have regular coverage (which the medical school does not distribute, sadly). One of the key avenues for this is through our [sustainability newsletter](#). The sustainability newsletter is a valuable resource that is distributed four times a year. It serves to bring readers scientific news, reading recommendations and information about events that are all geared towards addressing sustainability topics. These topics are approached from various perspectives including the natural environment, society, health as well as culture and language. This ensures that our community stays informed and engaged with issues concerning planetary health and sustainable healthcare practices although the newsletter is poorly propagated.

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

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

Score explanation:

Yes, the hospital of the University of Tartu engages in professional educational activities targeting individuals post-graduation to ensure their knowledge and skills remain up-to-date throughout their careers. One notable initiative in this regard is the annual conference called "[Clinic](#)", organised by the hospital. Clinic serves as a multidisciplinary platform for additional learning opportunities catering to all medical field personnel.

Last year's "Clinic" conference included a significant focus on the theme of pollution and occupational health care highlighting the institution's commitment to addressing pressing issues related to planetary health. However, it's important to note that while pollution and occupational health care were emphasised in the previous year's conference this theme has not been consistent throughout the years. Despite this the conference continues to provide valuable insights and updates on various topics relevant to contemporary healthcare practices.

One notable initiative is our Micro Degree Program which caters to individuals with existing education allowing them to augment their knowledge across diverse courses. Within this program there is a specific course titled "[Solving Challenges of Green Transition.](#)" designed to equip participants with the skills and insights necessary to navigate environmental transitions.

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

2	Yes, the medical school or all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated medical centres have accessible educational materials for patients.

Score explanation:

The university hospital runs a project called "[Greener Clinic](#)" with a focus on promoting hospitals' environmental policies rather than directly educating patients about pesticides, chemicals, toxins and pollutants. Nevertheless, they engage people through a waste sorting game both online and in the clinic, fostering awareness and proper waste disposal practices. Furthermore, the institution shares new research findings on environmental health through [articles](#) on its homepage ensuring people have access to the latest information in this field.

3.6. Does your medical school or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?

2	Yes, the medical school or all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated hospitals have accessible educational materials for patients.
<p><i>Score explanation:</i> During warmer periods or heat waves Tartu University Clinic posts informative content on Facebook issuing warnings and offering guidance on how to avoid overheating. Furthermore, the institution shares new research findings or topics of conferences on environmental health through articles on its homepage ensuring people have access to the latest information in this field. Also, there is sometimes scarce information in the “News” section shared about how pollution impacts human health and how to reduce the risks.</p>	

Section Total (6 out of 14)	42.86%
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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 medical school or your institution offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the medical school or institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	The medical school or institution encourages sustainability QI projects (to fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate.
0	No, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.
<p><i>Score explanation:</i> University of Tartu does not offer such opportunities.</p>	

4.2. Does your institution offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek these out and carry them out in their spare time.
0	There are no opportunities for students to engage in planetary health/sustainable healthcare research.
<p><i>Score explanation:</i> University of Tartu does not offer such opportunities.</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 medical school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.
1	There is a medical school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information.
0	There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

Score explanation:

The University of Tartu medical school has no such webpage

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

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

Score explanation:

The Faculty of Medicine of University of Tartu gives some amount of financial support to the Estonian Medical Students' Association (EstMSA). EstMSA has ten workgroups including a workgroup that is focused on environmental and planetary health. The group promotes planetary health literacy, shares opportunities for conferences and advocacy, and organises events to educate themselves and fellow medical students about various topics related to planetary health and education for sustainable healthcare. Additionally, they give workshops on environmentally friendly food in local schools.

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:

No, although there is a council within the medical school with student representatives, the council rarely discusses sustainability issues, if at all, and the student representatives do not advocate for sustainability issues.

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

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

Score explanation:

2. University of Tartu has a [Centre for Sustainable Development](#) which develops interdisciplinary cooperation on sustainable development between faculties. This centre has multiple seminars and speaker events each year, with intended audiences of students, faculty and the community. Some of these events have been on “Climate Anxiety and the Complexity of Sustainable Development”, “Sustainable Science - What is the Environmental Footprint of Science?”, “Smart Sustainable Mobility and Communities” to name a few. These events are not promoted to specifically students of medicine so it is hard to say how many students participate in these.

6. University of Tartu has a subject that can be chosen by everybody in the Biology department called Mushroom Picking Hike where students go mushroom picking in the forest for two days in the beginning of September.

Additionally, there is an event that is co-organized by the students from University of Tartu and other Estonian universities called University Students’ Sport Games. It takes place twice a year and students compete in various sports over the course of three days and earn points for their school so that in the end a winner between universities can be chosen.

Section Total (4 out of 15)	26.67%
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Campus Sustainability

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

5.1. Does your <u>medical school</u> and/or <u>institution</u> have an Office of Sustainability?	
3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or medical school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability.
1	There are no salaried sustainability staff , but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>Score explanation:</i> The University of Tartu Centre for Sustainable Development was established as a consortium (after the committee), joining the university's academic faculties representatives (including medical faculty) to develop interdisciplinary cooperation on sustainable development. The funds of the centre are formed of allocations from the units participating in the work of the centre, research grants jointly applied for and other allowances and donations. The main budget of the centre is part of the budget of the Institute of Social Studies. The budget for the funded projects is a part of the budgets of the units in which the project's principal investigator works. Recently, they hired an environmental specialist to conduct a report about the facility's energy consumption. Otherwise, there are no full-time salaried staff members dedicated to campus sustainability.</p>	

5.2. How ambitious is your <u>institution/medical school</u> plan to reduce its own carbon footprint?	
5	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2030
3	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2040
1	The institution/medical school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate
0	The institution/medical school does not meet any of the requirements listed above

	<p><i>Score explanation:</i></p> <p>The goals supporting the sustainable development of the Estonian state are formulated in the national development strategy "Estonia 2035" which is also the basis for the current strategic plan of the University of Tartu in accordance with the EU climate neutrality goal by 2050.</p>
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5.3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilise renewable energy?

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

Score explanation:

The University of Tartu mostly uses off-site district heating and cooling [of the city of Tartu](#) from Gren Tartu AS (previously Fortum Tartu). The energy sources are not specified on the website, but 90% of the energy used for heat production is bio energy (wood chips) followed by natural gas and, to a lesser extent, peat. Only low-value and certified wood is used and it must be ensured that the felling does not damage nature conservation values (for example, precious habitats). However, there is no data to our knowledge about the exact percentages of the energy sources used in the campus.

Recently, the University of Tartu announced a framework call for tenders for electricity procurement from renewable energy sources. Electricity consumption has so far accounted for [more than one-third of the climate impact of the entire university](#) (including students' halls of residence and the sports club). The impact is enormous because Estonia produces electricity mostly from fossil oil shale.

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

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

Score explanation:

The University of Tartu medical faculty's main building Biomeedikum was completed in 1999, according to the best practices of its time and also received the "Best building of the year" award from the city of Tartu. Today, the five-story building with a total area of 13,472 square metres of which 7,983 square metres is useful is largely depreciated although new design and construction practices

have been implemented in an extension opened in 2017 named after former university rector physiology professor Alexander Schmidt.

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

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

Score explanation:

The University of Tartu's medical faculty's main building is connected to public transport (e.g. nearest bus stop 180 metres away) and active transport (e.g. (e-)bike racks in front of the main building and at the nearest bus stop). However, there are still many people who use cars instead of the public transport and face trouble when the parking lot is full.

Overall, the city of Tartu is running [100% of public transportation buses on biogas](#) and has [an electric bike-sharing system](#). In addition to the data-based and smartly-planned bike network, using a smart bike is a lifestyle choice valued by many citizens.

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

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

Score explanation:

The University of Tartu has recycling programs but unfortunately in medical faculty it is only accessible for students in the newest extension opened in 2017 named after Alexander Schmidt. According to our knowledge, the composting and recycling program is accessible to staff only at one faculty floor on the Occupational and Environmental Health department's own initiative. Beverage bottle recycling boxes were made accessible all over medical school by Estonian Medical Students' Association's own initiative.

According to the amendment to the Waste Act and the Packaging Act of the Republic of Estonia from December 31, 2023 the collection of bio-waste at the point of origin or alternatively composting at the point of origin is nationally mandatory. The medical school has not adequately acted upon it.

5.7. Does the medical school apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

3	Yes, the medical school has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional . The medical school is engaged in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional . The medical school is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.

Score explanation:

According to our knowledge, there are currently no guidelines for food and beverages.

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

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

Score explanation:

According to our knowledge, there are currently no sustainability requirements 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 must abide by sustainability criteria.
1	The medical school strongly recommends or incentivizes sustainability measures, but they are not required .
0	There are no sustainability guidelines for medical school events.

Score explanation:

According to our knowledge, there are currently no sustainability guidelines for medical school events.

5.10. Does your <u>medical school</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
2	Yes, the medical school has programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the medical school to make lab spaces more sustainable.
<p><i>Score explanation:</i> According to our knowledge, there are currently no structured programs, requirements, guidelines or initiatives for making lab spaces more environmentally sustainable.</p>	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives.
3	The institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<p><i>Score explanation:</i> We have no information on the investments or the endowment portfolio of University of Tartu. In this regard we presume that it has investments in fossil-fuel companies as this is the case for many universities across Europe. However, there are efforts made by the institution to divest from fossil fuel companies and invest for example in sustainable start-ups.</p>	

Section Total (7 out of 32)	21.88%
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Grading

Section Overview

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

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

Planetary Health Grades for the University of Tartu School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	51.39%	C
Interdisciplinary Research (17.5%)	47.06%	C
Community Outreach and Advocacy (17.5%)	42.86%	C-
Support for Student-led Planetary Health Initiatives (17.5%)	26.67%	D
Campus Sustainability (17.5%)	21.86%	D-
Institutional Grade	39.65%	D+