Planetary Health Report Card (Medicine)

Université de Genève

2024-2025 Contributing Team:

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Summary of Findings

Overall Grade	B

Curriculum	B

- Since last year, there have been more PH mentions in various lectures. One notable improvement is the extensive explanation of the environmental footprint of the healthcare system in Geneva. However, the elective course on PH has been discontinued because it was deemed that the core curriculum now addressed the SP objectives. Some themes, such as the aspects of ethics and inequalities regarding the consequences of climate change are still not addressed in depth and are more seen and exemplified as a fatality and a reason to adapt rather than a parameter upon which it is possible to have an influence.
- **Recommendations:** As this parameter was reported lacking, we would like to recommend giving more extensive explanations during the lectures what actions and behaviours can be taken or adopted to mitigate the impact of medicine on PH or which actions can be beneficial. In this light, working on integrating more PH notions and clinical applications to be integrated in the Master curriculum, would be a notable amelioration. As mentioned last year, the creation of a "health and sustainability" office with the aim of coordinating learning activities and continuing the integration of new courses might help greatly with the above recommendations.

Interdisciplinary Research	A

- There have been no significant changes since last year. Planetary health research is carried out at the university, both clinical and international (within the Institute of Global Health), but there is a lack of coordination and visibility of ongoing projects.
- **Recommendations**: The changing management in the Institute of Global Health could be a good opportunity to increase collaboration with the university and other partners to more PH research. A university-wide platform must be created to centralise information.

Community Outreach and Advocacy	B

- The University of Geneva and the MFac have still been active in proposing and communicating on PH public events, but with no community direct involvement in the organisation of such events.
- **Recommendations**: The university can improve its communication on PH (website, newsletter) and engage institutionally in local initiatives and associations on PH (for e.g Alliance Santé Planétaire or Health Systems for Earth).

Support for Student-Led Initiatives	B

- Health for Future (students association) has still been active and supported by the MFac.
- **Recommendations**: More visibility of current PH projects, particularly on the University's website, would be beneficial for students to be more active in education, research and PH promotion.

Campus Sustainability	C-

- With the changing rectorate, it seems that the Sustainability Office has not yet taken meaningful action for campus sustainability. The Centre Médical Universitaire is the biggest energy user in the university and there is for the moment no timeline for its energetic renovation.
- **Recommandations**: The university could establish a clear plan with ambitious objectives in terms of durability and set guidelines for its laboratories and events.

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, and 4) community outreach centred on environmental health impacts, and 5) school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education 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 develiered 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.

- **Extractivisim:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school 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:	1
Score explanation: *There was one elective course entitled "Better understand the links between health, medicine and the environment" during the 2023-2024 academic year but it has since been discontinued. As far as we know, some other elective courses might mention planetary health but do not include a full lecture on the subject.* *The elective "Current challenges in humanitarian health" also mentions several times the effect of climate change on humanitarian crises and their worsening.* *Some of the lectures included in the optional "Tropical Medicine" unit of 6th year focus on "One health", and "Health and pollution".*	

Curriculum: Health Effects of Climate Change

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

This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	3

Score explanation:

This subject is covered in 5th year in a 60 min lecture on "dysthermia" with the following learning objectives :

- *understanding the mechanisms and structures involved in thermogenesis and thermoregulation*
- *understanding the repercussions of climate change on the epidemiology of pathologies caused by exposure to extreme temperatures*
- *understand the main principles of the management of hypothermia and hyperthermia*
- *list the diagnostic criteria for hypo- and hyperthermia*
- *define the main prognosis for these two conditions*

It is mentioned as well in "Impacts of climate change on health" in 1st year, and in "Effects of pollution and climate change on the cardiovascular system" in 2nd year.

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

Score explanation:

The topic is briefly mentioned at various occasions :

- *In the 1st and 2nd year classes on epigenetics*
- *In the 2nd year lecture on "Food industrialisation and planetary health"*
- *In a list of the impact of climate change on various aspects of health in the "Health and environment" lecture in 3rd year.*
- *In the elective "Current challenges in humanitarian health"*

However, there lacks more extensive explanations of this subject, which is often quickly brought up or used as an example rather than being the main focus.

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:	3

Score explanation: The core curriculum includes several lectures mentioning the impact of climate change on infectious diseases :

- *"Impacts of climate change on health" in 1st year*
- *"Emerging viruses" in 3rd year*
- *"One health" in 5th year*

These lectures emphasise how epidemics develop and the changing patterns of infectious diseases, and the links with climate change. There is however only little mention of the possibility of preventive actions.

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

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

Score Assigned:	2

Score explanation:
This subject is briefly mentioned in

- *"Dyspnea in the practice" in 1st year*
- *"Cancer and environment" in 2nd year*
- *"Lung Cancer" in 2nd year, during the unit on the respiratory system.*
- *"Health and Environment" in 3rd year*
- *"Allergies and Environment" in 3rd year*

All the above classes mainly address the effect of air pollution on respiratory health, without this subject being their main focus.
There are little mentions of climate change, of how to prevent these emissions, or how to reduce the patient's expositions.

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

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

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

Score explanation:
In 2nd year, there is a 45 min lecture on "the effects of pollution and climate change on the cardiovascular system" with the following learning objectives :

- *be sensitive to the impact of the environment on cardiovascular health*
- *Understand the analyses used to objectivize the influence of environmental factors on cardiovascular health*

It discusses the impact of the environment on cardiovascular health, including increased heat,, the analyses to objectify them and their prevention.

Another class on "preventive cardiology" briefly discusses the effect of pollution on cardiovascular health in 2nd year. The lecture "Impacts of climate change on health" in 1st year briefly addresses the subject as well.

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

Score explanation: The mental health and neuropsychological effects of environmental degradation and climate change are a learning objective in a problem-based learning about anxiety disorders in year 4-5 during the master psychiatric module.

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	3

Score explanation:
A lecture in 2nd year during the "Nutrition, Digestion and Metabolism" unit covers the link between climate change and food production, as well as the co-benefits of a diet respectful of planetary boundaries and provides advice for said diet.
The alimentation co-benefits are also mentioned during the lecture "Introduction to planetary health" in 1st year and "Effects of climate change on health" in 3rd year.
There is however little mention of ecosystem health and no mention of water security.

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

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

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

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

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

Score Assigned:	2

Score explanation:

This topic is mentioned in 4th year in a lecture on "immigrant patient" which includes the impact of global warming on migration and the impact of armed conflict on climate as well as briefly mentioned in"Health and environment" in 3rd year. There are, however, no mentions of the impact on marginalised populations as cited in the above question.

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

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

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

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

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

Score Assigned:	2

Score explanation:
The social inequalities linked to heat-islands in the light of urbanisation in Switzerland is explained in the 4th year lecture on "urban health and socio-economic determinants of health". They are not, however, the main focus of this class.

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:
The environmental reproductive health effects are covered in the "Reproduction" unit in 2nd year during 3 problem-based learnings with the following learning objectives:

- *Understand how the environment can alter reproductive functions*
- *Understand how the maternal environment can alter the mother's health and that of the fetus*
- *Understand how the environment can interfere with sex differentiation*

They are also mentioned during the lecture "Health and Pollution" which is part of the optional unit on tropical Medicine.

However, this subject is never the main focus of these classes.

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

Score explanation:
Half a lecture (30min) during the "Health and environment" class in 3rd year is dedicated to the environmental impact of Geneva's hospital, and what has been done to improve it.
In 4th year, both the lectures on "urban health and socio-economic determinants of health" and "dysthermia", as well as the 2nd year class on the "effects of pollution and global warming on cardiovascular health", cover the subject of heatstrokes, which are a relevant threat for the population living in and around Geneva.

Some other threats could be mentioned, and clinical skills taught regarding them.

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: As far as we know, this topic is not covered in our curriculum.	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *The subject is briefly mentioned in the 1st year lecture " Social inequalities and health", by linking the higher risk for certain diseases with the socio-economic level of some populations.* *The impact of environmental toxins in general is also discussed in 5th year during a lecture on neurotoxicity, through the following learning objective : "characterize and manage neurological disorders linked to non-drug agents such as biological toxins and chemical agents (plants, fungi, spiders, pesticides, heavy metals)."* *An elective class on pharmacology that can be taken in 2nd or 3rd year also has a lecture on environmental toxins.*	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?
This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: *The subject is mentioned once in the 1st year lecture on therapeutic education* *In 2nd year, there is a lecture on « Food industrialisation and planetary health » with the following objectives :* - *describe the main steps in the industrialisation of food* - *understand the effects of food production on climate* - *explain the impact of food choices on individual health and the co-benefits for health and the environment* - *discuss and advise patients on food and drink choices* *A problem based-learning in 4th year in Primary Care Unit teaches how to "formulate advice for a healthy and sustainable diet" in practice.* *These lectures however could put more emphasis on the co-benefits.*	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: *The carbon footprint of the healthcare system is mentioned during the 1st year lecture on the " Impact of climate and environmental change on health"* *The subject is covered more extensively during the "Health and environment" lecture in 3rd year, taking up half the lecture, focusing on Geneva and the HUG.* *In 5th year, this topic is mentioned in a lecture on "Swiss health care system".*	

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)	1

The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

Score explanation:

1. *The need to reduce over-medicalisation is a recurring theme in the curriculum. However, there is little connection with the environmental impacts of investigations or treatments.*
2. *The health benefits of antibiotics deprescription to reduce the emergence of antibiotics resistance has been covered in the 3rd year lecture "the proper use of antibiotics", and alluded to in numerous classes. The theme of de-prescribing is addressed in a lecture in 4th year internal medicine which proposes to "discuss and apply strategies to limit the ecological footprint of drug prescriptions".*
3. *In 4th year, a problem-based learning in Primary Care Unit has the following objective : "address the health-environment co-benefits in the recommendations made to patients and in the treatments offered, and understand the concept of green prescribing". Non-pharmaceutical management is also a recurring theme in the curriculum, without being necessarily linked to health-environment co-benefits.*
4. *Very briefly quoted in the "Health and environment" lecture in 3rd year as a contributing factor in the environmental impact of the HealthCare system but without explanations.*
5. *Briefly quoted in the "Health and environment" lecture in 3rd year as a contributing factor in the environmental impact of the HealthCare system. Mentioned as well in the Anesthesiology handout given to the 4th year students during the surgery rotation, but without any extensive explanations.*
6. *4th year problem on asthma with the following learning objective : "identify the environmental impact of propellants contained in metered-dose inhalers used in asthma treatment".*
7. *Briefly quoted in the "Health and environment" lecture in 3rd year as a contributing factor in the environmental impact of the HealthCare system.*

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 points)
No, there are **no** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	0

Score explanation:
Some recommendations have been given

- *In the 1st year lecture on therapeutic education concerning the health-environment co-benefits of changing one's diet, green prescribing or soft mobility*
- *A lecture in 2nd year has the following objective : discuss and advise patients on food and drink choices*
- *in the 3rd year lecture "Health and environment" to highlight conversational points to address with patients in order to reduce the environmental impact of over-prescribing.*

These recommendations however, address which subjects one might bring up with the patients, but there is no clinical teaching on how to discuss environmental issues with our patients.

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:	0

Score explanation:
The 3rd year lecture on "Solvant toxicity" includes a few notions of how to take an exposure history, but there are no specific teachings on how to take an environmental history.

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)
No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	4
Score explanation: *The University of Geneva has a working group since 2021 that is responsible for the development of the curriculum in planetary health by implementing new lectures and new learning objectives in existing courses. The group is still working on expanding planetary health education but has been less active because the margins for improvement are smaller.*	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	4
Score explanation: *The topics are mostly integrated between the 1st and 3rd year, but are well distributed across that time, and always linked to the unit studied at the time. There are less classes concerning planetary health during the 4th to 5th year, but they are well integrated in the program, and their numbers are improving.*	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
Score explanation: Since 2021, a working group including teachers and students (mandated by the deanship and headed by Pre Johanna Sommer) is responsible for the development of a curriculum in planetary health. Please note that there is no one hired by the faculty to help coordinate planetary health teaching.	

Section Total (51 out of 72)	**71%**

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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.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
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:	3
Score explanation: The GeoHealth group, directed by Prof. Nicolas Ray in the Institute of global Health has a growing planetary health research activity that aims to model and quantify the impact of climate and environmental changes on access to health services in low- and middle-income countries. The One Health research unit led by Dr. Isabelle Bolon and Dr. Rafael Ruiz de Castañeda focuses on emerging global health issues at the human-animal-environment interface, for example the impact of climate change on infectious diseases and NTDs, climate change and One Health and the health benefits and risks of urban green spaces.	

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

There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: like explained above, the GeoHealth group and the interdisciplinary research unit on One Health are part of the Institute of Global Health and explore different aspects of planetary health, particularly in low-income countries.	

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:	1
Score explanation: According to Prof. Nicolas Ray, the research conducted by the Geo Health group in the African context came at the request of the countries via the Minister of Health and their partners (UNFPA, WHO, Global Fund, FIND, UNICEF, World Bank). They provide support to optimize health systems in these countries, very often with contributions from local representatives of the different regions of the country, representatives of civil society and other national and local stakeholders. However, there is no engagement of local communities in Geneva to give inputs about the research agenda.	

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:	1
Score explanation: There are several web pages on the University of Geneva's website devoted to sustainability and links between environment and health. There is a special interface to Sustainable Development Goals with some resources and information about sustainability in the campus. The Human, Animal and Environmental Health division (which was mentioned above) also has a dedicated web page. Information is relayed on the site, for example the publication of an article concerning "teaching planetary health." However, there is not yet an institutional website centralising various campus resources related to health and the environment.	

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:	4
Score explanation: Health for Future Geneva, a group of students part of the medical faculty hosted a conference "Sustainability, well-being and mobility" on January 22nd 2025. *UNIGE also organised for the second year a "Climate week" in which several lectures were organised, indirectly addressing planetary health topics.*	

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:	1
Score explanation: The medical faculty sent the responsible of the planetary health curriculum to be part of the Swiss Consortium of Ecological Transition of the Health System, and to a national meeting including patients, healthcare politicians, stakeholders of health system, etc.	

Section Total (13 out of 17)	**76%**

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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 institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	1
Score explanation: We participate as university members to different associations (Alliance santé planétaire, Health systems for Earth) but there are no partnerships between the university and these organisations. The university has however participated to the organisation of the Climate week in which several events were related to planetary health.	

3.2. Does your institution 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:	3
Score explanation: We participated at different public events or in schools with conferences or courses on planetary health. *For example, the faculty of medicine participated in the public event* Planète santé*, where multiple events addressed planetary health issues. We gave a public conference twice about co-benefits and a public campaign on co-benefits (12 months 12 actions) where an action is suggested every month to promote a cobenefit. The campaign spread posters every month in the waiting rooms of primary care physicians.This campaign has won a prize in sustainability by the local authority .* *The university has also participated to a public conference with the local hospital on 17.10.24 on institutional responsibility in ecological transition.*	

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:	1
Score explanation:The campaign 12 months 12 actions was spread in the faculty of medicine's newsletter every month with the posters. The communication service also made twice an article in the university journal.	

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:	2
Score explanation: The Hospital of Geneva developed a complete program "Choosing Greenly" with a training program/ courses for interprofessional postgraduate training about 50 "leaders" responsible for spreading the message in their units/departments.	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
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
Score explanation: Different units in the hospital displayed the posters 12 months/12 actions about cobenefits some of which deal with environmental health exposures (for e.g. screen exposure, endocrine disruptors)	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **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
Score explanation: Different units in the hospital displayed the posters 12 months/12 actions about the co benefits some of which deal with climate change (for e.g. active mobility, alimentation, etc.)	

Section Total (9 out of 14)	**64 %**

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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:	2
Score explanation: The "Partenair project P3" is another initiative that aims to develop a project between a student and a member of the University on various themes, including sustainability. However, the ground for sustainability has not been conducted in 2024 due to the change of rectorate.	

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: Several teachers and researchers like Dr Hubert Maisonneuve, Pre Johanna Sommer, Pr Yves Jackson and Pr Tinh-Hai Collet are supervising clinical research work for Master's students.There is no planetary health research platform regrouping research projects in which medical students can participate. The institution encourages projects on sustainability in general.	

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: A webpage on the course sharing platform Moodle which references planetary health education and research opportunities is being created but is not opened to students yet.	

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:	2
Score explanation: Health for future Geneva is a project part of AEMG (Geneva Medical Students' Association) since 2019. It conducts different projects and organises some events around planetary health and sustainable healthcare. Health for Future is an international organisation and has been implemented in Switzerland in 2021. Geneva's group receives annual seed money from AEMG and the faculty is supporting the projects through inviting students during faculty commissions and working groups and organising events open to the public within the faculty.	

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:	1
Score explanation: Students are part of the working group on implementation of planetary health in the medical curriculum. There is also a medicine student representative in the University SDG's Council. However, this council has not been active for 2 years.	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
Score explanation: *1. The University of Geneva holds a workshop in Spring that aims at teaching the gestures of gardening, so that students can be ready to sustainably maintain an ecological vegetable garden.* *2. Health for Future Geneva, a group of students part of the medical faculty hosted a conference "Sustainability, well-being and mobility" on January 22nd 2025.* *3. The medical faculty participated in the "Forum Planète Santé" which is a public event on health. The stand proposed several activities on cobenefits (food, sport, etc.)* *4. As far as we know, there were no such events this year.* *5. The University of Geneva is part of a project GE-21 which is a network of experts whose mission is to promote and enhance biodiversity and ecosystem services to improve the well-being of the inhabitants of Geneva and its region.* *6. The sports program of the University is very rich and provides different sport camps and weekly outdoor activities such as skiing, climbing and hiking.*	

Section Total (10 out of 15)	**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 institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score explanation: Since 2024, there is a one year contract employee working on establishing an inventory of durability in the faculty of medicine. At the global university level, there is one "rectorate advisor" (Conseiller au Rectorat) in charge of sustainable development and buildings.	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?	
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)	
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)	
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution/medical school does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	0
*Score explanation: The University of Geneva has signed a call to reduce half of its emissions by 2030 and achieve carbon neutrality by **2050**. As of now, there is no clear plan to achieve that goal and no way to track the progress.*	

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:The electricity consumed in the university is composed of: 94% of "SIG Vitale Vert"electricity (made of at least 90% classic swiss hydraulic electricity and up to 10% solar and hydraulic produced in Geneva), and 6% "Vitale solaire" (100% local photovoltaic electricity production). Most of the heating is still using fossil fuel. Total energy use: 258'340 GJ - renewable energy use: 168'599 GJ.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	2
Score explanation: The new building of the faculty of medicine was constructed (2016) in line with sustainability practices, but the old building did not undergo a major renovation to make it more sustainable.	

5.5. Has the institution implemented strategies to encourage and provide

environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
Score explanation: The location of the faculty of medicine is well-centred and accessible by public transport, there are also facilities for cyclists very close to the entrances.	

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 medical school. (0 points)	
Score Assigned:	1
Score explanation: There are recycling bins for aluminium, plastic and paper inside the university but no organic 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 a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
Score explanation: ⅓ of the daily menus is vegetarian (and is vegan around twice a week), the rest of the offer is mostly meat and animal based. There is a program for the cafeterias to be : "Sustainable, tasty and affordable" There are programs to enlarge the vegetarian offer, diminish the food and plastic waste, propose local food and be respectful of animal well-being (a collaboration exists with the Swiss Animal Protection PSA). However, animal-based products are still being served everyday in the medical school, except for the cafeteria in UniMail which is entirely vegetarian. This year, a Vegan week was organised in January.	

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:	1
Score explanation: The UNIGE has a responsible purchasing policy available online in which the "spirit of sustainable development" is mentioned. However, it is the economic aspects of supply procurement that are emphasised rather than their environmental impact. The guidelines are vague and there are no constraints on their application.	

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 is a web page on UNIGE's website "how to organise an event" but sustainability is not mentioned.	

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:	0
Score explanation: There are no guidelines aiming at reducing the footprint of the labs in the faculty of medicine. However, as mentioned above, a one year contract employee is working on establishing an inventory of durability in the faculty of medicine, including labs, with the intention of creating recommendations.	

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
Score explanation: The institution does not have investment (its budget comes from the government).	

Section Total (14 out of 32)	**50%**

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(51/72) x 100 = 71%	B
Interdisciplinary Research (17.5%)	(13/17) x 100 = 76%	B+
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(10/15) x 100= 67%	B
Campus Sustainability (17.5%)	(14/32) x 100 = 44%	C-
Institutional Grade	**(Ax0.3 + 76x0.175 + 64x0.175 + 67x0.175 + 44x0.175) = 65%**	**B**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which University of Geneva has participated in the Planetary Health Report Card initiative.