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# Planetary Health Report Card (Medicine) 2026: *Creighton University SOM - Phoenix Health Science Campus*

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Creighton  
UNIVERSITY

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School of Medicine

2025-2026 Contributing Team:

- Students: Ji An Lee\*, Madeline Trotter\*, Guilherme Da Silva, Danika Duffalo, Matthew Jensen, Vasheeigaran Shenthan, Amanda Xu
- Faculty Mentors: Tracy Neal Leavelle, PhD

\*Primary Contacts: Ji An Lee ([jianlee@creighton.edu](mailto:jianlee@creighton.edu)), Madeline Trotter ([madelinetrotter@creighton.edu](mailto:madelinetrotter@creighton.edu))

## **Land Acknowledgment**

We acknowledge that the Creighton University Phoenix Health Sciences Campus resides on the ancestral lands of the Hohokam people, the Akimel O'odham (Pima) people, the Piipaash (Maricopa) people, the Yavapai people, and the Yaqui people who have stewarded this land for generations with respect for its ecosystems and biodiversity. We honor their enduring relationship with the region and their wisdom in caring for its resources. We are grateful for the opportunity to work, learn, and grow on this land.

## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>B</b>
<ul style="list-style-type: none"> <li>Creighton University School of Medicine, Phoenix (CUSOM-PHX) incorporates planetary health into the medical curriculum irregularly, addressing some topics more frequently than others. There are decreased opportunities for learning and engaging in planetary health following the preclinical years.</li> <li><b>Recommendations:</b> We recommend longitudinal integration of planetary health into the Green and Gold Track curricula and increasing planetary health education in the clinical years. Incorporating Indigenous Health knowledge systems and values, global health, sustainability in clinical settings and actionable steps in which students can actively engage with would strengthen the curriculum.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>B-</b>
<ul style="list-style-type: none"> <li>While the university hosts sustainability initiatives such as the Sustainable Creighton Initiative and is a member of the Global Consortium on Climate and Health Education, there is no dedicated interdisciplinary department or research structure for planetary health. Additionally, research opportunities that do exist are less accessible to CUSOM-PHX compared to its Omaha counterpart.</li> <li><b>Recommendations:</b> We recommend expanding faculty and student research in planetary health, developing interdisciplinary research structures, and creating ways to integrate community input in research priorities.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>A</b>
<ul style="list-style-type: none"> <li>CUSOM-PHX provides opportunities for students, staff, and community members to be involved in community outreach and advocacy for planetary health. These opportunities include annual conferences and volunteering through partnered organizations. Both affiliated hospitals also provide public facing educational materials on climate change, pollution, and environmental exposure and their impact on health.</li> <li><b>Recommendations:</b> We recommend continued partnership with community organizations involved in planetary health around the Phoenix area, and increased educational opportunities through regular communication with the student body and surrounding community.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A</b>
<ul style="list-style-type: none"> <li>CUSOM-PHX made progress through student organizations implementing environmental practices, designated Sustainability Representatives within student government to advocate for eco-friendly campus events, and institutional grant funding that financially support sustainability and planetary health projects.</li> <li><b>Recommendations:</b> We recommend continued institutional support for student-led planetary health initiatives through grants and faculty mentorship. Establishing dedicated CUSOM-PHX faculty mentors, independent from CUSOM-Omaha, would significantly reduce existing barriers to project development, improve continuity, and enhance locally driven sustainability leadership on the Phoenix campus.</li> </ul>	
<b>Campus Sustainability</b>	<b>C</b>
<ul style="list-style-type: none"> <li>Creighton University demonstrates strong sustainability initiatives at Omaha campus, including implementation of renewable energy, recycling programs and decreasing carbon footprint. However, comparable efforts have not yet been fully implemented at the Phoenix Health Sciences Campus.</li> <li><b>Recommendations:</b> We encourage CU to expand sustainability infrastructure and measurable initiatives to the Phoenix campus, including a clear pathway toward carbon neutrality, transparent public reporting of progress, and integration of sustainability standards into institutional operations.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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

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

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, 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.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

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

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

### 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 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

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation: CUSOM-PHX offers a number of elective courses that allow students to engage in topics of Sustainable Healthcare and Planetary Health. Fourth year students have the opportunity to rotate at a healthcare facility in rural Dominican Republic, with a focus on social and environmental drivers of global health (MED 470). First year students are also offered a student-interest selective centered on hiking, outdoor engagement, and mindful reflection emphasizing the role of nature in supporting wellbeing and humanistic clinical care. CUSOM offers a 5-year MD/MPH program, <u>Arrupe Global Scholars Program</u>, that allows students to pursue a dual degree and learn about global health and health equity. Currently, there are two <u>courses</u> (MPH 640 and MPH 64) that these students take that surround Environmental Health and Planetary Health.</i></p> <p><i>Recommendations: We recommend that CUSOM-PHX continue to offer and expand their set of planetary health-related electives across both campuses. This includes reinstating courses no longer offered or currently only offered in Omaha, specifically “Planetary Health,” “Intersections Between Food Security, Climate Change, and Public Health,” and “Ecospirituality.”</i></p>	

## Curriculum: Health Effects of Climate Change

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>
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This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: First year medical students receive two lectures titled, “Introduction to Planetary Health” and “Planetary Health” as part of the Gold Track (Social Context of Care) curriculum), which relates topics covered to the social context of care. This lecture explores a foundational overview on planetary health, sustainability, and climate science and climate-related events’ effects on human health. The mandatory pre-work, a recorded lecture titled “Climate 101: What Every Clinician Needs to Know” as well as the CDC website on heat risk, places special emphasis on the burden of heat-related injuries within the Phoenix patient population. This lecture examines the epidemiology of heat-related injuries, risk factors (e.g. unsupervised children, substance intoxication), and preventative education. Additionally, this lecture discusses neighborhood-level data on surface temperature variation across the Phoenix metropolitan area. Recommendations: In previous years, the topic of wildfires and their connection to health and climate change was also briefly covered in first year’s Case Based Learning (CBL) activity, titled “Dante’s Inferno.” We recommend this topic be covered in depth during a CBL session.</i></p>	

<b>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The health impacts of extreme weather are explored in the Gold Track lecture titled, “Introduction to Planetary Health.” Prior to the session, students complete pre-work by watching an introductory video, “Climate 101: What Every Clinician Needs to Know,” which outlines both direct and indirect effects of climate change, including storm- and climate-related displacement and the strain extreme weather events place on healthcare systems and supply chains. Later in the M1 curriculum, these themes are reinforced again in “Planetary Health,” which examines how climate change and anthropogenic pollution can exacerbate human health, health disparities, and increase the incidence of respiratory diseases: COPD, asthma, and allergies. This lecture also discusses the role of PM2.5 and other airborne pollutants in disease burden, as well as the healthcare industry’s contribution to climate change, with opportunities for advocacy and actionable change. Recommendation: We recommend that this content be covered in depth in both lecture and pre-work.</i></p>	

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

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

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

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

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

Score Assigned:

2

*Score explanation: Climate change and infectious disease patterns are briefly addressed in the preclinical curriculum at CUSOM-PHX, primarily during the M1 Infectious Disease block. Lectures explore Coccidioidomycosis (Valley Fever), an infection endemic to Arizona and the Southwest United States, and note that rising temperatures and environmental changes may expand its endemic range; this content is particularly relevant to Phoenix-based students. Environmental influences on infectious diseases are also briefly mentioned in the M1 Vaccines lecture (influenza serotype variability), the Epidemiology lecture (how climate change can increase vector ranges, impact neglected tropical diseases (NTD), and it being a determinant of epidemiology), and the M2 Multisystem Disease curriculum, which includes how flooding may increase infection rates. While these lectures introduce links between climate and infectious disease, coverage is limited and does not provide in-depth discussion of future climate impacts, prevention strategies, or health system preparedness related to climate change.*

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

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

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

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

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

Score Assigned:

3

*Score explanation: The “Introduction to Planetary Health” lecture includes a required preparatory video titled “Climate 101: What Every Clinician Needs to Know.” This lecture, along with one titled “Planetary Health,” covers topics related to respiratory health, such as particulate pollution related to forest fires, the effects of air pollutants on respiratory conditions like asthma, and increased COVID-19 mortality as it relates to health equity. Additionally, emphasis on the contribution of PM2.5 and other airborne pollutants was explored in relation to disease burden. During the Respiratory Block, exposure to air pollutants was discussed as a component affecting lung diseases, including chronic obstructive pulmonary disease and asthma.*

*Recommendations: We recommend that this content be covered in depth in both lecture and pre-work.*

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

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

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

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

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

Score Assigned:

3

*Score explanation: The cardiovascular impacts of climate change are addressed in the M1 Gold Track curriculum within the lecture “Service Learning: Planetary Health.” A subsection titled “Investigating Heat-Related Deaths Across Arizona” specifically explores the relationship between extreme heat and cardiovascular morbidity and mortality. Students are provided with epidemiologic data and primary literature on heat-related cardiovascular complications, including heart failure exacerbations and heat-associated deaths in Arizona. The session connects rising temperatures to cardiovascular pathophysiology and highlights vulnerable populations disproportionately affected by heat exposure. Additionally, Case Based Learning (CBL) assignments discussing hypothermia and hyperthermia are completed during the M2 Multisystem Disease curriculum. The CBL explores the impact of extreme heat on arrhythmias.*

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

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

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

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

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

Score Assigned:

2

*Score explanation: The lecture “Introduction to Planetary Health” briefly addresses the mental health and neuropsychological effects of climate change and environmental degradation. For example, several lecture slides, including the learning objective, explicitly list mental health disorders as outcomes of climate change. The lecture discusses the relationship between mental health issues arising due to a lack of green space, heat stress, and PTSD from disaster-related trauma. However, these topics are not longitudinally integrated, and mental health impacts of climate change are not addressed in the Brain and Behavior (psychiatry) system block.*

*Recommendations: we recommend incorporating a portion of the impacts of environmental degradation on mental health in the M2's Brain and Behavior (psychiatry) system block.*

**1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?**

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

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

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

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

Score Assigned:

3

*Score explanation: These relationships are explored through pre-clinical Gold Track (the Social Context of Care curriculum) service-learning associated readings. Relevant papers cite Uptodate, NIH, and personal interviews to emphasize how environmental exposures and structural inequities (such as contaminated water infrastructure, housing instability, and homelessness) directly affect public health. For example, in one Gold Track lecture on homelessness, students learned that a larger proportion of the unsheltered are in warmer climates. The lectures "Introduction to Planetary Health" and "Planetary Health" also explore information on the current water crisis in Arizona, and how increasing temperatures from climate change will exacerbate the current issue.*

**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: The disproportionate impact of climate change on marginalized populations is addressed in the lecture, "Introduction to Planetary Health," as well as the Gold Track lecture on "Service Learning: Homelessness." These lectures outline how vulnerable populations are disproportionately affected by climate-related health risks. They specifically discuss how extreme heat increases the risk of heat stroke and burn injuries in these populations. These themes are reinforced in the Multisystem Disease block through a Case-Based Learning (CBL) assignment on hyperthermia, which highlights the elevated risk of heat-related illness among unhoused individuals 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: The M1 Gold Track curriculum addresses unequal regional health impacts of climate change in a limited capacity. In the lecture “Planetary Health,” disparities related to extreme heat within Arizona are briefly discussed. Additionally, the lecture “Introduction to Planetary Health and Sustainability” introduces examples of disproportionate climate impacts in other countries, including Mexico and Tanzania. However, these global inequities are not explored in depth within the core MD curriculum. Students enrolled in the MD/MPH Arrupe Global Scholars Program are exposed to these concepts through dedicated coursework (MPH 640 and MPH 641), which examine the differential impacts of climate change on communities at the local, national, and global levels.*

*Recommendation: We recommend expanding coverage of this topic to the Gold Track curriculum to ensure all students receive foundational exposure, rather than limiting instruction to students in the Arrupe Global Scholars Program.*

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

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

2

*Score explanation: The M2 Life Cycle curriculum includes a lecture titled “Teratogens,” which briefly addresses the impact of environmental toxins such as carbon monoxide and mercury on fetal development. Additionally, the M1 Gold Track Planetary Health curriculum includes a pre-work reading from “The Lancet Commission on Pollution and Health,” which discusses industry-related environmental toxins such as perchlorate, pesticides, and developmental neurotoxicants from consumer products and industrial sources that can affect reproductive and developmental health. While these environmental exposures are described in the pre-work reading, they are only briefly referenced during the required lecture session.*

*Recommendations: While the historical discovery of key teratogens (e.g., thalidomide, isotretinoin) is briefly covered in the M1 Foundations block, we recommend expanding this content to include*

*the reproductive health impacts of environmental toxins. Incorporating direct links between industry related environmental toxins as teratogens can strengthen the Reproductive System or Multisystem Disease blocks during the M2 year. For example, current coverage of CO poisoning from winter gas use could be expanded to include high-risk populations such as pregnant patients, and how environmental exposure uniquely affects reproductive health.*

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

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

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

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

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

Score Assigned:

3

*Score explanation: This topic was introduced during the Gold Track (Social Context of Care) lectures “Service Learning: Social Determinants Underlying Academic Service Learning” and “Service Learning: Homelessness.” The former explored the impact of childhood lead exposure, relationship of zip code/location with food insecurities, environmental pollutants (through an informational video titled “A Tale of Two Zip Codes” and the public health pitfall of Flint, Michigan) and key concepts of environmental justice. The lecture also includes a student activity comparing several health metrics (life expectancy, preterm birth, cardiovascular disease, etc.) between different zip codes within Arizona. In the latter lecture, common health conditions were related to houselessness, including exposure-related conditions due to heat or extreme temperatures.*

*The “Introduction to Planetary Health” lecture also highlights the rising rates of asthma among low socioeconomic groups, Hispanic and African American communities, and children. In the later M1 lectures “Planetary Health” and “Investigating Heat-Related Deaths Across Arizona,” environmental threats (especially related to heat related deaths) relevant to Phoenix’s surrounding community are discussed in depth.*

**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:

1

*Score explanation: This topic is not sufficiently addressed in the Creighton SOM-Phoenix curriculum. Several Indigenous communities, including the Gila River Indian Community, Ak-Chin*

*Indian Community, Tohono O'odham Indian Community, and Colorado River Indian Reservation, are located near the Phoenix regional campus. Their proximity represents valuable opportunities for students to learn from Indigenous knowledge systems while developing clinical and patient-care skills to engage with members of these local communities. There are currently two elective clinical rotations students can participate in with the Gila River Indian Community and with the Phoenix Indian Medical Center offered to one or two students in the Family Medicine and Pediatrics rotations, respectively. Further, Creighton students can participate in optional extracurricular activities, such as volunteering in community gardens to connect with local Indigenous groups. Recommendations: We recommend that this content be longitudinally integrated into the Green Track (Clinical Skills and Experiences) and Gold Track (Social Context of Care) curriculum. We recommend expanding clinical rotation opportunities to other specialties and more students.*

**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:

3

*Score explanation: The outsized impact on anthropogenic environmental toxins is addressed primarily in the Gold Track (Social Context of Care) curriculum. The lecture “Service Learning: Social Determinants Underlying Academic Service Learning” introduces environmental justice by examining childhood lead exposure, inequitable access to safe water and housing, and occupational and environmental toxin burden, with a focus on local exposure patterns near CUSOM-PHX. Students also compare health outcomes across Arizona zip codes, highlighting place-based disparities affecting low–socioeconomic status communities, communities of color, children, and older adults.*

*These themes are reinforced through other lectures, “Service Learning: Homelessness” and pre-work readings, which address how housing instability and homelessness increase vulnerability to environmental exposures such as extreme heat.*

*The “Introduction to Planetary Health” lecture for M1s further connects environmental toxins and climate change to health disparities, including rising asthma rates among children, Hispanic and African American communities, and low–socioeconomic status populations, as well as the worsening water crisis in Arizona.*

*Recommendations: While this topic is covered, we recommend including more discussion on environmental impacts to indigenous populations, specifically.*

***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 <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 point)	
Score Assigned:	2
<p><i>Score explanation: Both health and environmental benefits of a plant-based diet are discussed in two lectures during the medical school curriculum. In the “Planetary Health” lecture given to first year medical students, environmental benefits are mentioned on a single slide, which discusses the reduction of environmental impact through plant-based diets. The topic is also discussed extensively during the “Nutrition” lecture given during the Multisystems Disease block for second year medical students; however, this lecture primarily focuses on the individual health impacts, and does not mention any benefits to the environment.</i></p>	

<b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The lecture, “Planetary Health,” during the spring curriculum of M1 year covers this topic, highlighting the environmental impact and carbon footprint of the healthcare sector. It covers emissions created by health systems, waste management, and inefficiencies with resource use.</i></p> <p><i>Recommendation: We recommend continuing this lecture while paralleling this content with actionable approaches (such as to reduce waste in healthcare settings) during mandatory Green Track curriculum (Clinical Skills and Experience).</i></p>	

<b>1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)</b>	<b>Score</b>
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social	1

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)	
Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation: Throughout curriculum, faculty emphasize the dangers of overmedicalization, and the importance of treating patients holistically. In the Infectious Disease block, antibiotic overprescription and stewardship are emphasized as a cause of increased resistance to illnesses. The environmental impacts of pharmaceutical use are also introduced through the M1 Gold Track Planetary Health pre-reading, “The Lancet Commission on Pollution and Health,” explaining that pharmaceutical waste enters the environment with detectable levels of antibiotics and other medications found in aquatic ecosystems where they may cause ecological toxicity. However, the discussion does not extend to how deprescribing can be applied.</i></p> <p><i>Discussions of lifestyle modification are incorporated throughout both the preclinical and clinical curriculum. During the Endocrine block, dietary changes, exercise, and smoking cessation are emphasized in diabetes management, while the Brain and Behavior block discusses lifestyle and other non-pharmaceutical treatments for conditions such as ADHD, depression, and anxiety. Additionally, the M1 Gold Track Planetary Health lecture includes the pre-reading Climate Resilience for Health Care and Communities: Strategies and Case Studies, which highlights community-based strategies such as promoting public transit and community gardens that support physical activity, nutrition, and population health while also benefiting the environment. Additionally, the aforementioned Gold Track lecture on “Planetary Health” explores the environmental impact of the healthcare system in terms of waste generation, misuse of resources, and pollutant emissions.</i></p> <p><i>The current curriculum does not include significant education on the environmental impact of inhalers, surgical intervention, or anesthetic gases.</i></p> <p><i>Recommendation: We recommend incorporating discussions on the environmental impacts of inhalers, surgical interventions, and anesthetic gases into the curriculum. Additionally, while related topics are currently taught in separate sessions, integrating these concepts more explicitly could help students better understand the connections between healthcare practices and their environmental impacts, as well as the benefits of more sustainable clinical decision-making.</i></p>	

**Curriculum: Clinical Applications**

<b>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?</b>
Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 point)	
No, there are <b>not</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: While discussion of the health effects of climate change is incorporated into lectures within the core curriculum (specifically the “Planetary Health” lecture given to second year students), strategies to have conversations about these topics with patients are not discussed.</i>	

<b>1.19. In training for patient encounters, does your <u>medical school’s</u> curriculum introduce strategies for taking an environmental history or exposure history?</b>	
Yes, the <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation: Education on taking a thorough environmental and exposure history is incorporated into multiple areas of the core curriculum, particularly within the Green Track “Clinical Skills and Experiences” courses. During the Life Cycles block, the topic of environmental exposure is discussed in the context of lead poisoning. During the Renal block, these topics are discussed in the context of bladder cancer and exposure to toxic substances.</i>	

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

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation: In recent years at the CUSOM-PHX campus, multiple meetings between the faculty and students occurred to improve planetary health education. Last academic year, faculty within the Gold Track (Social Context of Care) curriculum met with students to discuss feedback on curricular efficiency in the lecture, “Introduction to Planetary Health.” One outcome was the development of a faculty rubric designed to support lecturers in delivering inclusive, up-to-date, and engaging content. Additionally, the Phoenix regional campus has a Planetary Health and</i>	

*Sustainability Task Force, with teams that focus on Curriculum, Research, and incorporating Planetary Health education into mandatory Case Based Learning sessions.*

**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:

4

*Score explanation: As mentioned previously in 1.2-1.3, 1.8-1.9, 1.12, and 1.14 metrics, CUSOM-PHX integrates Planetary Health and education for sustainable healthcare concepts primarily through the Gold Track (Social Context of Care) curriculum, which is required for all students. Within the longitudinal track, instructors appropriately emphasize the relationship of social determinants of health, structural inequities, health outcomes, disproportionate impacts on marginalized populations, and some anthropogenic environmental impacts.*

*First year students receive a foundational lecture titled, "Introduction to Planetary Health," which covers climate science, and health impacts related to climate-related events. Moreover, mandatory pre-work ("Climate 101: What Every Clinician Needs to Know" and CDC heat-risk materials) emphasize the unique heat-related impacts in the Phoenix campus, including epidemiological factors, risks, and prevention strategies.*

*Additionally, in preclinical years, planetary health concepts are revisited throughout Service Learning material and Gold Track curriculum, by linking environmental exposures to structural inequities and health outcomes. Topics covered include extreme weather conditions, childhood lead exposure, inequities to access to safe water and housing, climate-driven displacement, and local exposure patterns near Creighton SOM-Phoenix. Some sessions delve into disproportionate impacts on populations including the unhoused, children, and low-SES status communities. These themes are again reinforced in some M2 blocks, such as the Multisystem Disease block through a Case-based learning assignment on hyperthermia, highlighting the higher risks among the unhoused and elderly populations.*

*Recommendations: Overall, planetary health content is integrated in various courses throughout didactic years. However, the curriculum would benefit from adding more specific information throughout more system blocks. For example, incorporating air pollution and COPD rates in the Pulmonary block, or information on water pollution's impact on Renal health. While the curriculum gives students foundational information on these topics, it does not explicitly connect the information holistically with case studies or concrete examples.*

**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?**

<b>Yes, the medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
<b>No, the medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation: CUSOM-PHX recently appointed Dr. Tracy Leavelle to lead strategic planning efforts around the incorporation of planetary health, climate medicine, and sustainability within medical education.</i>	

<b>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<i>Score explanation: CUSOM-PHX incorporates discussions on civic engagement and advocacy throughout the preclinical and clinical curriculum. During preclinical education, these topics are primarily discussed in the Gold Track “Social Context of Care” courses, which are mandatory for all students. The following lectures specifically address advocacy and structural determinants of health: History of Race and Racism in Medicine; Liver Transplant and Racial Disparities; Immigration and Healthcare; Deconstructing Race in Medical Literature; Incarceration and Health Disparities; Addiction and Health Disparities; Neurodiversity and Health Disparities; Social Determinants Underlying Academic Service Learning; Homelessness; Social Determinants of Health - Trauma as an Example; US Healthcare - How Does it Work and for Whom is it Working?; Unconscious Bias and Anti-Racism; Within the clinical curriculum, the topics of advocacy and structural determinants of health are incorporated during the Family Medicine clerkship, during which there is an optional essay assignment to explore social determinants of health and how this manifests for patients. There are also multiple elective offerings for fourth year students on this topic, including the following: Minority Health Disparities; LGBTQIA Health Disparities.</i>	

<b>Section Total (56 out of 75)</b>	<b>74.67%</b>
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# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> There is currently a faculty member researching the environmental mechanisms of neurotoxicity in Parkinson's disease. This is related to planetary health but does not directly address it. There are also faculty members researching healthcare in different countries, but not explicitly linked to sustainability or planetary health.</p> <p><b>Recommendation:</b> More faculty should address planetary health and the environment as important parts of many disease processes and research these avenues. Students can also take up more research in this space.</p>	

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

There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Creighton University does not have a dedicated interdisciplinary department or institute focused on planetary health research. While the university does have an <a href="#">Environmental Health &amp; Safety department</a> and the <a href="#">Sustainable Creighton Initiative</a>, which was formed in 2022 and focuses on the United Nations Sustainable Development Goals, these entities are not structured as interdisciplinary research departments for planetary health. The Sustainable Creighton Initiative mentions the Phoenix campus but does not currently emphasize research, particularly at the Phoenix regional medical school campus. As a result, while environmental and sustainability-related efforts exist, there is no dedicated interdisciplinary planetary health research department or institute.</i></p>	

<b>2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	0
<p><i>Score explanation: At this time, Creighton does not appear to have a formal process through which communities disproportionately impacted by climate change and environmental injustice can provide input on or help shape the institution's research agenda. While Creighton hosts programs such as the Global Health Conference Midwest and the Great Plains Native American Health Symposium that elevate community perspectives and highlight health disparities, these efforts are primarily educational and discussion-based. There is no clear mechanism that links community engagement from these events to research decision-making or priority setting at the institutional level.</i></p>	

<b>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	

There is a website that <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Creighton University has a <a href="#">Sustainability at Creighton</a> page which includes an annual impact report, the <a href="#">Sustainable Creighton Initiative</a>, recent news about Creighton and their efforts in sustainability, information about undergraduate programs, statistics on how sustainable Creighton has been, and people to contact to get involved. It also includes a link to the Creighton Student Sustainability Action Fund. There is still no webpage directly dedicated to the Phoenix regional medical school campus, limiting accessibility between campuses. Developing a centralized planetary health website that integrates research, events, leadership, and funding across all campuses would be a critical next step.</i></p>	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>Score explanation: Creighton University Omaha campus hosts the Global Health Conference Midwest annually. This conference is intended to raise awareness of health disparities among marginalized populations and draw attention to global/planetary health through a public health lens. This year, the topic is “Access and Advocacy in our Changing Global Health Landscape.” Almost every year features a keynote speaker specifically discussing planetary health.</i></p> <p><b>Recommendations:</b> <i>As part of this, there is also the Great Plains Native American Health symposium (GPNAHS), which has the theme of global health and Native American health/wellness this year. However, these events currently function primarily as educational forums rather than mechanisms for community input into institutional research priorities. Creighton could integrate a community-led listening session or advisory forum within the GPNAHS, allowing Native American leaders and community members to directly inform climate and environmental health research agendas at the university (box 2.3 above).</i></p>	

**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: The Creighton School of Medicine is a member of the Global Consortium on Climate and Health Education, an international climate and health education organization, and has held this membership since 2021.*

**Section Total (11 out of 17)**

**64.71%**

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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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score Explanation: The Creighton University School of Medicine, Phoenix collaborates with the Mesa Farms and Key Campus Urban Farm through The Society of St. Vincent de Paul. These experiences allow medical students to learn about sustainable gardening while also contributing to improved access to nutrient-dense food in multiple locations around the Phoenix metro area. Additionally, the student-led Street Medicine Coalition partners with HomelessMATters to repurpose single-use plastic bags into sleeping mats for individuals experiencing homelessness. This promotes waste reduction and plastic reuse while addressing social determinants of health within vulnerable populations.</i></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	

The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Creighton University in Omaha, Nebraska hosts the <a href="#">Global Health Conference Midwest</a> annually. The conference brings awareness to local and global health disparities through education, advocacy and service. This year's theme is "Access and Advocacy in our Changing Global Health Landscape". The event in Omaha includes a <a href="#">Community Fair</a>, which features information on how to support organizations in the Omaha area working in the realm of social justice and health equity. The conference also featured research from CUSOM-PHX students and offered a virtual option to allow participation at the Phoenix campus. This event is open to medical professionals and students at Creighton University, but is not easily accessible for community members.</i></p>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Information and updates regarding sustainability is not routinely distributed to the Creighton University School of Medicine, Phoenix. Students receive periodic sustainability updates via communication to the Creighton University student body.</i></p>	

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

*Score explanation: Creighton University School of Medicine, Phoenix offers the opportunity for continued education regarding planetary health through the Global Health Midwest Conference 2026 hosted at Creighton University in Omaha, NE. This conference allows medical professionals to receive Continuing Medical Education credits towards their medical license. Professionals are able to attend this conference virtually. Students are also invited to specialty Grand Rounds, which periodically have a planetary health focus, including a presentation last year titled “Nature and Mental Health” during Psychiatry Grand Rounds.*

**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: Valleywise Health provides public-facing, online articles focusing on the health impacts of environmental exposure and pollution. Some such articles discuss the [Arizona water shortage](#) and [urban heat islands](#). Dignity Health has similar articles on the [impacts of climate change on allergies](#) and [how pollution increases the risk of lung cancer](#).*

**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:

2

*Score explanation: As stated in metric 3.5, both Valleywise Health and Dignity Health provide public-facing, online articles focusing on the health impacts of climate change. Some such articles discuss the [Arizona water shortage](#), [urban heat islands](#), [impacts of climate change on allergies](#), and [how pollution increases the risk of lung cancer](#).*

**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.*

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation: For the last 4 years, the <a href="#">Creighton Student Sustainability Action Fund (CSSAF)</a>, has allowed Creighton University to offer funding for medical students to support sustainability and planetary health projects. This includes the support of the annual Sustainability Week, which is a week-long series hosting events such as plarn making, clean up hike, tote bag painting and plant workshop. Additionally, the Healthy Planet Healthy People Grant has been awarded to the Street Medicine Coalition's initiative to distribute sustainable hygiene products (e.g., refillable shampoo, body wash, toothbrushes) to individuals experiencing homelessness, integrating environmental sustainability with service and public health outreach.</i></p>	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>	
The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these <b>require student initiative</b> to seek them out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1

*Score explanation: Creighton University School of Medicine funds a [Summer Research Program](#) for first year students to provide assistance in pursuing a research project. CUSOM-PHX employs a Program Manager for Clinical Research to assist in identifying potential mentors for the program, however it is dependent on the initiative of the student to connect with such identified mentors. The process is similar if students wish to participate in research outside of the program. Students are encouraged to find research projects in any field, however there are no resources or specific programs for students interested in projects in planetary health.*

**Recommendations:** *We continue to recommend the expansion of programs for students interested in planetary health and sustainable healthcare research.*

**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: CUSOM-PHX hosts a [webpage](#) that identifies faculty mentors and ongoing projects, however it does not indicate any mentors that are involved in planetary health or sustainable health projects. Additionally, Creighton hosts a [webpage](#) that is dedicated to sustainable projects at the university, however it lacks contact information of potential mentors. It provides very limited information regarding specific projects ongoing within the School of Medicine or on the Phoenix campus.*

**Recommendations:** *We encourage the development of a faculty mentor list that is composed of mentors that are open to working with students on planetary health projects.*

**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 <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation: A student-led branch of the Creighton University School of Medicine Planetary Health and Sustainability Task Force on the Phoenix campus has been active since fall of 2022. The Phoenix branch collaborates with its counterpart in Omaha on various projects. The Phoenix branch is heavily influenced by the supervision and guidance of faculty in Omaha. There is limited local faculty involvement, however efforts to increase involvement are ongoing. Additionally, each medical student government class includes a designated Sustainability Chair, ensuring representation and advocacy for sustainability initiatives within each cohort.</i></p>	

<b>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?</b>	
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
<p><i>Score explanation: Each medical student class has one or two Sustainability Chairs elected onto student government. Additionally, the Planetary Health and Sustainability Task Force has two Planetary Health Curriculum Leads on a volunteer basis. The purpose of these roles is to advocate and develop sustainable practices on campus, curriculum reform, and host events/programming that pertains to sustainability and planetary health.</i></p>	

<b>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)</b>	<b>Score</b>
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1

Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<ul style="list-style-type: none"> <li>• <i>St. Vincent de Paul Mesa Urban Farm offers CUSOM-PHX students the chance to volunteer in maintaining a garden that provides organic produce to local people experiencing food insecurity and homelessness.</i></li> <li>• <i>Planetary health panels were invited to the MI Gold Track curriculum lecture titled “Planetary Health.” The panels included speakers such as a PhD representative and students from the Arizona State University School of Sustainability, as well as a State Senator, who discussed sustainability and planetary health within the local Arizona context.</i></li> <li>• <i>Hosted by the CUSOM-PHX Sustainability Chairs, Sustainability Week (February 15th-21st) is a week-long series of events to promote waste reduction practices and environmental action among students. The series is funded by Creighton Student Sustainability Action Fund (CSSAF).</i></li> <li>• <i>Creighton participates in the Envisioning Population Health Student Photo Contest, which is supported by the Institute for Population Health and the Kingfisher Institute. There are multiple categories which include Social Determinants of Health and Planetary Health.</i></li> <li>• <i>Street Medicine is a student-run organization at CUSOM-PHX provides resources and water to people experiencing homelessness and extreme heat in the local area.</i></li> <li>• <i>The Climbing Club explores various outdoor climbing locations, while the Running Club as well as the Medicine in Motion club host some events outdoors. Additionally, the Wilderness Medicine Club volunteers for the annual Arizona Wilderness Life Support Course.</i></li> </ul>	
<b>Section Total (13 out of 15)</b>	<b>86.67%</b>

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# Campus Sustainability

**Section Overview:** *This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our 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 <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Creighton University (CU) employs three full-time staff members in its Office of Sustainability Programs (OSP), and has additional support from student representatives and committee members. To date, none of these individuals has been assigned specifically to coordinate and implement sustainability efforts at CU affiliated hospitals. Additionally, we have been unable to determine if CU affiliated hospitals have dedicated sustainability staff, and sustainability efforts are not coordinated between these institutions and Creighton CU OSP.</i></p> <p><i>Recommendations: We recommend expansion of CU-OSP's staff to include a member dedicated to hospital-related sustainability efforts, or further collaboration with sustainability offers at affiliated hospitals. This would be highly beneficial at CU-Omaha as well as CU-Phoenix due to the large quantity of health professional students across both campuses.</i></p>	

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

Score Assigned:	1
<p><i>Score explanation: CU's plans for carbon neutrality are outlined in the University approved publication: <a href="#">Sustainable Creighton Initiative (SCI)</a>. This document details CU's plans to reduce carbon emissions by 50% by 2028 and achieve carbon neutrality before 2050. The office of sustainable programs (OSP) also reports plans to attempt lowering the target date. This plan makes projections but makes no specific claims for an exact year by which carbon neutrality will be achieved.</i></p> <p><i>Recommendations: CU's goals for carbon neutrality significantly improve upon previous initiatives at the institution. Further action, however, and a more ambitious plan could help CU more effectively implement campus-wide sustainability efforts and foster the environment and attitudes that lead to lasting change. We encourage OSP to continue efforts towards an update in CU's carbon neutrality initiatives in order to make CU a force for good in preventing climate change.</i></p>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	0
<p><i>Score explanation: Score Explanation: CU energy needs are only minimally met by renewable sources. At its Omaha campus, CU utilizes solar power, however this renewable energy accounts for only 0.05% of its overall energy consumption. At CU in Phoenix, no amount of renewable energy is used to meet the campus energy needs, and there is currently no official or published plan to establish a source. Support from CU has enabled a satellite extension of the campus, the clinical teaching partnership with Misión ILAC in the Dominican Republic, to successfully implement solar power usage. The extent of Misión ILAC's energy needs that are met by solar power is unclear. CU does not utilize any off-site renewable energy at any of its campuses.</i></p> <p><b>Recommendations:</b> We encourage CU to dedicate resources that would enable increased utilization and diversity of sustainable energy sources. The Phoenix campus finds itself in a particularly efficient geographical region for utilization of on-site solar power. Existing solar power infrastructure in the city, high annual sunshine days, and financial incentives in the state of Arizona could all contribute to a facilitated transition to these energy sources. Utilization of off-site resources is appropriate for all campuses, through involvement in community wind farms, solar programs, biomass facilities, hydropower, or geothermal plants.</p>	

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's**

<b>campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?</b>	
Yes, sustainable building practices are utilised for new buildings on the institution’s campus and the <b>majority</b> of old buildings <b>have been retrofitted</b> to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution’s campus, but most old buildings have <b>not been retrofitted</b> . (2 points)	
Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings. (1 point)	
Sustainability is <b>not considered</b> in the construction of new buildings. (0 points)	
Score Assigned:	3
<p><i>Score explanation: All CU facilities follow <a href="#">CU Sustainable Design Policy</a> during the building process and for renovations of old buildings. These sustainability guidelines are based on the silver rating criteria of Leadership in Energy and Environmental Design (LEED). The aforementioned policies appropriately detail goals for sustainable retrofitting of pre-existing buildings, however, it is not clear to what extent retrofitting has been implemented. The <a href="#">CU Sustainable Design Process</a> states that sustainability efforts include “evaluating existing buildings for optimum systems efficiency and upgrading with more efficient systems,” and therefore, we believe that the majority of existing buildings have been retrofitted.</i></p> <p><i>Recommendations: We recommend that CU sustain efforts to make building design across its campuses more sustainable. We would suggest the removal of the “stretch goal” as described in their policy (<a href="#">Pg 3</a>), and instead implement these goals as a standard for the building process on CU campuses. Because improved accountability often creates improved results, CU should also routinely provide updates on the state of their implementation of these policies, as it pertains to new buildings and the retrofitting of old buildings as was done in the <a href="#">Harper Center Report</a>.</i></p>	

<b>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b>	
Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> 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 <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)	
The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	1
<p><i>Score explanation: CU’s efforts to encourage students and staff to utilize <a href="#">environmentally friendly travel options</a> continue to improve. JayPass, a program permitting free usage of public transport by CU students in Omaha is widely used and creates significant reductions in CO2 emissions. The</i></p>	

*Community Bike Project, campus shuttles, carpool resources, and commuting guides are also available to many CU students. These resources, however, are available almost exclusively at CU-OMA with no similar progress made at CU-PHX, although secure bike racks are available at both campuses.*

*Recommendations: We encourage CU to improve efforts that facilitate sustainable transportation for students and faculty, particularly at CU-PHX. CU-PHX's central location near several bus-stops and metro stations presents an excellent opportunity for improvement. Partnerships with the city of Phoenix could allow CU to provide bus or metro passes, which could significantly improve how students utilize these resources. Additional efforts could be made with nearby housing complexes to negotiate housing partnerships, allowing students to live closer to campus and affiliated hospitals. These efforts could significantly reduce commuting time for students, and encourage them to reduce usage of single-rider transportation.*

**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: CU-OMA implements effective [recycling programs](#) for students. CU-PHX does not effectively utilize either of these. Recycling bins are present on CU-PHX campus, but they are not utilized appropriately. Whether the city of Phoenix appropriately handles the recycling from the facility is also unclear. No resources are available to CU-PHX students for composting or organic recycling, or information regarding community-based programs that students could utilize.*

*Recommendations: We encourage CU-PHX to improve recycling efforts, ensuring students understand how to appropriately recycle on-campus, and ensuring that on-campus recycling is appropriately handled after it is removed from the facility (1, 2). Although Arizona's recycling infrastructure is limited, these efforts will help them work effectively to a much greater extent.*

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

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

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

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

There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<p><i>Score explanation: CU-OMA has created a Dining &amp; Waste Action Team as part of the Climate Change Task Force. It also cites ongoing efforts and guidelines that are shaping their efforts to improve sustainability with its dining facilities. Among these include efforts to support fair-trade products, and limit meat, waste, and usage in CU dining(1, 2, 3). Despite these efforts, dining-related efforts are not reflected in the <a href="#">SCI</a>. No clear sustainability guidelines for dining are in place for CU-PHX.</i></p> <p><i>Recommendation: We encourage CU to integrate clear goals and actionable items for the Dining &amp; Waste Action Team in the SCI. An updated guideline for sustainable dining practices at CU-PHX should also be integrated.</i></p>	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Although CU has <a href="#">policy guidelines</a> for their supply-chains and resource procurement, as detailed by CU Global Engagement Office, they are optional. They recommend <a href="#">environmentally appropriate</a> supply procurement and fair-trade practices whenever the associated cost and efficiency are more favorable than traditional alternatives. According to these policies, CU will prioritize transactions with businesses that implement sustainable policies, and will change to more sustainable sources when appropriate. The Climate Change Task Force has assigned a staff member to Strategic Sourcing, for overseeing sustainable practices for supply chain and resource procurement.</i></p> <p><i>Recommendations: We encourage CU to implement these guidelines as requirements to create more sustainable management of supply chains, and fair trade business.</i></p>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	

There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<p><i>Score explanation: CU describes various guidelines as detailed in the <a href="#">Green Events Guide</a> for sustainable event planning, but these guidelines are optional for many events. The guide provides comprehensive suggestions for all phases of the planning, up until clean-up. Preference of electronic invitations and RSVPs, focus on avoiding single-use products, and transport of finished materials to appropriate recycling facilities all contribute to the goals of the guide.</i></p> <p><i>Recommendations: We encourage CU to include specific requirements for sustainable practices at all events, ensuring that approval committees can verify that events plan to effectively implement standards for all events.</i></p>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<p><i>Score explanation: CU has widely implemented sustainable practices in lab spaces across campus at CU-OMA. <a href="#">Various programs and initiatives</a> ensure that these facilities are adequate in their efforts to reduce waste. While these efforts are less prominent at CU-PHX, it is mainly due to the significantly higher volume of lab space at CU-OMA.</i></p> <p><i>Some of the aforementioned efforts include virtual chemistry labs to reduce chemical waste. The shut the Saash program also helps limit energy consumption, while sustainable partnerships for materials through <a href="#">Fisher</a>, and pipet and polystyrene recycling efforts also contribute.</i></p> <p><i>Recommendations: We suggest that CU-PHX adopt these same sustainable lab practices and identify areas of improvement specific to their facilities.</i></p>	

<b>5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	

The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	2
<p><i>Score explanation: CU has made significant progress toward a goal to <a href="#">divest from fossil fuels</a> to more renewable energy sources by 2030, starting this process in 2020. They have stated that they will <a href="#">reinvest</a> funds to support this goal.</i></p> <p><i>Recommendations: We encourage follow through with this plan. As we enter the latter half of the decade in which this goal was to be achieved, we strongly encourage development of year-by-year plans for the transition away from fossil fuels.</i></p>	
<b>Section Total (17 out of 32)</b>	<b>53.13%</b>

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# Grading

## Section Overview

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

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

## Planetary Health Grades for Creighton University School of Medicine, Phoenix.

The following table presents the individual section grades and overall institutional grade for Creighton University School of Medicine, Phoenix on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(56/75) \times 100 = 74.67\%$	B
<b>Interdisciplinary Research (17.5%)</b>	$(11/17) \times 100 = 64.71\%$	B-
<b>Community Outreach and Advocacy (17.5%)</b>	$(12/14) \times 100 = 85.71\%$	A
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(13/15) \times 100 = 86.67\%$	A
<b>Campus Sustainability (17.5%)</b>	$(17/32) \times 100 = 53.13\%$	C
<b>Institutional Grade</b>	$(74.67 \times 0.3 + 64.71 \times 0.175 + 85.71 \times 0.175 + 86.67 \times 0.175 + 53.13 \times 0.175) = 73.19\%$	<b>B</b>

# Report Card Trends

## Section Overview

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

### Planetary Health Report Card Trends for Creighton University School of Medicine Phoenix

