



---

# Planetary Health Report Card (Medicine) 2026:

## *Mapúa University School of Medicine*

---



2025-2026 Contributing Team:

- Students: *Maileen Q. Garcia\**, *Gene Khyle Francis U. Galvez*, *Jules Filly B. Baldon*, *Francheska D. Cinco*
- Faculty Mentors: Dr. Jake Bryan S. Cortez, Dr. Malaya P. Santos (Dean)

\*Primary Contact: Maileen Q. Garcia ([mqgarcia@mymail.mapua.edu.ph](mailto:mqgarcia@mymail.mapua.edu.ph))

## Summary of Findings

<b>Overall Grade</b>	<b>C+</b>
<b>Curriculum</b>	<b>B-</b>
<p>Planetary health, climate change, and environmental determinants of health are consistently introduced within the core curriculum, primarily through <b>Preventive and Community Medicine (PCM)</b>, <b>Foundations of Clinical Medicine (FCM)</b>, and <b>Medical Ethics and Professionalism (MEP)</b>. Topics such as climate-sensitive health risks, extreme weather events, environmental pollution, social determinants of health, health inequities, nutrition, and healthcare sustainability are <b>briefly but repeatedly addressed</b>, supporting vertical integration rather than isolated exposure. Moreover, learning objectives on planetary health are embedded in clinical subjects. Assessments and dedicated academic hours also exist that are dedicated to planetary health.</p> <p>Several important areas remain underdeveloped or absent, including <b>Indigenous knowledge systems</b>, <b>formal environmental and exposure history-taking</b>, <b>reproductive health effects of environmental toxins</b>, and the <b>disproportionate burden of environmental toxins on marginalized populations</b>. These gaps represent clear opportunities for curricular enhancement as the program matures.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Integrate explicit <b>environmental and exposure history-taking</b> into clinical skills training and OSCEs as part of routine social history.</li> <li>2. Provide more emphasis on toxicology and exposure to environmental toxins, and its impact on populations.</li> <li>3. Integrate planetary health objectives and approaches in clinical subjects such as Medicine, Pediatrics, Surgery, and Obstetrics &amp; Gynecology</li> </ol>	
<b>Interdisciplinary Research</b>	<b>B-</b>
<p>Opportunities for student research related to planetary health exist through required research courses, Evidence-Based Medicine, and faculty mentorship. However, there are <b>no dedicated planetary health research tracks, funding mechanisms, or formal fellowships</b>, and research engagement remains largely student-initiated. While advocacy, civic engagement, and social responsibility are discussed in ethics and community medicine, <b>structured training in climate advocacy, sustainable healthcare quality improvement, and implementation science remains limited</b>.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Formally recognise <b>planetary health and sustainable healthcare</b> as priority research themes within existing research courses.</li> <li>2. Establish a <b>faculty-mentored research stream</b> or project list for students interested in planetary health topics.</li> </ol>	
<b>Community Outreach and Advocacy</b>	<b>B-</b>
<p><b>Community engagement</b> is present but only partially aligned with planetary health. The School of Medicine</p>	

collaborates with LGUs and NGOs through community medicine and **service-learning activities**, and the university hosts sustainability-related forums and public events that raise awareness of planetary health topics. Institutional communications and educational materials produced by the university and students also contribute to public awareness of environmental health and climate impacts. However, **formal partnerships** explicitly centered on planetary health remain **limited**, and affiliated hospitals do not currently provide structured patient-facing educational materials or **continuing professional education** on climate and health.

### Recommendations

1. **Strengthen** planetary health–focused community partnerships within **existing community medicine** and service-learning programs.
2. **Develop** recurring community education activities and integrate planetary health topics into **regular** institutional communications and outreach initiatives.
3. **Co-develop** patient education materials on **environmental exposures** and climate-related health risks in collaboration with **affiliated hospitals** and community partners.

## Support for Student-Led Initiatives

C

Support for sustainability initiatives primarily comes from the **wider university**, rather than the medical school itself. While students engage in planetary health–related projects through coursework, **there are no medical-school–specific grants, student organisations, mentorship hubs, or leadership representation** dedicated to planetary health or sustainable healthcare.

### Recommendations

1. Create a **medical school webpage or portal** listing faculty mentors, projects, and opportunities related to planetary health and ESH.
2. Prioritise **small grants or recognition mechanisms** for student projects focused on sustainability, climate, or environmental health.

## Campus Sustainability

C

At the institutional level, Mapúa demonstrates strong sustainability intent through an **Office of Sustainability**, fossil fuel divestment, procurement and plastic reduction policies, and sustainable design principles for new buildings. However, **carbon neutrality targets, renewable energy adoption, sustainable food systems, and laboratory-specific sustainability programs** remain limited or underdeveloped. Existing transportation, procurement, and waste-reduction initiatives are largely **institution-wide rather than health-specific**, contributing to lower operational scores for the medical school.

### Recommendations

1. Develop **medical school–specific sustainability initiatives**, particularly for laboratory practices and clinical teaching spaces.
2. Expand and formalise **sustainability guidelines for events, procurement, and laboratory operations** relevant to health sciences.

# Statement of Purpose

*Planetary health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

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

### Scoring Matrix

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

### Other considerations:

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

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

# Planetary Health Curriculum

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

## Curriculum: General

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine does not offer lecture-based, medical-school-specific electives or student-selected modules whose primary focus is Education for Sustainable Healthcare (ESH) or Planetary Health. The medical curriculum is highly structured and predominantly composed of required core courses, with no formal elective coursework available during the pre-clinical years. The only electives within the program are clinical clerkship rotations, which are hospital-based and focused on specialty clinical exposure rather than didactic or thematic instruction in sustainability or planetary health. This curricular structure is consistent with the broader Philippine medical education model, where flexibility through student-selected modules is generally limited or absent in the undergraduate medical curriculum.</i></p> <p><i>Despite the absence of electives, Mapúa School of Medicine integrates planetary health, sustainability, and environmental determinants of health into required core courses. Topics related to climate change, environmental health, sustainability, and population-level health impacts are embedded within courses such as Medical Ethics and Professionalism and Preventive and Community Medicine, ensuring that all medical students are exposed to these concepts.</i></p>	

## Curriculum: Health Effects of Climate Change

**1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?**

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

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

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

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

Score Assigned:

2

*Score explanation:*

*Mapúa School of Medicine's core curriculum addresses the relationship between climate change and health, with extreme heat-related health risks discussed as part of broader environmental and public health instruction, though not in depth. In the required course Medical Ethics and Professionalism I (MD110), all first-year medical students are introduced to climate change and public health within the module Lifestyle, Health, and the Environment: Ethical Considerations & Challenges. This module covers climate change, environmental pollution, urban planning, occupational health and safety, and their impacts on human health, providing contextual discussion of environmental stressors, including heat-related risks, within a wider ethical and societal framework. In addition, Preventive and Community Medicine 2 (MD209) includes required sessions on environmental health, planetary health, climate change, and disaster risk reduction, which further situate climate-sensitive health risks at the population and systems level. However, extreme heat is not presented as a standalone topic with dedicated learning objectives, extended lecture time, or assessment-linked activities.*

**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:

2

*Score explanation:*

*Mapúa School of Medicine's core curriculum addresses the health impacts of extreme weather events, though this coverage is brief and integrated within broader public health and environmental health instruction rather than explored in depth. In Preventive and Community Medicine 2 (MD209), required for all second-year medical students, climate-related health risks are discussed within sessions on Environmental Health, Planetary Health, and Climate Change, as well as Disaster Risk Reduction and Management (DRRM). These sessions introduce students to how extreme weather events such as floods, typhoons, and heat waves affect population health, strain*

healthcare systems, and necessitate preparedness and resilience planning at the community and systems levels . Additionally, ethical and societal dimensions of environmental hazards, including climate-related disruptions, are reinforced in Medical Ethics and Professionalism I (MD110) through discussions on environmental health, public health ethics, and social accountability. However, extreme weather events are not addressed as a standalone topic with dedicated learning objectives, extended instructional time, or assessment-linked activities.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

*Mapúa School of Medicine’s core curriculum addresses the impact of climate change on changing patterns of infectious diseases, though this topic is covered briefly rather than in depth. In the required second-year course Medical Microbiology and Parasitology (MD201), all students study vector-borne, water-borne, zoonotic, and emerging infections such as dengue, malaria, chikungunya, tuberculosis, and other re-emerging infectious diseases. These are discussed within the contexts of host–pathogen interactions, routes of transmission, environmental exposure, and population susceptibility, which implicitly reflect how environmental and climatic changes influence disease distribution and transmission dynamics . Additionally, lectures on emerging and re-emerging infectious diseases introduce students to shifts in disease patterns over time, including factors such as ecological disruption and changing environments.*

*The relationship between climate change and infectious diseases is further contextualized in General and Systemic Pathology and Clinical Microbiology and Parasitology lectures, where students are exposed to concepts such as microbial adaptation, changes in reservoirs and vectors, and altered host susceptibility. However, climate change itself is not treated as a standalone driver with explicit learning objectives, extended discussion, or assessment-linked content focused specifically on climate-driven epidemiologic shifts. As such, while students are exposed to the concept that environmental change affects infectious disease patterns, the coverage remains introductory and integrated rather than comprehensive.*

**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 <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Mapúa School of Medicine's core curriculum addresses the respiratory health effects of climate change and air pollution, though this coverage is brief and embedded within broader, integrated instruction rather than explored in depth. In the required first-year course Foundations of Clinical Medicine (MD104), respiratory health is taught through case-based, systems-oriented modules that integrate anatomy, physiology, biochemistry, clinical reasoning, and public health perspectives. Within modules such as Breathing and Respiration, Primary Care Practice, and Temperature and Fever, students examine respiratory symptoms, abnormal breathing patterns, oxygen and carbon dioxide physiology, and lung auscultation in the context of real-world clinical and community scenarios. These discussions include environmental and population-level risk factors, such as air quality, living conditions, and broader ecological determinants of respiratory disease, which implicitly incorporate air pollution and climate-related contributors to respiratory morbidity.</i></p> <p><i>In addition, the Family Medicine and primary care framework emphasized in MD104 encourages a holistic, systems-based view of disease that situates respiratory conditions within social, environmental, and public health contexts. However, the respiratory impacts of climate change and air pollution are not presented as a standalone topic, nor are there dedicated learning objectives, extended instructional time, or assessment components focused specifically on climate-related air quality and respiratory outcomes.</i></p>	

<b>1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Mapúa School of Medicine's core curriculum addresses the cardiovascular health effects of climate change, including increased heat, but this coverage is brief and integrated rather than explored in depth. In the required first-year course Foundations of Clinical Medicine (MD104), all students are introduced to cardiovascular physiology and clinical assessment through modules such as Blood Pressure and Heart Rate, Temperature and Fever, and Primary Care Practice, which emphasize a systems-based and case-based approach to common clinical presentations. Within these modules, students examine how physiologic stressors, including elevated body temperature, dehydration, and environmental exposures, influence cardiovascular function, blood pressure regulation, heart rate, and overall cardiovascular risk. These discussions are framed within primary care and population health contexts, allowing climate- and heat-related</i></p>	

*stressors to be implicitly considered as contributing factors to cardiovascular strain and disease exacerbation.*

*However, climate change and heat exposure are not presented as standalone drivers of cardiovascular morbidity with dedicated learning objectives, extended instructional time, or assessment-linked activities focused specifically on heat-related cardiovascular outcomes. Instead, the relationship between heat, environmental conditions, and cardiovascular health is incorporated indirectly within broader clinical and public health teaching.*

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

*Mapúa School of Medicine's core curriculum addresses the mental health and neuropsychological effects of environmental degradation and climate change, though this coverage is brief and not a primary focus. In Medical Ethics and Professionalism (MEP), particularly within wellness- and professionalism-oriented modules, students are introduced to concepts related to psychosocial wellbeing, stress, resilience, and ethical responsibilities in the context of societal and environmental challenges. These discussions touch on how broader environmental conditions, disasters, and societal disruptions may affect mental health, coping mechanisms, and professional wellbeing, but climate change-related mental health impacts are not explored as a distinct or sustained theme.*

*Additional reinforcement occurs in Foundations of Clinical Medicine (FCM), where mental health considerations are integrated into patient-centered care, clinical reasoning, and community-oriented discussions. Within these sessions, environmental and social stressors are acknowledged as contributing factors to psychological distress and health outcomes. However, compared with the more explicit treatment of cardiovascular and respiratory effects of environmental factors, the mental health and neuropsychological impacts of climate change and environmental degradation receive less emphasis, with no dedicated learning objectives, extended instructional time, or assessment-linked activities focused specifically on climate-related mental health outcomes.*

**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 <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine’s core curriculum addresses the relationships between health, individual patient food and water security, ecosystem health, and climate change, though this coverage is brief and embedded within broader discussions of social determinants of health rather than explored in depth. In the required Preventive and Community Medicine (PCM) courses, students are introduced to food security, water access, nutrition, environmental health, and population-level vulnerabilities as integral components of the Social Determinants of Health (SDH) framework. These sessions situate individual and community health outcomes within wider ecological, socioeconomic, and environmental contexts, allowing students to appreciate how disruptions to ecosystems, food systems, and water resources affect disease patterns, malnutrition, and public health risks, particularly in vulnerable populations.</i></p> <p><i>However, while these interconnections are clearly acknowledged, the curriculum does not provide dedicated modules, extended instructional time, or assessment-linked learning objectives that explicitly frame food and water security and ecosystem health as climate change–driven phenomena. Instead, these topics are integrated conceptually within SDH, community health, and environmental health discussions. As such, the relationship between climate change, ecosystem health, and food and water security is best classified as briefly covered within the core curriculum.</i></p>	

<b>1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine’s core curriculum addresses the outsized impact of climate change on marginalized and vulnerable populations, though this coverage is brief and integrated within broader discussions of ethics, equity, and social determinants of health rather than explored in depth. In Medical Ethics and Professionalism (MEP), required for all medical students, issues of social justice, health equity, and professional responsibility are emphasized, including ethical obligations toward vulnerable groups such as individuals with low socioeconomic status, women, children, older adults, and other at-risk populations. Environmental and societal stressors, including climate-related challenges and disasters, are discussed in relation to moral</i></p>	

responsibility, population vulnerability, and the physician's role in advocacy and social accountability.

These themes are further reinforced in Preventive and Community Medicine (PCM), where students are explicitly taught the Social Determinants of Health (SDH) framework. Within this context, students examine how poverty, housing insecurity, access to food and water, environmental exposures, and community-level vulnerabilities intersect to disproportionately affect marginalized populations. Climate change is discussed as a compounding factor that exacerbates existing inequities, particularly among low-SES communities and other vulnerable groups. However, the curriculum does not include dedicated modules, extended instructional time, or assessment-linked objectives focused specifically on climate justice or the differential impacts of climate change across marginalized populations.

In addition, FCM in YL1 and PCM in YL2 also briefly discussed how the effects of urbanization impact both the environment and the lives of the Underserved and Unserved Areas. It was emphasized that urbanization projects displace these communities, and exacerbates their dire health outcomes. Furthermore, Family and Community Medicine (FCM) in Year Level 1 (YL1) and Preventive and Community Medicine (PCM) in Year Level 2 (YL2) included a concise discussion on the environmental and societal impacts of urbanization on Underserved and Unserved Areas. This instruction underscored that urbanization projects lead to the displacement of these communities, thereby aggravating their already poor health outcomes.

**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:*

*Mapúa School of Medicine's core curriculum addresses the unequal regional health impacts of climate change at a conceptual and contextual level, with emphasis on the Philippine and broader Asian setting, though this coverage is not explored in depth. In required courses such as Preventive and Community Medicine (PCM) and Medical Ethics and Professionalism (MEP), students examine health inequities, social determinants of health, disaster risk, and population vulnerability within low- and middle-income country contexts. These discussions situate climate change-related health risks within regional realities, highlighting how countries in the Philippines and Asia are disproportionately affected by extreme weather events, food and water insecurity, displacement, and strained health systems compared with higher-income regions.*

*Through community health, public health, and ethics-oriented instruction, students are introduced to the idea that climate change produces unequal health burdens across regions, particularly in disaster-prone and resource-limited settings. However, the curriculum does not include a dedicated global health or climate justice module with explicit learning objectives, extended instructional*

*time, or assessment-linked activities focused specifically on comparing regional climate impacts worldwide. Instead, global and regional inequities are addressed as part of broader discussions on public health, equity, and social accountability.*

**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:

0

*Score explanation:*

*Mapúa School of Medicine’s core curriculum does not explicitly address the reproductive health effects of industry-related environmental toxins such as air pollution, pesticides, or microplastics in a structured or identifiable manner. While foundational courses such as Foundations of Clinical Medicine (FCM), Biochemistry and Molecular Biology (MD102), and Obstetrics and Gynecology–related content include discussions on reproduction, hormones, xenobiotic metabolism, and general mechanisms of cell injury, these topics are taught primarily from physiologic, biochemical, or pharmacologic perspectives rather than through an environmental or climate-health lens. For example, MD102 includes modules on xenobiotic metabolism and biochemistry of hormones, but these do not specifically link industrial or environmental exposures to reproductive outcomes, fertility, pregnancy complications, or developmental effects.*

*There is no evidence of dedicated lectures, learning objectives, case discussions, or assessment-linked content that connect environmental toxins to reproductive or developmental health, nor explicit mention of emerging concerns such as endocrine disruptors, pesticides, air pollutants, or microplastics in the context of reproductive health. Any exposure to these concepts is indirect and conceptual at best, without sufficient specificity to meet the criteria for “briefly covered.” As such, this topic is best classified as not covered within the core curriculum, warranting a score of 0 points under this metric.*

**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 <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine's core curriculum addresses important human-caused environmental threats that are directly relevant to the surrounding Philippine community, though coverage is not in-depth or longitudinal. These issues are discussed primarily within required courses such as Medical Ethics and Professionalism I (MD110) and Preventive and Community Medicine 2 (MD209). In MD110, the module Lifestyle, Health, and the Environment: Ethical Considerations &amp; Challenges explicitly includes environmental pollution, climate change and public health, urban planning, occupational health and safety, and biodiversity conservation, all of which are contextualized within Philippine social, cultural, and ethical realities. This allows students to examine locally relevant threats such as air and water pollution, urban congestion, occupational exposures, and environmental degradation as they relate to health equity and professional responsibility.</i></p> <p><i>Similarly, MD209 situates environmental hazards within a population and systems-based framework, emphasizing social determinants of health, disaster risk reduction, and community-level health risks that are particularly salient in the Philippine setting. While these courses provide meaningful contextual discussion of locally relevant environmental threats, the topics are integrated as part of broader modules rather than explored through dedicated, assessment-linked learning objectives or extended instructional time.</i></p>	

<b>1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa briefly addresses Indigenous and culturally rooted knowledge systems within the core curriculum through discussions of the biopsychosocial model and sociocultural determinants of health. In these sessions, local Filipino health beliefs and traditional explanatory frameworks, such as beliefs surrounding pasma, nainitan (exposure to heat), and nalamigan (exposure to cold environments), are acknowledged as part of how patients and communities understand health, illness, and their relationship with the environment. This shows some recognition that local knowledge systems shape health behavior and environmental understanding. However, this coverage appears limited to only one or two lectures and is not explored in depth as a distinct</i></p>	

*component of planetary health solutions. Thus, the topic is briefly covered in the core curriculum rather than emphasized comprehensively.*

**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:*

*Mapúa School of Medicine's core curriculum briefly addresses the health effects of environmental exposures, including anthropogenic toxins, particularly in the early foundational courses. In the first year, courses such as Foundations of Clinical Medicine introduce environmental determinants of disease and discuss how exposures to pollutants and environmental hazards contribute to conditions such as asthma and asbestosis. These discussions implicitly highlight how environmental exposures can affect vulnerable populations who may experience higher levels of occupational or environmental risk.*

*However, the curriculum primarily presents these topics from a biomedical and clinical perspective rather than explicitly framing them within environmental justice or the disproportionate burden faced by marginalized populations such as low-SES communities, Indigenous groups, or homeless populations. Additionally, the emphasis appears concentrated in the early preclinical years and is not consistently revisited in later clinical training. Therefore, the topic is best categorized as briefly covered in the core curriculum rather than explored in depth.*

### ***Curriculum: Sustainability***

**1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?**

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

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

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

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

Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine’s core curriculum briefly addresses the environmental and health co-benefits of a plant-based diet, primarily within required public health– and lifestyle-oriented courses rather than as a dedicated or in-depth topic. In Preventive and Community Medicine (PCM) and Foundations of Clinical Medicine (FCM), nutrition is discussed in relation to noncommunicable disease prevention, population health, and lifestyle modification, with acknowledgment that dietary patterns influence both individual health outcomes and broader public health concerns. Within these discussions, plant-based diets may be referenced as healthier alternatives for cardiovascular risk reduction and metabolic health, and occasionally contextualized within sustainability, food security, or social determinants of health frameworks.</i></p> <p><i>However, the explicit linkage between plant-based diets and environmental co-benefits, such as reduced greenhouse gas emissions, land use, water consumption, or planetary health impacts, is not consistently emphasized through dedicated lectures, learning objectives, or assessment-linked content. Coverage remains integrated and conceptual rather than systematic or analytical.</i></p>	

<b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine’s core curriculum briefly addresses the carbon footprint of healthcare systems, though this topic is not explored in depth or as a standalone component. In required courses such as Medical Ethics and Professionalism (MEP) and Preventive and Community Medicine (PCM), students are introduced to concepts related to sustainability in healthcare, resource stewardship, and the ethical responsibility of health professionals to minimize harm at both individual and systems levels. These discussions situate healthcare delivery within broader societal and environmental contexts, allowing students to appreciate that healthcare systems themselves contribute to environmental degradation through resource use, waste generation, and energy consumption.</i></p> <p><i>However, the curriculum does not include dedicated lectures, longitudinal teaching, or assessment-linked learning objectives that explicitly quantify or analyze the carbon footprint of healthcare systems, nor does it systematically examine emissions related to clinical practices, medical waste, or health system operations.</i></p>	

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 <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	1
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social 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 <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i></p> <p><i>This component is covered in the core curriculum, primarily through Preventive and Community Medicine (PCM). PCM emphasizes primordial and primary prevention, rational use of diagnostics, and population-based approaches to disease prevention, all of which inherently discourage unnecessary medicalization and over-investigation. Discussions on polypharmacy, rational prescribing, and prevention-focused care highlight both patient safety and responsible use of finite healthcare resources. While the environmental framing is not always explicit, the health-system and population-level consequences of overuse are clearly addressed.</i></p> <p><i>Non-pharmacologic interventions are briefly covered in the core curriculum, particularly through wellness, lifestyle medicine, and preventive health discussions in PCM and Medical Ethics and Professionalism (MEP). Topics such as physical activity, healthy lifestyle behaviors, community engagement, and mental health resilience are discussed as foundational aspects of care. Although not formally labeled as “social prescribing,” the curriculum supports non-drug, community- and behavior-based interventions that align with the principles of sustainable clinical practice.</i></p> <p><i>The issue of healthcare waste is explicitly addressed in Medical Ethics and Professionalism (MEP) within discussions on professional responsibility, systems-based practice, and sustainability. Students are introduced to the ethical implications of waste generated by healthcare systems, including disposable supplies and inefficient resource use. While this coverage is conceptual rather than operational or specialty-specific, it satisfies the criterion for brief coverage in the core curriculum.</i></p>	

*Curriculum: Clinical Applications*

<b>1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?</b>	
Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 point)	
No, there are <b>not</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine's core curriculum introduces strategies relevant to communicating with patients about the health effects of climate change, primarily through required training in Medical Ethics and Professionalism (MEP) and Foundations of Clinical Medicine (FCM). Within these courses, students are trained in patient-centered communication, counseling, and health education, including how to discuss environmental, lifestyle, and social determinants of health that affect disease risk and health outcomes. Climate change and environmental health are presented as upstream determinants of illness in public health and ethics modules, and students are guided on framing these issues in ways that are evidence-based, context-sensitive, and aligned with patient values.</i></p> <p><i>While there is no standalone workshop or simulation explicitly focused on "climate change conversations" with patients, the curriculum equips students with transferable communication strategies applicable to climate-related health discussions, such as risk communication, counseling for prevention, and culturally appropriate health education. These competencies are integrated into required coursework and clinical skills training, supporting the classification that strategies for discussing climate-related health impacts are introduced within the core curriculum, albeit indirectly.</i></p>	

<b>1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?</b>	
Yes, the <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine's core curriculum does include strategies for taking an environmental and exposure history, integrated within required clinical skills training rather than taught as a</i></p>	

*standalone environmental health module. In Foundations of Clinical Medicine (FCM) and subsequent clinical courses, students are trained to obtain a comprehensive patient history, including components of the patient’s social and occupational history. This routinely incorporates inquiry into a patient’s living environment, workplace exposures, travel history, housing conditions, and lifestyle factors, which collectively function as an environmental and exposure history relevant to health risk assessment.*

*While the curriculum does not explicitly label this process as “environmental history-taking” nor systematically frame it within the context of climate change-specific exposures such as wildfire smoke or post-flood mold, the skills and questioning frameworks required to elicit environmental and occupational exposures are taught and practiced within the core curriculum.*

**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:

2

*Score explanation:*

*Mapúa School of Medicine is in the early stages of implementing and improving Education for Sustainable Healthcare (ESH) and planetary health education, which supports classification as minor improvements in progress. As a newly established medical school (founded in 2024), Mapúa incorporated sustainability-related concepts from the outset, particularly through discussions of the UN Sustainable Development Goals (SDGs), environmental health, and social determinants of health within required courses such as Preventive and Community Medicine and Medical Ethics and Professionalism. These inclusions indicate institutional awareness of the relevance of planetary health to medical education.*

*However, ESH and planetary health are not yet fully integrated longitudinally or systematically across the curriculum, and there is currently no dedicated ESH framework, formal curriculum map, or designated faculty leadership specifically tasked with advancing planetary health education. Existing content is embedded within broader public health, ethics, and systems-based discussions rather than delivered as cohesive or explicit ESH programming. Given that Mapúa is a new institution and sustainability content is present but still developing, the school is best characterized as making incremental or minor improvements toward ESH integration.*

**1.21. How well are the aforementioned planetary health/Education for Sustainable**

Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum. (6 points)	
<b>Some</b> 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 <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i>  Planetary health and Education for Sustainable Healthcare (ESH) topics are partially and appropriately integrated longitudinally into Mapúa School of Medicine's core curriculum, though not yet in a fully cohesive or comprehensive manner. Vertical integration is most evident in Foundations of Clinical Medicine (FCM), where environmental, social, and systems-level determinants of health are revisited across different organ systems and clinical contexts, allowing students to repeatedly encounter planetary health-relevant concepts as part of clinical reasoning and patient care discussions.</p> <p>In addition, courses such as Preventive and Community Medicine and Medical Ethics and Professionalism introduce and reinforce themes related to sustainability, climate change, social determinants of health, and health system responsibility at different stages of training. However, despite this vertical presence, a portion of the content remains delivered through standalone lectures or discrete modules, and there is no single longitudinal framework or explicit curriculum map that formally links planetary health learning objectives across all years and disciplines. As such, while meaningful integration exists across multiple required courses, it is not yet fully embedded throughout the entire curriculum.</p>	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
<b>Yes</b> , the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
<b>No</b> , the <b>medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> At the moment, Mapúa University School of Medicine does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare, though there are faculty whose specific interests include planetary and sustainable health.</p>	

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

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

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

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

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

Score Assigned:

2

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

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

- [\*Why and How Civic Health Should Be Incorporated Into Medical Education.\* Barrere-Cain et al., 2022. Academic Medicine.](#)
- [\*Civic Engagement: A Vital Sign of Health and Democracy.\* Philip M. Alerbti. AAMC.](#)

*For practical guidance on incorporating this into your health professional curriculum:*

- CRHE Module: [\*Interaction between health care systems, government policy, and environmental advocacy.\*](#)
- Medical Schools Council (UK), [\*Education for Sustainable Healthcare, A curriculum for the UK.\* Page 21. Professionalism, leadership and achieving structural change.](#)

*Score explanation:*

*Mapúa School of Medicine's core curriculum briefly addresses civic engagement and advocacy in relation to environmental and structural determinants of health, primarily through required courses focused on ethics, public health, and population-based care. In Preventive and Community Medicine (PCM) and Medical Ethics and Professionalism (MEP), students are introduced to the roles of physicians as advocates for patient welfare beyond the clinical encounter, including engagement with social determinants of health, health equity, public policy, and community-based interventions. These courses frame health outcomes within broader social, environmental, and structural contexts and emphasize professional responsibility to address upstream causes of disease.*

*While advocacy is discussed conceptually and ethically, the curriculum does not yet include formal skills-based training in civic engagement or structured opportunities such as policy analysis exercises, legislative advocacy simulations, or applied community advocacy projects explicitly linked to environmental or climate-related health issues. As such, advocacy and civic responsibility are acknowledged and introduced within the core curriculum but not explored in depth or operationalized through longitudinal or experiential learning.*

<b>Section Total (48 out of 75)</b>	<b>64.00%</b>
-------------------------------------	---------------

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.

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	2
<p><i>Score explanation: At the Mapúa School of Medicine, there are individual faculty members engaged in research related to planetary health and healthcare sustainability, although this is not their primary research focus. Notably, a faculty member conducts work related to planetary health and is part of the Planetary Health Special Interest Group of the Philippine Academy of Family Physicians, demonstrating involvement in broader professional sustainability networks. In addition, Mapúa University hosts the Mapúa Institute for Global Sustainability, a dedicated interdisciplinary institute focused on sustainability research, education, and policy advocacy, with priority areas including urban sustainability and resource management. While the institute contributes substantially to sustainability research, its work is not specifically centered on healthcare or veterinary care.</i></p>	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?</b>	
There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	

There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Mapúa University houses the Mapúa Institute for Global Sustainability, a dedicated interdisciplinary institute whose mission aligns closely with the principles of planetary health. The institute explicitly addresses complex global and local sustainability challenges through integrated, cross-sectoral approaches that span urban sustainability, resource management, policy advocacy, education, and community engagement. Its work emphasizes the interconnectedness of environmental systems, human development, and societal well-being, which captures the core framework of planetary health even if not named explicitly. By uniting researchers, educators, and external partners across disciplines and embedding sustainability into both research and institutional practice, Mapúa IGS functions as a centralized institute for interdisciplinary planetary health-aligned research. With the establishment of the Mapúa School of Medicine, there is strong potential for further alignment of the institute's work with planetary health and health systems-focused research agendas.</i></p>	

<b>2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Mapúa University currently does not have a formal process through which communities disproportionately impacted by climate change and environmental injustice advise or have decision-making power over the institution's climate and environmental research agenda. Existing activities largely take the form of community education and outreach, which are predominantly one-way and do not involve communities in shaping research priorities or decisions. However, there are emerging efforts to move toward more meaningful community engagement through initiatives and alliances such as LAKAS (Leading Alliances for Knowledge Advancement and Social Accountability), which aims to strengthen social accountability frameworks within medical education institutions. These efforts indicate early steps toward establishing a more participatory process, but they do not yet constitute a formal mechanism for community input into research agendas.</i></p>	

**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: Mapúa University has a centralized sustainability website that aggregates resources related to environmental initiatives and, to some extent, health-related sustainability topics. However, the website has not been updated since 2023, which limits its usefulness as a current, easy-to-use hub for planetary health. Additionally, while it provides general sustainability information, it does not clearly or comprehensively centralize all required elements such as regularly updated upcoming events, clearly identified leaders in planetary health, and current funding opportunities.*

**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:

3

*Score explanation: Mapúa School of Medicine organized the symposium "Building the Future: Sustainability and Planetary Health in Action" in collaboration with the Mapúa*

*Institute for Global Sustainability on April 29, 2025. This event was hosted by the institution and focused on planetary health topics within the past year.*

**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:

0

*Score explanation: As of 2026, Mapúa University is not yet a member of a national or international planetary health or ESH/ESV organization.*

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

**64.71%**

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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine does not currently maintain formal, structured partnerships specifically dedicated to promoting planetary or environmental health. However, the institution does participate in community-focused activities and engagements through collaborations with local government units (LGUs) and non-governmental organizations (NGOs) such as the Province of Quezon and the Culion Foundation, primarily in the context of community health, public service, and population-based medical education. These engagements allow students and faculty to interact with communities and address health needs at the local level, which may indirectly relate to environmental and social determinants of health.</i></p> <p><i>At present, these partnerships are not explicitly framed around planetary health objectives, nor are they formalized as sustained programs with defined goals related to environmental health promotion. Some faculty members and students are individually involved in planetary health-related networks or advocacy groups, which creates linkages to the planetary health space, but these activities are not embedded into structured community partnerships.</i></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>
---

The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa University has offered community-facing events related to planetary health, particularly notable given that the School of Medicine is newly established. These events demonstrate institutional engagement with sustainability and planetary health themes beyond the classroom, though they are not primarily designed as structured community education programs. Examples include large-scale public events such as TEDx MapúaMakati and the “Building the Future: Sustainability and Planetary Health in Action” forum, which highlighted connections between health, sustainability, climate action, and societal responsibility. These events were open to a broad audience and promoted planetary health awareness, aligning with global sustainability and health priorities.</i></p> <p><i>However, while these activities were organized and hosted by the institution, they were primarily positioned as academic or institutional events with public access, rather than recurring courses or programs specifically tailored to community members or local populations as the primary audience. As such, Mapúa meets the criterion for offering community-open planetary health events at least once per year, but not at the level of sustained, community-targeted programming.</i></p>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Planetary health and sustainability topics are communicated through several institutional channels at Mapúa University, although they are not yet delivered through a centralized or dedicated communication stream for medical students. Updates and announcements related to environmental sustainability, climate action, and planetary health initiatives are periodically shared through official platforms such as the Mapúa University, Mapúa School of Medicine, and Mapúa Institute</i></p>	

of Global Sustainability social media pages. These posts include updates on sustainability programs, advocacy activities, research initiatives, and institutional events related to environmental and planetary health topics.

While these communications provide some visibility for planetary health issues and are accessible to students, they are not yet embedded as a regular or structured component of official course communications or institutional newsletters directed specifically at medical trainees. Expanding these efforts into more systematic communication channels, such as recurring newsletters or course-level updates, would strengthen the consistency of planetary health messaging within the medical curriculum.

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

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

1

*Score explanation:*

*Mapúa School of Medicine formally opened in December 2024 and therefore does not yet offer dedicated Continuing Medical Education (CME) or Continuing Professional Development (CPD) programs specifically focused on planetary health or sustainable healthcare for practicing physicians. Similarly, its primary affiliated teaching hospital, De Los Santos Medical Center, does not currently provide formal post-graduate training courses addressing climate change, environmental health, or sustainable healthcare practices.*

*However, Mapúa University offers short-form educational programs and courses related to environmental sustainability and planetary health concepts through institutional initiatives and partnerships, including programs developed with Arizona State University (ASU). Examples include short courses and career sprint programs such as Planning for Healthy and Happy Communities and other sustainability-related offerings. These courses are accessible to adult learners and professionals beyond undergraduate training, providing opportunities for continuing education related to planetary health and environmental sustainability. While these programs are not yet structured as formal CME or CPD offerings for medical providers, they represent an initial institutional effort to provide relevant post-graduate learning opportunities. Expansion of dedicated planetary health CME programs for healthcare providers would further strengthen this area as the medical school matures and begins producing graduates.*

**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: Mapúa University, including the Mapúa School of Medicine, has produced publicly accessible educational materials that address environmental health exposures and their health impacts. These include institutional and student-led outputs such as educational posters, short-form informational videos (e.g., social media content), and public-facing talks that discuss environmental determinants of health, including pollution, environmental toxins, and related health risks. These materials are publicly disseminated and contribute to raising awareness among community members and patients about environmental health issues.*

*However, patient-facing educational materials specifically distributed through affiliated teaching hospitals remain limited. De Los Santos Medical Center, the primary affiliated teaching hospital, does not currently provide dedicated brochures, handouts, or publicly available resources specifically focused on environmental health exposures. Expanding patient-directed educational materials within affiliated hospitals would further strengthen institutional engagement in environmental health education.*

**3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?**

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

2

*Score explanation:*

*Mapúa University, including the Mapúa School of Medicine, has produced publicly accessible educational materials addressing the health impacts of climate change. These include institutional and student-led outputs such as TEDx talks, short-form educational videos on platforms like TikTok and Instagram Reels, and planetary health posters created as part of academic and advocacy activities. These materials are publicly disseminated and contribute to raising awareness about climate change and health among broader audiences, including patients and community members. However, patient-facing educational materials specifically distributed through affiliated teaching hospitals remain limited. De Los Santos Medical Center, the primary affiliated teaching hospital, does not currently provide dedicated brochures, patient handouts, or online resources specifically addressing climate change-related health risks or climate-adaptive health behaviors. Expanding*

*patient-directed materials within affiliated hospitals would strengthen institutional engagement in climate-health education. Mapúa University, including the Mapúa School of Medicine, has produced publicly accessible educational materials addressing the health impacts of climate change. These include institutional and student-led outputs such as TEDx talks, short-form educational videos on platforms like TikTok and Instagram Reels, and planetary health posters created as part of academic and advocacy activities. These materials are publicly disseminated and contribute to raising awareness about climate change and health among broader audiences, including patients and community members.*

*However, patient-facing educational materials specifically distributed through affiliated teaching hospitals remain limited. De Los Santos Medical Center, the primary affiliated teaching hospital, does not currently provide dedicated brochures, patient handouts, or online resources specifically addressing climate change-related health risks or climate-adaptive health behaviors. Expanding patient-directed materials within affiliated hospitals would strengthen institutional engagement in climate-health education.*

<b>Section Total (9 out of 14)</b>	<b>64.29%</b>
------------------------------------	---------------

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.

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Mapúa School of Medicine encourages student engagement in sustainability-related initiatives and quality improvement–aligned projects, though formal funding mechanisms or dedicated sustainability grants are not yet in place. As part of required coursework in Preventive and Community Medicine (PCM), Research Methods, Evidence-Based Medicine, and Medical Informatics, students have completed planetary health–related projects, community studies, and research outputs that address environmental and social determinants of health. These projects provide structured academic time, mentorship, and methodological support, allowing students to explore sustainability and health systems issues within existing curricular requirements.</i></p> <p><i>While Mapúa University students outside the School of Medicine have successfully obtained awards and grants for sustainability-related research, the School of Medicine itself is newly established, and there are no documented cases yet of medical students receiving institutional funding specifically for sustainability or SusQI projects. Participation in sustainability-focused projects is encouraged but not mandatory, and support is primarily academic rather than financial. As such, Mapúa meets the criteria for encouraging sustainability projects and providing resources to support them, but not for offering grants or embedding sustainability QI projects as a core requirement.</i></p>	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>
---

The **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:*

*Mapúa School of Medicine offers opportunities for students to engage in research related to planetary health and sustainable healthcare, though these opportunities are not organized under a dedicated research program or fellowship. Students may pursue planetary health-related research topics through required and elective academic pathways such as Research Methods, Evidence-Based Medicine, Medical Informatics, and Preventive and Community Medicine, where projects may address environmental determinants of health, sustainability, and population-level health outcomes. These research activities are typically student-initiated, with faculty mentorship available upon request.*

*In addition, Mapúa University more broadly has supported sustainability-related research through awards and grants accessed by students from other programs, indicating an institutional environment that is receptive to planetary health research. However, because the School of Medicine is newly established, there is currently no formal, funded planetary health research fellowship or structured program specifically for medical students. As such, research opportunities exist but require individual student initiative rather than guaranteed institutional placement or funding, supporting a score of 1 point under this metric.*

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

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

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

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

Score Assigned:

0

*Score explanation:*

*Mapúa University does not currently have a dedicated or clearly identifiable webpage where medical students can locate information specific to planetary health or sustainable healthcare activities, projects, or mentors within the School of Medicine. While the Institute for Global Sustainability maintains a general institutional website that references sustainability initiatives, this platform is not tailored to health professional education, does not systematically list medical school-specific projects, and lacks clearly identified faculty mentors or contact information relevant to planetary health in medicine.*

*There is no centralized, student-facing webpage that consolidates information on ongoing planetary health initiatives, student projects, research opportunities, or faculty expertise within the medical school. As a result, students interested in planetary health or sustainable healthcare must rely on informal networks or individual faculty connections rather than an accessible institutional resource. Given the absence of a dedicated or sufficiently informative webpage for this purpose, this metric*

**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:

0

*Score explanation: At present, Mapúa School of Medicine does not have a registered student organization specifically dedicated to planetary health or sustainability in healthcare, whether with or without formal faculty support. While individual students have shown interest in planetary health through coursework, research projects, posters, and advocacy-related activities, these efforts remain informal and not organized under a recognized student group with an explicit mandate focused on planetary health or sustainable healthcare.*

*This absence is understandable given that Mapúa School of Medicine is a newly established institution, and student organizations are still in the early stages of formation and registration. However, until a dedicated student group with a defined focus on planetary health and/or sustainability in healthcare is formally recognized, this metric does not meet the criteria for points.*

<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>At the time of assessment, there is no formally designated student liaison representing sustainability interests who serves on a departmental or institutional decision-making council. While students may participate in various committees or provide feedback through informal channels, there is no structured or officially recognized role for a student representative tasked specifically with advocating for curriculum reform and/or sustainability best practices.</i></p>	

<b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	<b>Score</b>
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	0
<p><i>Score explanation:</i></p> <p><i>In the past year, Mapúa University has implemented multiple co-curricular planetary health-related programs and initiatives that are accessible to students, even as the School of Medicine remains newly established. These initiatives span several categories outlined in the metric and demonstrate growing institutional engagement with sustainability beyond the formal curriculum.</i></p> <p><i>Mapúa has supported projects related to sustainable food systems, including urban and community-based vegetable gardening initiatives aligned with food security and sustainability</i></p>	

goals. These initiatives allow students to gain exposure to organic agriculture, local food systems, and resilience-building practices. In addition, the institution has hosted panels, speaker forums, and public events related to sustainability and planetary health, where students are a clear intended audience. These events foster awareness, interdisciplinary dialogue, and engagement with climate- and environment-related issues.

The university has also organized cultural arts initiatives connected to planetary health, including sustainability-themed arts, heritage, and creative installations that explore environmental themes and human–environment relationships. Furthermore, local volunteer opportunities related to sustainability and community resilience have been made available through university-linked programs, enabling students to participate in environmental stewardship and social responsibility activities.

However, there are no formal wilderness or outdoor experiential programs (such as hiking or outdoor immersion initiatives) explicitly organized for students within the past year.

**Section Total (7 out of 15)**

**46.67%**

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 <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Mapúa University has an established, institution-wide sustainability structure through the Institute for Global Sustainability (IGS), which serves as the university's central body for sustainability initiatives, policy development, research, and advocacy across the campus. The Institute oversees programs related to environmental stewardship, sustainable development, and global sustainability engagement, and is supported by dedicated personnel responsible for advancing sustainability goals at the university level. However, there is no specific, designated sustainability staff member assigned to the medical school or its affiliated clinical training sites, nor a dedicated hospital-based sustainability role focused on healthcare operations. As such, while Mapúa demonstrates a formal commitment to campus-wide sustainability through a centralized office with full-time staff, the absence of medical school- or hospital-specific sustainability leadership places the institution in alignment with the criteria for 2 points rather than full points under this metric.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>While Mapúa University has articulated commitments and initiatives aimed at reducing its environmental impact, it does not currently have a written, approved plan to achieve carbon neutrality by 2030 or 2040. Through the Institute for Global Sustainability, the university has implemented programs such as the Energy Conservation Program, which focuses on reducing energy consumption, improving efficiency, and promoting responsible resource use across campus operations. These efforts demonstrate institutional awareness and action toward lowering the university's carbon footprint.</i></p> <p><i>However, these initiatives do not amount to a formal carbon neutrality commitment, nor are they framed within a nationally or internationally recognized carbon neutrality framework with a defined target year, roadmap, milestones, and accountability mechanisms. There is no publicly stated goal of achieving carbon neutrality by 2040, and no comprehensive, approved plan outlining how net-zero or carbon-neutral status would be achieved.</i></p>	

**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:

2

*Score explanation:*

*Both Makati and Intramuros campuses of Mapúa University are powered with electricity from 100% renewable energy sources through a PPA with ACEN-RES, an Ayala Company [according to the director of Mapúa University's Institute for Global Sustainability](#).*

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?**

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

*Score explanation:*

*Mapúa University utilises documented sustainable building practices for new construction and major renovations, as evidenced by its Energy Efficient Building Renovation and Construction Guidelines approved in 2022. These guidelines apply campus-wide and outline mandatory energy-efficiency measures during the design, construction, and renovation of buildings. They include requirements for wall and ceiling insulation, airtight building envelopes, optimized ventilation, interior climate control, LED lighting, inverter-type air-conditioning units,*

*motion-sensor lighting, energy-efficient equipment procurement, and limited on-site solar-powered lighting for open grounds and parking areas. The presence of a formal, approved guideline demonstrates that sustainability considerations are embedded in institutional infrastructure planning, particularly for new or substantially renovated facilities.*

*However, while new buildings and major renovation projects are guided by these sustainability and energy-efficiency standards, the majority of older buildings have not been comprehensively retrofitted to meet equivalent sustainability benchmarks, nor are the guidelines explicitly tied to an internationally recognized green building certification system such as LEED or BREEAM. Retrofitting efforts appear selective and focused primarily on energy efficiency rather than holistic sustainability upgrades across all existing infrastructure.*

**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: Mapúa University has implemented some strategies to support environmentally friendly transportation, though these options are not consistently accessible, formally structured, or prominently promoted, resulting in limited utilization. According to institutional sustainability disclosures on sustainable commuting, the university encourages the use of public transportation, walking, and other shared or low-emission commuting practices, particularly given its urban campus locations that are well served by public transit networks. These efforts are aligned with broader sustainability goals related to urban mobility and reduced carbon emissions, but they are largely encouragement-based rather than programmatic, with no dedicated university-operated green shuttle system, formal carpool program, or comprehensive cycling infrastructure clearly documented or widely advertised to students.*

*In addition, the university has adopted hybrid and flexible learning arrangements, which indirectly reduce commuting frequency and associated emissions by decreasing the need for daily on-campus travel. While this approach contributes meaningfully to lowering transportation-related environmental impact, it functions more as an academic delivery strategy than as a dedicated sustainable transportation policy.*

**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: The institution demonstrates clear evidence of a conventional recycling program supported by campus-wide waste segregation practices, clearly labeled sorting bins, and documented waste reduction policies. Official university policies outline procedures for sorting, collection, transport to recycling facilities, and monitoring of plastic waste streams.*

*Institutional documentation also confirms the presence of composting infrastructure and organics recycling practices. University policies reference designated compost bins and composting activities, including the processing of yard waste and food waste scraps for soil improvement purposes.*

*However, while composting practices are documented, there is limited publicly available information detailing the scale, operational structure, waste processing pathways, or diversion metrics associated with a comprehensive, campus-wide organics recycling program. The existing composting activities appear primarily focused on landscape/yard waste management rather than a fully integrated organics recycling system for general student and facility-generated waste.*

*As a result, the institution satisfies the criterion for having recycling and documented composting practices, but the organics recycling system does not yet demonstrate sufficient scope or operational transparency to meet the full requirements of this metric.*

<https://sustainability.mapua.edu.ph/>

<https://sustainability.mapua.edu.ph/assets/SDG12/Policy%20on%20Plastic%20Waste%20Reduction.pdf>

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

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

There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>At present, Mapúa University does not have formal or documented sustainability criteria guiding campus food and beverage procurement or selection. There are no published institutional policies or guidelines that require or incentivize sustainable food practices such as local sourcing, reduced meat consumption, plant-forward menus, fair-trade procurement, or systematic reduction of single-use plastic packaging in campus food services. Food and beverage offerings on campus are largely vendor-driven and oriented toward cost, availability, and convenience rather than environmental sustainability.</i></p> <p><i>While this gap should be understood within the Philippine context, where food sustainability, plant-based procurement, and environmentally driven dietary policies are not yet widely institutionalized in higher education, the metric evaluates the presence of explicit guidelines and active institutional efforts rather than contextual constraints. In the absence of documented sustainability requirements, targets, or structured initiatives related to food and beverage sustainability, the institution does not meet the criteria for points under this metric.</i></p>	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Mapúa University applies sustainability criteria to supply procurement through published institutional guidelines, though these requirements are largely advisory rather than mandatory. The university has an established Sustainable Procurement Policy, which provides guidance on incorporating environmental considerations into purchasing decisions for supplies such as equipment, materials, and other goods. This policy encourages responsible sourcing, resource</i></p>	

*efficiency, and consideration of environmental impacts across the procurement lifecycle, reflecting an institutional commitment to more sustainable procurement practices .*

*However, while these sustainability guidelines exist and the institution is actively engaged in promoting more sustainable procurement, they are not enforced through strict requirements, quantitative targets, or compulsory purchasing thresholds. Compliance depends largely on departmental discretion and supplier availability, and there is limited evidence of systematic monitoring or enforcement across all units. As such, Mapúa University meets the criteria for having sustainability guidelines for supply procurement with ongoing efforts to improve sustainability, but falls short of the comprehensive, mandatory framework required for full points.*

### 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:*

*Mapúa University has established sustainability guidelines relevant to events, particularly focused on waste reduction and responsible resource use, but these measures are recommendatory rather than mandatory. The institution has issued multiple campus-wide policies, including the Policy on Plastic Waste Reduction, Policy on Single-Use Plastic Reduction, and Policy for the Minimisation of Disposable Items, which collectively encourage event organizers to limit disposable materials, reduce plastic use, and adopt more environmentally responsible practices during campus activities. These policies apply broadly to institutional operations and events and signal a clear commitment to promoting sustainable behavior in event planning and execution.*

*However, there is no requirement that all events formally comply with a standardized sustainability checklist, nor is there a certification, enforcement mechanism, or approval process that conditions event approval on meeting sustainability criteria. Compliance largely depends on awareness and voluntary adoption by event organizers, including student groups and academic units.*

### 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 <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Mapúa University demonstrates partial efforts to improve the environmental sustainability of laboratory spaces, which aligns with a score of 1 point under this metric. The University has established guidelines and standard operating procedures related to laboratory safety, hazardous waste handling, chemical storage, and proper disposal, as documented in its 2023–2024 Sustainability Report. Laboratory personnel and students are trained in appropriate waste segregation, minimization of chemical hazards, and compliance with DENR-accredited hazardous waste treatment and disposal processes. Licensed laboratory assistants and strict adherence to health, safety, and environmental regulations further support responsible laboratory operations.</i></p> <p><i>However, these measures are primarily regulatory and compliance-based, rather than part of a structured, proactive sustainability program specifically designed to reduce the environmental footprint of laboratories. There is no evidence of institution-wide initiatives such as green lab certification programs, dedicated sustainability audits for laboratories, incentive-based schemes, or advisory teams that actively assist labs in reducing energy use, water consumption, single-use plastics, or reagent waste. As such, while sustainability-related practices exist at the operational level, they do not yet rise to the level of formal programs or initiatives comparable to established “green lab” models at other institutions.</i></p>	

<b>5.11. Does your <u>institution’s</u> endowment portfolio investments include fossil-fuel companies?</b>	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Mapúa University is entirely divested from fossil-fuel companies, as formalized in its publicly available Divestment Policy on Fossil Fuels. This policy explicitly commits the institution to eliminating investments in companies involved in fossil fuel extraction and related activities, aligning the university’s financial practices with its environmental, social, and ethical sustainability</i></p>	

*goals. The divestment applies at the institutional level and reflects a clear stance against continued financial support for fossil fuel industries, consistent with global higher-education divestment movements.*

*While the policy confirms full divestment from fossil fuels, it does not explicitly require or guarantee that divested funds are reinvested into renewable energy companies or renewable energy-specific campus initiatives. In the absence of a formal reinvestment mandate tied directly to renewable energy, the institution meets the criteria for complete divestment but not for the higher tier requiring reinvestment commitments.*

<b>Section Total (15 out of 32)</b>	<b>46.88%</b>
-------------------------------------	---------------

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 Mapúa University School of Medicine.

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(48/75) \times 100 = 64.00\%$	B-
<b>Interdisciplinary Research (17.5%)</b>	$(11/17) \times 100 = 64.71\%$	B-
<b>Community Outreach and Advocacy (17.5%)</b>	$(9/14) \times 100 = 64.29\%$	B-
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(7/15) \times 100 = 46.67\%$	C
<b>Campus Sustainability (17.5%)</b>	$(15/32) \times 100 = 46.88\%$	C
<b>Institutional Grade</b>	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 58.14\%$	C+

# Report Card Trends

## Section Overview

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

