

Planetary Health Report Card (Medicine):

Trinity College Dublin



Trinity College Dublin Coláiste na Tríonóide, Baile Átha Cliath The University of Dublin

2024-2025 Contributing Team:

- Students: Hugo Serra Pereira*, Aoife Devin, Maeve Sullivan, Michaela Moriarty, Lisa Cordos, Seán Healy, Minyoung Baek, Patricia Xiang Ru Sim, Claudia Clarke Gosalvez.
- Faculty Mentors: Professor Colin Doherty

*Primary Contact: Hugo Serra Pereira, serrapeh@tcd.ie

Summary of Findings

Overall Grade	В
Curriculum	A-
 TCD's School of Medicine (SOM) has implemented a range of initiatives, including dedicated r elective courses focusing on planetary health, such as the "Global Health" module and "Public F Primary Care" module, which extensively cover climate-related health topics. Faculty members actively worked to enhance sustainability education, with a recent application for a full professor change and health expected to strengthen this focus. Recommendations: There is room for better longitudinal integration of planetary health themes years of study, and further emphasis on practical applications, such as patient communication st 	nodules and Health and have r in climate across all rategies.
Interdisciplinary Research	B+
 TCD's SOM has a wide range of planetary health-related research showcased on our regularly u website, including frequent symposiums and events and extensive interdisciplinary projects ded tackling environmental injustice and promoting climate action. Recommendations: a platform for communities disproportionately advantaged by climate action involved directly in decision-making processes related to sustainability should be offered. 	pdated icated to n to be
Community Outreach and Advocacy	С
 TCD's SOM has limited community outreach relating to planetary health. However, the indrastically improved in regards to forming several strong community centered environmental provide the Additionally, Trinity has made efforts to educate and integrate the greater community with activities and courses specifically applying the importance of planetary health. Recommendations: More specific outreach and education for medical students and practitions how to make healthcare more sustainable. Finally, providing comprehensive and accessible in patients about climate related health risks should be a priority. 	stitution has partnerships. n interactive ers regarding formation to
Support for Student-Led Initiatives	B-
 TCD's SOM has demonstrated some support for student-led initiatives in planetary health, though lack of direct financial investment. While the Inspire Impact Innovation Challenge provided stuation opportunity to develop sustainability-focused projects, funding was sourced externally. Resear opportunities exist but require students to take significant initiative in securing mentorship and there are no institution-specific sustainability research programs. Recommendations: Establishing direct funding mechanisms and increasing institutional engagistudent-led sustainability initiatives would significantly strengthen this area. 	gh there is a dents with urch ùunding, as ement with
Campus Sustainability	C+
 TCD's SOM has made good progress to become a more sustainable campus in conjunction with University, in terms of encouraging sustainable labs and climate friendly transport options. Add TCD has made commitments to divest from fossil fuel investments and to provide more climate dining options. Recommendations: More transparency with the progress made with fossil fuel divestments sinc commitment in 2016. Sustainability requirements for events held on campus, supply procureme beverage selections. Commitment to use of renewable energy and sustainable building practices 	the wider itionally, friendly ce their nt, food and

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, 4) community outreach centred on environmental health impacts, and 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 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 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 <u>Literature Review by Metric</u> 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

<u>Section Overview:</u> 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)

2

Score Assigned:

Score explanation: "Global Health MOOC – Achieving Sustainable Development" is an online elective available through Future Learn (<u>https://www.futurelearn.com/</u>) for fourth-year medical students. The course provides an overview of key topics, including:

- An exploration of the United Nations Sustainable Development Goals (SDG) framework.
- An examination of why SDG3, Good Health and Well-being, is essential for sustainable development.
- An introduction to the challenges related to Clean Water and Sanitation and Sustainable Cities and Communities.

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:	3	

As part of the ADVANCED CLINICAL AND PROFESSIONAL module, third-year medical students are required to complete the Global Health – Achieving Sustainable Development course during their second semester. This four-week course accounts for 20% of the module's total grade. Upon completion, students must answer a set of multiple-choice questions to assess their understanding. The course briefly highlights the relationship between extreme heat, climate change, and associated health risks.

In the fourth year, the PUBLIC HEALTH AND PRIMARY CARE (PHPC) module includes two lectures on Environmental Health. These lectures cover the principles of Planetary Health, the health impacts of climate change, and the potential benefits of plant-based diets. They also briefly discuss the effects of rising temperatures on human health, particularly concerning cardiovascular diseases.

As part of curriculum updates in 2022, a Sustainable Healthcare workshop was introduced into the MEDICAL ETHICS, LAW & PROFESSIONALISM module for fourth-year students. Led by doctors from IDE, this interactive session focuses on the core principles of climate change in healthcare. The workshop is now a mandatory component of the module and has received highly positive feedback from students.

1.3. Does your <u>medical school</u> 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:

Score explanation:

Fourth-year medical students receive two Environmental Health lectures as part of the PUBLIC HEALTH AND PRIMARY CARE (PHPC) module. These sessions explore the principles of Planetary Health, the health impacts of climate change, and the role of plant-based diets, with brief coverage of extreme weather events.

3

Since 2022, a Sustainable Healthcare workshop, led by doctors from Irish Doctors for the Environment (IDE), has been integrated as a mandatory component of the MEDICAL ETHICS, LAW & PROFESSIONALISM module for fourth-year students. This interactive session focuses on

the core principles of Planetary Health and includes discussions on extreme and severe weather events.

1.4. Does your <u>medical school</u> 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:

Score explanation:

Parasitology is a key component of the INFECTION AND IMMUNITY module taught in the second year. The course briefly highlights the relationship between climate change and parasitic diseases, with further exploration of neglected tropical diseases (NTDs) and climate change as one of the ten major challenges in global NTDs.

3

In the fourth year, two Environmental Health lectures within the PUBLIC HEALTH AND PRIMARY CARE (PHPC) module examine the principles of Planetary Health, the health impacts of climate change, and the benefits of plant-based diets. These lectures include a slide illustrating the connection between extreme weather events, changing biochemical flows, deforestation, and infectious disease transmission.

Since 2022, the Sustainable Healthcare workshop, led by doctors from IDE, has become a mandatory component of the MEDICAL ETHICS, LAW & PROFESSIONALISM module for fourth-year students. This interactive session focuses on the core principles of Planetary Health, including discussions on how climate change alters vector ecology and water quality, influencing the patterns of infectious disease.

In the fifth year, the Travel and Tropical Medicine lecture within the INTEGRATED MEDICAL SCIENCE AND PRACTICE module features a slide addressing the impact of climate, humidity, and flooding on the increased spread of vector-borne diseases.

1.5. Does your <u>medical school</u> 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 point)

 This topic was not covered. (0 points)

 Score Assigned:
 3

Score explanation:

Air pollution's effect on respiratory health is briefly discussed in the LABORATORY AND INVESTIGATIVE MEDICINE module in third year. Its role as a risk factor for respiratory pathogenesis such as chronic bronchitis is mentioned

Two lectures titled Environmental Health are delivered to fourth-year medical students as part of their PUBLIC HEALTH AND PRIMARY CARE (PHPC) module. These lectures cover the principles of Planetary Health, the health impacts of climate change, and the role of plant-based diets. Included are three slides detailing the adverse effects of smog, household air pollution, and rising temperatures on respiratory diseases.

Since 2022, a mandatory workshop tutorial titled Sustainable Healthcare has been introduced within the MEDICAL ETHICS, LAW & PROFESSIONALISM module for fourth-year medical students. Led by doctors from IDE, this interactive session focuses on the core principles of Planetary Health. It highlights the rising prevalence of asthma and cardiovascular disease due to air pollution, along with an in-depth discussion on the increase in respiratory allergies and asthma linked to higher allergen exposure resulting from climate change.

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 point)

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

Score Assigned:

Score explanation:

Fourth year medical students receive two lectures on 'Environmental Health' during their PUBLIC HEALTH AND PRIMARY CARE module. These lectures outline a number of health consequences of climate change including the effects on the cardiovascular system.

3

Additionally, 4th year medical students attend a workshop as part of their mandatory module -'MEDICAL ETHICS, LAW PROFESSIONALISM' that is run by doctors from 'Irish Doctors for the Environment'. In this session students are taught about the effects of both extreme heat and air pollution on the body including the cardiovascular system.

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 point)		
This topic was not covered. (0 points)		
Score Assigned: 3		
Score explanation: Fourth year medical students receive two lectures on 'Environmental Health' during their PUBLIC HEALTH AND PRIMARY CARE MODULE. These lectures outline a number of health consequences of climate change including the effects on mental and neuropsychological health.		

Additionally, 4th year medical students attend a workshop as part of their mandatory module -'MEDICAL ETHICS, LAW PROFESSIONALISM' that is run by doctors from 'Irish Doctors for the Environment'. In this session students are taught about the effects of both extreme heat and air pollution on the body including mental and neuropsychological health.

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?

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:

Score explanation:

Fourth year medical students receive two lectures on 'Environmental Health' during their PUBLIC HEALTH AND PRIMARY CARE MODULE. Topics covered include the biodiversity loss due to acidification of the oceans, the doubling of water deficits worldwide, the destruction of homes and increased climate refugees as a result of rising sea levels.

3

Additionally, 4th year medical students attend a workshop as part of their mandatory module -'MEDICAL ETHICS, LAW PROFESSIONALISM' that is run by doctors from 'Irish Doctors for the Environment'. In this session students explore topics such as water and food supply changes and environmental degradation. Discussion is also given on the potentially devastating consequences of these issues e.g. malnutrition, diarrheal disease, forced migration, civil conflict and mental health impacts. 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?

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:

Score explanation:

4th year medical students are given a lecture entitled 'Health Equity' during their PUBLIC HEALTH AND PRIMARY CARE module - highlighting the increasing and disproportionate burdens and incidences of many negative social determinants of health (SDOH) on the more disadvantaged people groups. There was a brief example of an SDOH being the environment (touching on concepts such as environmental justice and intergenerational equity, covered in 1 slide), and briefly also discussions in the lecture on the poor health outcomes in marginalised communities as a result of increased exposures to environmental and occupational pollutants.

3

Additionally, 2nd year medical students receive teaching during their INFECTION AND IMMUNITY (I&I) module, highlighting the link between climate change on the effects on parasite transmission & life cycle, and considered climate change among the "Ten failings in global neglected tropical diseases [NTDs] control" (Hotez et al, 2017), and subsequently also that NTDs and parasitic diseases disproportionately affect the world's poorest and most marginalised populations.

1.10. Does your <u>medical school</u> 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 point)

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

Score Assigned:

Score explanation:

A lecture titled 'Health Equity', delivered in Year 4 Medicine's PUBLIC HEALTH AND PRIMARY CARE (PHPC) module, highlighted the increasing burdens and incidences of many negative social determinants of health (SDOH) and poorer health outcomes in the more disadvantaged people groups. However, any health differences between regions are mostly linked to the differences in deprivation of those regions and mostly interspersed throughout the discussions of the lecture.

2

A workshop titled 'Planetary Health', delivered in the Year 4 Medicine's MEDICAL JURISPRUDENCE, ETHICS, AND PROFESSIONALISM (MJEP) module, touched briefly in 1 slide on the impact of air pollution on children's health - with the lecturer briefly highlighting that it occurred in a more deprived district of the city.

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)?

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:

Score explanation:

A workshop titled 'Planetary Health', delivered in the Year 4 Medicine's MEDICAL JURISPRUDENCE, ETHICS, AND PROFESSIONALISM (MJEP) module featured one slide linking air pollution to almost a million stillbirths in a year.

A lecture titled 'Preconceptual & Antenatal Care', delivered in Year 4 Medicine's OBSTETRICS & GYNAECOLOGY (O&G) module, touched on the importance of asking about environmental and occupational hazards to foetal health, such as radiation (e.g. radiography) and infectious diseases (e.g. veterinary medicine, childcare facilities), in the social history of pregnant women and women of childbearing age who are trying to conceive.

2

1.12. Does your <u>medical school</u> 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 point)

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

Score Assigned:

2

Score explanation:

A workshop titled 'Planetary Health', delivered in the Year 4 Medicine's MEDICAL JURISPRUDENCE, ETHICS, AND PROFESSIONALISM (MJEP) module, touched in one slide on a paper which showed the alarming levels of fine particulate matter outside three Dublin maternity hospitals, which were higher than WHO guidelines - in the context of a previous slide linking air pollution with almost a million stillbirths a year.

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?

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:

Score explanation:

This topic is not covered in the TCD medical curriculum.

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?

0

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:

Score explanation:

The TCD medical curriculum references this topic, in relation to marginalised / low SES populations, women, and children.

A lecture titled 'Health Equity', delivered in Year 4 Medicine's PUBLIC HEALTH AND PRIMARY CARE (PHPC) module, briefly discussed the poor health outcomes in marginalised communities as a result of increased exposures to environmental and occupational pollutants.

3

A workshop titled 'Planetary Health', delivered in the Year 4 Medicine's MEDICAL JURISPRUDENCE, ETHICS, AND PROFESSIONALISM (MJEP) module, touched briefly in 1 slide on the impact of air pollution on children's health - with the lecturer briefly highlighting that it occurred in a more deprived district of the city. A lecture titled 'Preconceptual & Antenatal Care', delivered in Year 4 Medicine's OBSTETRICS & GYNAECOLOGY (O&G) module, touched on the importance of asking about environmental and occupational hazards to foetal health in the social history of pregnant women and women of childbearing age who are trying to conceive.

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 point)

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

Score Assigned:

Score explanation:

A 2-part lecture titled 'Planetary Health' and 'Lifestyle Medicine', delivered as part of Year 4 Medicine's PUBLIC HEALTH AND PRIMARY CARE (PHPC) module, covered the environmental impacts and carbon footprint of dietary choices (comparing western standard meat-based diets with various alternatives, including vegetarian, vegan, and Mediterranean diets) in sufficient depth, including statistical and quantitative information, and also highlighted the multiple environmental, health, and social impacts of such change. They also touched on the fact that the food environment is an important social determinant of health (SDOH) - and how lower SES groups have poorer access to healthy foods and good access to unhealthy foods.

3

1.16. Does your <u>medical school</u> 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 point)

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

Score Assigned:

Score explanation:

There is a workshop in 4th year led by doctors from the Irish Doctors for the Environment (IDE), titled "Planetary Health, Climate Change, and Sustainable Healthcare". It is a mandatory part of the 4th year module MEDICAL ETHICS, LAW & PROFESSIONALISM.

3

Additionally, there is a lecture titled "Planetary Health" delivered by an IDE member, part of the PUBLIC HEALTH AND PRIMARY CARE (PHPC) module.

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)	
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	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. (2 points).	2
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)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaestheisa's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	
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
Score Assigned:	9
Score explanation: 3rd year medical students have access to a module called "ACHIEVING SUSTAINABLE	

Sta year medical students have access to a module called "ACHIEVING SUSTAINABLE DEVELOPMENT" which aims to introduce students to the link between sustainability and health. Other topics that are covered in this module include sustainable water, sanitation and the impact sustainability can have on health.

The topics are covered extensively in 4th year and fall under the "PUBLIC HEALTH AND PRIMARY CARE (PHPC)". Here, the students receive a lecture on waste production in the healthcare industry and pharmaceutical industry specifically anaesthetic gases and surgical waste; the introduction of "Royal College of General Practitioners (RCGP) Green Toolkit" as well as impact of social prescribing.

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)

0

Score Assigned:

Score explanation:

At the time of writing, the 2nd and 3rd year medical students are not taught approaches on tackling this.

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:

Score explanation:

2nd and 3rd year medical students are taught the techniques of history taking via MDU22003: FUNDAMENTALS OF CLINICAL AND PROFESSIONAL PRACTICE) and (MDU33003: ADVANCED CLINICAL AND PROFESSIONAL PRACTICE) respectively. Some questions include living conditions, lifestyle habits and occupational history which form part of an environmental history.

2

Curriculum: Administrative Support for Planetary Health

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

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:	4

A brief planetary health meeting was chaired by Professor Colin Doherty last summer to establish an interest group and cement the future direction of the group. Since then, numerous efforts have been made towards establishing a presence of climate health in the curriculum, including presenting about climate health during the Meath Foundation Conference last year to raise awareness.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> 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)

4

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

Score Assigned:

Score explanation:

Good emphasis on infectious diseases and tropical health across years 2-4. In Year 2, students are briefly introduced to such concepts during parasitology as part of the INFECTIONS & IMMUNITY module. In Year 3, students are encouraged to do their independent research in writing up an essay as part of the PSYCHOLOGY AND PSYCHIATRY APPLIED TO MEDICINE module. Certain tropical health diseases are also covered in lectures for the LABORATORY MEDICINE module. However, there is a separate module called GLOBAL HEALTH where students are able to delve deeper into climate health. The topics are extensively covered in Year 4 under the PUBLIC HEALTH AND PRIMARY CARE module.

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

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)

0

Score Assigned:

Score explanation:

TCD SOM has submitted an application for a full professor in climate change and health who will ideally become a focal point for a new and vibrant research and education process on climate science and health within the SOM.

However, there exists population and global health coordinators. For example, Professor Susan Smith is the Head of Public Health and Primary Care module in 4th year. 3rd year medical students are given the chance to explore global health under the global health module coordinated by Dr Pamla Singh.

Section Total (60 out of 72)

83.33%

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Interdisciplinary Research

<u>Section Overview</u>: 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 emphasised.

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?

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

Yes, there are individual faculty members at the **institution** 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 **institution**, but not specifically associated with healthcare/vetcare. (1 point)

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

3

Score Assigned:

Score Explanation:

Five Fellows were appointed in May 2023 in Education for Sustainable Development.

TCD SOM has submitted an application for a full professor in climate change and health who will ideally become a focal point for a new and vibrant research and education process on climate science and health within the SOM

The new Green Labs Officer, Dumitru Anton, is working on enabling research to be conducted in a way that reduces resource use and generates less waste, contributing to Trinity's Circular Campus strategy. There are 36 labs beginning the process of being certified 'Green' by My Green Labs, with the guidance and support of Trinity Sustainability. This is in addition to the 17 labs supported by SFI.

A new Chair in Climate Science, Professor Karen Wiltshire, has joined Trinity's academic staff. Prof Wiltshire brings a wealth of international and multi-disciplinary research experience, and her research focuses on "whole- system climate resilience", and innovative ways to combine the needs of society, renewable energy and nature towards a sustainable climate and human future.

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

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 Assigned:

Score explanation:

• Research themes relevant to sustainability include Smart Sustainable Planet, International Development, International Integration, Next Generation Medical Devices, Making Ireland, and Telecommunications.

3

- Trinity has set 'Smart, Sustainable Planet' as one of its key research themes. This is a trans-disciplinary collaboration (8 schools across 3 faculties) that designs new ways for us to interact with our environment, through the integration of technology with the natural capital provided by plants, animals, microbes, water and land.
- *Climate*+ *Co*-*Centre*
 - Trinity will headquarter this new 41.3 million euro research centre. It will be the home of research, innovation, and policy development across the interlinked challenges of climate change, biodiversity loss, and water degradation on the islands of Ireland and Britain.
- *TCE Trinity Centre for the Environment*
 - Trinity Centre for the Environment (TCE) continues to encourage and facilitate interdisciplinary research and teaching in all aspects of the environment. The TCE acts as a hub for academics, postdocs and postgraduates who work in the area of environmental science, or who wish to visit Trinity in order to carry out research in a related area.
- Nature+
 - Nature +, The Trinity Centre for Biodiversity and Sustainable Nature-based solutions, is a multidisciplinary team of researchers based in Trinity College Dublin that makes discoveries about the natural world and human interactions with nature, and develops solutions for quantifying and sustainably managing natural capital.
- TRIP Centre for Transport Research and Innovation for People
 - The Centre for Transport Research and Innovation for People (TRIP) is a multidisciplinary centre, funded by the HEA PRTLI programme. The centre is based at Trinity and has a link with UCC. The aim of the centre is to develop and deliver cohesive and dynamic interdisciplinary research on a range of topics including ICT in transport, solving urban congestion, quality of life, safety and the environmental impacts of transport. Generally speaking the research projects of the centre involve input from at least two disciplines and this is a fundamental principle on which the centre works. Those disciplines typically include civil

engineering, mechanical engineering, electronic engineering, computer science, geography, economics, psychology and social sciences.

- Trinity Centre for Social Innovation
 - The mission of the Trinity Centre for Social Innovation is to make a positive impact on society and the environment through engagement, research, innovation and teaching. The centre contributes in a meaningful way to changing the way people and institutions in Ireland and around the world develop and deploy business skills and resources to create environmental and social impact.
- *TCEH Trinity Centre for Environmental Humanities*
 - The Trinity Centre for Environmental Humanities (TCEH) aims to raise levels of environmental consciousness, perception and action through multi-disciplinary (history, literature, media and culture studies, anthropology, sociology, and geography, to name a few) research and education. Global climate change is a complex issue requiring intelligent solutions to its social and environmental dilemmas. Drawing upon expertise from across the humanities, social and natural sciences, the Trinity Centre for Environmental Humanities provides a collaborative forum and interdisciplinary atmosphere for addressing major questions concerning how humans face pressing environmental challenges.

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

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 Assigned:

Score explanation:

There is an effort made to include stakeholders in decision-making regarding patient care delivery but there is no evidence to suggest that residents of communities affected by climate change may influence research done by the school of medicine.

0

2.4. Does your <u>institution</u> 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 Assigned:

2

Score explanation:

Trinity College Dublin has several web pages aiming to compile resources regarding planetary health, although there is no dedicated website to the best of our knowledge. One such example is <u>Healthy Trinity</u> with coverage ranging from food to mental health, although not much insight is provided into ongoing research in this area. There are several websites such as <u>Trinity</u> <u>Sustainability</u>, <u>Trinity Research (Smart Sustainable Planet</u>), and <u>Trinity Centre for the</u> <u>Environment</u> which provides information on research and events although they are not confined to just sustainable healthcare. This <u>website</u> has a comprehensive list of sustainability guides, green maps and societies to join. They are accessible and easy to navigate through. Having listed these resources, there is still a lack of centralisation of information and sometimes updates regarding opportunities such as research funding.

2.5. Has your <u>institution</u> 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 Assigned:

4

Score explanation:

- 1. On 28 Jan 2025 former president of Ireland Mary Robinson joined staff and students in a first view of new planting on the Trinity Business School, marking the beginning of the School's initiative to 'green' the foyer of its eco-friendly building a reflection of its ongoing commitment to sustainability.
- 2. In January 2025, Dublin City Council and the CONNECT Centre's Academy of the Near Future, in partnership with Gael Linn's Gaelbhratach team, has launched 'Treoraigh do Thodhchaí', which will feature hands-on workshops addressing environmental challenges

and explore how the Irish language and traditions can inspire creative, sustainable, and technological solutions for the future.

- 3. The Trinity-based Climate Smart project led by Professor Anna Davies (Geography, School of Natural Sciences) with Stephan Hügel was showcased at Climate Education Day 2024
- 4. The Ireland Singapore Research Symposium 2024 invited world class speakers to discuss climate change and pandemic preparedness.
- 5. Meath Foundation Research Symposium 2023, Opening Address by Colin Doherty 'Global Health, Climate Change and Medical Education'

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?

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

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

Score Assigned:

1

Score explanation:

TCD SOM has joined international bodies like the World Health Alliance and the European Network for Climate Change Curricula, of which we are a founding member.

Section Total (13 out of 17)

76.47%

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Community Outreach and Advocacy

<u>Section Overview:</u> 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 <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

Score explanation:

Trinity College Dublin collaborates with several community organizations to advocate for environmental and planetary health initiatives. For example, the university has partnerships with UNI-ECO, CHARM-EU, Climate Innovation Leadership Programme, and Global Arctic.

The university's school of medicine does not have the same strong history of environmental partnerships. However, this has changed in the past year. For example, a new partnership between the "Sustainable Energy Authority of Ireland" and Trinity's Healthcare and Technology postdoctoral programs, has been established. This will fund research to explore potential solutions to illnesses resulting from climate change. Additionally, professors at the School of Medicine received the Welcome Trust Climate and Health Challenge Award, valued at 3.3 million euros. This partnership will allow them to further investigate the health impacts of climate change across several continents.

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 does not offer such community-facing courses or events. (0 points)

Score Assigned:

Score explanation:

Trinity College Dublin offers several annual community-facing events to advocate for planetary health. For example, the Climate Smart project is a module which consists of workshops, hands-on activities, and quizzes aimed to educate youth across Ireland about climate change. Additionally, Trinity holds an annual Climate and Biodiversity Week, with events, such as planting trees and career talks regarding sustainability for both students and the greater community. Although the medical school fully supports these efforts, it has not planned its own events engaging the community with planetary health.

1

3.3. Does your <u>institution</u> 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)

1

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

Score Assigned:

Score explanation:

Trinity College Dublin Student Union has regular emails sent to all students and staff which sometimes includes planetary headlines if relevant. Additionally, courses such as Environmental Science and Engineering (TR064) receive regular updates about planetary initiatives. However, medical students do not receive any specific or regular communication regarding sustainable healthcare.

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> 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 providers. (1 point)

2

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

Score Assigned:

Score explanation:

The Trinity Business School provides a degree in "Innovation, Digital Transformation and Sustainability in Healthcare" which includes a focus on sustainability within health systems. Additionally, the Trinity Centre for Global Health runs an MSc in Global Health that includes a module on "Health Environment and Climate". The university also has a "Healthcare Innovation" post graduate certification, that delves into planetary sustainability. However, the institution does not provide additional courses for healthcare workers that primarily focus on planetary health.

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

Yes, the **institution** or <u>all</u> 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:

Score explanation:

No affiliated medical centers have direct environmental educational materials for paitents. However, doctors are educated on environmental health exposures that could present clinically in patients.

0

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

Yes, the **institution** or <u>all</u> 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:

Trinity College Dublin school of Medicine and its affiliated teaching hospitals provide no accessible educational materials for patients about the health impacts of climate change.

Section Total (7 out of 14)

50%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* 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:

Score explanation:

In October 2024, Trinity College Dublin, together with Queen's University Belfast, organised the Inspire Impact Innovation Challenge, a collaborative initiative focused on fostering sustainable and innovative solutions. This four-week program encouraged students to develop impactful ideas, regardless of background or skill, and included design-thinking workshops and a Demo Day, offering ϵ 2,000 in prize funds for the best pitches. There was no funding offered to students who partook and the workshops and prizes were funded by the Shared Island Fund, not the institution itself.

1

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)

1

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:

The school directs students towards research grants, such as the Laidlaw Scholars Leadership & Research Programme, however these are not necessarily sustainability-specific. If students wish to undertake a sustainability project, they must find an academic supervisor willing to conduct such a project with them. There are also research opportunities available within the school curriculum, however the vast majority of these projects do not pertain to sustainability.

4.3. Does the <u>institution</u> 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)

0

Score Assigned:

Score explanation:

There is no webpage specific to the School of Medicine (SoM) for locating planetary health projects and/or sustainable healthcare projects or mentors. However, the main school website does have a web page dedicated to sustainability, where students can keep up to date with initiatives and research surrounding planetary health. There is a Health Sciences page dedicated to sustainability, but this is not regularly updated:

https://www.tcd.ie/healthsciences/sustainability/

4.4. Does your <u>institution</u> 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:

Trinity SoM students are involved in the Irish Doctors for the Environment student working group. This group is involved with compiling the planetary health report card and petitioning the school for improved sustainability practices and curriculum changes. The group is mentored by Prof. Colin Doherty and the institution both encourages and engages with it. For example, a "Planetary Health" tutorial led by IDE doctors was provided to 4th-year medical students as part of their module "MEDICAL ETHICS, LAW AND PROFESSIONALISM MDU44005". Another lecture on "Planetary Health" is given to 4th-year students during their "PUBLIC HEALTH, PRIMARY CARE AND EPIDEMIOLOGY MDU44004" module.

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department</u> <u>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)

1

No, there is no such student representative. (0 points)

Score Assigned:

Score explanation:

Trinity College Dublin includes student representatives in sustainability governance structures. Sam Brooks is the undergraduate student representative in The Environment and Sustainability Committee for 2024/2025. This committee is one of TCD's principal committees which assists the function and performance of the university.

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)	
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.	0
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.	0

Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	
Score Assigned:	4

Trinity's Urban Garden (TUG) is a student-led space on the college campus, where students can grow fruit and vegetables, using novel gardening techniques. This initiative aims to provide students with a space to connect with nature, the opportunity to learn about sustainable gardening and gain knowledge about climate action and biodiversity preservation.

During Green Week 2024, there was a Sports and Climate Talk, where speakers from Trinity Sport, GAA Green Clubs and World Rugby emphasised the need for sports clubs to take action, however small, and to not let perfection be the enemy of progress.

Even though events were held during Green Week in which students could learn about the climate and environmental challenges some communities face, this was not directly done by members of a local environmental justice community.

During Green Week, TCD hosted the Sustainable Sculpture Exhibition, showcasing outdoor-based sustainable sculptures around the campus. It featured submissions from artists from all over Ireland and allowed important issues regarding biodiversity loss and the climate crisis to be expressed through art.

Though no direct volunteering opportunities relating to building community resilience to anthropogenic environmental impacts were offered by TCD, the university's webpage directed students to organisations with which they can volunteer their efforts in helping such an aim. There are volunteer opportunities provided by the medical school but none that pertain to sustainability.

TCD fosters many societies that offer wilderness and outdoors programs. Some of these societies include a hiking society and a canoe and kayak society.

Section Total (9 out of 15)

60%

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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 institution 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:

Score explanation:

As part of the new Sustainability Strategy published in 2023, the Provost appointed members to the Environment and Sustainability Principal Committee of Board. This was established as the primary collective of decision-maker with regards to sustainable measures in the college. They are responsible for reviewing and updating Trinity College's sustainability policy.

2

The Sustainability Management Group, also implemented alongside the 2023 Sustainability Strategy, is tasked with the implementation and reporting of the action plan.

The Green Campus Committee comprises paid staff and student volunteers. Their main duty is to act as a council representative of the campus community, enabling widespread contribution to the action plan.

Whilst members of the school of medicine are involved in campus sustainability, there is no Office of Sustainability with full time staff.

Trinity Sustainability Strategy 2023-2030:

https://www.tcd.ie/media/tcd/provost/pdfs/sustainability/Trinity-Sustainability-Strategy-2023-2030. pdf 5.2. How ambitious is your institution's 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:

Score explanation:

Trinity College Dublin is committed to achieving a 51% reduction in its overall greenhouse gas emissions by 2030, in accordance with the targets specified by the Irish Climate Action Plan. It also announces a goal of reaching a state of carbon neutrality by 2024, stating "The Irish Climate Action Plan requires public bodies to reduce their GHG emissions by 51% by 2030, and so our first priority is to meet this target and we will work toward Net Zero by 2040."

3

These objectives encompass those of the medical school are further detailed in the Trinity Sustainability Strategy 2023-2030:

https://www.tcd.ie/media/tcd/provost/pdfs/sustainability/Trinity-Sustainability-Strategy-2023-2030. pdf

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)

0

Score Assigned:

Score explanation:

In Trinity's 2021 Sustainability report, it states that 16.8% of energy used came from renewable resources. The same report also referenced th eCollege's achievement of a 35.9% improvement in energy efficiency and a 21% decrease in CO2-related emissions in comparison to 2006-2008 baseline.

We were unable to locate data relating specifically to the Trinity Biomedical Sciences Institute (the medical school building on campus), or any affiliated hospital-based campuses in the region.

Approximately 99.5% of renewable energy used by Trinity comes from increased renewables penetration on the grid. The remaining 0.5% of renewable energy used by the college is generated

by the 4 on-site solar panels (located in Pavillion, Lir Centre and New Square houses 33 and 28) to provide hot water in these locations. 0.03% is from transport biofuels.

In 2021, the Faculty of Health Sciences funded 3 labs to register with 'my green labs', an initiative attempting to promote sustainable practices in the running of laboratories. One of the chosen labs is the Renal Inflammation Group lab in TTMI, St James' Hospital campus. 'My green labs' outline metrics by which research facilities can improve their standards of environmental sustainability. However, energy resources do not comprise any of the metrics.

Trinity 2021 sustainability report:

https://www.tcd.ie/media/tcd/provost/pdfs/sustainability/TCD.2020-21.Sustainability.Report-Final.pdf

TCD Green Labs Guide: <u>https://www.tcd.ie/sustainability/initiatives/green-labs/</u>

5.4. Are sustainable building practices utilised for new and old buildings on the <u>medical school</u> 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 medical school 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 medical school 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:

Score explanation:

In the Trinity Sustainability Report 2021, some of the goals detailed included

- "ensuring all new buildings are based on sustainability principles."
- "Trinity's first NZEB building Trinity Business School (BER A2) opened May'19; Printing House Square (Oisin House, scheduled for completion Aug'20) residence. E3 centre in design stage. Heat pumps to decarbonise historic structures and provide renewable heating (Rubrics and Chief Stewards House going to tender)."

2

- "Complete work on a new generation teaching space enabled by philanthropy, the Martin Naughton E3 Learning Foundry, in 2023, providing a home for the E3 project, uniting the Schools of Computer Science and Statistics, Engineering, and Natural Sciences. This building will achieve Well Building standards and BREEAM excellence."

Trinity College Dublin have committed to sustainable building into the future and have already begun large retro-fitting projects. Outlined in their 2024 climate roadmap, they completed the deep and extensive retrofit of the Rubrick building, the oldest on campus dating back to 1699. The Retrofit of the Old library which holds the Book of Kells is in development as well as plans to retrofit other buildings such as the arts block or the off-site student accommodation building trinity halls, are outlined in this document.

However, with regards to a new building on the St James' Trinity campus, the report's plan to "begin developing the new Trinity St. James's Cancer Institute" makes no reference to sustainable practice.

2021 Trinity Sustainability Report:

https://www.tcd.ie/media/tcd/provost/pdfs/sustainability/TCD.2020-21.Sustainability.Report-Final.pdf

Further reading about the BREEAM guidelines can be found here: <u>https://www.igbc.ie/certification/breeam/</u>

Information regarding the new Trinity St James' Cancer Institute can be found here: <u>https://viewer.ipaper.io/trinity-development-and-alumni/case-for-support1/cancer/trinity-st-james-cancer-institute/?page=12</u>

5.5. Has the <u>institution</u> 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)

2

Score Assigned:

Score explanation:

Trinity College Dublin is located in the city centre, where unsustainable modes of transportation (such as cars) are rarely used by students. Therefore the majority of students choose to walk, cycle, or use public transport.

Dublin City Council have recently announced plans to further reduce the volume of private vehicles on the roads in the city centre.

TCD promotion for sustainable transport:

Trinity has been widely promoting sustainable ways of commuting like walking, cycling or skating etc. Trinity also benefits from direct access to public transport such as multiple bus lines coming from multiple areas, the DART line and Luas lines which stations are within walking distance. A Green Map is available on Trinity's official website to find on-campus secure bicycle-parking, and the locations of Dublinbikes and DART/Luas stations, which makes it easier for students to plan the journey ahead.

Trinity is promoting the use of zero emission vehicles by providing two electric vehicle charge points for staff to charge their vehicles.

1,135 bike racks on campus have been upgraded from toast racks to secure racks and 2 bike repair stations were installed on campus. Bike racks (either toast or secure) are also made available for student use in all affiliated hospitals.

5.6. Does your <u>institution</u> 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)

2

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

Score Assigned:

Score explanation:

As a minimum, there are recycling bins located in each department of the college, including in TBSI (Trinity Biomedical Sciences Institute, the medical school building on campus) and affiliate hospitals St James' and Tallaght. As this extends to the bins located outdoors on campus, such facilities are available to the visiting public as well as students.

Availability of specific segregated recycling bins (such as those for glass, paper, batteries and clothes) are available on a department-specific basis.

All bins in the main on-campus libraries have both general waste and dry recycling bins.

Trinity offers a 'know your campus' guide, demarcating locations of specific bins for recycling and food waste. This includes facilities located in TBSI.

TCD 'Know your campus' Guide: https://www.tcd.ie/provost/sustainability/resources/know-your-campus/

5.7. Does the <u>institution</u> 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:	2
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TCD eliminated the use of single-use plastics in catering events and eliminated the sale of disposable coffee cups from two of its six eateries on campus. They have also installed 29 water fountains across campus since 2017 in an effort to reduce the use of bottled water. TCD took part in Meat Free Monday and has vegan and vegetarian options available everyday in each eatery. The TCD website states that sustainability is part of their food procurement criteria and they plan to increase plant based menus to 50% by 2030 but they are not entirely transparent about what their food procurement criteria is.

Trinity declared their intention to achieve food sustainability goals in accordance with Green Pages - however have subsequently failed to provide data regarding their progress. FoodCloud: <u>https://food.cloud/about</u> Green Pages: <u>https://irishgreenpages.com/</u>

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:

2

Score explanation:

The Sustainable procurement working group, established by the Provost, published their Sustainable procurement policy in 2019, and have made further efforts towards achieving their objectives of supporting green procurement practices and reducing excessive resource consumption. The implementation of their policy was deemed a "major achievement". 'Sustainable Procurement Guidelines' outlined by the college are made available to all staff involved in the procurement of products and services for Trinity, including those of the Medical school.

Three of the primary objectives of the working group are as follows:

- "Implement the Top 50 Supplier Procurement Programme to engage with key suppliers to bring about environmental improvements throughout the supply chain. "
- "Capture data through an online procurement platform which accesses the carbon footprint of the supply chain."
- "Implement the Sustainable Procurement Policy across education, research and operations."

In the Sustainability report of 2021, Trinity declared a 10% increase in the number of their tenders with Green Award status, in line with their previous goals. However, as of 2020 they had failed to achieve their goal of 100% of tenders being requested to submit environmental information, indicating the need for further work.

TCD has Green Public Procurement inclusion as a Selection Criterion, an Award Criterion and/or a Contractual element when selecting tenders and there are sustainable procurement guidelines in place but the sustainable procurement policy is not mandated. TCD requests environmental information from most but not all tenders.

TCD Sustainable Procurement Policy:

<u>https://www.tcd.ie/financial-services/procurement/assets/Trinity%20Sustainable%20Procurement%20Policy%202020.pdf</u>

TCD Sustainable Procurement Guidelines:

https://www.tcd.ie/financial-services/procurement/sustainable-procurement/

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:

Score explanation:

TCD has a set of guidelines on how to host events that are environmentally friendly but they are not mandated. There are sustainable event guidelines issued by the provost to achieve the "Green Flag" status on campus - a recognition it received in 2023.

1

These guidelines include considerations in terms of

- 1. Venue (accessibility to public transport, lift sharing between attendees, facilities to invite remote attendance, rooms with natural daylight etc.)
- 2. Food catering (vegetarian/vegan option, steps to reduce food waste, usage of reusable/compostable cutlery, access to water refilling areas etc.)
- 3. Communication (highlighting and publicising the sustainability aspects of the event, reduction of number of marketing leaflets for printing etc.)
- 4. Accessibility to people with limited mobility
- 5. Affordability for low-income attendees
- 6. Consideration of gender ratio of panel/attendees

Trinity also provides links to resources to support sustainability in event planning, such as the UNEP Sustainable Events Guide. More can be read about this guide at the link below.

We were unable to find any information with specific regards to event sustainability in the Medical School.

UNEP Sustainable Events guide: <u>https://uist.acm.org/uist2019/sustainability/SustainableEventsGuideMay302012FINAL.pdf</u>

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:

2

Score explanation:

TCD provides access to the 'Green Labs Guide' for researchers. Furthermore, in 2021, the Faculty of Health Sciences funded 3 labs to register with 'my green labs', an initiative attempting to promote sustainable practices in the running of laboratories. One of the chosen labs is the Renal Inflammation Group lab in TTMI, St James' Hospital campus. 'My green labs' outlines metrics by which research facilities can improve their standards of environmental sustainability. However, energy resources do not comprise any of the metrics.

Trinity Biomedical Science Institution (TBSI) has committed to changing practices around water usage, energy consumption, plastic waste, green chemistry, sustainable purchasing and management of substances inventory in alignment with the College's Sustainability Plan 2023-2030

TBSI declares it's commitment to following Trinity's 'Green Labs Guide', with the Institute of Neuroscience receiving a Platinum Green Lab Certification in recognition of their efforts to include sustainable best practices in the lab.

TCD also encourages LEAF certification to assess laboratory efficiency and Green Disc certification for digital sustainability.

Green Lab Certification Guide: <u>https://www.tcd.ie/provost/sustainability/assets/guides/green-labs-guide.pdf</u>

5.11. Does your institution's 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)

2

Score Assigned:

Score explanation:

In November 2016, TCD became the first University in Ireland to pledge divestment from its investments in fossil fuels (namely oil, coal and gas). The movement was a successful response to the student-led campaign 'Fossil Free TCD'. This movement marked the end of over 200 years of such financial endowment. As of 2020, the College fully divested from any business whose primary business is in the extraction of fossil fuels.

However, as of 2021, TCD still maintained shares in 11 businesses involved in the extraction of fossil fuels, with investments at the time amounting to just under 1 million euros.

As of 2025, "The University has committed to sustainable investments in the management of the Endowment Fund's equity portfolio and ensures restrictions are applied to exclude direct holdings in companies in the following sectors: Fossil fuels, Tobacco, Armaments", however it is unclear whether this applies to the current portfolio or new investments only.

0

Section Total (20 out of 32)

62.5%

Back to Summary Page here

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	
А	80% - 100%	
В	60% - 79%	
С	40% - 59%	
D	20% - 39%	
F	0% - 19%	

Planetary Health Grades for the Trinity College Dublin School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(60/72) \ge 100 = 83.33\%$	A-
Interdisciplinary Research (17.5%)	(13/17) x 100 = 76.47%	B+
Community Outreach and Advocacy (17.5%)	(7/14) x 100 = 50%	С
Support for Student-led Planetary Health Initiatives (17.5%)	(9/15) x 100= 60%	В-
Campus Sustainability (17.5%)	(20/32) x 100 = 62.5%	В-
Institutional Grade	$\begin{array}{l}(83.33x0.3+76.47x0.175+50x0.175+\\60x0.175+62.5x0.175)=69.09\%\end{array}$	В

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which Trinity College Dublin has participated in the Planetary Health Report Card initiative.



Link for spreadsheet for next years