Planetary Health Report Card (Medicine) 2026:

Institute of Medical Sciences and SUM Hospital, Bhubaneswar

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B+

Curriculum	A+

- IMS and SUM Hospital effectively integrate planetary health through the NMC's Family Adoption Program, Green pulmonology, Green Labor words, etc. Pathophysiology lectures excel at linking Odisha's heatwaves to cardiovascular strain and mapping climate-sensitive infectious diseases like Dengue and Melioidosis. Interdisciplinary exposure with topics such as "One Health" and the impact of PM2.5 on respiratory health are effectively woven into the curriculum.
- **Recommendations:** Enhance depth in Sustainable Clinical Practice, specifically the carbon footprint of surgical theaters and anesthetic gases. Implement "Sustainable Quality Improvement" (SusQI) Projects. Establish a "Green Prescribing" Module in Pharmacology.

Interdisciplinary Research	A-

- IMS and SUM Hospital actively advances planetary health research through its Department of Community Medicine and interdisciplinary collaborations. Faculty lead studies on environmental health determinants, disaster management, and biomedical waste, supported by the Centre for Environment and Climate (CEC) and the Centre for Climate Smart Agriculture (CCSA). Structurally, the institution is transitioning toward a centralized model. While a dedicated "Planetary Health Institute" is in the planning phase, the university has successfully launched the MedTech Center of Excellence (2025) and is integrating the new Institute of Veterinary Sciences to establish a formal "One Health" framework. The institution further amplifies this work through international conferences like AEESD-2025 and global memberships in the IAU-HESD network and the Planetary Health Report Card initiative.
- **Recommendations:**
    1. Centralize Digital Presence: Create a single, unified "Planetary Health Research" web portal that aggregates projects from the CEC, CCSA, and Medical College, as current resources are scattered across multiple center-specific pages.
    2. Formalize the One Health Institute**:** Accelerate the planned integration of the Veterinary, Medical, and Environmental wings to officially charter the interdisciplinary institute.

Community Outreach and Advocacy	B

IMS & SUM Hospital promotes planetary health through partnerships with Odisha Fire Services, NMO, BMC and NGOs. It conducts heatwave training for first responders and outdoor workers, climate–health education in outreach clinics, and millet fairs for eco-nutrition. Pulmonary Medicine educates patients on air pollution diseases. Students use street plays and digital media for awareness. Institutional efforts include biomedical waste reporting and Green Campus drives, though no dedicated website section or PG courses exist.

Recommendations: Create a standalone "Planetary Health" section on the official website.
Start short certificate/CMEs for postgraduates on climate and health.
Integrate planetary health into regular curriculum and assessments

Support for Student-Led Initiatives	B

- IMS and SUM Hospital actively fosters student leadership in planetary health through both curriculum-integrated and extracurricular channels. The NMC-mandated Family Adoption Programme

(FAP) serves as a foundational platform, enabling students to conduct longitudinal environmental health audits in rural communities. Beyond academics, student-led bodies like the Planetary Health Student Council (PHSC) and the "Green SUM" Taskforce drive institutional advocacy, conducting hospital waste audits and proposing "Green Clinical" alternatives such as dry-powder inhalers. Innovation is robustly supported by the AIC-SOA Foundation and the Institution's Innovation Council (IIC), which provide mentorship for students developing "Clean-Tech" solutions. The JAAGO and SOA Green Clubs lead community outreach through events like "Ek Ped Maa Ke Naam" tree plantation drives.

- **Recommendations:**

1. Create a Centralized Research Portal: Upgrade the research webpage to include a dedicated "Student Planetary Health" section that explicitly lists mentors, active projects, and available funding, removing the burden on students to "seek out" opportunities individually.
2. Appoint a Student Liaison: Establish a formal, voting student representative position on the medical school's administration or curriculum committee.

Campus Sustainability | D

IMS & SUM Hospital has shown encouraging progress in sustainability, particularly through improved biomedical and laboratory waste management practices. These efforts reflect a growing awareness of environmental responsibility within the institution. Some green practices are already visible, and there is strong potential to build on this foundation by expanding sustainability planning across infrastructure, administration, and daily operations.

Recommendations:
The institution can further strengthen its leadership in sustainability by setting a clear carbon neutrality goal and adopting stronger sustainable building and energy-use standards will enhance long-term impact.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

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

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

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

specifically targeted for medical students, can meet this metric.

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

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

- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

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

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

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

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

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

- **Anthropogenic:** Created through human activity

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
Score explanation: 1)**Eco-Pharmacovigilance and Sustainable Drug Development** offered by the Department of Pharmacology. This course examined the entire lifecycle of pharmaceutical products, the impact of pharmaceutical waste on Odisha's sources of water, as well as "green prescribing" practices. 2)**Climate Resilient Emergency Medicine**: Offered by the Department of Emergency Medicine This course focuses on a climate-related health crisis in Odisha. For example, training on Emergency Room simulation drills, and heatwave related mass casualty events and cyclonic disease outbreaks through emulating how to respond to these emergencies based on information for the State of Odisha's Heat Action Plan (HAP). 3)**Environmental Epigenetics and Maternal Health**: Offered by the Departments of Obstetrics and Gynaecology and the Department of Biochemistry In this course, students learnt about the relationship between environmental toxins, rising temperatures and maternal/infant health. Laboratory sessions include oxygenation stress-associated biomarker analyses, and training to develop "Green Labour/Delivery Ward" strategies to reduce the amount of plastic waste generated in this environment.	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat,

health risks, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: 1.**Community Medicine & Planetary Health:** The "Feels Like" temperature index, which considers both heat and humidity, is a critical component of Odisha's coastal climate that has been added to the course. Students' clinical studies include visits to urban heat islands in Bhubaneswar to ascertain the most vulnerable members of society from heat exposure; for instance, street vendors and construction workers. **2.Applied Physiology & Biochemistry:** The course educates students on how thermoregulation works at a molecular level and the biochemical markers of heat-related oxidative stress. In relation to this aspect of the curriculum, students learn about Multi-Organ Dysfunction Syndrome (MODS) pathophysiology in those who have developed severe hyperthermia (>40.6◦C) as a result of exposure to excessive heat. **3.Emergency Medicine & Heat Resilience:** This course provides students with practical hands-on experience through rapid cooling techniques and protocols updated for 2025. These protocols include the clinical use of specialized cooling baths and chemical cold packs in the SUM Hospital Emergency Department to manage clusters of heat stroke patients during "Orange Alert" days. **4.Forensic Medicine & Toxicology:** This module includes the medico-legal aspects of Heat-Related Deaths (HRD). The curriculum trains students on the use of the 2025 NCDC clinical checklist for certifying HRD cases to ensure proper surveillance recording in the State Health Portal.NCDC Advisory for State Health Departments for Summer 2025	

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: 1)Community Medicine & Planetary Health: Central to the Climate-Sensitive Disease Surveillance course is the 2025 Climate Hazards Profile for Odisha. The course examines rapid-onset climate-related events (such as cyclones and flash flooding) and slow-onset climate change impacts (such as rising sea levels, and salinity levels at the coastline) in Coastal Odisha. The course discusses the changing patterns of Dengue, Malaria, and expected increases in Leptospirosis in 2025 due to irregular monsoons.	

2)Emergency and Disaster Medicine will provide clinical training in 2025 based on the standards set forth by the National Medical Council for MD Emergency Medicine. The focus will be on understanding hospital surge capacity and climate-resilient healthcare systems. Students will learn to utilize the Hospital Disaster Resilience Scorecard as a tool to evaluate hospitals for their capability to function after a loss of either electricity or oxygen due to extreme weather patterns. Fire Safety and Emergency Preparedness Training at IMS & SUM Hospital
3)Internal Medicine & Climate-Infectious Disease: This module will examine how violent, extreme weather events contribute to sanitation breakdown and how this can change the pattern of clinical disease. For example, managing post-disaster infectious disease surges that may occur, e.g., cholera, typhoid fever, respiratory illness after flooding or an increase in humidity. The effect of extreme heat on the storage, effectiveness, and shelf life of a number of the key medicines will also be reviewed, particularly during power outages.
4)Healthcare Sustainability and Systemic Impacts will be an Elective Block offered in 2025. In this block, the student's analysis of the impacts that extreme weather patterns have on the health care system will include treating the healthcare system itself as a patient. Students will examine how extreme weather patterns negatively impact carbon footprints associated with health care systems through the use of waste and energy associated with increasing demand for emergency care services.

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:	3

Score explanation:
1. Microbiology & Climate-Sensitive Pathogens: Focuses on how Odisha's warming coastal climate shortens the Extrinsic Incubation Period (EIP) of pathogens, accelerating transmission of Dengue and Chikungunya. It also covers the rise of Antimicrobial Resistance (AMR) due to temperature-linked bacterial gene transfer.
2. Community Medicine & Epidemiological Surveillance: Students use 2025 satellite data for Spatial Risk Mapping of vector breeding "hotspots" in Bhubaneswar. The course uses case studies from Cyclones Fani and Yaas to analyze post-disaster "Infectious Waves" like Leptospirosis and Cholera.
3. Internal Medicine & Environmental Pulmonology: Explores how climate-driven air pollution (PM 2.5) worsens the severity of Tuberculosis, influenza, and COVID-19. It also addresses the emergence of thermotolerant fungal infections that have adapted to higher ambient temperatures.
4. Emerging Infectious Diseases (Odisha Focus): Includes new 2025 mapping data on Melioidosis, a soil-borne disease emerging in coastal districts (Puri, Khordha) due to heavy rainfall and high humidity.

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:
1. Pulmonology & Environmental Medicine: Advanced modules on the "Air Quality-Health Link," focusing on the clinical management of asthma, COPD, and lung cancer exacerbated by PM 2.5 and ground-level ozone. Students study the impact of rising temperatures on pollen seasonality and the respiratory consequences of wildfire smog in the context of global climate shifts. Advancing Precision in Respiratory Care at IMS & SUM Hospital
2.Community Medicine & Public Health: Field-based surveillance of air quality across urban and rural Odisha. Students correlate live AQI data with local respiratory admission rates, specifically assessing the impact of crop residue burning and industrial emissions. Outreach involves educating vulnerable groups on the use of N95 masks and indoor air filtration strategies during "Poor" AQI days.
3.Internal & Occupational Health: Focuses on the "Hidden Burden" of indoor air pollution from biomass fuel use in rural Odisha and the synergistic effect of occupational dust and climate-induced heat on lung function. Training includes the early detection of restrictive and obstructive lung patterns using digital spirometry.
4.NMC Elective – "Green Pulmonology": A specialized elective on reducing the carbon footprint of respiratory care, including the transition to Dry Powder Inhalers (DPIs) over high-carbon MDIs and the role of "Tele-Pulmonology" in reducing patient travel-related emissions.

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:
1.Cardiology & Internal Medicine: Advanced modules on the "Heat-Heart Nexus," focusing on how extreme heat increases cardiac workload, leading to arrhythmias, myocardial infarction, and heart failure. ECG and echocardiography training now include identifying heat-induced cardiac strain.
2.Emergency Medicine & Critical Care: Practical training on managing acute cardiovascular crises triggered by heatwaves and air pollution. This includes simulation-based drills for treating heat-related syncope, cardiogenic shock, and electrolyte-imbalance-driven arrhythmias in the SUM Hospital Emergency Department.

3.Community Medicine & Public Health: Students participate in community outreach to educate high-risk groups (the elderly and those with pre-existing CVD) on "Heat-Health" protection strategies and early warning signs. 4.Environmental Cardiology Elective: A 2025 elective exploring the impact of fine particulate matter (PM 2.5) and industrial emissions on atherosclerosis and arterial stiffness.

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:	3
Score explanation: 1. Behavioral Sciences: The classes talk about Eco-anxiety and Solastalgia which's the stress people feel when the environment around them changes. This is a problem in Odisha, where the coast is often hit by disasters, like cyclones and floods. The students get to practice Climate-Adapted Cognitive Behavioral Therapy, which helps people deal with the sadness and stress of losing their homes and living in a changing environment. 2. Community Mental Health: Students conduct field assessments to identify at-risk groups for climate-related mental illness. Training is aligned with the National Action Plan on Climate Change and Human Health (NPCCHH) , focusing on building community resilience and surveillance of climate-sensitive psychological distress.	

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:	2
Score explanation: IMS and SUM Hospital updated its curriculum to address the "Triple Burden" of climate, food, and water insecurity: 1. **One Health & Ecosystems:** The **Community Medicine** department looks at what happens on **saltwater intrusion** in coastal Odisha, linking rising salinity to increased risks of chronic kidney disease and maternal hypertension. 2. **Nutritional Dilution: Physiology** modules now cover how rising CO2 levels reduce essential minerals (zinc, iron) in staple crops, promoting **millets** as a heat-tolerant, nutrient-dense clinical intervention.	

3. **Water Triage: Microbiology** and **Medicine** provide hands-on training in **WASH protocols** and rapid testing for emerging soil-water pathogens following extreme floods.

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: **1. Academic Integration (CBME):** Our curriculum is aligned with **NMC CBME competencies (CM 3.1-3.8)** and **AETCOM modules which** address the disproportionate climate risks on marginalized groups. Integrated seminars focus on heat-related maternal risks, pediatric malnutrition, and geriatric vulnerability. **2. Clinical & Field Exposure:** Students utilize the **IMS Skill Lab** and **RHTC/UHTC** for field assessments. Specific emphasis is given to **tribal health in Odisha**, documenting climate-driven shifts in vector-borne and water-borne diseases among indigenous and low-SES populations.	

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: **1. Disease Patterns (Dept. of Microbiology):** Following **NMC One Health** protocols, students study the expansion of malaria and dengue into higher-altitude tribal districts of the Eastern Ghats due to regional warming, alongside the risk of **zoonotic spillover** from local deforestation. **2. Environmental Inequity (Dept. of Pulmonary Medicine):** The curriculum compares South Asian air quality with global standards, focusing on the "double burden" of outdoor smog and indoor biomass smoke in rural Odisha. Faculty publications on climate-sensitive pathologies via the **SOA IRINS Portal**.	

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: Yes. Foundations in **Physiology** and **Pathology** cover endocrine disruption by microplastics and carcinogen-linked reproductive cancers. **FMT** modules address heavy metal-induced infertility. **Community medicine** focuses on "Environmental History Taking" and rural pesticide exposure risks in Odisha. During **CRMI**, interns apply clinical protocols in the Labor Room and OPD to manage high-risk pregnancies and neonatal outcomes linked to industrial pollutants. **NMC CBME Competencies for FMT & OBG**.	

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: **1. Community Medicine & Family Adoption:** In alignment with **NMC's Family Adoption Programme**, students engage with local families to address risks from rapid urbanization, including unsafe sanitation, solid waste mismanagement, and contaminated water sources. **2. Occupational & Industrial Health:** The curriculum focuses on Occupational Medicine, specifically pneumoconiosis and heavy metal poisoning which is common in the mining and smelting region. **3. Disaster Management:** Students are trained in managing "Man-Made Disasters" exacerbated by global warming, focusing on the hospital's quaternary response to industrial accidents, urban heat islands, and the chemical/radiation safety protocols specific to the region's infrastructure.	

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:	2
Score explanation: **1.Integrative Health:** Students are introduced to **Yoga** and holistic wellness from the first year. The curriculum also explores the ethnopharmacology of plant-based substances. **2.Community- Based Traditional Knowledge:** The **IMNCI** module is used to validate evidence-based home remedies (e.g., Tulsi, Ginger, Honey) as eco-friendly, first-line interventions for minor ailments. **3.Socio-Cultural Competency:** The **Department of Community Medicine** teaches the "Social Determinants of Health" which tells that while maintaining an allopathic core, we advocate for the **AYUSH integration** model as a path toward sustainable, low-resource healthcare delivery.	

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: 1. Tribal & Mining Populations: The Community Medicine and Pulmonary Departments want to help the Tribal and Mining Populations in Odisha by making sure they have the appropriate and access to safety measures to prevent Silicosis and Asbestosis. 2. Women & Children: The curriculum talks about Indoor Air Pollution, which is caused by Biomass smoke and how it affects women who live in areas. The curriculum addresses Indoor Air Pollution from biomass smoke and its impact on women in affected areas. The impact of Lead/Heavy Metal toxicity on neurodevelopment in children residing in underserved areas is also a focus. 3. Urban Poor: Through the Family Adoption Programme, students assess toxin exposure (contaminated water/sanitation) in slum households, linking environmental justice to clinical outcomes.	

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	3
Score explanation: Yes. The departments of **Community Medicine** and **General Medicine** incorporate the role of plant-based nutrition in the prevention of **NCDs** (such as Diabetes, Hypertension, and Colon Cancer) into their teaching. A key focus is the integration of the **Odisha Millet Mission**, promoting indigenous millets like Ragi. These millets are presented as "Climate-Smart Crops" that provide superior nutritional benefits while having a significantly lower environmental impact compared to animal-based food systems.	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The institution promotes environmentally responsible clinical practices through targeted departmental training. Anesthesiology focuses on low-flow techniques to cut volatile agent use (e.g., desflurane) and reduce greenhouse gas emissions, emphasizing a "Green Operation Theatre" with proper surgical waste segregation to lower incineration and energy use. Pharmacology stresses rational drug use via antimicrobial stewardship, limiting unnecessary antibiotic prescriptions to curb pharmaceutical overproduction and water runoff. Sustainability is bolstered by digital and community efforts. Hospital Administration training advocates digital prescriptions and Electronic Medical Records to significantly reduce paper use and administrative carbon footprint. Community Medicine rigorously instructs on amended Bio-Medical Waste Management Rules, highlighting the environmental and energy impact of poor waste segregation, especially avoidable high-energy incineration for recyclable materials.	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2

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

Score explanation:
1. Avoiding over-medicalisation & over-treatment (2 pts) – Taught by General Medicine, Pharmacology, and Community Medicine. New lectures on "Planetary Health" have been integrated to discuss the broader ecological footprint of clinical decision-making.
2. Environmental impact of pharmaceuticals & over-prescribing (2 pts) – Covered in Pharmacology, Microbiology, and Community Medicine. Include modules on deprescribing strategies and the ecological benefits of reducing pharmaceutical waste.
3. Non-pharmaceutical management (1 pt) – Endocrinology, Psychiatry, Physiotherapy. The institution promotes "social prescribing" and lifestyle medicine.
4. Sustainable surgery (1 pt) – Training includes the use of reusable surgical instruments where safe, proper waste segregation and energy-efficient lighting/HVAC usage in the OT.
5.Anaesthetic gases & carbon footprint (1 pt) – Training in **low-flow anaesthesia techniques** and the benefits of Total Intravenous Anaesthesia (TIVA) as a lower-carbon alternative.
6. Eco-friendly inhalers (1 pt) – Pulmonary Medicine encourages prescribing DPIs for suitable patients to reduce greenhouse gas emissions.
7. Healthcare waste reduction (1 pt) – The institution publishes an **Annual Report of Bio-Medical Waste (**Annual Report of Bio-Medical Waste — SIKSHA 'O' ANUSANDHAN | IMS and SH), which is used to teach students about waste generation trends and reduction strategies.

Curriculum: Clinical Applications

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

Score Assigned:	2
Score explanation: IMS and SUM Hospital equips students with the skills of communicating climate-health risks to the patient. Under the AETCOM module, students performed role-playing activities, wherein they learned to communicate with the patient regarding the determinants of environmental health. One of the significant activities of role-playing was communicating to Asthma/COPD patients regarding how to analyze the AQI value and avoid pollutants on critical days of high AQI.	

1.19. In training for patient encounters, does your medical school's 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: At IMS and SUM Hospital, from the first year, students are trained to conduct detailed environmental surveys of households under the Family Adoption Programme. Students are trained to take focused "Occupational and Environmental Histories" specifically regarding biomass fuel, industrial dust (silica/asbestos), and allergens. This skill is reinforced through OSCEs and role-play scenarios, where students must identify environmental triggers for conditions like Asthma, COPD, and contact dermatitis before managing real patients.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	4
Score explanation: The Medical Education Unit (MEU) holds regular workshops for the Curriculum Implementation Support Program (CISP). In the 2024-25 cycle, these workshops now include modules on the "One Health" approach and environmental factors affecting health. Faculty are being trained to include these topics in their subjects. The medical school partners with the University's engineering and environmental science departments to organize "Green Healthcare" seminars. Students, with support from the Department of Hospital Administration, have started doing "Green Audits" of clinical blocks. These audits act as both a practical learning tool and a way to give feedback on hospital policy.	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	6
Score explanation: Planetary health and sustainable healthcare concepts are longitudinally integrated into the core curriculum at IMS and SUM Hospital. **Pre-Clinical Phase (1st & 2nd Year)** Anatomy – Impact of environmental toxins (e.g., heavy metals, air pollution) on organ development.Physiology – Effects of extreme temperatures on homeostasis and adaptation mechanisms.Biochemistry – Role of oxidative stress due to pollution and its link to metabolic diseases.Pharmacology – Eco-friendly drug disposal and antimicrobial resistance due to environmental factors. **Para-Clinical Phase (3rd Year Part 1)** Forensic Medicine & Toxicology – Environmental toxins, industrial hazards, and legal regulations on pollution.Community Medicine – Climate change and public health, sustainable healthcare, planetary health advocacy. **Clinical Phase (3rd Year Part 2 & Internship)** Pediatrics – Climate-sensitive diseases in children (malnutrition, infectious diseases, environmental allergies).Obstetrics & Gynecology – Impact of environmental pollutants on pregnancy outcomes.	

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

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?
This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: Yes. IMS and SUM Hospital integrate civic engagement through the NMC-mandated Family Adoption Program and student-led initiatives. In the Family Adoption Programme, students adopt rural households for four years, acting as advocates to address environmental determinants like water sanitation and indoor ventilation. They actively liaison with local health authorities (ASHAs) to ensure these families access government schemes like BSKY (Biju Swasthya Kalyan Yojana), bridging the gap between policy and patient access. Furthermore, the student-led JAAGO (Join Active Action for Growing Orissa) club addresses structural determinants of health by providing education and life-skills training to children in local slums, tackling the root causes of health inequity beyond the clinic. Additionally, the AETCOM module formally trains students on the physician's ethical role in social advocacy. Through NSS units, students also lead community rallies demanding better municipal waste management and vector control, directly engaging in environmental policy advocacy.	

Section Total (69 out of 75)	**92%**

Back to Summary Page here

Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: Institute of Medical Sciences (IMS) and SUM Hospital has several faculty members within the Department of Community Medicine conduct research and lead academic initiatives related to planetary health and healthcare sustainability. Their work extensively covers environmental health determinants, water analysis, and biomedical waste management. For instance, two of the professors have published and taught on topics of disaster management and environmental health impacts. Furthermore, the institution is active in sustainability research through its adherence to National Medical Commission (NMC) mandates on environmental health competencies and hospital-wide sustainable waste practices. **Evidence:** 1. Faculty teaching modules on Disaster Management and Environmental Health: IMS & SUM Academic Annexure 2. Department of Community Medicine Research Portfolio: Siksha 'O' Anusandhan Research Portal	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

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

Score Assigned:	2

Score explanation: Currently Institute of Medical Sciences (IMS) and SUM Hospital does not currently have an official "Planetary Health Institute," there is a clear and documented institutional movement to centralize interdisciplinary research. The university recently launched the MedTech Center of Excellence (Nov 2025) and has established the Centre for Environment and Climate (CEC), which is now actively collaborating with the Faculty of Medical Sciences. Furthermore, the 2024-2028 university expansion plan includes the integration of the newly formed Institute of Veterinary Sciences with the Medical and Environmental wings to create a formalized One Health/Planetary Health research framework. These developments confirm that a dedicated interdisciplinary institute is in the active planning and early implementation phase.

Evidence: 1. Launch of MedTech Center of Excellence (Interdisciplinary Research Hub): https://www.soa.ac.in/general-notifications/

2. Centre for Environment and Climate (CEC) and its medical research links: https://www.research.soa.ac.in/

3. New faculty programs in Veterinary and One Health (2025-2026): https://www.soa.ac.in/ivs-ah

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)
There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:	2

Institute of Medical Sciences (IMS) and SUM Hospital utilizes an advisory framework where community members from Odisha's most climate-vulnerable regions provide qualitative input that shapes the institutional research agenda. This is primarily facilitated through the Centre for Climate Smart Agriculture (CCSA) and the Department of Community Medicine. Through "Brainstorming Workshops" and the "Climate Smart Village" initiative, tribal and coastal community leaders act as advisors, identifying critical health and environmental stressors that the university's research labs then investigate. For example, community feedback on the increasing severity of heatwaves led to focused research on cardiovascular health impacts among the elderly in rural Odisha.

Evidence: > 1. SOA Centre for Climate Smart Agriculture (CCSA) participatory workshops: https://www.research.soa.ac.in/centre-for-climate-smart-agriculture

2. Recent qualitative studies involving community-led research priorities: ResearchGate Study on Odisha Coastal Health (2025)

3. University-led International Conference on Climate Smart Systems (SADCSS-2024) featuring stakeholder engagement: https://imetsociety.org/wp-content/pdf/docs/anouncements/Conference_03_2024.pdf

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:	2
Score explanation: The Institute of Medical Sciences (IMS) and SUM Hospital, through SOA University, centralizes its planetary health-related research across two main web platforms: the Centre for Climate Smart Agriculture (CCSA) and the Centre for Environment and Climate (CEC). These websites detail the university's multidisciplinary research projects, such as the BRICS drought study, and highlight faculty leaders and international collaborators. Additionally, the university's Research Thrust Areas page identifies sustainability and public health as core priorities. While these resources are comprehensive and up-to-date, they are distributed across various center-specific pages rather than a single unified "Planetary Health" website, warranting a score of 2.	

Evidence: 1. CCSA Research and Events Hub: https://www.research.soa.ac.in/centre-for-climate-smart-agriculture

2. SOA Research Thrust Areas (Environment & Health): https://www.research.soa.ac.in/thrust-areas

3. Global Sustainability Actions Profile: https://www.iau-hesd.net/university/siksha-o-anusandhan

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

Score explanation: Institute of Medical Sciences (IMS) and SUM Hospital, through SOA, has hosted several conferences. In March 2025, the institution hosted AEESD-2025, which explicitly included a "Toxicology Assessment of Health and Environment" track. In December 2025, the International Conference on Biotechnology for Sustainable Development provided a global platform to discuss sustainable medical and pharmaceutical practices. These events brought together international researchers to discuss the impacts of human-driven environmental changes on human health and planetary systems.

Evidence: 1. AEESD-2025 Program (March 2025): https://aeesd.in/about-the-conference/

2. International Conference on Biotechnology for Sustainable Development (Dec 2025): https://www.soa.ac.in/research-news-and-events

3. SADCSS-2024 Climate Smart Systems Conference: https://imetsociety.org/wp-content/pdf/docs/anouncements/Conference_03_2024.pdf

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: Institute of Medical Sciences (IMS) and SUM Hospital, through Siksha 'O' Anusandhan (SOA), holds membership in the International Association of Universities (IAU) and is active within the Higher Education and Research for Sustainable Development (HESD) global network. This membership facilitates international collaboration on sustainability and planetary health research. Additionally, the medical school is a registered participant in the Planetary Health Report Card (PHRC) initiative, joining an international community of health professional schools dedicated to advancing planetary health education and advocacy.

Evidence: > 1. IAU-HESD Global Portal Membership: https://www.iau-hesd.net/university/siksha-o-anusandhan

2. PHRC 2025 Summary Report (Listing IMS and SUM Hospital): https://phreportcard.org/wp-content/uploads/2025/04/Institute-of-Medical-Sciences-and-SUM-Hospital_2025_MED.pdf

3. SOA University Sustainability Commitment: https://www.soa.ac.in/research-centers

Section Total (14 out of 17)	**82.35%**

Back to Summary Page here

Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: The institution partners with multiple community organisations to promote planetary and environmental health, like: ● Odisha Fire Services: The Emergency Medicine department trains first responders in Heat-Stroke Management and BLS to handle casualties during extreme weather and festivals like Rath Yatra. ● National Medicos Organisation (NMO): Collaborates on the "Ek Ped Maa Ke Naam" initiative. ● iFOREST: Acts as a clinical partner for the Bhubaneswar Heat Action Plan, providing data to protect vulnerable street vendors and laborers. ● BMC (Municipality): Jointly conducts WASH programs in urban slums to prevent post-flood waterborne outbreaks. ● NSS, Lion’s club, Youth for Seva, etc.	

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:	2

Score explanation: **IMS and SUM Hospital** actively bridges the gap between clinical expertise and community welfare through several public-facing planetary health initiatives in 2025.
1. During the pre-monsoon heatwaves, the hospital holds open seminars for high-risk workers, such as delivery partners, construction laborers, and traffic police. These workshops focus on identifying early signs of heat exhaustion and highlight the importance of hydration.
2. "WASH" Community Training: In partnership with local NGOs, the Department of Community Medicine runs neighborhood workshops in urban slums. These sessions showcase practical household water purification methods and teach how to prevent vector-borne diseases, like reducing sources of Dengue, before the monsoon season.
3. Eco-Nutrition Awareness: The community organizes "Millet Fairs" to promote climate-resilient, native crops.

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:	1

Score explanation: IMS and SUM Hospital does not currently feature a dedicated standalone section for planetary health in its general university updates but it has made significant strides in integrating sustainable healthcare themes into its official communication channels. In the past year, planetary health issues have been regularly highlighted through:

- Statutory Environmental Reporting: The institution publishes an Annual Bio-Medical Waste Report (2024-25), providing transparency on hospital waste management and ecological impact.
- Digital and Social Media Updates: The university's official news portals and social media feeds provide regular coverage of 'Green Campus' initiatives, such as the 'Ek Ped Maa Ke Naam' tree plantation drives.

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education

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

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: The Dept. of Community Medicine are using papers, posters and talking to people to explain how polluted air,water and using too many pesticides can affect our health. They are also telling people about climate change and how it affects our health. They regularly work with the Rural Health Outreach Programs and Urban Health Clinics. The faculty and students from the department talked to people in the community and told them about things like getting safe drinking water, staying away from pollution and knowing what illnesses are caused by climate change. The Department of Pulmonary Medicine is always teaching patients, about air pollution and information on air pollution related diseases.Medical students did a street play about First Aid for Heat Stroke in the hospital lobby during the summer helping the patients and the people who take care of them what to do when it's extremely hot outside.To reach more people, digital posters and short videos on environmental health are now displayed on notice boards and shared on social media. These efforts in 2025–26 ensure that environmental health education at IMS & SUM Hospital remains relevant, accessible, and community-focused.	

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: Yes, accessible educational materials for patients about the health impacts of climate change are provided.Posters and pamphlets displayed in different hospital departments explain how climate change affects health through air pollution, extreme heat, unsafe water, and increasing infectious diseases. These materials help patients understand risks such as breathing problems, heat-related illness, and seasonal disease patterns, which are also highlighted by the World Health Organization.During 2025–26, climate–health messages were also included in Rural Health Outreach Programs and Urban Health Clinics by the Department of Community Medicine, where students and faculty educated people about climate-linked illnesses and simple preventive measures. Printed materials on climate and health were shared during outreach activities and health camps. However information on its official website focusing specifically on climate change and health can be included.	

Section Total (9 out of 14)	**64.28%**

Back to Summary Page here

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:	1
Score explanation: Through the **NMC-mandated Family Adoption Programme**, students conduct longitudinal environmental health audits and suggest improvements for rural household sustainability. Furthermore, the **AIC-SOA Foundation** and the **Institution's Innovation Council (IIC)** at the university level provide mentorship and infrastructure for students developing sustainable "Clean-Tech" and "Health-Tech" prototypes. The students have SOA green club supported by the university which focuses on the environment and sustainability. **Evidence:** 1. NMC Family Adoption Programme (FAP) Implementation: https://www.nmc.org.in/MCIRest/open/getDocument?path=/Documents/Public-Notice-Family-Adoption-Program.pdf 2. SOA Institution's Innovation Council (IIC) Reports: https://www.soa.ac.in/general-notifications/2025/11/29/iic-regional-meet-2025-held-at-soa-ignites-innovation-momentum-in-eastern-india 3. AIC-SOA Foundation Support for Startups: https://www.aicsoa.in/ 4. SOA GREEN CLUB- www.linkedin.com/in/soa-green-club-a78369391	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
Score explanation: IMS and SUM Hospital offer cross departmental research opportunities in planetary health and sustainable healthcare practices. Students can participate in multidisciplinary clinical, laboratory, and community-based research in the areas of environmental health, pollution and disease, and sustainable medicine. However, these require student initiative to seek these out and carry them out in their spare time.	

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: Yes, the institution has a webpage- https://www.ims.ac.in/research, where students can find some information about the details of project proposals and mentors on sustainable healthcare. But it lacks key information. Extramural projects and IEC details are also given in this.	

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:	1

Score explanation: Yes, IMS and SUM Hospital has cultivated a realistic and active student-led culture focused on planetary health.
1. The Planetary Health Student Council (PHSC): The PHSC is the primary student body responsible for advocacy and scholarship. Students collaborate across years to evaluate the medical curriculum and suggest "Green" clinical alternatives (like switching to Dry Powder Inhalers).

2. The "Green SUM" Taskforce: Working under the Department of Hospital Administration, this group focuses on the operational sustainability of the 1,500-bed facility. Members participate in biomedical waste audits and advocate for energy-efficient practices in the hostels and lecture theaters.

3. JAAGO Student Club: While JAAGO is a well-known SOA University club dedicated to social service, its IMS and SUM branch has a dedicated division for environmental health advocacy also. During events like IMPULSE 2025, students organize street plays (*Nukkad Nataks*) to educate local communities in Bhubaneswar about heatwave safety and waterborne disease prevention.

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 who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
Score explanation: No, 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. Planetary Health Seminars: Organized by the Department of Community Medicine, included expert lectures on the health impacts of air pollution and climate change, with a strong focus on Sustainable Healthcare and hospital waste management.
2. Family Adoption Program (FAP): Following NMC 2024-25 guidelines, students "adopt" families in local urban slums. This provides first-hand experience in addressing environmental determinants like air pollution, water contamination, and climate-linked health risks directly with the community.
3. Eco-Cultural Advocacy: During events like World Environment Day 2025 and IMPULSE 2025, students use arts and media—including street plays (*Nukkad Nataks*), poster exhibitions, and short films—to educate the public on environmental sustainability and pollution-related diseases.
4. Community Resilience Volunteers: Students actively participate in the "Ek Ped Maa Ke Naam" 2025 tree plantation drives (in collaboration with the National Medicos Organisation) to mitigate urban heat.
5. Health Marathons: Public awareness events, such as the World Diabetes Day 2025 Marathon, connect physical activity with environmental wellness, promoting a holistic view of planetary health across Bhubaneswar.

Section Total (9 out of 15)	**60%**

Back to Summary Page here

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:	1
Score explanation: IMS & SUM Hospital does not have a formal Office of Sustainability or dedicated salaried sustainability staff. However, sustainability activities are coordinated through a sustainability committee involving multiple departments.In 2025–26, the Department of Hospital Administration and Microbiology continued managing the Hospital Waste Management System, following biomedical waste handling and segregation practices as reported on the institute's official website. The Infrastructure Management team and Department of Public Health also continued work on energy-efficient practices, water conservation, and sustainable sanitation within the hospital.Although there is no separate sustainability office, these departmental initiatives ensure that environmental management and resource conservation are actively addressed at IMS & SUM Hospital. Reference Biomedical Waste Reports (IMS): https://www.ims.ac.in/annual-report-of-biomedical-waste	

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: IMS & SUM Hospital does not yet have a formal, institution-wide carbon footprint reduction plan with clear targets or timelines though it has implemented energy efficiency measures and sustainable building practices in its infrastructure.	

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:IMS and SUM Hospital's academic buildings do not currently rely significantly on renewable energy. However, there have been some steps toward energy efficiency and limited renewable energy adoption like LED Lighting & Energy-Efficient Fixtures and Partial Solar Energy Use.	

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:	1
Score explanation: The academic buildings do not currently rely significantly on renewable energy. However, there have been some steps toward energy efficiency and limited renewable energy adoption like LED Lighting & Energy-Efficient Fixtures and Partial Solar Energy Use.	

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:	1
Score explanation: As of 2025–26 there is no formal policy for environmentally-friendly transportation but shuttle services and campus transport for students and staff help reduce the number of private vehicles, indirectly lowering commuting emissions. Students can also use Bhubaneswar's public transport, including electric and hybrid Ama Bus services, for sustainable commuting.	

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: IMS & SUM Hospital has a conventional recycling program managing paper, plastics, metals, and glass through segregation and disposal to authorised agencies. However, there is no formal organics recycling or composting program publicly documented for 2025–26. While waste segregation practices exist and recyclable materials are processed, on-site composting of food or green waste is not reported for the teaching campus or hospital facilities at present.Reference:	

1. Solid Waste Management and Environmental Clearance – IMS & SUM Hospital: environmentclearance.nic.in

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: IMS and SUM Hospital has some sustainable food practices, such as locally sourced ingredients and plastic reduction. Plastic-Free Dining Operations and Biodegradable Alternatives in hospital canteens where they have eliminated single-use plastic cutlery and Styrofoam. They have transitioned to stainless steel utensils for all dine-in meals. To discourage the purchase of single-use PET water bottles, the campus has installed water refill stations like RO water ATMs, encouraging students and staff to use reusable steel bottles.	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
Score explanation: IMS and SUM Hospital demonstrates several positive sustainability-oriented procurement practices, particularly in medical supply management and waste reduction. Although	

there is no single comprehensive sustainability policy governing all procurement decisions, the institution has adopted practices such as eco-friendly biomedical waste management, bulk procurement to minimize packaging waste, and the purchase of energy-efficient equipment, reflecting a growing commitment to responsible and environmentally conscious 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:*n:* The institution does not have a formal sustainability policy for events, but some eco-friendly practices have been implemented in various campus events.	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation:IMS & SUM Hospital does have programs and initiatives aimed at making laboratory spaces more environmentally sustainable.Specifically,it has implemented waste reduction strategies, energy-efficient technologies, and responsible resource management in its research and diagnostic labs. Examples include energy-efficient lab equipment, reduced chemical waste practices, use of reusable glassware, and improved lab infrastructure that supports sustainability in daily laboratory operations.	

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:	0
Score explanation: There is no publicly available information regarding whether IMS and SUM Hospital's endowment portfolio includes investments in fossil fuel companies.	

Section Total (12 out of 32)	**37.5%**

Back to Summary Page here

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(69/75) x 100 = 92%	A
Interdisciplinary Research (17.5%)	(14/17) x 100 = 82.35%	A
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64.28%	B
Support for Student-led Planetary Health Initiatives (17.5%)	(9/15) x 100= 60%	B
Campus Sustainability (17.5%)	(12/32) x 100 = 37.5%	D
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 70.32%**	**B+**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which IMS and SUM Hospital have participated in the Planetary Health Report Card initiative.