



Planetary Health Report Card (Medicine):

New York Medical College - School of Medicine

2024-2025 Contributing Team:

- Students: *Lauren Kann**, *Elisheva Eisenberg*, *Greg Spaulding*, *Eric Sinton*, *Moshe Levy*, *Noel Tomy*, *Raey Gesese*, *Josh Garelik*, *Valentin Matchenko*
- Faculty Mentor(s): *Dr. Jan Geliebter*, *Dr. Mill Etienne*

*Primary Contact: Lauren Kann, Lkann@student.touro.edu

Land acknowledgment: The historical record indicates that the land currently occupied by New York Medical College's Westchester campus may have been traversed by and helped sustain Schaghticoke, Wappinger, and Munsee Lenape peoples prior to and for a time after the arrival of the Dutch in the 17th century. We acknowledge their prior presence on this land, and we pay respect to these communities, both past and present.

Summary of Findings

| | |
|--|-----------|
| Overall Grade | C- |
| Curriculum | D+ |
| <ul style="list-style-type: none"> Some topics such as air pollution's effects on respiratory health are covered in depth, while other planetary health areas are either minimally covered or entirely absent. There is no structured longitudinal integration of planetary health topics into the core curriculum. Recommendations: Develop new required lectures and case studies: Discuss climate change-related health disparities (focusing on marginalized populations) and include planetary health and disease prevention objectives in already existing nutrition and diet lectures, Introduce content on extreme weather events and their impact on healthcare systems during intersession. | |
| Interdisciplinary Research | F+ |
| <ul style="list-style-type: none"> New York Medical College School of Medicine (NYMC SOM) as an institution does have a program, namely the Environmental Health Certificate within the School of Health Sciences and Practice (SHSP), whose content aligns with planetary health. Recommendations: The easiest and most straightforward steps NYMC SOM can take include joining an organization such as the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education. NYMC SOM may hire additional faculty whose formal research goals align with planetary health or overlap with planetary health significantly. | |
| Community Outreach and Advocacy | C+ |
| <ul style="list-style-type: none"> There are strong partnerships with the Children's Environmental Health Center and faith-based organizations. There are annual community-facing events, including a summer course for high school students. Affiliated hospitals have resources, though it is unclear how extensive they are. There is no consistent coverage of planetary health topics in student or faculty communications. Recommendations: Expand community partnerships with additional organizations and through other means, enhance communication by regularly including planetary health updates in newsletters, and incorporate environmental in already existing outreach programs. | |
| Support for Student-Led Initiatives | B- |
| <ul style="list-style-type: none"> The Children's Environmental Health AOC offers a framework for medical students to engage in research, advocacy, and education focused on pediatric environmental health. NYMC also supports student-led organizations by providing funding for initiatives such as a food composting program. Recommendations: Using the recently redesigned school website, create a dedicated page consolidating all planetary health and sustainability initiatives. This page could include faculty contact information, ongoing research. This would help students easily identify and pursue opportunities in this area. | |
| Campus Sustainability | D |
| <ul style="list-style-type: none"> Some sustainability initiatives exist, including (LEED)-certified buildings. There are no formalized guidelines for sustainable event planning or laboratory. Limited efforts to reduce the env. footprint of medical education and healthcare operations. Recommendations: Lab space sustainability discussions are underway, and the focus and progress should continue. Efforts should be made to implement sustainability standards for university events and introduce curriculum components on sustainable clinical practice. | |

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 health professional schools’ 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 health professional training. It is imperative that we hold our institutions accountable for educating health professional 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 health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional 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, and 5) 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 health professional 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/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department 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 including all of its campuses. 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 students 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. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a 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.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** 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, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Other considerations:

- If there are more than one “tracks” at your institution 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). Where possible please indicate the proportion of students that are on each track.

Completed in 2022 a [Literature Review by Metric](#) is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough 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? | |
| Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points) | |
| Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points) | |
| 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. (1 points) | |
| No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points) | |
| Score Assigned: | 3 |
| Score explanation: NYMC offers a Children's Environmental Health Advanced Elective for fourth-year students. Additionally, the SOM has an area of concentration program in Children's Environmental Health. | |

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? | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 point) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 2 |

Score explanation: The core microbiology curriculum addressed that warmer ocean temperatures has resulted in the increase in the number of Vibrio flesh-eating infections. Additional examples addressed include heatstroke during the summer, proliferation of mosquitos in certain areas of the world associated with an increased transmission of malaria, epidemics of cholera following environmental catastrophes, and worse outcomes of respiratory illnesses, like asthma, due to poor air quality.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

Score explanation: The longitudinal ethics course delves into the impact of Hurricane Katrina on health care and different populations that were affected in various ways.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

Score explanation: NYMC has a first-year lecture entitled "Arboviruses and Emerging Arthropod-Borne Viral Diseases." There is a single slide that addresses this topic. The lecturer explains that billions of people are at risk for dengue fever due to climate change.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

| | |
|--|---|
| This topic was covered in elective coursework. (1 points) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 3 |
| <i>Score explanation: During the respiratory unit, the effects of air pollution on respiratory diseases was briefly mentioned. In addition, in the Fundamentals of Life introductory module, there is a lecture called "Causes of Disease - Nutrition, Environment" that covers the effect of air pollution on cardiopulmonary health in several slides. The specific symptoms and physiology are briefly outlined, but the classes of particulate matter in air pollution and their impact on health are explained in great detail.</i> | |

| | |
|--|---|
| 1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 points) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: This topic was not addressed by our medical school in its core curriculum or elective coursework. Heat and climate change were not discussed as factors affecting cardiovascular health.</i> | |

| | |
|--|---|
| 1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change? | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 points) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: This is not covered in NYMC coursework. This could be addressed as part of a lecture during the Brain and Behavior module in 1st year.</i> | |

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 points)

This topic was **not** covered. (0 points)

Score Assigned:

1

Score explanation: This is not covered in the NYMC SOM core coursework. NYMC extensively addresses social determinants of health, such as food and housing security, and how they affect individual health. The relationship to ecosystem health and climate change is made in the Environmental Health elective and in the Children's Environmental Health area of concentration.

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?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 points)

This topic was **not** covered. (0 points)

Score Assigned:

2

Score explanation: The first year intercession course has objectives that look at neighborhood factors that impact health, including access to critical needs, cultural characteristics, and other environmental and neighborhood factors. NYMC offers the 4th year elective Children's Environmental Health, which covers effects of climate change specifically on children. This is part of the larger Area of Concentration in this subject.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 points)

This topic was **not** covered. (0 points)

Score Assigned:

1

Score explanation: This topic is covered in the Environmental Health elective as well as in the Children's Environmental Health area of concentration coursework. Although not covered in the core curriculum, NYMC is in a unique position to comment on this as we have rotations in several distinct sites not only in the Hudson Valley, Westchester, and New York City (NYC) but also in Arizona and Florida. This could be a great opportunity to address the different experiences of these populations as related to climate change.

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)?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 points)

This topic was **not** covered. (0 points)

Score Assigned:

0

Score explanation: This is not covered in NYMC coursework. This could be added to a lecture during the Reproductive module during 2nd year.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 points)

This topic was **not** covered. (0 points)

Score Assigned:

2

Score explanation: Several lecturers have mentioned patients who they encountered who were affected by environmental changes in the local community. One example is a pulmonologist who had a patient with asthma who lived in NYC over a freeway; the patient's asthma improved once their family was able to move away to a place with cleaner air.

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?

This topic was explored **in depth** by the **core** curriculum. (3 points)

| | |
|---|---|
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 points) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: This is not covered in NYMC coursework.</i> | |

| | |
|---|---|
| 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? | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 points) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 2 |
| <i>Score explanation: In the first year intersession, one lecture discussed the impact of smoking and air pollution on different global populations. The lecture went in depth on air pollutants, their sources, the health effects, - and how these factors differ around the world. NYMC offers the 4th year elective Children's Environmental Health, which covers effects of climate change specifically on children. This is part of the larger Area of Concentration in this subject.</i> | |

Curriculum: Sustainability

| | |
|--|---|
| 1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet? | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 points) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 1 |
| <i>Score explanation: This is not covered in the NYMC core curriculum. At NYMC, as part of the 1st year core curriculum, students receive a lecture titled "Causes of Disease - Nutrition, Environment" that discusses the mediterranean and anti-inflammatory diets. The lecture does not</i> | |

address the environmental or health benefits of plant-based diets specifically. However, students in the nutrition and culinary medicine area of concentration had plant-based nutrition education in the summer fundamentals course. Students wrote a newsletter that is accessible to all students highlighting the correlation between environmental health and nutrition, including an article titled “Eating with the Environment in Mind”. The newsletter can be accessed [here](#).

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 points)

This topic was **not** covered. (0 points)

Score Assigned:

0

Score explanation: This is not covered in NYMC coursework

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

Score

The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)

0

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. (2 points) .

0

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 point)

0

Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)

0

The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia’s environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)

0

The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)

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) (1 point) | 1 |
| <p><i>Score explanation: The NYMC core curriculum does not address these points directly. The core curriculum addresses health benefits of nonpharmacological management of chronic conditions but does not address environmental benefits of those activities. The environmental impact of medical pharmaceuticals is not a standalone topic in the curriculum but there is mention of the switch to ozone-friendly solvents in metered dose inhalers for asthma. Some students learned about surgical waste during their ophthalmology elective as a research discussion, but it was not a formal lecture and it is not part of the core curriculum.</i></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? | |
| Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points) | |
| Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 points) | |
| No, there are no strategies introduced for having conversations with patients about climate change. (0 points) | |
| Score Assigned: | 0 |
| <p><i>Score explanation: This is not covered in NYMC coursework.</i></p> | |

| | |
|--|---|
| 1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history? | |
| Yes, the core curriculum includes strategies for taking an environmental history. (2 points) | |
| Only elective coursework includes strategies for taking an environmental history. (1 point) | |
| No, the curriculum does not include strategies for taking an environmental history. (0 points) | |
| Score Assigned: | 2 |
| <p><i>Score explanation: NYMC lectures during the cardiopulmonary module include lessons on environmental exposures. In small groups, students also work through clinical cases where the objectives include: "Explain the importance of occupational and social medical history in patients with lung disease" and "Compare common occupational and inhalational lung diseases." In addition, students have a clinical skills exam focused on a pulmonary complaint and students are encouraged to take a social history including environmental exposures.</i></p> | |

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?

Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)

Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)

No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:

2

Score explanation: The Office Undergraduate Medical Education UME is currently working on curriculum mapping for redesign and review process which involves mapping objectives and linking all events to themes. Two pertinent themes are Climate Change and Environmental Health. Once the curriculum map is complete, the faculty and administration will easily identify gaps and where topics can be covered. There are no sessions that are focused and dedicated to sustainability but many sessions include discussion of high value care, including environmental risk factors for disease.

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

Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)

Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s)**. (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

0

Score explanation: There has been nearly no core curriculum that is integrated with the above educational 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?

Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

| | |
|--|---------------|
| Score Assigned: | 0 |
| <i>Score explanation:</i> The school does not as of yet have a specific faculty member responsible for overseeing the integration of planetary health. It does, however, have a faculty advisor for the Planetary Health Report Card and several supervisory staff members aware of its goals. | |
| Section Total (27 out of 72) | 37.50% |

Back to Summary Page [here](#)

Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the 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, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasized.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your medical school?

Yes, there are faculty members at the **medical school** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)

Yes, there are individual faculty members at the **medical school** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)

There are sustainability researchers at the **medical school**, but not specifically associated with healthcare/vetcare. (1 point)

No, there are **no** planetary health and/or sustainability researchers at the **medical school** at this time. (0 points)

Score explanation: Although there exist both the Children's Environmental Health Center and the Laboratory Animal Resource / Comparative Medicine Center at NYMC, neither of them belong directly to the SOM. There are no known SOM faculty conducting research relating to planetary health or healthcare sustainability.

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

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. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)

There is **no** dedicated department or institute. (0 points)

Score explanation: The NYMC SHSP offers certificates in Global Health and Environmental Health. Members of SHSP are also involved in the Children's Environmental Health Center of the Hudson Valley. However, there is no dedicated institute for research on Planetary Health.

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

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. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score explanation: There is no known process by which disaffected communities give input regarding the research agenda at NYMC SOM.

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

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score explanation: NYMC maintains the following [website](#) that mostly advertises the recycling that occurs in various campus buildings and the gold LEED certification at one of the main research/teaching buildings (7 Dana Rd). However, there is no information on that site regarding upcoming events or funding opportunities.

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

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score explanation: During April 2024, there was a single talk hosted at NYMC regarding the environment and social determinants of asthma health and disparities in children. However, there were no other events in 2024 related to planetary health, and neither search engines nor searching the internal NYMC site yielded any such event during 2022 or 2023.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organization?

Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organization. (1 points)

No, the institution is **not** a member of such an organization. (0 points)

Score Assigned:

0

Score explanation: NYMC SOM is not a member of such organizations

Section Total (3 out of 17)

17.65%

Back to Summary Page [here](#)

Community Outreach and Advocacy

Section Overview: This section evaluates institution 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 <u>institution</u> partner with community organisations to promote planetary and health? | |
| Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points) | |
| Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points) | |
| The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point) | |
| No, there is no such meaningful community partnership. (0 points) | |
| Score Assigned: | 3 |
| <i>Score explanation: NYMC interfaces with the Children's Environmental Health Center of Hudson Valley, which is part of the New York State children's environmental health network. NYMC partners with additional organizations via the network through this center. Additionally, NYMC faculty partner with faith-based organizations for outreach to promote environmental health.</i> | |

| | |
|---|---|
| 3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health? | |
| The institution offers community-facing courses or events at least once every year. (3 points) | |
| The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points) | |
| The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point) | |
| The institution has not offered such community-facing courses or events. (0 points) | |
| Score Assigned: | 3 |
| <i>Score explanation: The community-facing summer course for high school students to learn about environmental health.</i> | |

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

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

0

Score explanation: There are no regular communications.

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?

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. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

0

Score explanation: Environmental health topics are often included in Grand Rounds to participating students and residents. However, there is no formal course offered.

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

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

Score explanation: There are educational materials as part of New York's "Prescription for Prevention," which addresses common environmental health concerns.

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

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

Score explanation: Westchester Medical Center has accessible educational material for patients. Participation of all affiliated hospitals cannot be guaranteed.

Section Total (8 out of 14)

57.14%

Back to Summary Page [here](#)

Support for Student-Led Planetary Health Initiatives

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

| | |
|---|---|
| 4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project? | |
| Yes, the 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. (2 points) | |
| The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point) | |
| No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points) | |
| Score Assigned: | 2 |
| <p><i>Score explanation: NYMC provides institutional support for student-led sustainability initiatives by funding recognized student organizations. The Environmental Health Interest Group has used this support to spearhead projects, such as a food composting program in partnership with CompostEd, and to create educational opportunities that promote environmental awareness on campus. Additionally, the optional Children's Environmental Health Area of Concentration offers a structured framework for medical students to engage in research, advocacy, and education related to pediatric environmental health, further demonstrating NYMC's commitment to fostering planetary health initiatives.</i></p> | |

| | |
|---|---|
| 4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare? | |
| The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points) | |
| 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. (1 point) | |
| There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points) | |
| Score Assigned: | 1 |

Score explanation: NYMC offers opportunities for medical students to engage in environmental research through its affiliated hospitals and centers. For instance, the Children's Environmental Health Center, in collaboration with Maria Fareri Children's Hospital at Westchester Medical Center, conducts research on the impact of environmental pollutants on pediatric health. Additionally, the Children's Environmental Health–Area of Concentration provides an avenue for interested students to participate in research, advocacy, and education focused on pediatric environmental health. This program allows students to integrate their interests into environmental health research through guided mentorship. All medical students are also encouraged to reach out to faculty or departments leading these projects to inquire about additional opportunities for involvement.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

1

Score explanation: NYMC provides online resources that highlight sustainability and environmental health initiatives. The "[Sustainability: GreenNYMC](#)" website outlines the institution's general efforts to promote environmental sustainability. Additionally, the [Children's Environmental Health Center website](#) offers information about its mission to address the effects of environmental pollutants on pediatric health and provides opportunities for involvement in this area. While these resources are valuable, they are not consolidated into a single, centralized hub, nor do they provide comprehensive details on environmental health activities, student-led projects, or faculty mentors. Developing a unified website that integrates these resources would significantly improve accessibility and encourage greater student engagement.

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

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

| | |
|--|---|
| Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it lacks faculty support . (1 point) | |
| No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points) | |
| Score Assigned: | 2 |
| <i>Score explanation: NYMC demonstrates a strong commitment to environmental health through active student-led organizations and dedicated faculty support. The Environmental Health Interest Group plays a central role in promoting sustainability and environmental health awareness on campus, leading impactful initiatives such as a composting program in collaboration with CompostEd and hosting educational events to engage and educate the student body. Additionally, the Anesthesia Interest Group contributes to these efforts by organizing the annual “Earth Day Cleanup,” an event where students and community members come together to pick up litter in public spaces, promoting environmental stewardship and community care. These collaborative efforts highlight NYMC’s dedication to fostering a culture of advocacy and engagement in environmental health.</i> | |

| | |
|---|---|
| 4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices? | |
| Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points) | |
| No, there is no such student representative. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: Currently, there is no student representative in the Student Senate or any other institutional decision-making body specifically dedicated to planetary health or sustainability at NYMC. While student-led organizations like the Environmental Health Interest Group and the Anesthesia Interest Group are active in promoting sustainability, these efforts are not formally represented in broader institutional governance structures. Introducing a dedicated student representative position within the Student Senate to address sustainability and planetary health could enhance student involvement in shaping institutional policies and initiatives related to environmental health.</i> | |

| 4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each) | Score |
|--|--------------|
| 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. | 0 |
| 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. | 0 |
| Cultural arts events, installations or performances related to planetary health that have students as an intended audience. | 0 |
| 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) | 1 |
| <p><i>Score explanation: NYMC has hosted several co-curricular events and initiatives in the past year that promote planetary health and sustainability. The Environmental Health Interest Group, in collaboration with the Infectious Disease Interest Group, organized a guest lecture featuring an infectious disease physician who works both in clinical and conservation policy settings. The speaker highlighted the critical connection between environmental preservation and public health, providing medical students with valuable insights into planetary health advocacy and education. Additionally, the Anesthesia Interest Group organized its annual Earth Day Cleanup, which involved students and community members working together to pick up litter in public spaces, fostering environmental stewardship and community care. Furthermore, NYMC's Hiking Club remains active, offering students opportunities to engage with nature while promoting physical and mental well-being. These initiatives reflect a commitment to fostering planetary health engagement outside the formal curriculum, though expanding the frequency and variety of such events would further enhance student involvement.</i></p> | |
| Section Total (9 out of 15) | 60% |

Back to Summary Page [here](#)

Campus Sustainability

Section Overview: This section evaluates the support and engagement in sustainability initiatives by the 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>institution</u> have an Office of Sustainability? | |
|---|---|
| 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. (3 points) | |
| 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 hospital sustainability. (2 points) | |
| There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point) | |
| There are no staff members or task force responsible for overseeing campus sustainability. (0 points) | |
| Score Assigned: | 1 |
| Score explanation: NYMC has an Environmental Health and Safety position with 30% of the job designated for sustainability, recycling, and materials. Similarly, another role with specific energy related responsibilities within facilities. | |

| 5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint? | |
|---|---|
| The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points) | |
| The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points) | |
| The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point) | |
| The institution does not meet any of the requirements listed above (0 points) | |
| Score Assigned: | 0 |

Score explanation: NYMC SOM does not yet have a formal plan or stated carbon neutrality goal yet. However, NYMC's graduate school has completed an initial carbon footprint assessment of the institution.

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

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

1

Score explanation: On NYMC main campus, about 20% of our electrical usage is from hydropower through the [Recharge NY](#) program. This 20% allotment serves a portion of Housing, Basic Science Building, and Medical Education Center. The rest of campus is served by traditional energy generation.

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

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

Score explanation: NYMC SOM has two primary locations: Basic Sciences Building/Medical Education Center and Dana Road. The Dana Road Facility (home to NYMC's Clinical Skills and Disaster Medicine Training Center, and BioInc) are LEED certified gold.

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

Yes, the 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. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

Score explanation: The Office of Public Safety uses Ford Flex Fuel Hybrids for its patrol vehicles and an electric golf cart for warmer months. The office is continuously in the process of phasing out the older vehicles that would idle constantly. The shuttle service has been updated to provide rides by-request, and the vehicle type used is based on the number of students requesting the service.

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

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

1

Score explanation: NYMC SOM has a single stream recycling program for students and staff. Although there used to be a composting program, not enough compost was collected for the program to continue. Discussions are underway to revamp the composting efforts.

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

Yes, the institution 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. (3 points)

| | |
|---|---|
| There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points) | |
| There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point) | |
| There are no sustainability guidelines for food and beverages. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: The food and beverage criteria on campus revolves around Kosher certifications and Rabbi approval. There are no sustainability guidelines.</i> | |

| | |
|--|---|
| 5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement? | |
| Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points) | |
| There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points) | |
| There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point) | |
| There are no sustainability guidelines for supply procurement. (0 points) | |
| Score Assigned: | 3 |
| <i>Score explanation: NYMC uses Unimarket, an e-procurement platform which has eliminated paper trail when generating Purchase Orders. Suppliers are asked to label their green products so that the community is aware of green items in our catalogs. In addition, every RFP issued at NYMC includes the following paragraph on environmentally preferable purchasing: "NYMC is committed to purchasing and using environmentally and socially responsible materials and products and to protecting the environment and the health of its faculty, students, staff, and guests. When practicable, Environmentally Preferable products and services are preferred and should be used. Environmentally Preferable refers to products and services that have a lesser or reduced negative effect on the environment or human health in comparison to other products or services that serve the same purpose. NYMC may extend its evaluation of these factors to the acquisition of raw materials, energy consumption, packaging, recyclability, disposal, etc."</i> | |

| | |
|--|--|
| 5.9. Are there sustainability requirements or guidelines for events hosted at the institution? | |
| Every event hosted at the institution must abide by sustainability criteria. (2 points) | |
| The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point) | |

| | |
|---|---|
| There are no sustainability guidelines for institution events. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: There are no sustainability guidelines. Recycling practices and waste disposal follow single stream recycling practices of the institution.</i> | |

| | |
|---|---|
| 5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable? | |
| Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points) | |
| There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point) | |
| There are no efforts at the institution to make lab spaces more sustainable. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: NYMC does not have guidelines for making lab spaces environmentally sustainable. However, EHS has begun initial discussions with My Green lab to discuss how to improve lab sustainability.</i> | |

| | |
|--|---|
| 5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies? | |
| 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. (4 points) | |
| The institution is entirely divested from fossil fuels. (3 points) | |
| The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points) | |
| The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point) | |
| Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: NYMC's investment portfolio does not include direct ownership of stock in any fossil fuel companies. The portfolio owns mutual funds with many corporations that likely include fossil-fuel companies.</i> | |

| | |
|------------------------------|--------|
| Section Total (10 out of 32) | 31.25% |
|------------------------------|--------|

Back to Summary Page [here](#)

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

Grading

Section Overview

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

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

Planetary Health Grades for the New York Medical College School of Medicine

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

| Section | Raw Score % | Letter Grade |
|---|---|--------------|
| Planetary Health Curriculum (30%) | $(27/72) \times 100 = 37.50\%$ | D+ |
| Interdisciplinary Research (17.5%) | $(3/17) \times 100 = 17.65\%$ | F+ |
| Community Outreach and Advocacy (17.5%) | $(8/14) \times 100 = 57.14\%$ | C+ |
| Support for Student-led Planetary Health Initiatives (17.5%) | $(9/15) \times 100 = 60\%$ | B- |
| Campus Sustainability (17.5%) | $(10/32) \times 100 = 31.25\%$ | D |
| Institutional Grade | $(A \times 0.3 + B \times 0.175 + C \times 0.175 + 0.60 \times 0.175 + E \times 0.175) = 40.31\%$ | C- |