Planetary Health Report Card (Medicine) 2026:

Cooper Medical School of Rowan University

2025-2026 Contributing Team:

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Land acknowledgment: *Lenapehoking*, the ancestral lands of the Nanticoke Lenni-Lenape tribal nation

Summary of Findings

Overall Grade	A-

Curriculum	B+

- Cooper Medical School of Rowan University has made significant strides in integrating climate change and sustainability topics into its curriculum. While these subjects were previously limited to elective coursework, they are now being increasingly incorporated into the core curriculum. Courses like Foundations in Medical Practice have begun addressing the various impacts of climate change on health and teaching students how to discuss climate health with patients. Various organ blocks, especially Immunology and Infectious Disease, have also made significant improvements in discussing climate health.
- **Recommendations**: Gaps in the curriculum still remain, particularly regarding the intersection of climate change and its disproportionate effects on marginalized populations, both locally and globally. The effects of climate health on cardiovascular health and mental health could be expanded upon in the core curriculum. The role of the healthcare system in climate change, such as the waste cycle (e.g. single use plastics, medication waste, etc.) and energy consumption (e.g. carbon footprint) could also be further integrated into the core curriculum. There could be a larger emphasis on the role of medical students and physicians in climate health advocacy and justice. Additionally, the school currently has no curriculum to emphasize the importance of Indigenous knowledge and values in planetary health solutions.

Interdisciplinary Research	A

- Cooper Medical School of Rowan University has a robust research department focused on climate change and sustainability, offering numerous opportunities for involvement in these projects. Several faculty members are pushing this progress for the school. However, there is currently no initiative to engage local community members as stakeholders in these research efforts.
- **Recommendations**: CMSRU could collaborate with community members by conducting surveys through student-run clinics or partnering with local organizations, for instance Center for Family Services. This approach would help identify community members' concerns about climate change and its impact on health.

Community Outreach and Advocacy	A

- Cooper Medical School of Rowan University actively engages in community advocacy and outreach through initiatives led by some of its own student organizations, MS4SF and Cooper Sprouts, and through partnerships with the main campus and local and state organizations. These partnerships help promote climate health literacy throughout the Camden community.
- **Recommendations**: CMSRU should continue to host events with the community to promote climate health education, work towards setting up a monthly planetary health newsletter, and better advertise the current planetary health educational resources already put together for patient viewing.

Support for Student-Led Initiatives	A

- Cooper Medical School of Rowan University supports student-led planetary health initiatives by providing funding, fellowships, programming, and student group opportunities.
- **Recommendations**: CMSRU should create a specific webpage for the Department of Climate Health highlighting ongoing and past planetary health projects and how to get in contact with mentors. Encourage

student-led events to engage with local environmental justice communities and address climate challenges. Partnering with Camden Community Partnerships, NJ Environmental Justice Alliance or the Center of Family Services would be a great start!

Campus Sustainability	B

- Cooper Medical School has made progress when it comes to campus sustainability. Its current activities occur in LEED certified buildings, there are optional guidelines in place to help events hosted be more sustainable, especially when it comes to ordering food from more eco-friendly vendors, and procuring supplies via more sustainable methods.
- **Recommendations**: While the university has committed towards becoming carbon neutral by 2030, public updates have not been made available since 2020. We should advocate for a clear and updated status report on this plan, while also pushing for Rowan University Foundation to divest from fossil fuel companies. Additionally, on a smaller scale, some general guidelines should be agreed upon to make lab spaces more sustainable.

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 5) school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.

- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to the 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.

- **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).

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

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.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered d

disciplines. A link to the 2025 literature review by metric is available here.

Planetary Health Curriculum

Section Overview: ***This section evaluates the integration of relevant planetary health topics into the medical school curriculum.*** *Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that 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 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
Score explanation: CMSRU offers an elective course titled "Health and Climate Change" for one full fall or spring semester. The course objectives include 1) Identify scientific causes of climate change 2) Describe medical conditions or factors influenced by climate change 3) Consider strategies for climate change adaptation for non-health related issues 4) Find strategies for climate adaptation for health-related issues 5) Communicate about adaptation strategies to the colleagues, patients and the public. CMSRU also offers an elective "Plastic, Microplastic, and Human Health" for one full fall or spring semester. The course objectives include gaining insight into 1) The historical background of accelerating plastics production 2) The material composition of plastics and the potential hazards of the material 3) How concepts of "safety" and "hazard" are derived in regards to petrochemical materials 4) Specific applications of plastics that may present direct or indirect harm to patients 5) The successes and limitations of the regulatory system in the United States in curbing the commercial availability of hazardous products 6) Potential alternatives and solutions to problematic uses of plastics 7) Known impediments to implementing solutions 8) Actionable steps by physicians and other healthcare personnel to mitigate some harms of plastics. CMSRU also offers "Scholarly Concentration in Climate Health". Students who pursue this concentration undertake additional studies in environment and health, health policy, advocacy, and sustainability practices with goals to describe a range of climate impacts on specific medical conditions in relation to individual and population health, to understand how environmental justice communities can be impacted by climate factors, to understand how the social determinants of	

health are amplified by climate risks, to appreciate how climate disasters can affect patient care delivery, to become more empowered to advocate for climate and environmental initiatives that can positively impact health, to develop the skills to conduct quality improvement projects in the healthcare sector, and to describe the role of advocacy in patient care and population health. Additionally, an elective called "Climate Health Reading Elective" is available at CMSRU for fourth year medical students.

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: CMSRU has a mandatory lecture called "Climate Health Medical Interviewing and Physical Exam" that discusses Extreme Heat, Mental health (ecoanxiety, climate distress, solastalgia, etc), Air pollution, Water-borne illness, Vector-borne illness, Disaster management, Emerging zoonosis and other infectious diseases, Nutritional issues and plant based diets, Refugee health, Advocacy, Equity/health justice, and Sustainable clinical practice. Extreme heat is also discussed in several other lectures in the Foundations of Medical Practice course in regards to cardiovascular health, pulmonary health, and neurological health. CMSRU has another mandatory lecture called "Climate Health/Extreme Heat". The course objectives include 1) To review background on climate change and broad effects on health, including disproportionate health harms in vulnerable populations 2) To showcase specific examples of environmental exposures affecting health (heat, air pollution, PFAS, microplastics) 3) To briefly explain healthcare systems' contribution to the climate crisis 4) To discuss how to integrate climate health content into medical education. There are also mandatory Endocrine and Gastrointestinal talks that discuss the increased cardiovascular risk in extreme heat for diabetic patients due to dehydration, decreased nutrition content in food at higher CO2 levels, and food supply shortages due to extreme weather events.	

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:	3
Score explanation: CMSRU has a mandatory lecture called "Climate Health Medical Interviewing and Physical Exam" that discusses Extreme Heat, Mental health (ecoanxiety, climate distress, solastalgia, etc), Air pollution, Water-borne illness, Vector-borne illness, Disaster management, Emerging zoonosis and other infectious diseases, Nutritional issues and plant based diets, Refugee health, Advocacy, Equity/health justice, and Sustainable clinical practice. CMSRU has a testable learning objective during the Gastroenterology block to discuss the possible effect of climate change on the progression of esophageal diseases, for example, Gastroesophageal Reflux Disease (GERD). There are also mandatory Endocrine and Gastrointestinal talks that discuss the increased cardiovascular risk in extreme heat for diabetic patients due to dehydration, decreased nutrition content in food at higher CO2 levels, and food supply shortages due to extreme weather events. CMSRU has another mandatory lecture called "Climate Health/Extreme Heat" with course objectives that include 1) To review background on climate change and broad effects on health, including disproportionate health harms in vulnerable populations 2) To showcase specific examples of environmental exposures affecting health (heat, air pollution, PFAS, microplastics) 3) To briefly explain health systems' contribution to the climate crisis 4) To discuss how to integrate climate health content into medical education.	

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
Score explanation: CMSRU has a mandatory lecture called "Climate Health Medical Interviewing and Physical Exam" that discusses Extreme Heat, Water-borne illness, Vector-borne illness, Disaster management, Emerging zoonosis and other infectious diseases, Nutritional issues and plant based diets, Refugee health, Advocacy, Equity/health justice, and Sustainable clinical practice. It was also covered in a mandatory lecture called "Vectorborne disease" that discussed the effects of climate change patterns on vectorborne infectious disease in depth. The effects of climate change on infectious disease were briefly discussed in the preclerkship Infectious Disease block, specifically in "Medical Virology II" and "Zoonoses".	

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

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: CMSRU has multiple lectures on this topic. CMSRU has a mandatory lecture called "Climate Health Medical Interviewing and Physical Exam" that discusses Extreme Heat, Mental health (ecoanxiety, climate distress, solastalgia, etc), Air pollution, Water-borne illness, Vector-borne illness, Disaster management, Emerging zoonosis and other infectious diseases, Nutritional issues and plant based diets, Refugee health, Advocacy, Equity/health justice, and Sustainable clinical practice. Air pollution and respiratory health effects were thoroughly covered in this lecture. The mandatory lecture "Hypersensitivities" has an objective to "discuss the risk factors for the development of asthma: genetics, ethnicity, family history of atopy, maternal asthma, atopic dermatitis, prematurity, viral and bacterial respiratory tract infections, tobacco smoke, pollution, aeroallergen exposure, obesity and lifestyle and the Hygiene Hypothesis, sensitization to aeroallergens and infection especially Rhinovirus C". The mandatory lecture titled "Asthma" has a learning objective to "discuss the current understanding of the genetics and epidemiology of allergy, and possible explanations for the rise of allergic diseases in industrialized countries ("hygiene hypothesis", role of environmental factors such as pollution and nutrition)". The mandatory lecture entitled "Occupational Lung Disease" has a learning objective to "discuss the effects of air pollution on the lung" and covers pathological development of interstitial lung disease from asbestos, lung cancer, and mesothelioma.	

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:	2
Score explanation: CMSRU has a mandatory lecture called "Climate Health Medical Interviewing and Physical Exam" that discusses Extreme Heat, Mental health (ecoanxiety, climate distress, solastalgia, etc), Air pollution, Water-borne illness, Vector-borne illness, Disaster management, Emerging zoonosis and other infectious diseases, Nutritional issues and plant based diets, Refugee health, Advocacy, Equity/health justice, and Sustainable clinical practice. Cardiovascular effects were briefly discussed in this lecture, as it discussed the association between PM2.5 and CVA and MI. It also discussed how a patient suffering from heat related illness might present on a CV	

physical exam. CMSRU has another mandatory lecture that briefly discusses cardiovascular effects of climate change called "Climate Health/Extreme Heat". The course objectives include 1) To review background on climate change and broad effects on health, including disproportionate health harms in vulnerable populations 2) To showcase specific examples of environmental exposures affecting health (heat, air pollution, PFAS, microplastics) 3) To briefly explain health systems' contribution to the climate crisis 4) To discuss how to integrate climate health content into medical education. There are also mandatory Endocrine and Gastrointestinal talks that discuss the increased cardiovascular risk in extreme heat for diabetic patients due to dehydration, decreased nutrition content in food at higher CO2 levels, and food supply shortages due to extreme weather events.

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: CMSRU has a mandatory lecture called "Climate Health Medical Interviewing and Physical Exam" that discusses Extreme Heat, Mental health (ecoanxiety, climate distress, solastalgia, etc), Air pollution, Water-borne illness, Vector-borne illness, Disaster management, Emerging zoonosis and other infectious diseases, Nutritional issues and plant based diets, Refugee health, Advocacy, Equity/health justice, and Sustainable clinical practice. Mental health and neuropsychological effects of environmental degradation and climate change were thoroughly discussed in this lecture, such as how increases in temperatures are associated with an increase in the risk of death, dementia, or substance use. It also discussed that heat is associated with suicides among patients with psychosis, interpersonal violence (including homicides), exacerbation of mental illnesses (such as schizophrenia, depression, and anxiety), overall brain dysfunction, and learning impairment. This topic was also addressed in an elective course titled "Health and Climate Change", where a clinical psychologist gave a guest lecture on the effects of climate change on mental health and methods for prevention and intervention.

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

Score Assigned:	2
Score explanation: CMSRU has mandatory Endocrine and Gastrointestinal talks that discuss the increased cardiovascular risk in extreme heat for diabetic patients due to dehydration, decreased nutrition content in food at higher CO2 levels, the effects on the gut microbiome, and food supply shortages due to extreme weather events.	

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: CMSRU has a mandatory lecture called "Climate Health/Extreme Heat" with a course objective to review the background on climate change and broad effects on health, including disproportionate health harms in vulnerable populations. Another mandatory lecture called "The Immune System Across the Lifespan" discussed how air pollution and climate change shapes microbiome interactions and immune system development in children. CMSRU also has a mandatory lecture during the pediatric rotation called "Climate Health Impacts in Children" that covers this topic in depth. This topic is also covered in the "Health and Climate Change" elective course. Students discussed the disparities in the impacts of climate change across populations with a focus on vulnerable populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults	

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: This was briefly discussed in the mandatory lecture called "Climate Health Medical Interviewing and Physical Exam". It discussed the role of geographical location and associated disparities in the health of patients as a consequence of climate change. This topic is also covered throughout the elective course titled "Health and Climate Change".	

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?	
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 the OBGYN block, a mandatory lecture called "Teratology" discusses the effects of environmental agents on reproductive health and fetal development. There is another mandatory lecture called "Development of the Microbiome" that discussed how air pollution exposure during pregnancy is associated with preterm birth. Additionally, during CMSRU's research course, there is instruction regarding the history of DES as well as other pesticides that cause hormonal imbalances. There is a group activity regarding the use of journals to find more information on this topic as well. The OBGYN clerkship also has lectures and further instruction on risk factors of adenocarcinoma that discusses DES as well. The objective for this clerkship lists: "assess a patient's environmental hazards in pregnancy, with consideration of social and economic determinants of risk exposure."	

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: Within the pediatric rotation, a significant emphasis is placed on lead testing, driven by the urban location and aged infrastructure prevalent in schools and residences in Camden, NJ. The mandatory ambulatory clerkship addresses the notable absence of green spaces attributable to the urban environment. Additionally, pamphlets are available at the student clinic for the ambulatory clerkship to educate patients on climate health. In the chronic diseases clerkship, the challenge of food deserts arising from limited accessibility to surrounding farms, compounded by elevated temperatures, is a focal point of discussion. These considerations underscore the nuanced influence of local environmental factors on health outcomes across diverse clerkship settings at CMSRU.	

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

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: CMSRU has a mandatory lecture called "Climate Health/Extreme Heat". The course objectives include 1) To review background on climate change and broad effects on health, including disproportionate health harms in vulnerable populations 2) To showcase specific examples of environmental exposures affecting health (heat, air pollution, PFAS, microplastics) 3) To briefly explain health systems' contribution to the climate crisis 4) To discuss how to integrate climate health content into medical education. A mandatory lecture called "The Immune System Across the Lifespan" briefly discussed how air pollution and climate change shapes microbiome interactions and immune system development in children. There is another mandatory lecture called "Development of the Microbiome" that briefly discussed how air pollution exposure during pregnancy is associated with preterm birth. Additionally, CMSRU's Medical Literature Interpretation course delves into historical environmental disasters like the Love Canal disaster in NY and explores contemporary concerns related to toxic wastewater dumping in communities of lower socioeconomic status, fostering a comprehensive understanding of the intersections between environmental justice and public health in marginalized populations.	

Curriculum: Sustainability

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

This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	2
Score explanation: CMSRU has a mandatory lecture during its Life Stages course titled "Adolescence and the Elderly." The topic of blue zones is introduced as "regions in the world where people are claimed to live longer than average". The reasons behind this phenomenon were explored, including the primarily plant-based diet in these areas.	

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: CMSRU has a mandatory lecture called "Climate Health/Extreme Heat" with a course objective to briefly explain the healthcare systems' contribution to the climate crisis. This was also covered in the elective "Health and Climate Change" where students discuss the various contributions of healthcare systems to climate change.	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	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 anaestheisa's environmental impacts, such as total intravenous anaesthesia or choosing	0

less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	
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: CMSRU's course in chronic conditions of diseases discusses the importance of teaching patients about at-home, easily accessible exercises for cardiovascular health as well as plant-based diets. The course also teaches students how to properly inform patients of the pros of such exercises, including less financial burden, environmental sustainability with decreased use of cars to physically drive to the gym, and the ability to easily access vegetables in the backyard and help the natural ecosystem there grow healthier. Furthermore, there is brief mention of the wastefulness of products such as masks, PPE, and gloves in non-clinical or unwarranted clinical settings, especially during COVID, during the ambulatory clerkship.	

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 point)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
Score explanation: There is a mandatory lecture "Climate Health Medical Interviewing and Physical Exam" where students are walked through a detailed climate-centered medical history and discuss Extreme Heat, Mental health (ecoanxiety, climate distress, solastalgia, etc), Air pollution, Water-borne illness, Vector-borne illness, Disaster management, Emerging zoonosis and other infectious diseases, Nutritional issues and plant based diets, Refugee health, Advocacy, Equity/health justice, and Sustainable clinical practice. CMSRU also offers an elective course titled "Health and Climate Change" for one full fall or spring semester. Objectives of this course include: 1) Identify scientific causes of climate change 2) Describe medical conditions or factors influenced by climate change 3) Consider strategies for climate change adaptation for non-health related issues 4) Find strategies for climate adaptation for health-related issues 5) Communicate about adaptation strategies to the colleagues, patients and the public. Students are required to make infographics and podcasts to practice conversing with patients about these topics. Furthermore, one week of the course is specifically dedicated to communicating and advocating about climate change and health to the patient panel and community.	

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: CMSRU students are trained to take a full history, which includes asking about environmental exposure (e.g., through travel, home environment, etc.) and occupational exposure, during their Fundamentals of Medical Practice longitudinal course, especially in the "Introduction to Taking a Social History" lecture which instructs students to ask about patients' environmental exposures. This was reinforced during the mandatory lecture called "Climate Health Medical Interviewing and Physical Exam", as students were walked through a detailed climate-centered medical 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: CMSRU is implementing several updates to integrate planetary health into its curriculum. There is a subcommittee to develop medical education program objectives focused on climate health content. A Vertical Integration Group (VIG), consisting of faculty and student advocates, was formed to conduct a thorough internal curriculum assessment alongside a comparative review of peer institutions. CMSRU has a mandatory lecture called "Climate Health/Extreme Heat" with a course objective to discuss how to integrate climate health content into medical education. There are plans for an optional workshop on climate disaster management being developed by medical students. The Medical Students For A Sustainable Future group at CMSRU is working with the school's facilities to implement sustainability projects on campus. Additionally, there is a broader, Rowan University-wide initiative in progress regarding sustainability and climate education such as the "Sustainability at Rowan: Greening Our Campus" Professional Learning Community to "develop tools for greening campus operations - key focus areas will include food procurement and food recovery, recycling, buildings, energy use, and campus advocacy".	

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:	6

Score explanation: CMSRU has a plan to integrate the topics of planetary health as a common theme throughout the medical school curriculum. Below is a list of competencies and proposed objectives:

Medical Knowledge:

- Recognize the determinants of health, understanding that climate change functions as a "risk amplifier,"augmenting effects of existing social determinants of health and structural racism.

- Apply current knowledge of public health to patient care

- Demonstrate an understanding of various specific health impacts from environmental and climate change sources, such as air pollution, heat-related illness, toxic exposures, infectious disease, natural disasters, food insecurity, water scarcity, mental health, and forced migration as well as health co-benefits such as plant-based diets, biophilia, and active transport.

Patient Care:

- Acknowledge the role of preventive and public health in optimizing patient outcomes

- Tailor climate health risks to the individual patient

- Recognize that environmental justice communities and other vulnerable populations experience greater risk with climate change and environmental factors

Professionalism:

- Continually identify and acknowledge our knowledge gaps, skill deficits, and attitudes on climate health to improve medical education and promote public health

- Become engaged in professional development activities regarding climate health

Interpersonal and Communication Skills:

- Model effective communication skills around climate health topics with patients and communities with patients, families and healthcare professionals

- Counsel patients regarding risks of climate and environmental factors on health

Systems-Based Practice:

- Recognize the inequitable systems that disproportionately affect individuals directly and indirectly in various communities

- Understand the history and prevalence of institutional and structural racism in medicine and how it contributes directly to health disparities and transgenerational trauma

- Recognize and address issues in diversity in medical education, patient care, and beyond and demonstrate leadership in diversity, equity, and inclusion in the medical profession

- Understand the climate impact of health systems as we produce 8.5% of US greenhouse gas

emissions and second largest producer of waste.
Scholarly Inquiry
- Recognize the ecological determinants of health
- Appraise the impact of the environmental context on healthcare delivery
Learning and Working in Teams
- Understand the current landscape of climate health policies and laws
- Advocate for new policies and laws supporting climate health and environmental justice

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:	1

Score explanation: CMSRU has a Director of Climate Health, Dr. Elizabeth Cerceo (cerceo-elizabeth@CooperHealth.edu). She spearheads efforts to incorporate planetary health and sustainable healthcare throughout the curriculum. She also started the Climate Health selective which is an 8 week course discussing climate change and medicine. She is also the faculty lead for the Climate Health scholarly concentration.

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?

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

New metric for 2025/26 PHRC. This metric highlights the role of healthcare professionals as advocates for their patients beyond just clinical care. As trusted voices, health professionals have significant influence on policy and public perceptions of the environmental and social determinants of health. Public policy profoundly impacts our health across areas of housing, food, access to healthcare and indirectly through climate and environmental policies. In many healthcare systems internationally advocacy by healthcare professionals is increasingly viewed as an ethical imperative and professional duty.

To learn more about this topic and the importance for healthcare professionals please review the following resources:

- *Why and How Civic Health Should Be Incorporated Into Medical Education. Barrere-Cain et al., 2022. Academic Medicine.* - *Civic Engagement: A Vital Sign of Health and Democracy. Philip M. Alerbti. AAMC.* *For practical guidance on incorporating this into your health professional curriculum:* - *CRHE Module: Interaction between health care systems, government policy, and environmental advocacy.* - *Medical Schools Council (UK), Education for Sustainable Healthcare, A curriculum for the UK. Page 21. Professionalism, leadership and achieving structural change.*
Score explanation: CMSRU has a mandatory lecture called "Climate Health Medical Interviewing and Physical Exam" that discusses Extreme Heat, Mental health (ecoanxiety, climate distress, solastalgia, etc), Air pollution, Water-borne illness, Vector-borne illness, Disaster management, Emerging zoonosis and other infectious diseases, Nutritional issues and plant based diets, Refugee health, Advocacy, Equity/health justice, and Sustainable clinical practice. CMSRU also offers "Scholarly Concentration in Climate Health". Students who pursue this concentration undertake additional studies in environment and health, health policy, advocacy, and sustainability practices with goals to describe a range of climate impacts on specific medical conditions relation to individual and population health, to understand how environmental justice communities can be impacted by climate factors, to understand how the social determinants of health are amplified by climate risks, to appreciate how climate disasters can affect patient care delivery, to become more empowered to advocate for climate and environmental initiatives that can positively impact health., to develop the skills to conduct quality improvement projects in the healthcare sector, and to describe the role of advocacy in patient care and population health. CMSRU also offers "Scholarly Concentration in Justice, Equity, Diversity, Anti-racism/Advocacy and Inclusion (JEDAI)" to "encourage, support, and recognize medical students who work extensively with urban, medically underserved, and marginalized populations during their medical school careers with a focus on social justice, health equity, anti-racism, patient/community advocacy, and inclusion." This concentration allows students the opportunity to get involved in environmental justice advocacy with the "Health and Climate Change" selective, which counts towards the concentration requirements.

Section Total (57 out of 75)	**76%**

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CMSRU has a lecture called "Climate and Urorenal disease" that discusses the effects of climate change and air pollution on Chronic Kidney Disease, Meso-American nephropathy, and nephrolithiasis. A lecture called "Mechanisms of Autoimmunity" briefly discusses the role of air pollution in the development of autoimmune disease. Additionally, there is a lecture in the Family Medicine clerkship called "Climate and Health Overview".

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: CMSRU's Department of Climate Health includes a Director of Environmental Health, Dr. Elizabeth Cerceo, who plays a pivotal role in advancing climate change education and research. She organizes Grand Rounds on diverse climate-related topics, offers elective courses for students to earn a concentration in climate medicine, and spearheads curriculum mapping initiatives to enhance climate change education in healthcare. She also conducts research on how heat, air pollution, and ozone changes impact chronic health conditions. The school also as a relationship with Rowan University's School of Earth and Environment who has several faculty members engaged in sustainability research.	

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 point)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: CMSRU's Department of Climate Health is led by the Director of Environmental Health, Dr. Elizabeth Cerceo. This department focuses on institutional and interdisciplinary planetary health research in terms of how to make our hospital more sustainable as well as working with other institutions to make healthcare as a whole more sustainable. Our affiliated Cooper University Healthcare has a Green Team which spearheads numerous QI projects related to sustainability. All members of the healthcare system are involved in these projects including medical students, nurses, physicians, and other staff.	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
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 point)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	2
Score explanation: There are a few channels for local nonprofits to give input about the research agenda at the institution and get grants based on community needs. For instance, Dr. Cerceo has started several research projects with collaboration from: Neighborhood Community Collaborative Gardens, Social Responsibility Through Me (led by Shaneka Boucher, a former Camden Councilwoman), National Institute of Health Human Spaces (led by Rev Jones). Dr. Cerceo is also a part of Camden County Air Quality Committee and with their collaboration, started the non-profit Camden County Air Quality. The hospital also has a close relationship with the Center for Family Services (C4FS) which as a community engagement department. Through this department, community members are able to provide feedback about local needs. For instance, community members have come to C4FS and relayed that many community members do not have proper air conditioning to combat the brutal heat in the Summer. C4FS was able to secure funding to provide free air conditioning units to anyone in the community. In the future, we hope that this channel for patients to provide their feedback will be strengthened.	

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

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

Score Assigned:	3

Score explanation: CMSRU offers a comprehensive library guide, accessible here, featuring information and resources on climate change. It includes access to a variety of prominent journals, such as Nature Climate Change, Climate Change (Springer), Advances in Climate Change Research, Global and Planetary Change (Elsevier), etc. The guide is easy to use and centralises recent and up-to-date research on planetary 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: Cooper University Hospital offers a 12-part lecture series on climate health for internal medicine residents and faculty as part of GME and hosts biannual Grand Rounds for faculty on related topics. All of these sessions are open for medical students to attend. Each spring, there is also a climate health symposium which focuses on healthcare sustainability for individuals on the business side of healthcare. Last year Dr. Cerceo also started a 6-part climate health lecture series for clinicians and plans are to continue this in the coming years.

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 point)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Score explanation: CMSRU is a member of the Global Consortium on Climate and Health Education.	

Section Total (16 out of 17)	**94%**

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Community Outreach and Advocacy

Section Overview: ***This section evaluates a school's 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:	3
Score explanation: CMSRU collaborates with various community organizations to advance planetary and environmental health through the Camden Collaborative Initiative. The CMSRU chapter of Medical Students for a Sustainable Future regularly partners with the NJ Tree Foundation, which provides students the opportunity to volunteer and plant trees and vegetation throughout the community, in an effort to mitigate local carbon emissions and improve quality of life in NJ's underserved communities. They also partner with Camden Clean and volunteer in cleanup up events hosted in different areas within the city of Camden. The MS4SF chapter has also partnered with Dr. Joe Stanzione from main campus in an effort to recycle glass bottles into reusable items. Cooper Sprouts, another organization at CMSRU, runs a community garden that grows a variety of plants and vegetables, with the harvest going back to the local neighborhood and food pantry.	

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** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
Score explanation: The Camden Environmental Education Certificate Program, conducted by Rowan University's Community Planning + Visualization Lab, in partnership with Cooper Medical School Library, Rowan University Green Job Academy, and Camden Community Partnership provides 8 community workshops on air quality, sustainability, and respiratory health in Camden, NJ. These workshops are open to everyone in the community and for those enrolled in the certificate program they are able to watch some previous workshops that were conducted.	

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)	
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
Score explanation: While there is no designated planetary health newsletter, the main campus organizations focusing on promoting climate health and environmental sustainability will send out emails to the entire school to inform everyone about upcoming events or lectures. Additionally, these events and/or lectures are advertised in the general weekly newsletter when applicable.	

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are **no** such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2

Score explanation: At Cooper University Hospital, the Executive Director of Climate Health runs a 10-part lecture series for the medical residents about advocacy, climate change, and health. She also runs a 6-part evening faculty development series on climate health which is open to students and residents. Grand rounds are also centered around planetary health issues two or three times annually. This provides an opportunity for post-graduate medical providers to learn more about the intersection of planetary health and sustainable healthcare. The medical school hosted a healthcare sustainability symposium in 2024 bringing in experts from the greater Philadelphia area to highlight their experiences and advice for how to tackle such a challenging issue. CMSRU representatives and the ED of Climate Health participated in a statewide symposium on healthcare sustainability in New Brunswick NJ at Robert Wood Johnson Medical School 2025.

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	2
Score explanation: There is a Rowan library guide about air quality and respiratory health found here. Rowan University, CMSRU, and Camden Community have partnered together to provide the Camden Environmental Education Certificate Program. Many of the library's subscription databases offer patient handouts on topics related to environmental health including lead exposure, sick building syndrome, and asbestos related illnesses. Although accessible, these resources could be advertised more to patients. The guide is intended for the residents of Camden - "This guide is intended to inform and empower Camden residents and visitors on the dangers, health effects, and environmental health justice issues that exist in the city of Camden, New Jersey."	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
Score explanation: CMSRU's library has a library guide for ease of access to information regarding environmental health. Through there, patients are able to specifically find information on medical education and healthcare sustainability in the context of climate change. Additionally, Rowan University has a library guide centered around climate change. Patients and providers can	

find resources like websites, journals, and books about updated research pertaining to climate change. Although accessible, these resources could be advertised more to patients.

Section Total (12 out of 14)	**85.71%**

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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, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: Rowan University's Catalyst for Sustainability program offers medical students the opportunity to enact sustainability initiatives and QI projects by providing grants for students. Cooper University Healthcare's Green Team also has opportunities for medical students to complete sustainability projects. Several students a few years ago completed a Waste Walk through Cooper Hospital finding several areas that needed improvement. Through this audit, the pharmacy was able to revise their labeling and transportation system in order to cut back on paper and plastic use. There are several more examples of ongoing QI projects just like this.	

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 them 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:	2
Score explanation: There are several opportunities for medical students to perform research related to planetary health through CMSRU's Green Committee and Rowan University's Catalyst for	

Sustainability. Many medical students are currently writing medical education studies, systematic or narrative reviews, and cross-sectional studies with patients and clinicians. We are also partnering with Rowan to have our medical students work with PhD researchers on Rowan's campus. CMSRU offers a Climate Medicine Scholarly Concentration for students who are deeply interested in planetary health/sustainable healthcare, and these students are able to receive more opportunities about research, grant funding, and/or fellowships if they are interested.

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

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

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

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

Score Assigned:	1

Score explanation: There are some resources for students to be connected to mentors, however, there is not a succinct webpage where this information is easily accessible and specific to sustainable healthcare initiatives at CMSRU. For example, students can learn more about projects underway at Cooper via Cooper research connections page or speed-dating research events. These events are not specific to planetary health. Additionally, there is a university-wide sustainability email list which is designed to connect faculty and student researchers on cross-disciplinary projects. CMSRU has also partnered with Rowan's Catalyst for Sustainability which has their own website that includes projects achieved, current initiatives, and potential mentors. Students in the Climate Medicine Scholarly Concentration have a page of information that connects students with the main faculty lead, but there is no specific webpage for the Office of Sustainability that includes the most up-to-date information on relevant planetary health initiatives, contact information of mentors on current projects, a database of all the planetary health projects, etc.

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

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

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

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
Score explanation: CMSRU has an organization Medical Students for a Sustainable Future which is a student society dedicated to improving sustainability practices at the medical school. They run events like clothing swaps and initiate sustainability practices at the school, such as new composting systems. They also complete projects in the Camden community to promote planetary health. The medical school also has student groups like Cooper Sprouts and Wilderness Medicine that are dedicated to promoting sustainable practices in the community.	

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
Score explanation: CMSRU has several medical student representatives tasked with advocating for curriculum reform and sustainable practices annually at interdisciplinary leadership committee meetings. The organization Medical Students for a Sustainable Future mostly take the lead on these initiatives advocating for changes.	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	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.	1

Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation: CMSRU has several of these programs:

1) *The Department of Climate Health at CMSRU is partnering with Catalyst for Sustainability at Rowan University to provide a program for students to engage in projects centered around sustainable food and best practices.*
2) *At Cooper University Hospital, the Director of Environmental Health, runs a 12 part lecture series for medical residents about climate change and health. Grand rounds are also centered around planetary health issues biannually that are open to all students who want to learn more.*
3) *CMSRU's Department of Climate Health partners with local performing arts schools to put on performances centered around planetary health and climate change that have the students as the intended audience. There are plans to coordinate with another organization ArtX to have some sort of arts festival on Earth Day.*
4) *CMSRU's Med Students for Sustainable Future sets up community events centered on sustainability practices like clothing swaps, food drives, and so much more. Cooper Sprouts partners with the NJ Tree Foundation to plant new trees in the community to offset pollution from surrounding businesses.*
5) *CMSRU has a Wilderness Club that offers students a way to combine their love for outdoors, adventure, and awe-inspiring yet sometimes inhospitable environments of the world with their skills and love for medicine. The organization sets up trips for hiking and rock-climbing.*

Section Total (13 out of 15)	**86.67%**

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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 institutions, 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:	3
Score explanation: CMSRU does not have an Office of Sustainability but instead the Department of Climate Health. The Executive Director of this department works on sustainable initiatives through the MS4SF chapter. She also represents CMSRU in Rowan's university-wide Catalysts for Sustainability Program. She works with Cooper University Health Care's sustainability staff on projects with students, residents, and faculty. Additionally, Stephen Boyle the AVP of Hospitality at Cooper University Healthcare also works on sustainability issues.	

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

Score explanation: Rowan University is committed to achieving carbon neutrality by 2030. This is clearly outlined in their Carbon Neutrality Report from 2018, which does not include CMSRU. This report needs to be updated so it includes the medical school and demonstrates how close the university is to achieving their goal. In an updated sustainability roadmap from 2020, Rowan University is still committed to their goal of carbon neutrality, which includes CMSRU. In 2025, they launched the Rowan University Sustainability Council (RUSC), a multi-stakeholder university body intended to serve as a primary vehicle for the coordination, advancement, and tracking of sustainability activities and policies across the university and campus community. We will push for an updated review of this process.

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 CMSRU building does not have space to directly source renewable energy. The building's main source of energy is from the Camden County power grid which is made up of about 43 % renewable energy (22.1% solar and 21% biogenic municipal solid waste). The building also utilises technology to reuse energy created by recovering energy and putting it back into operation. This energy recycling system significantly reduces the amount of energy needed for the building.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)
Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:	3
Score explanation: CMSRU is located primarily in one building, which was constructed in 2013 and is LEED Gold certified. Reasons for this certification include the installation of a green roof, use of natural light for indoor spaces, recycling of construction materials, and use of sustainable materials in the building, including furniture. Some courses and events are hosted within the Joint Health Sciences Center, which is also LEED certified.	

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: CMSRU is located two blocks from the PATCO and NJ Transit in Camden where students are able to take a train or a bus back to their homes in Philadelphia or surrounding towns in New Jersey. There are also bike racks that have been installed in front of the school building, and some students and faculty will bike to and from school. Rowan University also provides free shuttle services between Camden and their main campus in Glassboro.	

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	1
Score explanation: There are several trash and recycling bins around CMSRU's campus which are accessible to students and faculty. CMSRU participates in single-stream recycling. A CMSRU student club, Cooper Sprouts, is currently working on setting up compost bins at the community garden. Additionally, MS4SF has partnered with Dr. Joe Stanzione, a chemical engineering	

professor at the main campus, to install permanent glass collection bins for a recycling program. The collected glass will be sent to manufacturing plants, used in research labs, and repurposed by the community.

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:	3
Score explanation: Rowan University's food provider, Gourmet Dining, is contractually required to prioritize sustainable food purchasing practices. This includes sourcing Fair Trade coffee, selecting sustainable seafood (rated as 'Best Choice' or 'Good Alternative' by the Seafood Watch Program), and emphasizing local (within 250 miles) and regional (within 400 miles) sourcing for ingredients. CMSRU events that are catered go through Rowan University's food providers. Additionally, sustainability efforts are evident in new event guidelines for Cooper Medical School, which encourage plant-based or vegetarian options, the use of local and seasonal ingredients, and the reduction of plastic through bulk beverage dispensers and compostable tableware. These guidelines have not been officially implemented, but are heavily relied on.	

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:	2

Score explanation: CMSRU coordinates procurements through Rowan University's Office of Contracting & Procurement, adhering to their guidelines which now includes green procurement. Some ways in which they are becoming more sustainable is through electronic purchase orders, recycled furniture, and bid inclusions. These sustainable guidelines are only optional at this time, however, the Office of Contracting & Procurement encourages departments to increase demand for greener products.

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:	1
Score explanation: There are currently draft guidelines in place to ensure events held at the medical school uphold principles of environmental sustainability, promote human and planetary health, and reflect the institutional commitment to climate responsibility. These guidelines are heavily referred to, but are still in the process of becoming officially accepted.	

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: Both the CMSRU building and the Joint Health Sciences center provide lab spaces and both of these buildings are LEED certified. While there isn't a universal sustainability guide across labs due to the varied workflows of each lab, individual Principal Investigators (PIs) have established some of their own sustainability practices. For example, some labs will prioritize using glassware over plastics and most lab personnel don't print papers anymore and opt to save files as PDFs. There is also a strong focus on minimizing the production of regulated biomedical waste.	

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:	1

Score explanation: CMSRU's endowment is managed by the Rowan University Foundation. Per the Foundation Administrator- Rowan University Foundation has investments in index funds that include fossil fuel companies. There is pushback from student groups and CMSRU's Dean Reboli who are advocating for more sustainable practices and divestment from these companies. Rowan University has taken steps towards environmental sustainability, including actively promoting clean energy initiatives like partnering with the Mid-Atlantic Clean Hydrogen Hub (MACH2), but no commitment has been made to divest.

Section Total (22 out of 32)	**68.75%**

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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 Cooper Medical School of Rowan University.
The following table presents the individual section grades and overall institutional grade for the Cooper Medical School of Rowan University on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(57/75) x 100 = 76%	B+
Interdisciplinary Research (17.5%)	(16/17) x 100 = 94.12%	A
Community Outreach and Advocacy (17.5%)	(12/14) x 100 = 85.71%	A
Support for Student-led Planetary Health Initiatives (17.5%)	(13/15) x 100= 86.67%	A
Campus Sustainability (17.5%)	(22/32) x 100 = 68.75%	B
Institutional Grade	**(76x0.3 + 94.12x0.175 + 85.71x0.175 + 86.67x0.175 + 68.75x0.175) = 81.47%**	**A-**

Report Card Trends

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