



Planetary Health Report Card (Medicine): *University College Dublin*



2024-2025 Contributing Team:

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Land acknowledgment:

Summary of Findings

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|---|-----------|
| Overall Grade | C |
| Curriculum | C |
| <ul style="list-style-type: none"> Planetary health (PH) exists throughout medical education. However, the level of detail remains sparse, and inclusion of PH relies on individual lecturers. Recommendations: PH connections in the curriculum should be made more explicit, and more time should be invested. The medical school should identify PH (including climate change) as a priority theme and include that material in learning objectives and test questions, in addition to filling in content gaps. | |
| Interdisciplinary Research | D+ |
| <ul style="list-style-type: none"> UCD lacks an institute for interdisciplinary PH research, but the medical school may draw from existing centres such as the Occupational and Environmental Health department, and that of faculty members. Recommendations: Student-led research within PH currently relies too heavily on student initiatives. A greater level of facilitation from the medical school will further enhance research opportunities within PH. | |
| Community Outreach and Advocacy | C |
| <ul style="list-style-type: none"> There is poor awareness of environmental advocacy programming amongst the students and faculty and a clear lack of community engagement from the medical school and hospital trusts. However, the institution itself does offer some opportunities for community outreach. Recommendations: We suggest that the medical school clubs and societies implement initiatives related to sustainable environmental policies, either alone or in collaboration with Irish Doctors for the Environment. We also suggest that related material (e.g., clubs, events) gets communicated to the student body as a means to encourage engagement and advocacy. | |
| Support for Student-Led Initiatives | C- |
| <ul style="list-style-type: none"> The faculty and administration are supportive of student-led PH initiatives. However, it is mostly vocal support and we would like to see a greater level of support for such initiatives, e.g., facilitating connections between research mentors and students, and providing stipends for research projects. Recommendations: We would like to see students actively being involved in the process of improving the level of PH teaching and research opportunities, a UCD specific webpage for locating planetary health and/or sustainable healthcare projects, and increased support and funding of student-led QI initiatives. | |
| Campus Sustainability | C |
| <ul style="list-style-type: none"> UCD as an institution is showing commitment to improving its carbon footprint and better utilising the resources it has and consumes. The level of involvement from the medical school in the movement is not anything special but it is on par with the rest of the university which is progressing at a good rate. Recommendation: Involvement by the medical school to help lead this movement would be ideal. A crucial starting point would be to assign one or more staff members to this endeavour. | |

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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|---|---|
| 1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year? | |
| Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points) | |
| Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points) | |
| The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 points) | |
| No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points) | |
| Score Assigned: | 3 |
| <p><i>Score explanation: The UCD School of Medicine offers some core/elective modules that mention the impact of climate change and planetary health. These courses include PATH30080 - Disease Mechanisms & Pharmacological Principles and MEMI30040 - Principles of Infection and its Treatment. There is one elective course, MDCSS10310 - Patients, Doctors, & Healthcare, which delves a bit more into the impact of doctors and healthcare on the environment.</i></p> <p><i>Otherwise, there are many elective course opportunities outside of the School of Medicine that medical students can nevertheless take, which have a primary focus on environmental health and sustainability. These include BSEN40480 - Sustainable Energy & Environment, EEEN40110 - Renewable Energy Systems, and RDEV40490 - Sustainable Agriculture.</i></p> | |

Curriculum: Health Effects of Climate Change

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

| | |
|--|---|
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 point) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 2 |
| <i>Score explanation: All students must undertake a module entitled Principles of Infection and its Treatment (Module code: MEMI30040) and Epidemiology, Biostatistics & Public Health (Module code: PHPS20010). In both of these, the risk of climate change in exacerbating tropical disease and increasing the risk of pandemics was mentioned. However, the material mentioned on this topic was not examined.</i> | |

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| 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: | 2 |
| <i>Score explanation: Natural disasters and their impacts on community health were mentioned as risks for disease e.g., cholera in the Principles of Infection and its Treatment (Module code: MEMI30040) Module. An explicit link was not drawn to their frequency and climate change. The module Medical Zoology (Module Code: ZOOL10010) also briefly mentions the medical concerns that a few countries face due to climate and extreme weather.</i> | |

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| 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: | 2 |
| <i>Score explanation: This was briefly covered in the aforementioned Principles of Infection and its Treatment (Module code: MEMI30040) Module. However, the material mentioned on this topic was not examined.</i> | |

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

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

2

Score explanation: This was briefly covered in the Cardiovascular & Respiratory Physiology Module (Module code: PHYS20150), as the risk of air pollution was mentioned as being an exacerbating factor and likely cause, in some cases, of COPD and lung cancer. It was also briefly mentioned in a variety of modules that people who are exposed to more air pollution have a higher chance of developing respiratory health issues.

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

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: The role of social forces in mental health is mentioned, but environmental – in the sense of ecology and weather events – is not. Seasonal Affective Disorder (SAD) is mentioned in the psychiatry module, but this is not linked to climate change.

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

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

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| This topic was covered in elective coursework. | |
| This topic was not covered. | |
| Score Assigned: | 2 |
| <i>Score explanation: In the Epidemiology, Biostatistics & Public Health Module (Module code: PHPS20010), there are three lectures on food security, global health and the environment. These discuss how climate change impacts issues regarding food safety, animal and plant health, food borne disease and the neuropsychological effects on patients.</i> | |

| 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. | |
| This topic was briefly covered in the core curriculum. | |
| This topic was covered in elective coursework. | |
| This topic was not covered. | |
| Score Assigned: | 2 |
| <i>Score explanation: Briefly mentioned in the international health III & IV lecture series in the Public Health Medicine, Epidemiology and International Health Module (Module code: PHPS30020).</i> <i>This aspect is briefly covered in the aforementioned Principles of Infection and its Treatment (Module code: MEMI30040) Module, which discusses how the environmental and socioeconomic circumstances in African and Asian countries is a contributing factor in the proliferation of mosquito-borne diseases such as malaria and dengue fever.</i> | |

| 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. | |
| This topic was briefly covered in the core curriculum. | |
| This topic was covered in elective coursework. | |
| This topic was not covered. | |
| Score Assigned: | 2 |

Score explanation: This is briefly mentioned in the international health III & IV lecture series in the Public Health Medicine, Epidemiology and International Health Module (Module code: PHPS30020).

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This is not covered

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

2

Score explanation: Air pollution is discussed during the Cardiorespiratory Module (Module code: PHYS20150), but it is not further outlined in relation to reproductive health.

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

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

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| Score Assigned: | 0 |
| <i>Score explanation: This is not covered. In addition, an incinerator has recently been constructed north of the University campus, there is waste-water disposal in Sandycove Bay in the immediate vicinity of the University campus.</i> | |

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| 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. | |
| This topic was briefly covered in the core curriculum. | |
| This topic was covered in elective coursework. | |
| This topic was not covered. | |
| Score Assigned: | 0 |
| <i>Score explanation: This is not covered.</i> | |

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| 1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults? | |
| This topic was explored in depth by the core curriculum. | |
| This topic was briefly covered in the core curriculum. | |
| This topic was covered in elective coursework. | |
| This topic was not covered. | |
| Score Assigned: | 2 |
| <i>Score explanation: The Epidemiology, Biostatistics & Public Health Module (Module code: PHPS20010) briefly mentions how epidemiological factors, such as socioeconomic status, age, and gender, are correlated with increased risk of negative environmental effects, such as pesticide exposure.</i> | |

Curriculum: Sustainability

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| 1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet? |
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|---|---|
| This topic was explored in depth by the core curriculum. | |
| This topic was briefly covered in the core curriculum. | |
| This topic was covered in elective coursework. | |
| This topic was not covered. | |
| Score Assigned: | 1 |
| <i>Score explanation: Students have the opportunity to study and research this on summer research electives and have completed research topics on this historically, but it is not part of any core curriculum. It is noteworthy that any discussion of plant-based diets is in the context of pathologies e.g., anemia. There is also an elective course, “FDSC10010 Food Diet and Health”, that students may take as an elective course, which addresses the impact of plant-based diets.</i> | |

| 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. | |
| This topic was briefly covered in the core curriculum. | |
| This topic was covered in elective coursework. | |
| This topic was not covered. | |
| Score Assigned: | 2 |
| <i>Score explanation: Hospital waste is discussed in some detail in the Cardio-Respiratory Module (Module code: PHYS20150). The students are urged to think about waste generation and the reliance on single-use items.</i> | |

| 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) | Score |
|--|-------|
| 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) . | 1 |
| The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point) | 1 |

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| Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point) | 0 |
| The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point) | 0 |
| The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point) | 0 |
| 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) | 0 |
| <i>Score explanation: The above curriculum components are touched upon in the following two core medicine modules: GPRS20140 - Patient-Centred Practice and MDSA30320 - Primary Care & Medical Practice. The impact of surgical healthcare, anaesthetic gas use, inhaler use, and healthcare-related waste production is not addressed in any core or elective module.</i> | |

Curriculum: Clinical Applications

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| 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 not strategies introduced for having conversations with patients about climate change. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: During clerkship years, occasionally some OSCE communications stations may address the impact of health due to climate change-related factors.</i> | |

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| 1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history? | |
| Yes, the core curriculum includes strategies for taking an environmental history. (2 points) | |
| Only elective coursework includes strategies for taking an environmental history. (1 point) | |
| No, the curriculum does not include strategies for taking an environmental history. (0 points) | |
| Score Assigned: | 2 |

Score explanation: This is addressed when medical students learn how to take a detailed history of a patient with respiratory pathology. Students are required to ask about environmental and occupational hazards e.g., 'pigeon-fancier's lung' and 'coal-miner's lung' and asbestos.

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned:

2

Score explanation: Various modules are including more aspects of planetary health and sustainability into their lecture content. For example, it is shown how worsening air pollution leads to increased rates of asthma and COPD and affects patients with Covid-19. (Module code: PHYS20150). However, progress in this regard is slow and highly dependent on which lecturers are involved in the various modules. Lecturers can change every year resulting in no consistent progress.

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

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

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

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

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

Score Assigned:

2

Score explanation: As mentioned above, this aspect is reliant on individual lecturers including the content in their lectures. A few dedicated lectures dedicated to public health are included throughout the curriculum (PHPS20010 - Introduction to Epidemiology, Biostatistics & Public Health, and PHPS30020 - Public Health Medicine, Epidemiology and International Health).

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

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

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

Score Assigned:

0

Score explanation: As of this time, there is no dedicated faculty or staff member overseeing the integration of planetary health and environmental sustainability. Inclusion of these topics is on a lecturer-by-lecturer basis.

Section Total (34 out of 72)

47.22%

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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.*

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| 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) | |
| Score Assigned: | 2 |
| <p><i>Score explanation: Several faculty members conduct research on topics within planetary health. However, it is not their primary focus. Research topics include food borne diseases, lifestyle related diseases, health damaging consumer behaviour, behaviour economics, population health disparities and policy interventions, and sustainable change in the healthcare environment.</i></p> <p><i>Researchers and their area of specialty can be found here: https://people.ucd.ie/</i></p> | |

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| 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) |

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|---|---|
| There is no dedicated department or institute. (0 points) | |
| Score Assigned: | 1 |
| <i>Score explanation: The UCD School of Public Health, Physiotherapy & Sports Science has research units focused on the following, amongst others: Occupational and Environmental Studies, Food and Health, and the UCD Centre for Food Safety.</i> | |

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| 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: | 0 |
| <i>Score explanation: There is currently no process, and no efforts are currently being made to implement such a process.</i> | |

| | |
|--|---|
| 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: | 3 |
| <i>Score explanation: UCD Estate Services has a user-friendly and comprehensive website (https://ucdestates.ie/green-campus/) which addresses the topic of environment and health on</i> | |

campus. Various endeavours, such as volunteering opportunities and funding for student-led project proposals are included.

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

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

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

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

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

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

Score Assigned:

0

Score explanation: While UCD has hosted events that discuss these matters they are not widely attended by students. UCD also runs an annual 'Green Week' every spring, which includes various talks, workshops, and conferences: <https://ucdestates.ie/greenweek/> UCD Medical Society co-hosted a talk: 'Planetary Health: The Climate Crisis is a Health Crisis' alongside Irish Doctors for the Environment. However, this was five years ago (in February 2020).

2.6. Is your institution 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:

0

Score explanation: Irish Doctors for the Environment has tried to reach out to various faculty members regarding UCD joining these organisations. However, as of the present day, UCD is not yet a member.

Section Total (6 out of 17)

35.29%

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Community Outreach and Advocacy

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

| | |
|---|---|
| 3.1. Does your <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 has participated in community focused events relating to planetary health. (1 point) | |
| No, there is no such meaningful community partnership. (0 points) | |
| Score Assigned: | 1 |
| <i>Score explanation: UCD as a university has relationships with biodiversity groups and environmental groups but these have no interaction with the medical school or curriculum. UCD School of Medicine actively encourages students to participate in charity events that include raising money and awareness of planetary health.</i> | |

| | |
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| 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/medical school have not offered such community-facing courses or events. (0 points) | |

| | |
|---|---|
| Score Assigned: | 1 |
| <i>Score explanation: There is a course offered by UCD, HIS42820 - One World, One Health?, which gives an opportunity for students to engage with primary and secondary literature from across the humanities, social sciences, and biomedical sciences. However, the medical school itself does not offer any such course.</i> | |

| | |
|--|---|
| 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) | |
| Students do not receive communications about planetary health or sustainable healthcare. (0 points) | |
| Score Assigned: | 2 |
| <i>Score explanation: There is a weekly students union newsletter sent via email and a monthly UCD-wide newsletter. Both have, at times, included healthcare related materials and topics.</i> | |

| | |
|---|---|
| 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 provider. (1 point) | |
| There are no such accessible courses for post-graduate providers. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation: No such module or professional education activity is offered by the UCD School of Medicine Program, or any affiliated hospitals.</i> | |

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

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|---|---|
| Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. (2 points) | |
| Some affiliated hospitals have accessible educational materials for patients. (1 point) | |
| No affiliated medical centres have accessible educational materials for patients. (0 points) | |
| Score Assigned: | 1 |
| <p><i>Score explanation: The primary hospital site St. Vincent's University Hospital has resources for patients regarding environmental health exposures.</i> https://stvincents.org/health-wellness/health-resources/health-library/detail?id=center1048.</p> <p><i>The other primary hospital site Mater Misericordiae University Hospital does not.</i></p> | |

| | |
|--|---|
| 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 medical school or all affiliated hospitals have accessible educational materials for patients. (2 points) | |
| Some affiliated hospitals have accessible educational materials for patients. (1 point) | |
| No affiliated hospitals have accessible educational materials for patients. (0 points) | |
| Score Assigned: | 1 |
| <p><i>Score explanation: The Mater Misericordiae University Hospital, one of two main teaching hospitals affiliated with UCD, have recently introduced inhaler recycling in their in-house pharmacy in an effort to reduce the negative climate impact of inhaler waste-production and enhance public awareness. The HSE websites also include information on the topic.</i></p> | |

| | |
|------------------------------------|---------------|
| Section Total (7 out of 14) | 50.00% |
|------------------------------------|---------------|

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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 institution 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, **neither** the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

0

Score explanation: While students can pursue such projects themselves, neither the institution or the medical school provide any assistance in this regard.

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek these out and carry them out in their spare time. (1 point)

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

Score Assigned:

1

Score explanation: Medical students can develop their own research agenda for a summer project and receive credit for it. This may receive funding from the university, but it is not guaranteed.

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 medical school, 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:

0

Score explanation: No such website exists at this time, and there are no current plans to develop such a site.

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 medical school dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my medical school 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:

1

Score explanation: The main driver of on-campus sustainability is Estate Services:

<https://ucdestates.ie/green-campus/>

There is a 'One Health Society' at UCD, a trans-disciplinary student society which is 'dedicated to improving the lives of all species - human and animal - through the integration of human medicine, veterinary medicine and Environmental Science's'. The society typically hosts talks and workshops throughout the year. There is no faculty support for any of these endeavours.

4.5. Is there a student liaison representing sustainability interests who serves on a department 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: As of this time, there is no such student representative.</i> | |

| 4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each) | Score |
|--|-------|
| Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects. | 0 |
| Panels, speaker series, or similar events related to planetary health that have students as an intended audience. | 1 |
| Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts. | 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 |
| <p><i>Score explanation: The aforementioned talks and conferences from 'Green Week' and the UCD Medical Society had students as the intended audience. These talks emphasise the challenges of climate change and the positive impact students can impart in the community. Students can hear talks directly from specialists. There are also several societies available to medical students that would offer wilderness and outdoors programs. Lastly, students can become Green Campus Project Coordinators or volunteer with the project coordinators on projects dedicated to raise awareness of environmental issues and improve the environmental performance of UCD. (https://ucdestates.ie/green-campus/).</i></p> <p><i>The UCD in the Community website (https://www.ucd.ie/ucdinthecommunity/) is a good resource for students wanting to take on various community projects and initiatives. However, there isn't a directly focused initiative related to building community resilience to climate change.</i></p> | |

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| Section Total (7 out of 15) | 46.67% |
|------------------------------------|---------------|

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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 at least one designated staff member for sustainability at the hospital. (3 points) | |
| There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points) | |
| There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point) | |
| There are no staff members or task force responsible for overseeing campus sustainability. (0 points) | |
| Score Assigned: | 1 |
| <p><i>Score explanation: A 'green campus committee' was set up in 2015 by a group of UCD students and staff. The green campus committee aims to encourage students and staff to work together to implement projects and initiatives to raise awareness of environmental issues and improve the environmental performance of their institution. The UCD Green Campus project is focused on delivering projects where students can become actively involved.</i></p> <p><i>Students are encouraged to get involved by becoming 'Green Campus Student Coordinators', a part-time role allowing students an opportunity to develop projects with senior guidance. However, there are no specific initiatives in relation to the medical school.</i></p> | |

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

| | |
|---|---|
| Score Assigned: | 1 |
| <p><i>Score explanation: UCD Estate Services have stated a plan for a reduction of approx. 12,782 tonnes of CO2 by 2030.</i></p> <p><i>We are unable to source clear information on carbon neutrality itself. More information can be found on the following website: https://ucdestates.ie/about/sustainability/energy-management/</i></p> | |

| | |
|---|---|
| 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: | 0 |
| <p><i>Score explanation: We were unable to access exact data in terms of renewable energy sources. However, UCD has invested in a renewable biomass boiler (wood pellets) that produces heat for the University district heating system, solar PV (photovoltaics) to produce renewable electricity and solar thermal panels that produce hot water.</i></p> <p><i>There is also an enhanced focus on energy efficiency, and UCD as an institution is making progress to rely less on nonrenewable energy and turn to renewable energy as a main source. (https://www.seai.ie/sites/default/files/publications/Public-Sector-Annual-Report-2023-English.pdf)</i></p> | |

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|---|--|
| 5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</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 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 |
| <p><i>Score explanation: UCD are applying sustainable practices to new buildings, and retrofitting current buildings with features such as renewable biomass boiler (wood pellets) that produces heat for the university district heating system, solar PV (photovoltaics) to produce renewable electricity and solar thermal panels that produce hot water. Additionally, infrastructure to reduce the carbon footprint, such as bike racks, are being installed on campus in the main affiliated hospitals. Most of the old buildings have been retrofitted.</i></p> | |

| | |
|--|---|
| <p>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?</p> | |
| <p>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)</p> | |
| <p>The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)</p> | |
| <p>The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)</p> | |
| Score Assigned: | 2 |
| <p><i>Score explanation: The UCD campus is well served by public transport. Additionally, two new bus lines, the S4 West and S6 East were implemented/organised by UCD to provide more accessible transport options to students throughout Dublin. New Bus lines such as the X and L series have made transportation to school easier for people further away. Additionally, secure bike parking, commuting shower & locker facilities, and a bike shop available to students.</i></p> | |

| | |
|--|---|
| <p>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</p> | |
| <p>Yes, the institution has both compost and recycling programs accessible to students and faculty. (2 points)</p> | |
| <p>The institution has either recycling or compost programs accessible to students and faculty, but not both. (1 point)</p> | |
| <p>There is no compost or recycling program at the medical school. (0 points)</p> | |
| Score Assigned: | 2 |

Score explanation: Recycling and composting is readily available for students. UCD produces approx. 2,000 tonnes of Mixed Municipal Wastes per annum. Through processes used by its waste management service providers, less than 10% of this waste ends up in landfill.

More information can be found here: <https://ucdestates.ie/about/sustainability/waste-management/>

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:

1

Score explanation: The medical school itself does not directly have food and beverage offerings. In addition, the medical school itself does not seem to be engaged in efforts to increase food and beverage sustainability.

However, the UCD Student Union, who run several food outlets on campus, have several sustainability and green initiatives that medical students can avail themselves of.

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: UCD has guidelines when it comes to supply procurement. Three major actions UCD have taken are to comply with all government guidelines, promote green procurement to support these environmental and wider sustainable development objectives as well as provide staff training in the central UCD Procurement and Contracts function.
<https://www.ucd.ie/sustainability/actionareas/campusandoperations/greenprocurement/>

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:

0

Score explanation: There are no such guidelines for medical school events.

5.10. Does your institution 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:

1

Score explanation: Lab spaces are designed and implemented with environmentally sustainable principles, including proper waste disposal and limited use of resources such as electricity. However, there are no programs or initiatives implemented by the UCD School of Medicine Program.

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) | |
| Score Assigned: | 3 |
| <i>Score explanation: UCD is, as of 2017, fully divested. It is however unclear whether UCD has made any commitments to reinvest the divested funds into renewable energy companies.</i> | |

| | |
|-------------------------------------|---------------|
| Section Total (17 out of 32) | 53.13% |
|-------------------------------------|---------------|

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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% |

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

Planetary Health Grades for the University College Dublin School of Medicine

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

| Section | Raw Score % | Letter Grade |
|---|---|--------------|
| Planetary Health Curriculum (30%) | $(34/72) \times 100 = 47.22\%$ | C |
| Interdisciplinary Research (17.5%) | $(6/17) \times 100 = 35.29\%$ | D+ |
| Community Outreach and Advocacy (17.5%) | $(7/14) \times 100 = 50.00\%$ | C |
| Support for Student-led Planetary Health Initiatives (17.5%) | $(7/15) \times 100 = 46.67\%$ | C- |
| Campus Sustainability (17.5%) | $(17/32) \times 100 = 53.13\%$ | C |
| Institutional Grade | $(34/72 \times 0.3 + 6/17 \times 0.175 + 7/14 \times 0.175 + 7/15 \times 0.175 + 17/32 \times 0.175) = 46.58\%$ | C |

Report Card Trends

Section Overview

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

