Planetary Health Report Card (Medicine) 2026:

Idaho College of Osteopathic Medicine

2025-2026 Contributing Team:

- Students: *Joshua Aballay-Kelly, Monserrate Aballay-Kelly, Natalie McGaughy, Nadine Miljkovic*
- Faculty Mentors: *Dr. Jay Kammer*

*Primary Contact: Joshua Aballay-Kelly, jaballaykelly@s.icom.edu

Land acknowledgment: The Idaho College of Osteopathic Medicine acknowledges that it occupies the traditional lands and territory of the Shoshone, Bannock, and Paiute peoples.

Summary of Findings

Overall Grade	C-

Curriculum	C

- Idaho College of Osteopathic Medicine (ICOM) does include planetary health in the curriculum, but it lacks integration longitudinally. In first and second year, various aspects of planetary health are discussed in lectures and in seminar work.
- **Recommendations:** There is a lack of instruction about introducing conversations about planetary health into patient interactions. This could be introduced in clinical skills, specifically an OSCE, with a planetary-health focus, or in our courses throughout OMS 1 and 2 years with specific lectures.

Interdisciplinary Research	F

- ICOM has not incorporated any interdisciplinary research opportunities revolving around Planetary Health.
- **Recommendations**: ICOM could organize a conference directly related to Planetary Health. We recommend joining the Planetary Health Alliance and the Global Consortium on Climate and Health Education. However, we do have faculty with experiences in occupational toxicology who could be good resources for future students interested in topics related to planetary health. It is likely the program will grow over the next decade and hopefully develop environmentally-focused programs.

Community Outreach and Advocacy	C-

- ICOM has developed partnerships with Teaching Kitchen Collaborative to integrate culinary medicine and sustainable nutrition education, the City of Boise to maintain one of the many pollinator gardens, and partner with the Boise Urban Garden School and patient education with St. Luke's Health System Climate and Health Lecture Series.
- **Recommendations**: ICOM can start offering community-facing courses or events regarding planetary health and include updates with planetary health in our school wide newsletter monthly.

Support for Student-Led Initiatives	C

- ICOM supports student groups dedicated to planetary health and has been shown through many organizations being involved with the outdoors. The Idaho Student Clinicians for Climate and Health (ISCCH) was started at ICOM in the spring of 2022 with the support of the Dean of Student Affairs, an officially appointed clinical faculty advisor, and unofficial faculty support and advising from two other anatomy faculty members. Additionally, ICOM volunteered at 100% sustainable beverage festivals and a music festival that were both hosted by local nonprofit organizations, and has regular volunteer opportunities at a local pollinator garden.
- **Recommendations**: A recommendation for the future of ICOM is to find state and national grant programs for which private medical schools can apply, and encourage ICOM students to apply for them. An example is the Idaho Department of Quality and Environment's sustainability grant program.

Campus Sustainability	C+

- ICOM started as a more sustainable campus including fossil fuel divestment and using partially renewable energy on site, to setting achievable goals for carbon neutrality in the future.
- **Recommendations**: There is still much to improve with the campus sustainability. ICOM can incorporate compost disposal, and set institution-level sustainability requirements for supply procurement in order to increase sustainability of procurement.

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

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
Score explanation: ICOM offers Culinary Medicine elective to second years. It promotes learning about food, how it is prepared or processed and understanding the impacts of such on our health, both the negative and positive effects, addressing the relationship of structure and function, even at the cellular level. This interplay of nutrition is applied to concepts regarding public health applied to various disease states based on planetary health including vegetarian diets, diets of various cultures and diets that in general promote preventative medicine to reinforce sustainable healthcare.	

Curriculum: Health Effects of Climate Change

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

Score Assigned:	2

Score explanation: In the core curriculum at ICOM, the effects of climate change and related increased health risk is covered briefly in a block course. This content is longitudinally included by the microbiology team, but there is no dedicated lecture or in depth exploration of this relationship in any of the block courses in the core curriculum. In the Neurosensory System course, the relationship between fungal infections and climate change was discussed briefly (Neurosensory Lecture 50 - Introduction to Parasitic and Fungal Microbiology - Microbiology department). As global temperatures rise, fungi are adapting to living in warmer temperatures, increasing threat to human health, In the respiratory course (Lecture 9 - Environmental and Occupational Disease), several diseases and how they are exacerbated by heat, increased moisture, or dryness and how climate change impacts the frequency of appearance and the increased vulnerability of certain populations.

Lectures included in Neurosensory System:
M1.50 Introduction to Parasitic and Fungal Microbiology

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

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

Score Assigned:	2

Score explanation: ICOM's curriculum briefly covers the impacts of extreme weather events on individual health and in the larger context of epidemiology and the spread of disease. This topic is mentioned in passing in several lectures within the first year curriculum, but there is no dedicated lecture that dives deeply into the impact of extreme weather on the healthcare system. In the Blood, Immune, Infection, and Cancer (BIIC) course, microbiology lecture, M1.11 Systemic Bacterial Fevers, touched on how natural disasters increase the risk of contracting Epidemic Typhus, as well as Louse-borne Relapsing Fever. Climate change has increased the severity and frequency of severe storms such as hurricanes, and local flooding increases breeding grounds for disease carriers. Climate Change - Heat Related Illness: covered heat-related pathologies such as non-exertional heat stroke and how increased environmental temperature from climate change increases the frequency and severity of such conditions in vulnerable populations such as elderly and laborers.

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?

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

This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation:In the Blood, Immune, Infection, and Cancer (BIIC) course at ICOM, climate change is discussed briefly in the context of the spread of parasitic infections and protozoa, specifically malaria, into new regions due to altered climates. The spread of neglected tropical diseases is briefly correlated to climate change, poverty, war, and conflict. Additionally, in the Musculoskeletal Systems course, the spread of Aedes aegypti mosquitoes due to climate change was discussed in the context of Chikunguya risk of transmission, *Lectures included within BIIC:* *M1.13 Viral Fevers, M1.14 Systemic Bacterial Fevers, M1.16 Protozoal Infections of Erythrocytes, M1.17 Multisystem Protozoal Infections, M1.18 Multisystem Helminth Infections* *Lectures included within MSKS:* *M1.10 Osteomyelitis and Septic Arthritis*	

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:	2
Score explanation: In the Respiratory System course at ICOM, the effects of climate change are briefly addressed in the context of fungal lung diseases and the geographic spread of these diseases. Additionally, there is an optional lecture that covers the effects of wildfire on respiratory health.	

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:	0

Score explanation: Climate health is not discussed in the Cardiovascular System block at ICOM.

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:	0
Score explanation: In the mental health block at ICOM, neuropsychological and mental health effects of climate change and environmental degradation are not addressed. In the past some student organizations have addressed this content in optional sessions run by club leadership, but it is not built into the curriculum of the course or addressed in any detail during course sessions. The optional session was not given this year.	

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: The core CARE (Caring and Competent Physicians) course at ICOM is a multi-year longitudinal course that covers social determinants of health, and students were encouraged to explore the relationship between environmental factors and health. Multiple examples include the relationship between climate change and mental health of farmers throughout Idaho (Public Health, Part I), as well as increased rates of cancers in multiple Idaho counties due to the fallout from open air atomic bomb testing in the 1950's (Public Health Part II-IV; Epidemiology Parts I-IV),. Topics such as these are also briefly covered in various lectures throughout our system courses as well. *ICOM enrolled in the International Association of Medical Science Educators (IAMSE) Webcast Audio Seminar and gave students the opportunity to attend a series of lectures about Global Health for free. Topics included pandemics, climate change, healthcare infrastructure, and aging populations, as well as global health electives. Climate change and its disproportionate impact on marginalized populations were discussed as well as the general effects of climate change on healthcare.*	

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 core CARE course at ICOM does cover social determinants of health, and students were encouraged to explore the relationship between environmental factors and health. Additionally, in our Respiratory System course as well as many of our microbiology lectures throughout various systems courses it is discussed how climate change and pollution has even greater impacts on low SES, indigenous, and POC populations due to proximity to sites/industries responsible for polluting such as factories, waste disposal sites, and traffic congested areas. ICOM enrolled in the IAMSE Webcast Audio Seminar and gave students the opportunity to attend a series of lectures about Global Health for free. Topics included pandemics, climate change, healthcare infrastructure, and aging populations, as well as global health electives. Climate change and its disproportionate impact on marginalized populations were discussed as well as the general effects of climate change on healthcare.	

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: Multiple microbiology lectures provided in the core curriculum discussed the effects of climate change and natural disasters on various regions in the world, and related disease outbreaks that could occur as a result. In addition, the effects of pollution and contamination on patient health has been discussed. *First year: Neurosensory – Introduction to Parasitic Infections and Fungal Microbiology; CARE - Global Health (discussed how regional climate change impacts local populations*	

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:	3
Score explanation: Topic is covered in depth during our reproductive system course, specifically during infertility, neonatal, immunology, and microbiology lectures. We also had a professor from Colorado State University give a talk about the consequences of pollution from forest fires where he specifically mentioned decreased sperm counts, reduced chance of conception, and increased rates of birth defects among forest firefighters.	

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:	2
Score explanation: In general, the topic is lightly discussed, mostly in passing with little focus on the environment itself and more emphasis on the risk these environmental practices pose to the workers. First, in different Toxicology lectures with regards to airborne pesticide use in agriculture around Boise and smaller communities. Lectures included "Introduction to Toxicology, slide 11," "Poisons and Presentations, Slide 17." It was also discussed in an endocrine physiology lecture entitled "Physiology of Thyroid Hormones, Slide 19." The effect of radioactive iodide and thyroid cancer in Emmett, Idaho was discussed.	

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

Score Assigned:	0
Score explanation: Topic was not covered.	

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: In our core curriculum, we explored in depth how environmental pollutants from industries like mining, shipbuilding, farming, and other industrial sources disproportionately impact communities with lower socioeconomic status (SES) and minority groups. Multiple lectures focused on the complex relationship between these pollutants and the health disparities faced by these communities. We discussed factors such as limited access to healthcare, poor living conditions, and increased exposure to harmful environmental elements, which contribute to the heightened health risks in these populations. *In our microbiology courses throughout years one and two, we also delved into how homeless and low SES populations are at greater risk for various infections. We examined the socio-economic barriers to healthcare access, the crowded and unsanitary living conditions, and the impact of poor nutrition and hygiene. This part of the curriculum gave a comprehensive understanding of the factors contributing to the increased vulnerability of these communities, helping us see the broader public health challenges they face.*	

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: Throughout our core curriculum, we examined both the health and environmental co-benefits of plant-based diets across multiple courses. In "Obesity and Weight Loss", "Nutrition and Bone Health", and "Non-pharmacological Treatment for Chronic Musculoskeletal Pain", we explored how plant-based diets can help manage chronic conditions	

while also promoting sustainable health practices. These lectures emphasized the importance of plant-based diets not only in supporting weight management and bone health but also in reducing the environmental impact of food production. Specific nutrition lectures, including "Intro to Biochemical Nutrition", "Nutrition, Microbiome, and the Immune System", and "Pediatric Nutrition", addressed how to ensure patients on plant-based diets meet all of their nutritional needs in a sustainable manner while also highlighting the environmental advantages, such as reducing carbon footprints and lessening the strain on natural resources. *The Caring and Competent Physician course, spanning two years, featured a module on health promotion where these environmental and health co-benefits were explored in detail. This module emphasized how, as future physicians, we can promote plant-based diets to improve individual patient health and contribute to broader environmental sustainability.*

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: Topic was not covered.	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0

The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0

Score explanation:

1) *Over-medicalization is frequently discussed in our curriculum as a critical issue impacting both patient care and environmental sustainability. For example, during the "Thyroid Neoplasia" lecture, we were introduced to ChoosingWisely.org, which highlighted the unnecessary use of nuclear medicine thyroid scans in patients with normal or elevated thyroid gland function. This discussion underscored not only the importance of evidence-based medicine to improve patient outcomes but also the environmental burden associated with unnecessary diagnostic tests and treatments. By reducing over-medicalization, we can minimize the carbon footprint and resource consumption associated with these interventions, contributing to both better patient care and planetary health. We also discuss how excess medical tests do not contribute to high-value care in our Caring and Competent Physician course.*
2) *N/A*
3) *Our curriculum places significant emphasis on non-pharmaceutical approaches to managing somatic and mental health conditions, integrating strategies with both health and environmental benefits. Examples include Osteopathic Manipulative Medicine (OMM), yoga, meditation, gardening, group social activities, culinary medicine, and FITT (Frequency, Intensity, Time, Type) prescriptions. For instance, in the lecture on exercise prescription, we explored how exercise can act as a "vaccine" to prevent disease, effectively reducing the need for medical treatments and the environmental costs associated with them.*
4) *N/A*
5) *N/A*
6) *In our "Pharmacology of Asthma and COPD" lecture, the environmental impact of propellant inhalers was highlighted. We learned that these inhalers were banned in the United States due to their contribution to ozone depletion.*
7) *N/A*

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 points)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
Score explanation: Topic is not addressed.	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)	
Only **elective** coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
Score explanation: The longitudinal Clinical Medicine course introduces taking a full history ("OLD CAARTS") and developing differential diagnoses("VINDICATED-P"). The E in the "vindicated-p" encourages us to think about environmental exposures from a diagnostic perspective. Also, when taking our social history we are highly encouraged to ask questions about living conditions, work conditions, and potential environmental exposures. This includes asking about pesticides, asbestos, silicosis, lead, wildfire smoke exposure, air pollution and mold.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
Score explanation: The ICOM Climate and Health Club has been actively working with various faculty members about ways to incorporate more environmental health information into the curriculum. We have also been able to bring in outside lecturers to give talks about various climate related issues such as pollution from forest fires and farming. The administration has also stated they are working with professors and clinical faculty to increase student exposure to climate related topics during our required coursework and extracurricular presentations/activities.	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	2
Score explanation: The vast majority of our exposure to environmental topics comes from standalone lectures or lessons. It is not integrated longitudinally.	

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
Score explanation: There is no specific role for this task.	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: ICOM does not include teaching on civic engagement/advocacy to address the environmental and structural determinants of health.	

Section Total (38 out of 75)	**50.7%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	0
Score explanation: There are currently no medical researchers focused in the described areas seen on our faculty research website. This could change as the program and student interest grows.	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)	
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	0

Score explanation: There is currently no dedicated department or institute at ICOM

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	0
Score explanation: ICOM does not currently have a process that allows for input in the research agenda of the institution based on communities disproportionately impacted by climate change, an attempt to develop a process for this is ongoing.	

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	0
Score explanation: ICOM does have a centralized research page on their website, but it is not broken down by topic, and there is currently not a page dedicated to planetary health.	

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

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)
Yes, the institution has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)
The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:	0

Score explanation: While ICOM has hosted speakers on the topic of planetary health, there has not been a conference or symposium on campus or hosted virtually.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?

Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 points)
No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:	1

Score explanation: In 2026, ICOM joined the Global Consortium on Climate and Health Education via the Columbia University Mailman School of Public Health. This is a global network of health profession schools with an aim to build climate-ready health systems through education.

https://www.publichealth.columbia.edu/research/programs/global-consortium-climate-health-education

Section Total (1 out of 17)	**5.9%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and environmental health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: At Idaho College of Osteopathic Medicine, we actively partner with community organizations to promote planetary and environmental health. Notably, we collaborate with the Teaching Kitchen Collaborative to integrate culinary medicine and sustainable nutrition education and with the City of Boise to maintain one of the many pollinator gardens, which supports biodiversity and educates the community on the vital role of pollinators. We also partner with the Boise Urban Garden School through our culinary medicine course which has community outreach component in which we help teach youth the fundamentals of gardening and nutrition through science and environmental-based lesson plans.	

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

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:	1

Score explanation: Idaho College of Osteopathic Medicine supports community-facing events focused on planetary health by promoting the St. Luke's Health System Climate and Health Lecture Series. While we are not involved in planning the events, we stream the series at our school and share it on our Instagram to raise awareness and encourage community engagement with these important topics.

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:	0

Score explanation: ICOM does not have any regular coverage of these topics.

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)
There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:	0

Score explanation: St. Luke's Climate and Health Lecture Series provides Continuing Medical Education opportunities and encourages residents to present at these talks, fostering ongoing education and engagement in this critical area.

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 hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
Score explanation: St. Luke's Health System, provides accessible educational materials for patients about environmental health exposures such as asbestos and lead. St. Luke's hosts a dedicated webpage offering resources on environmental health, environmental illnesses, disasters, and other public health threats, ensuring patients have access to reliable information on these critical topics.	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
Score explanation: St. Luke's Health System Climate and Health Lecture Series addresses health and climate change and the recordings are available on their YouTube channel for patients to access.	

Section Total (6 out of 14)	**42.9%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	0
Score explanation: Currently no program exists at ICOM that would offer grant money for sustainability initiatives or QI projects. Many medical schools meet this PHRC criteria through their institutional sustainability programs. ICOM is a small, private institution that is not affiliated with a university, and therefore lacks some of the opportunities that are present within a larger institution. A recommendation for the future of ICOM is to find state and national grant programs for which private medical schools can apply, and encourage ICOM students to apply for them.	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek these out and carry them out in their spare time. (1 point)	
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
Score explanation: ICOM's Mentored Research Grant program provides $7,300 in materials support and wages for selected research projects. All students in good academic standing are eligible to apply. The grand program is broad, and students are encouraged to submit proposals for	

any research project which may advance clinical or biomedical knowledge. Currently, there are no mentored research projects focused on planetary health at ICOM, however planetary health-related proposals are welcome. So far, there have not been any planetary health-related research projects at ICOM. Additionally, there is no research program at ICOM that is specifically aimed at advancing research and clinical knowledge related to planetary health.

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:	0
Score explanation: ICOM does not have a webpage or website dedicated to locating planetary health or sustainable healthcare projects or mentors. This is an area where ICOM can improve, as the school has an active student organization, the Idaho Student Clinicians for Climate and Health, whose mission is based on planetary health. The student organization and their projects and activities, as well as faculty mentors could be made available on the ICOM website.	

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
Score explanation: The Idaho Student Clinicians for Climate and Health (ISCCH) is a student organization with the support of the Office of Student Affairs and a faculty advisor. ISCCH is	

dedicated to environmental sustainability and integrating information about climate change and pollution into medical education.

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
Score explanation: There is no such student representative.	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:

1) *N/A*
2) *The Idaho Student Clinicians for Climate and Health (ISCCH) invites physician speakers to ICOM to talk about topics related to planetary health. Past topics have included infectious disease spread with climate change.*
3) *Idaho Clinicians for Climate and Health is our local environmental justice agency and they put on a lecture series in combination with a local hospital system to discuss topics around climate and environmental challenges and how health professionals can help address them.*

4) *We coordinated with Idaho Clinicians for Climate and Health to put on a community film festival raising awareness for the effects of climate on physical and mental health – particularly regarding recreation and snow sports given our snow pack in Idaho this year was at an all-time low. We showed 3 films from Protect Our Winters for an audience of 120+ community members.*
5) *Volunteer events have included volunteering at 100% sustainable beverage festivals and a music festival that were both hosted by local nonprofit organizations. The non-profit organizations endorse urban forests, and advocacy in environmental stewardship. We have also adopted a pollinator garden through the City of Boise which supports biodiversity and encourages people to take an active role in sustainability efforts.*

Section Total (8 out of 15)	**53.3%**

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Campus Sustainability

Section Overview: ***This section evaluates the support and engagement in sustainability initiatives by the institution.*** *The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our institutions, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: While we do not have an office of sustainability, we do have a designated staff member for sustainability, our Senior Director of Facilities.	

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

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
Score explanation: ICOM receives power through Idaho Power where 67.2% of their power generation comes from renewable sources as reported by Idaho Power.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	3
Score explanation: The ICOM building was built to Leadership in Energy and Environmental Design (LEED) standards, however no certification was obtained as the certification itself was cost prohibitive for our small, very new school. A recent remodel of the third floor of the building was completed to LEED standards. Also, upon completion of the ICOM building, Idaho Power awarded our school $56,009 for being built with energy efficiency upgrades on September 4, 2019.	

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

impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
Score explanation: ICOM offers public transportation through Valley Regional Transit and commuter network system through Ada County Highway District. These are advertised through ICOM's website. Within the next few years there is a plan in place to build housing specifically for students just across the street from the ICOM building making it so students will be easily able to walk to school and provide various amenities like a gym so students living there will not need to commute to somewhere else.	

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: ICOM has multiple waste bins located around the building for trash and recycling. They are located in easily accessible places, such as hallways, by lecture halls, and near the dining areas. There are no compost bins available.	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
Score explanation: When ordering food for events our school prioritizes ordering catering from local companies to cut down on waste from pre boxed meals. They also always offer vegetarian options.	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	0
Score explanation: ICOM does not have any sustainability guidelines for supply procurement.	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: ICOM highly encourages practices to limit food and trash waste during any event held, however it is not required. Catering is encouraged over boxed meals, leftover food is made available to students and faculty after events, and any supplies used during various events are reused for future events whenever possible.	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	1
Score explanation: Our lab space at ICOM is small when compared to many larger institutions. Lab equipment and supplies are reused or recycled whenever possible based on official guidelines.	

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is **entirely divested** from fossil fuels. (3 points)	
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)	
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	4
Score explanation: Our school does not have an endowment portfolio and therefore is not invested in any fossil fuel companies.	

Section Total (18 out of 32)	**56.3%**

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Grading

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

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

**Within each grade bracket, a score in the top 5% (_5 to_9%), receives a "+", and a score in the bottom 5% (_0-_4%) receives a "--". For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the Idaho College of Osteopathic Medicine.
The following table presents the individual section grades and overall institutional grade for the Idaho College of Osteopathic Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(38/75) x 100 = 50.67%	C
Interdisciplinary Research (17.5%)	(1/17) x 100 = 5.88%	F
Community Outreach and Advocacy (17.5%)	(6/14) x 100 = 42.86%	C-
Support for Student-led Planetary Health Initiatives (17.5%)	(8/15) x 100= 53.33%	C
Campus Sustainability (17.5%)	(18/32) x 100 = 56.25%	C+
Institutional Grade	**= 42.9%**	**C-**

Report Card Trends

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