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# Planetary Health Report Card (Medicine): *UC Davis School of Medicine*

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**UCDAVIS**  
**HEALTH**

## 2024-2025 Contributing Team:

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## Land acknowledgment:

“The history of the Sacramento area, and the people, is rich in heritage, culture and tradition. This area was, and still is, the Tribal land of the Nisenan people. Sacramento was a gathering place for many local Tribes who have lived throughout the central valley and the foothills for generations and were the original stewards of this land. We would like to acknowledge the Southern Maidu people to the North, the Valley and Plains Miwok/ Me-Wuk Peoples to the south of the American River, and the Patwin Wintun Peoples to the west of the Sacramento River. We would also like to honor the Wilton Rancheria, the only federally recognized tribe in Sacramento County. We acknowledge that we are standing on the tribal lands of Sacramento’s Indigenous people.” -Sacramento Native American Health Center (SNAHC)

## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>B-</b>
<ul style="list-style-type: none"> <li>UC Davis School of Medicine does well to include planetary health in the longitudinal preclerkship curriculum, but it lacks in some aspects of planetary health that other schools have implemented such as climate change effects on infectious disease patterns and clinical skills.</li> <li><b>Recommendations:</b> There is a lack of teaching about introducing conversations about planetary health into conversations with patients. This could be introduced in clinical skills or in preclinical lectures. We also are currently in the process of beginning the conversation with appropriate faculty to implement changes to the curriculum.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A</b>
<ul style="list-style-type: none"> <li>The UC Davis School of Medicine is a part of various initiatives to research topics regarding planetary health both within and outside of the medical campus.</li> <li><b>Recommendations:</b> Involve those most impacted by climate change in research design committees and allot them decision making power.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>C+</b>
<ul style="list-style-type: none"> <li>UC Davis School of Medicine engages the community in academic contexts but opportunities for medical students to directly engage with communities impacted by climate change are very limited.</li> <li><b>Recommendations:</b> Inclusion of regular updates regarding planetary health and sustainability initiatives, in an existing newsletter, within the UC Davis Health system in which students can participate. Form connections with community leaders and organizations involved in this work and facilitate meaningful partnerships.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<ul style="list-style-type: none"> <li>The UC Davis main campus offers a variety of sustainability initiatives and encourages students to engage in topics they are passionate about. However, these initiatives do not typically involve the medical school and are not advertised to medical students.</li> <li><b>Recommendations:</b> Support for student-led initiatives mostly comes from the wider University rather than the Medical School. We recommend the medical school offer increased support to students interested in sustainable initiatives or creating more accessible opportunities close to the medical campus. We also are currently in the process of creating a sustainable student-led organization to support engaging in these initiatives.</li> </ul>	
<b>Campus Sustainability</b>	<b>B+</b>
<ul style="list-style-type: none"> <li>UC Davis Health has been recognized as a leader in striving toward sustainable healthcare in energy and sustainable food systems including the largest farm-to-fork food system in our hospital.</li> <li><b>Recommendations:</b> There is still much to improve with campus sustainability. Goals and plans are already in place at the Medical School to strive toward carbon neutrality, but we also recommend improving campus wide composting, recycling, and transportation programs.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. ‘This preparation is in the hands of the institutions providing our 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) school campus sustainability.

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. ‘Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

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

**Other considerations:**

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

Completed in 2022 a [Literature Review by Metric](#) is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

# Planetary Health Curriculum

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

## ***Curriculum: General***

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
<i>Score explanation:</i>  <i>UC Davis School of Medicine offers 1 elective course during the 3rd and 4th year, titled "Climate Change: Implications for Clinical Practice and Population Health"</i>	

## ***Curriculum: Health Effects of Climate Change***

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3

*Score explanation:*

*UC Davis School of Medicine offers both preclinical and clinical experiences to address heat, health risks and climate change.*

*MS1 Curriculum offerings:*

- 1. CPR L152: Heat Stroke*
- 2. CPR TBL45: Heat Stroke - includes a discussion of which social/economic groups are most vulnerable, and how climate change affects risk*

*MS3 Curriculum offerings:*

- 1. Clerkship Intersession 3: TBL - Climate Change*

*Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health*

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

*UC Davis School of Medicine offers both preclinical and clinical experiences to address heat, health risks and climate change.*

*MS1 Curriculum offering:*

- 1. CPR L152: Heat Stroke*
- 2. CPR TBL45: Heat Stroke - includes a discussion of which social/economic groups are most vulnerable, and how climate change affects risk*

*Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health*

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

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

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

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

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



Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>UC Davis School of Medicine offers 1 elective course during the 3rd and 4th year to address the impact of climate change on the changing patterns of infectious diseases, titled “Climate Change: Implications for Clinical Practice and Population Health”</i></p>	

<b>1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 points)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>UC Davis School of Medicine offers both preclinical and clinical experiences to address the respiratory health effects of climate change and air pollution.</i></p> <p><i>MS1 Curriculum offerings:</i></p> <ol style="list-style-type: none"> <li><i>CPR L151: Air Pollution and Cardiac and Pulmonary Disease</i></li> <li><i>CPR L84: Health Equity and Environmental Justice</i></li> </ol> <p><i>MS3 Curriculum offerings:</i></p> <ol style="list-style-type: none"> <li><i>Clerkship Intersession 3: TBL - Climate Change</i></li> </ol> <p><i>Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health</i></p>	

<b>1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 points)	
This topic was <b>not</b> covered. (0 points)	

Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>UC Davis School of Medicine offers both preclinical and clinical experiences to address the cardiovascular health effects of climate change, including increased heat.</i></p> <p><i>MS1 Curriculum offerings:</i></p> <ol style="list-style-type: none"> <li><i>CPR L151: Air Pollution and Cardiac and Pulmonary Disease</i></li> <li><i>CPR L152: Heat Stroke</i></li> <li><i>CPR TBL45: Heat Stroke - includes a discussion of which social/economic groups are most vulnerable, and how climate change affects risk</i></li> </ol> <p><i>Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health</i></p>	

<b>1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 points)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>MS3 Curriculum offerings:</i></p> <ol style="list-style-type: none"> <li><i>Clerkship Intersession 3: TBL - Climate Change</i></li> </ol> <p><i>Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health</i></p>	

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

*Score explanation:*

*UC Davis School of Medicine offers both preclinical and clinical experiences to address the relationships between health, individual patient food and water security, ecosystem health, and climate change.*

*MSI Curriculum offerings:*

- 1. CPR L39B: Food Policy, Access, and the Structural Determinants of Nutrition*
- 2. MCM TBL8: Environmental Toxins - focus on lead poisoning including in water, soil, and built environment, and includes discussion of inequities*

*Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health*

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

*UC Davis School of Medicine offers both preclinical and clinical experiences to address the outsized impact of climate change on marginalized populations such as those with low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults.*

*MSI Offerings:*

- 1. CPR TBL45: Heat Stroke - includes a discussion of which social/economic groups are most vulnerable, and how climate change affects risk*

*Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health*

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

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

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

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

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>UC Davis School of Medicine offers 1 elective course during the 3rd and 4th year to address unequal regional health impacts of climate change globally, titled “Climate Change: Implications for Clinical Practice and Population Health”</i></p>	

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

<b>1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 points)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>UC Davis School of Medicine offers both preclinical and clinical experiences to address reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides).</i></p> <p><i>MSI Offering:</i></p> <ol style="list-style-type: none"> <li><i>MCM TBL8: Environmental Toxins - focus on lead poisoning including in water, soil, and built environment, and includes discussion of inequities</i></li> </ol> <p><i>Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health</i></p>	

<b>1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 points)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3

*Score explanation:*

*UC Davis School of Medicine offers both preclinical and clinical experiences to address reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides).*

*MSI Offering:*

1. *MCM TBL8: Environmental Toxins - focus on lead poisoning including in water, soil, and built environment, and includes discussion of inequities*
2. *CPR L84: Health Equity and Environmental Justice*

*Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health*

**1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?**

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

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

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

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

Score Assigned:

1

*Score explanation: This is covered in the M3/M4 elective Climate Change: Implications for Clinical Practice and Population Health course*

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

*UC Davis School of Medicine offers both preclinical and clinical experiences to address reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides).*

*MS1 Offering:*

2. *MCM TBL8: Environmental Toxins - focus on lead poisoning including in water, soil, and built environment, and includes discussion of inequities*
3. *CPR L84: Health Equity and Environmental Justice*

*Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health*

***Curriculum: Sustainability***

**1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?**

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

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

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

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

Score Assigned:

1

*This topic is covered in asynchronous Lifestyle Medicine lectures and is available for in-depth investigation as an elective during the summer intercession between M1 and M2 years.*

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

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

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

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

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

Score Assigned:

3

*MS3 Curriculum offerings:*

2. *Clerkship Intercession 3: TBL - Climate Change*

*Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health*

**1.17. Does your medical school curriculum cover these components of sustainable**

**Score**

clinical practice in the <u>core</u> curriculum? (points for each)	
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points).	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score Explanation:</i></p> <p><i>Although deprescribing and polypharmacy is taught in the lecture CPR L147: Deprescribing and Polypharmacy, the environmental impact and benefit of practicing this is not mentioned.</i></p> <p><i>Otherwise, the UC Davis School of Medicine offers both preclinical and clinical experiences to address non-pharmaceutical management of conditions and waste production in healthcare. However, the Lifestyle medicine lectures in preclerkship phase could comment more on the environmental benefit of lifestyle medicine implementation into common practice.</i></p> <p><i>MS2 Curriculum offerings:</i></p> <ol style="list-style-type: none"> <li><i>MDS 475- L63: Lifestyle Medicine in Colon, Breast, and Prostate Cancer</i></li> <li><i>MDS 475: L152- Lifestyle Medicine for Pregnancy and Gestational Diabetes</i></li> </ol> <p><i>MS3 Curriculum offerings:</i></p> <ol style="list-style-type: none"> <li><i>Clerkship Intersession 3: TBL - Climate Change</i></li> </ol> <p><i>Intersession offering: Lifestyle Medicine</i></p> <p><i>Clerkship offering: Climate Change: Implications for Clinical Practice and Population Health</i></p>	

### **Curriculum: Clinical Applications**

**1.18. In training for patient encounters, does your medical school's 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 <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 points)	
No, there are <b>not</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: These are not embedded into the core curriculum nor any elective coursework.</i>	

<b>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?</b>	
Yes, the <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	0
<i>Score explanation: These are not embedded into the core curriculum nor any elective coursework.</i>	

***Curriculum: Administrative Support for Planetary Health***

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	0
<i>Score explanation: Although nothing is set into motion yet, we have begun discussions with appropriate faculty membership to initiate improvements to ESH/planetary health education.</i>	

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



Planetary health/ESH topics are <b>well integrated</b> 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 <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	4
<i>Score explanation:</i> <i>UC Davis School of Medicine offers both preclinical and clinical experiences as detailed in previous metrics in most of the planetary health/ESH topics but there are some topics that could be more robust or introduced into the core curriculum.</i>	

<b>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?</b>	
Yes, the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the <b>medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation: There are faculty that provide lectures on planetary health and sustainable healthcare and there is a specific faculty member that has begun to develop and implement these topics into the preclinical longitudinal curriculum.</i>	

<b>Section Total (45 out of 72)</b>	<b>62.50%</b>
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# Interdisciplinary Research

**Section Overview:** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The UC Davis School of Medicine conducts planetary health research through the <a href="#">One Health institute</a>, its <a href="#">Environmental and Occupational Health</a> division under the Department of Public Health Sciences, as well as its <a href="#">Population Sciences and Health Disparities</a> division under the UC Davis Comprehensive Cancer Center. UC Davis School of Medicine funds an annual Quality Improvement Forum for residents and medical students interested in conducting a sustainability QI project.</i></p>	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?</b>	
There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	
There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 points)	

There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<i>Score explanation: The UC Davis School of Medicine <a href="#">Environmental and Occupational Health</a> division under the Department of Public Health Sciences encompasses a wide variety of departments and programs to investigate the impact of the environment on human health with the goal of improving these health outcomes. Additionally, the <a href="#">One Health</a> Institute conducts research that includes researchers from the UC Davis School of Medicine.</i>	

<b>2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	2
<i>Score explanation: Community Engagement Core (CEC) under the UC Davis Environmental Health Sciences Center facilitates connections between scientists and the communities where they do their work. The CEC includes the EHSC's Community Stakeholder Advisory Committee (CSTAC) which includes community-based organizations to advise on the design and implementation of environmental health science research at UC Davis.</i>	

<b>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	

Score Assigned:	2
<p><i>Score explanation: UC Davis has a webpage that centralizes its main campus efforts toward sustainability. There is also a <a href="#">webpage</a> dedicated to UC Davis Health Sustainability Efforts. This website includes upcoming events and leadership but could include more information such as research related to planetary health happening on campus and funding opportunities for those that want to pursue research in planetary health.</i></p>	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>Score explanation: UC Davis School of Medicine is involved in hosting the annual <a href="#">NorCal Symposium on Climate, Health, Equity</a> alongside other medical schools. Additionally, UC Davis hosts an annual <a href="#">Sustainability Summit</a> on its main campus but with a focus on its undergraduate and graduate programs as well as faculty working on the main campus. Lastly, UC Davis Health began its own annual Sustainability Summit hosted on its campus as of 2023.</i></p>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Although based in the School of Veterinary Medicine, the <a href="#">One Health</a> Institute does involve the UC Davis Medical School in its work whether it be its research, curriculum offerings, or from a One Health-centered focus toward patient care <a href="#">in our student run clinics</a>.</i></p>	

*Additionally, our hospital is an active participant in [Practice Greenhealth](#) and the [California Health Care Climate Alliance](#) which is under the global [Health Care Without Harm](#).*

**Section Total (15 out of 17)**

**88.23%**

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# Community Outreach and Advocacy

***Section Overview:*** This section evaluates institutional engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but <b>participates</b> in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: UC Davis School of Medicine's Division of Environmental and Occupational Health partners with the <a href="#">UC Davis MIND Institute</a> , the <a href="#">TENDR Program</a> , <a href="#">Environmental Health Sciences Center</a> , the <a href="#">Center for Occupational and Environmental Health</a> , the <a href="#">Medical Surveillance Program</a> , and the <a href="#">Western Center for Agricultural Health and Safety</a> which engage the local community to enable more effective lobbying and improve conditions for those adversely affected by environmental issues.	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> 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 <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	

Score Assigned:	3
<i>Score explanation: As part of the first year I-FOSTER curriculum, students have the option to enroll in the <a href="#">Rx One Health Field Institute</a> over the summer. This course is open to all but is catered toward graduate students and early career professionals in the STEM field. <a href="#">Course</a></i>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> 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 <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: There are communication updates regarding planetary health from the institution's Sustainability Department, but <a href="#">this service</a> is opt-in and is not advertised to the medical school campus. Updates regarding sustainable healthcare from the UC Davis Health system are not shared with students but are shared with the UC Davis Health Sustainability committee.</i>	

<b>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?</b>	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2
<i>Score explanation: UC Davis School of Medicine is involved in hosting the annual <a href="#">NorCal Symposium on Climate, Health, Equity</a> alongside other medical schools which discusses climate change and health equity from a healthcare lens and counts toward Continuing Medical Education (CME) credits. The UC Davis School of Medicine also hosts an annual <a href="#">Quality Improvement Forum</a> for medical providers which also count toward CME credits. The UC Davis One Health Institute and Students for <a href="#">One Health</a> host an annual symposium on human, animal, and environmental health.</i>	

<b>3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?</b>	
Yes, the <b>institution</b> or <b><u>all</u> affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: There were no easily available resources for the general patient population found at this time.</i>	

<b>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?</b>	
Yes, the <b>institution</b> or <b><u>all</u> affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: There were no easily available resources for the general patient population found at this time.</i>	

<b>Section Total (8 out of 14)</b>	<b>57%</b>
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# Support for Student-Led Planetary Health Initiatives

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

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution <b>does not</b> offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: UC Davis School of Medicine funds an annual <a href="#">Quality Improvement Forum</a> for residents and medical students with a special category for Sustainability QI projects for those interested in conducting a sustainability QI project.	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>	
The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek these out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	2
Score explanation: As part of the <a href="#">I-RESTORE curriculum</a> , students have the option to pursue research in Global Health and sustainability related projects for four weeks of selective course work during the eight-week summer block between years 1 and 2	

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

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

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

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

Score Assigned:

1

*Score explanation: UC Davis School of Medicine has a [sustainability webpage](#) but it is limited in its information aside from contact information.*

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

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

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:

0

*Score explanation: UC Davis Health is in the process of creating a chapter of the MS4SF but currently there does not exist any student organizations dedicated to planetary health or sustainability in healthcare.*

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

Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)

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

Score Assigned:	0
<i>Score explanation: Although students are welcome to join the UC Davis Health Sustainability Committee meeting, there is no formal student representative that reports to the greater student body. There are representatives on the student council that advocate for curriculum reform but their focus is not toward sustainability best practices.</i>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<i>Score explanation: UC Davis institution is a leading university in agriculture and sustainability projects. Examples of this include the <a href="#">student run farm</a>, <a href="#">community engagement opportunities</a>, <a href="#">cultural installations</a>, <a href="#">tree planting programs</a>, and <a href="#">outdoors programs</a>. These events are open to medical students, but it should be noted they occur on main campus and thus are not as accessible.</i>	

<b>Section Total (11 out of 15)</b>	<b>86.67%</b>
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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 <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: Our medical campus has a dedicated <a href="#">committee to sustainability</a> and a full-time director, Kristina Bair.	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	3
Score explanation: University of California updated their 2013 Carbon Neutrality Initiative in 2023 to extend the deadline to fully decarbonize all UC campuses and reduce GHG emissions from all scopes by 90% (from a 2019 baseline) and remove the remaining emissions by 2045. The UC Davis campus has agreed toward completing this goal through its <a href="#">Fossil Fuel-Free Pathway Plan</a>	

which aims to reduce 95% of its fossil-fuel usage by 2040. The UC Davis Health also has a site specific [plan](#) to have all energy from carbon-free sources by 2035.

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

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

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

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

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

Score Assigned:

1

*Score explanation: A majority of the campus is powered by a [Cogeneration Plant](#) that runs on natural gas. Additional energy needs are purchased from SMUD and are reported to derive from green energy options such as local solar farms or western-region green power sources. However, the school strives to move toward more sustainable energy practice with the construction of the CUP Annex which will house on-site electrical infrastructure and emergency generators and allow the campus to transition away from using on-site gas generators. The school is also in the process of constructing five megawatts worth of solar panels on new parking structures. These projects are set to open and be running by July 2025.*

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

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

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

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

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

Score Assigned:

3

*Score explanation: All new campus buildings must at minimum, be LEED silver certified per the [UCOP sustainability policy](#). Within our campus, The North Addition Office Building is LEED*

*certified and other buildings have undergone energy audits and upgrades to optimize efficiency. Our newest building, Aggie Square, is destined to be designated LEED gold certified once completed.*

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

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

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

Score Assigned:

1

*Score explanation: Students have access to bike infrastructure and the surrounding streets have bike lanes and routes. There is also a shuttle that transports students and staff for free between the medical campus and main campus. However, this [bus](#) has limited stops and serves little use to the medical students that live outside of the immediate Oak Park, Sacramento area. Additionally, beginning in 1st year, some students are asked to commute to areas upward of 20 miles for their longitudinal clinical experiences with no organization for carpools or instructions for sustainable transportation. Lastly, recent infrastructure consists of increased parking garages which further encourage use of single-occupant cars.*

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

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

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

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

Score Assigned:

1

*Score explanation: Recycling bins are available only in classrooms and within the hospital on the medical campus. Currently, the sustainability committee is working towards instituting a campus wide compost program.*

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

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

3

*Score explanation: As of 2018, UC Davis Health is committed to providing the [largest farm-to-fork service](#) in the UC System. In 2019, [UC Davis Health was the first health system](#) in the nation to participate in the Good Food 100 Restaurants. UC Davis Health has also received recognition by the [James Beard Foundation](#) as a [Smart Catch Leader](#) in 2019 and 2020.*

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

Yes, the institution has **adequate** sustainability requirements for supply procurement **and is engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

3

*Score explanation: The UC Davis School of Medicine is obliged to follow the UCOP sustainable procurement guidelines found [here](#).*

**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 <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<i>Score explanation: The institution encourages sustainability measures for events by providing <a href="#">guidelines</a> for sustainable event planning, but this is not required for events within the institution or medical school.</i>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	1
<i>Score explanation: There is a committee at the medical campus addressing sustainability in research labs in the school of medicine, but there are no posted guidelines.</i>	

<b>5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	4
<i>Score explanation: As of <a href="#">2020</a>, the University of California is fully divested from fossil-fuel companies including a reinvestment into renewable energy of \$1 billion.</i>	

<b>Section Total (24 out of 32)</b>	<b>75%</b>
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# Grading

## Section Overview

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

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

## Planetary Health Grades for the UC Davis School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	62.5%	B-
Interdisciplinary Research (17.5%)	88.24%	A
Community Outreach and Advocacy (17.5%)	57.14%	C+
Support for Student-led Planetary Health Initiatives (17.5%)	73.33%	B
Campus Sustainability (17.5%)	75%	B+
Institutional Grade	$(62.5 \times 0.3 + 88.24 \times 0.175 + 57.14 \times 0.175 + 73.33 \times 0.175 + 75 \times 0.175) = 70.15\%$	B

# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which the UC Davis School of Medicine has participated in the Planetary Health Report Card initiative.

