Planetary Health Report Card (Medicine):

Faculty of Medicine and Health Sciences, McGill University

2024-2025 Contributing Team:

- Students: Casey Cohen*, Sarah Bensemana, Linda Ma, Joyce Li, Meriem Bounnab, Nayra Abdel Fattah, Sophie-Andrée Vinet, Chloë Witherow
- Staff: Kimberly John, Karen Oberer
- Faculty Mentors: Dr. Signe Richer

*Primary Contact: Casey Cohen, casey.cohen2@mail.mcgill.ca

Land acknowledgment: *McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.*

Summary of Findings

Overall Grade	B

Curriculum	B

- Planetary Health (PH) topics are present in the core medical curriculum but lack consistency and depth. While lectures such as 'Planetary Health' cover climate-related health impacts, they are often isolated and not integrated longitudinally. Electives like 'Public Health and Preventive Medicine' provide some additional exposure, but PH content remains brief and inconsistent. Crucial areas such as the effects on marginalized populations and the mental health impacts of climate change are underrepresented, and there is insufficient training on how to discuss climate change and environmental histories with patients in clinical practice.
- To address these gaps, PH could be more consistently integrated across the curriculum, with dedicated time allocated throughout students' education. The medical school could prioritize PH, including climate change, by offering in-depth content on topics like extreme weather, air pollution, and the health impacts of climate change. Additionally, training on effective communication with patients about climate change could be incorporated, ensuring these themes are reflected in learning objectives and assessments.

Interdisciplinary Research	B

- McGill University has made significant progress in interdisciplinary PH research, with faculty members from departments such as the School of Population and Global Health focusing on global health, environmental health, and sustainable healthcare. The university is home to dedicated research groups like the Global Environmental Health group and the Environmental Epidemiology Research Group, which explore the impacts of climate change and environmental toxins on human health. McGill is also part of the *CASCADES* network, supporting Canada's transition to sustainable, climate-resilient healthcare. Additionally, in late 2024, McGill launched the *Centre for Climate Change and Health*, an interdisciplinary hub for research on climate change and its effects on population health.
- McGill could enhance the centralization of planetary health research across the institution by developing a comprehensive platform that consolidates all ongoing and past research. Furthermore, McGill could establish a formal process to involve communities disproportionately affected by climate change in shaping the research agenda.

Community Outreach and Advocacy	C+

- The Faculty of Medicine and Health Sciences (FMHS) at McGill University has limited community outreach related to PH. The Community Health Alliance Project (CHAP) course offers some partnerships with local organizations, but these collaborations are not focused on PH. McGill does not offer accessible patient materials regarding environmental health exposures or the health impacts of climate change.
- The faculty could produce and introduce such content at the post-graduate level, as well as increase community partnerships focused on planetary health in the CHAP course and create educational materials for patients on environmental health and climate change.

Support for Student-Led Initiatives	B

- McGill University and the FMHS support student-led PH initiatives, with the McGill Sustainability Projects Fund providing funding and resources for student-driven sustainability projects across all faculties. However, most of the support comes from the broader university, rather than the medical school specifically. Within the FMHS, there are research opportunities related to PH, but students must actively

seek them out. The McGill Medical Students' Society (MSS) Sustainability Committee advocates for sustainability, though it faces challenges due to limited faculty support.

- The FMHS could enhance support for student-led PH initiatives by fostering stronger connections with research mentors, creating a centralized webpage for PH opportunities, and prioritizing grants for PH-related research. By increasing faculty involvement, the medical school could better support the growing student interest in planetary health.

Campus Sustainability	**B**

- McGill University has set ambitious sustainability goals through its Climate and Sustainability Strategy 2025-2030, including achieving carbon neutrality by 2040, establishing a reforestation plan for carbon offsetting, and becoming zero-waste by 2035. However, it remains unclear how these targets are being specifically integrated into the medical school buildings. While McGill has made progress in promoting sustainable lab practices, including initiatives like the *Sustainable Labs Guide* and the *Green Labs Initiative*, there is still room for improvement.
- We recommend expanding sustainable practices across the FMHS by enhancing composting, improving waste management, offering more sustainable food and beverage options, and promoting environmentally-friendly transportation options for faculty and students. Additionally, the medical school could introduce sustainability guidelines for events and procurement to further reduce its environmental impact.

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as "a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth's natural systems on human health and all life on Earth." This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change "the greatest threat to global health in the 21st century," many medical 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 medical training. It is imperative that we hold our institutions accountable for educating medical 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) medical school campus sustainability.

Instructions for Completing the PHRC

Thank you! We are really pleased to have you and your team on board to complete the PHRC at your institution. Many of you will have already been part of a completed report card or even lead the team at your school but please take a moment to read the instructions below.

For a full comprehensive step-by-step guide to completing your report card please refer to the PHRC User Guide. This page serves as a brief overview of the important methodology.

Completing the report card:

The Planetary Health Report Card is a self assessment tool designed to identify an institution's strengths and areas in need of improvement in regards to its planetary health education. The metric-based report card consists of five sections; 1. Curriculum, 2. Interdisciplinary Research, 3. Community Outreach, 4. Support for Student-Led Initiatives and 5. Campus Sustainability.

- **Metrics.** There are roughly 55 metrics (depending on your discipline). Sections 2-5 are the same across all disciplines. Each metric has different criteria for either scoring 1, 2 or 3 points. Participants should read each metric carefully and answer the question with as much accuracy as possible, drawing upon multiple sources where possible. It is vital sufficient investigation is completed for each metric to give a fair and accurate representation of your institution.

  Most of the Curriculum metrics are graded by inclusion in **elective** coursework, **brief** coverage in the **core curriculum** or **in depth** coverage in the **core curriculum.**

  > **Elective coursework:** 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**: 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. Brief inclusion would qualify as inclusion in a single lecture slide in a single year.
  >
  > **In depth** coverage in the **core curriculum:** 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. Please consider amongst your team that this is the highest score awarded and a subjective decision must be made as to whether the topic should be awarded this score.
  >
  > (A full list of definitions is provided on the below pages)

- **Types of evidence.** Acceptable forms of evidence include: lecture titles, learning objectives, module descriptions, descriptions of the intended learning, case titles, seminar titles, project titles, webpages, researcher profiles / biographies, news articles, publications, social media output, institutional policy documents. Please be as specific as possible.

  It is essential that you have clearly justified the score for each metric, outlining in the box provided the specific content delivered in your curriculum and why you have assigned the

score. Each report card is reviewed by a member of the leadership team for accuracy and consistency across report cards. An example of the sufficient level of evidence is provided below each metric.

Please do not include **lecturers' names** without permission. The title of the lecture or module with a brief description of the material will suffice.

Where material is publicly available via an institution's website, please include hyperlinks to the webpages.

- **Evidence deadline.** Any material from the previous academic year and the current academic year up to the draft deadline of the **17th February 2025** may be included in this report card. Any teaching planned after this date should not be scored in this report card but can be included in the 2025/26 report. You may wish to make a note of any such teaching for your colleagues producing next year's report card.

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 medical school 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 (Metric #19 in 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 medical 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 taught material that is delivered to the entire cohort of students in one year.

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

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

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

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

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

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

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

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

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

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

- **Anthropogenic:** Created through human activity

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

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.

Completed in 2022 a Literature Review by Metric is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 points)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
Score explanation: There was an elective called "Wilderness Medicine, Climate Change, and Health" offered to fourth year medical students towards the end of their studies, but it has not been offered in 2023 and 2024 due to the course leader's maternity leave. This elective is expected to be offered again in coming years. However, spots are limited and acceptance to this elective is based on a lottery system. *There is one Undergraduate Medical Education elective called "Public Health and Preventive Medicine". It is available to McGill clerkship students and offers the possibility to do environmental health work related to climate change (environmental hazards, reportable infectious diseases) in a variety of domains (health surveillance, protection, promotion and prevention).* *There is also an Interprofessional Global Health Course (link) offered by the Department of Global and Public Health that offers one class on Climate Change and its impact on global health.* *A course called 'FSCI 198: Climate Crisis and Climate Actions' was newly introduced across all undergraduate programs to allow students to engage with knowledge and experience about climate change (link), though this course is in the Faculty of Science, not Medicine.*	

Curriculum: Health Effects of Climate Change

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

health risks, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: There is one lecture in the core medical curriculum that addresses the relationship between heat-related illness and climate change (air pollution and quality, extreme heat, vulnerable populations) as well as its effects on the health system and people at risk. The lecture is named "Planetary Health" and is a 50-minute lecture providing an overview of climate change and its effects on health as well as the environmental impact of the healthcare system. The lecture also touches on statistics from the United States as well as in Canada. However, it does not touch on the disparities between populations. One other lecture that covers transnational threats briefly mentions risk factors and protective factors in the case of extreme heat.	

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: There is one lecture (named "Planetary Health") in the core medical curriculum that addresses the relationship between heat-related illness and climate change (air pollution and quality, extreme heat, vulnerable populations). It extensively addresses the effects of climate, such as heat waves and air pollution, on the health system and population. The lecture includes multiple case studies showing the impact of extreme weather events on both individual health outcomes and healthcare systems, including detailed data on hospital admissions during heat waves and strain on emergency services.	

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: There is a lecture named "Lyme Disease" in the infectious diseases block of the core medical curriculum that mentioned an increase in tick-borne infectious diseases such as Lyme disease and West Nile disease in correlation with an increase in temperatures due to climate change. There is also a small group discussion and brief lecture which discuss infectious diseases and planetary health.	

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.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3
Score explanation: There is one lecture (named "Planetary Health") in the core medical curriculum that addresses the increase of lung disease and mortality due to air pollution. Multiple studies are presented on the topic and several graphics and tables show the net increase of respiratory health problems due to air pollutants. The impact of asthma inhalers on the environment was also briefly covered in a short set of slides (4 slides) at the end of the respiration block's lecture, called "Asthma: Definition, diagnosis, evaluation and management."	

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3

Score explanation: Similarly to the respiratory health effect of climate change and air pollutants, cardiovascular health is addressed in the same lecture ("Planetary Health") in the same fashion with multiple articles and graphics presented. The impact of air pollution on heart failure was also covered in a short set of slides (3 slides) at the end of the circulation block's lecture, called "Heart Failure- Clinical Aspects."

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2
Score explanation: The topic was covered via the use of six slides from the Climate Wise curriculum (link) on topics such as "Climate change and psychotropic medications," "Climate change and neurodegenerative diseases," and "Climate change and Mental Health" in two of the core Neurology and Psychiatry courses for 2nd year students (pre-clerkship). The two lectures were titled: "Antidepressants and mood stabilisers" and "Approach to dementia and delirium".	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2
Score explanation: In the lecture "Maternal and Child Health of the Indigenous Population in Canada" of the Reproduction and Sexuality block, it is mentioned that numerous polluting industries surrounding the Akwesasne territory in QC have introduced toxic compounds in the air, which impacts the food chain, including mother's milk. The changes in the ecosystem health impact the health of the populations who are getting water and food directly from their environment. This was considered brief coverage because while it provides a clear example of the link between environmental contamination and food security, it does not comprehensively address the broader relationships between climate change and global food and water systems, and it does not explore strategies for maintaining food and water security in a changing climate.	

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2
Score explanation: In the lecture "Planetary Health" of the Molecules to Global Health course, it is mentioned that living circumstances, such as lower income, malnutrition, and lack of cooling options are potent risk factors for extreme heat-related disease. The mortality rate of these conditions were found to be 1-2% higher in people living in poverty as well as in the African American population. This same lecture includes the Climate Wise slides pertaining to "Climate Change and Indigenous Health" as well as "Climate Change and the Social Determinants of Health". In the Reproduction and Sexuality course, the lecture "Maternal and Child Health of the Indigenous Population in Canada" highlights that the impact of exposure to toxic contaminants due to climate change is more extensive in Indigenous communities since their lifestyle heavily relies on local products and wildlife.	

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.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2
Score explanation: In the Molecules to Global Health course, the lecture "Planetary Health" comprises a graph portraying the global burden of disease due to air pollution in several countries. It highlights the unequal health impacts of air pollution amongst developed and developing nations. It also highlighted that the countries affecting climate change the least will suffer the most from it. The rest of the lecture was focused on North American issues.	

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)?
This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2
Score explanation: In the lecture "Maternal and Child Health of the Indigenous Population in Canada" of the Reproduction and Sexuality block, it is mentioned that the numerous polluting industries surrounding the Akwesasne territory in QC has introduced toxic compounds in the air, which impacts the food chain including mother's milk. Additionally, there was a lecture in the same block titled "Reproductive Hazards in the Workplace"which discussed endocrine disrupting chemicals, lead, phthalates and their effect on infertility. Lastly, the lecture titled "Drugs in Pregnancy," mentioned industry-related teratogenic chemicals. This is considered brief coverage because while several lectures touch on the topic, they do not provide an in-depth exploration of the mechanisms, epidemiology, or clinical management of reproductive health effects from environmental toxins, and they do not address prevention strategies.	

1.12. Does your <u>medical school</u> 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.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3
Score explanation: In Quebec, the presence of heat waves have an impact on the health of the surrounding community. The lecture "Planetary Health" in the Molecules to Global Health course used a case series of extreme heat at a local hospital to demonstrate how climate change can affect health. The lecture explored the anthropogenic causes of Urban Heat Islands (a built environment that is hotter than surrounding rural areas).	

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?
This topic was explored **in depth** by the **core** curriculum.
This topic was **briefly** covered in the **core** curriculum.
This topic was covered in **elective** coursework.
This topic was **not** covered.

Score Assigned:	0
Score explanation: The Med-1 lecture "Planetary Health" includes the Climate Wise slide on Climate Change and Indigenous Health which recognizes Indigenous climate leadership and knowledge in addressing the climate crisis. There are no classes in the core medical curriculum that focus on the importance of Indigenous knowledge and values systems as essential components of planetary health solutions.	

1.14. Does your <u>medical school</u> 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.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3
Score explanation: The "Planetary Health" lecture includes the Climate Wise slides pertaining to Climate Change and Indigenous Health as well as Climate Change and the Social Determinants of Health. The lecture "Maternal and Child Health of the Indigenous Population in Canada" given in the Reproduction and Sexuality course covers the outsized impact of PCBs, dioxins, DDT, and other toxic compounds on Indigenous communities. This lecture discusses how industries in proximity to Indigenous communities have increased the exposure to toxic contaminants in the environment, consequently impacting local food, fish, and mother's milk.	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2
Score explanation: The "Planetary Health" lecture given in 1st year includes the Climate Wise slides pertaining to the Co-Eco Health Benefits of Plant-Based Diets, recognizing the environmental impact of meat-based diets. There is also a core lecture on Nutrition given to 2nd	

year students in the Family Medicine block of Transition to Clerkship course (TCP), which includes one slide on "Proteins and the environment" with a graphic emphasising that animal-based food production has a significant impact on green-house gas emissions compared to other foods.

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2
Score explanation: The lecture "Planetary Health" in the Molecules to Global Health course presents the impact of healthcare as polluters in terms of carbon emissions. Strategies towards greening practices include: greener building practices, waste management, environmentally preferable purchasing, safer chemicals, water use, initiatives to reduce urban heat island, food choices in cafeterias and at conferences. These were listed on a single slide, and did not offer any further exploration. *There is also an optional session in the Transition to Clinical Practice block that discusses solutions/actions students can take before starting clinical rotations, running as a plenary for the past two years.*	

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

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

Score explanation:

- *Waste reduction within the healthcare system was approached on a macro level in the "Planetary Health" lecture, with the benefits of avoiding over-medicalisation/investigation provided through the Climate Wise slide on Practising Resource Stewardship in Healthcare.*
- *Moreover,the "Improving Health" lecture discusses "social prescribing" as a tool to prescribe social interventions to address a variety of social problems.*
- *The impact of inhalers on the healthcare carbon footprint was recently integrated into the respirology block.*
- *Resource stewardship (namely antibiotic stewardship, imaging and inappropriate procedures) is addressed in multiple lectures during the Transition to Clerkship course for 2nd year students, namely in the Family Medicine and the Neurology courses. However, the link between over-using resources and the environment could be addressed in further depth.*
- *The Choosing Wisely Canada campaign, that aims to reduce unnecessary tests and treatments in Canada, delivered a brief presentation. They discussed how "unnecessary tests and treatments expose patients to potential harm, consume precious health care resources, and contribute to the climate crisis."(link)*

Curriculum: Clinical Applications

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

1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)
Only **elective** coursework includes strategies for taking an environmental history. (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	2

Score explanation: The first-year lecture "Occupational Lung Disease" discusses strategies, clinical questions, and potential pitfalls when obtaining a work/environmental history. Additionally, Medical Interviewing sessions as part of the Clinical Method course stress the importance of obtaining a proper exposure/occupational history in clinical encounters.

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)
No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	2

Score explanation: Thanks to student advocacy efforts and leadership from a faculty member, said faculty member has become the curriculum lead for Planetary Health integrations. Over the past years, a variety of Climate Wise slides have been introduced into the core pre-clerkship curriculum and the existing "Planetary Health" lecture has been refreshed. There are ongoing efforts to increase curricular integrations beyond the pre-clerkship curriculum.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)
There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:	4

Score explanation: "Planetary Health" is the only lecture in the core curriculum that addresses issues related to planetary health/sustainable healthcare. In recent years, there have been longitudinal integrations of planetary health content throughout the pre-clerkship curriculum, by means of the Climate Wise slides. There is still a place for longitudinal integration across pre-clerkship and clerkship.

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
Score explanation: A faculty lecturer passionate about planetary health and climate change is responsible for overseeing the curricular integration of planetary health and sustainable healthcare, through the Social Accountability, Population Health & Health Advocacy Longitudinal Theme. However, they are offered no official position, no administrative support, and no pay to do this.	

Section Total (49 out of 72)	**68.1%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3

Score explanation:
Within the Faculty of Medicine and Health Sciences, the School of Population and Global Health (SPGH) includes researchers that have a primary focus in Global Health, Occupational health, Environmental health and more (link). One of the five research priorities of the SPGH is related to climate change: "Build healthy, sustainable environments and communities" (link) . There is also the Global Health Scholars program available each year to undergraduate and medical students (link). One example of a faculty member with a primary research focus in planetary health and sustainable healthcare is Dr. Jill Baumgartner (link).

In addition, McGill has an Environmental Epidemiology Research Group (link), currently recruiting graduate students, conducting research aimed at understanding and preventing the impact of pollution on human health. The Department of Global and Public Health also has a group of multi-disciplinary faculty experts and trainees, named the "McGill Global Environmental Health group" (link), whose research focuses on grand challenges in global health, particularly those in low- and middle-income countries, that are related to environmental exposures.

Several McGill faculty and students are part of CASCADES, a network to support Canada's healthcare community in its transition to high-quality, low-carbon, climate-resilient care. McGill's Faculty of Medicine hosted the CASCADES 2024 Summer Institute on Sustainable Health Systems, although unfortunately no faculty support was offered for this event nor to acknowledge the work that was done (link).

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)	
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: Within McGill's Faculty of Medicine and Health Sciences, there is a School of Population and Global Health (SPGH) which includes multiple related departments such as Global and Public Health or Equity, Ethics and Policy. *Recently, in late 2024, McGill excitingly launched its first ever Centre for Climate Change and Health within the SPGH , providing "an interdisciplinary hub of research, learning, collaboration and outreach on all things related to environment, climate change, and improvement of population and global health."*	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	0
Score explanation: The McGill Social Accountability and Community Engagement Office of the Faculty of Medicine and Health Sciences has put in place programs supporting equity and diversity to ensure inclusive learning and work environments, such as the "Community of Support Program" for Black applicants (link). There is also the Indigenous Health Professions Program (IHPP) that aims to train more Indigenous health professionals and to teach all future health professionals about the health needs of Indigenous peoples (link). However, to our knowledge, there is no explicit	

process for communities disproportionately impacted by climate change and environmental injustice to give input or make decisions about the research agenda.

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: McGill's Office of Sustainability has a website (link) that includes the institution's Climate & Sustainability Strategy, a sustainability projects fund, and resources related to research projects (link). This website features various campus resources and events, is up-to-date, however is not adequately comprehensive for all ongoing and past research related to health and the environment. *The McGill Sustainability Systems Initiative (MSSI) group also has a website (link) that includes funding opportunities, networking support and research information on projects they are involved in, but once again does not adequately centralise research across the institution.*	

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: Several McGill faculty and students are part of CASCADES, a network to support Canada's healthcare community in its transition to high-quality, low-carbon, climate-resilient care. McGill's Faculty of Medicine hosted the CASCADES 2024 Summer Institute on Sustainable Health Systems (link). *Additionally, the McGill Sustainability Research Symposium has been hosted annually since 2011, the last one being in February 2023 on the subject of "Health, Healthcare and Sustainability: Healthcare providers to policymakers and global citizens" (link). To our knowledge, this event was not repeated in 2024.*

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 points)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Score explanation: McGill University's Faculty of Medicine and Health Sciences is a member institution of Columbia's Global Consortium on Climate and Health Education (link).	

Section Total (12 out of 17)	**70.6%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but has participating in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	2
Score explanation: The faculty of Medicine and Health Sciences at McGill University offers the Community Health Alliance Project (CHAP) course to first year medical students as part of its curriculum. For this course, a number of local community organizations work directly with medical students who volunteer and contribute to the organization's missions over the year. One of these organizations is "Santropol Roulant" which fights food insecurity through sustainable and organic urban agriculture projects. Students have the option of personally seeking out organisations in the community to work with during CHAP, which may involve planetary health advocacy. To our knowledge, this is the only partner community organization that promotes planetary and environmental health.	

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

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)
The **institution/medical school** have not offered such community-facing courses or events. (0 points)

Score Assigned:	3

Score explanation: McGill University (institution-wide) offers multiple elective courses for undergraduates around the topic of sustainability and the environment (link). In November 2024, the McGill Centre for Climate Change and Health was launched to address the health impacts of climate change through research and public engagement (link). In April 2025, a public lecture titled "Urban Greening as a Determinant of Health" is scheduled to explore strategies for addressing climate change and biodiversity loss (link). Additionally, McGill's School of Global Health held a Summer Institute Program in May-June 2024, featuring a talk on "Environment and Global Health" (link).Also, since 2023, McGill offers an online module available for all students to enrol in at their will, named "Creating a Brighter Future: Sustainability at McGill", available via MyCourses (students' platform) (link). McGill's School of Global Health began offering a 4-week Summer Institute in Global Health Program for McGill students in 2015 which will continue in 2025 with one course on"Environment and Global Health" (link). However, the faculty of Medicine and Health Sciences has not been involved in planning any planetary health related courses or events in the past year (link).

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

Score Assigned:	1

Score explanation: The Global Health Program at McGill hosts the McGill Perspectives on Global Health blog and the McGill Journal of Global Health which both include content on planetary health and the environment. The McGill Journal of Global Health releases an issue every year while the Perspectives on Global Health blog was last updated in May 2024. Additionally, the "What's New" weekly newsletter sent to all McGill students contains content that pertains to sustainability which occasionally mentions the environment.
Additionally, McGill University features topics related to planetary health and sustainable healthcare in its communications, however they are for targeted groups of students and none have been in the last year. For instance, the Ingram School of Nursing has published articles discussing the integration of planetary health into nursing practices, such as "Planetary health and nursing: Shaping our desired future" in November 2023 (link) and updates on the activities of the McGill Nurses for Planetary Health group (link). Additionally, McGill's Health e-News platform has covered initiatives like the development of evidence-based tools to incorporate planetary health into medical curricula in June 2022 (link).

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)	
There are **no** such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	1
Score explanation: McGill University offered professional education activities targeting post-graduate providers, including a course on "Environment and Global Health" (link, link2) as part of the McGill Summer Institutes in Global Health (link). However, there were no courses specifically focused on planetary health for post-graduate providers in the past year.	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **medical school** 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:	0
Score explanation: The Jewish General Hospital, which is a McGill University-affiliated hospital has a "Health and Safety" page for patients as well (link). However, upon review, this page does not specifically address environmental health exposures but rather focuses on general safety measures within the hospital setting. Otherwise, McGill University and its affiliated hospitals do not have easily accessible resources for patients addressing environmental health exposures. However, McGill's Environmental Health and Safety department offers an Occupational Health Program to protect faculty, staff, and students from health risks associated with various activities. This program is primarily focused on the university community rather than patients (link).	

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 **medical school** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
Score explanation: The Montreal Children's Hospital has an online repository of articles aimed at parents, and one of the articles discusses the impact of heat waves on health (link). Also, on the McGill University Health Center (MUHC) website, there is a portal for patient information and resources, where patients may seek a variety of health-related topics including "Environmental Health" (link). However, the resources available pertaining to health and climate change are not easily accessible, and the resources are aimed more towards an academic audience (link). In 2015, the Research Institute at the McGill University Health Center released an article mentioning climate change and parasitic infections.	

Section Total (8 out of 14)	**57.1%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, **neither** the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: The McGill Sustainability Projects Fund has a mandate to build a culture of sustainability on McGill campuses through the development and seed-funding of interdisciplinary projects for students of all faculties. Since 2010, $12 million has been allocated towards 370+ projects, with over 7,500 volunteers and people trained over the past decade. The Sustainability Projects Fund has an estimated yearly total of $1,000,000 making it the largest fund of its kind in Canada.	

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

health/sustainable healthcare research does not exist, nor is there an explicit fellowship. There are some researchers and physicians doing research on related topics, but it is on the student to reach out to them and see if they have any opportunities available.
For instance, there is a collaborative seed grant pilot initiative to address planetary health challenges launched by Trottier Institute for Sustainability in Engineering and Design (TISED) and McGill Global Health Programs, with fundings supporting interdisciplinary research projects led by researchers from both the Faculty of Medicine and the Faculty of Engineering, where McGill students are welcomed to join these projects.
https://www.mcgill.ca/tised/research/innovative-solutions-planetary-health-seed-grants.
McGill also has a Centre for Climate Change and Health that provides an interdisciplinary hub of research, learning, collaboration and outreach on all things related to environment, climate change, and improvement of population and global health.

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

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

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

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

Score Assigned:	1

Score explanation: The McGill Office of Sustainability site provides a web page listing all projects in the Sustainability Projects Fund (SPF), including sustainable healthcare. The Board of Governors also provides the Committee on Sustainability and Social Responsibility.
There is no medical school-specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. However, the Faculty of Medicine at McGill has a new Centre for Climate Change and Health that provides an interdisciplinary hub of research, learning, collaboration and outreach on all things related to environment, climate change, and improvement of population and global health.

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 medical school dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my medical school dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	1

Score explanation: In 2021, the McGill Medical Students' Society (MSS) Sustainability Committee was created with aims to coordinate sustainability initiatives and advocacy efforts within the medical student body. However, the MSS Sustainability Committee lacks faculty support in several key ways: there is no dedicated faculty advisor assigned to the committee, no formal channels for the committee to provide input to curriculum development, no financial support for committee initiatives from the Faculty of Medicine itself, and limited recognition of committee work within the medical school. Students must organize and implement initiatives entirely on their own without institutional backing or mentorship from faculty members experienced in planetary health.

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

Score Assigned:	1

Score explanation: In the Fall 2020 General Assembly, the McGill Medical Students' Society (MSS) voted in favour of the Motion to Include the Role of Sustainability Representative in the VP Global Health Junior Position. The VP Global Health Junior sits on the General Council and Executive Council of the MSS.
There is also a MSS standing committee, titled the MSS Sustainability Committee, whose aim is to coordinate sustainability initiatives and advocacy efforts within the medical student body at both medical school campuses.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1

Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:

Garden:
1) EnviroSanté, the Outaouais Campus branch of the McGill Medical Students' Society (MSS) Sustainability Committee, maintains a community garden at a long-term care and housing residence located directly behind the medical school campus. The garden is maintained by medical students and provides opportunities to host workshops.
2) McGill Campus Crops: A collective working on urban agriculture initiatives to grow food on campus and provide students with space and opportunities to learn. They also promote discussion around issues of food politics and food security.
3) McGill Permaculture Club: A club that aims to increase awareness of permaculture and to grow student's appreciation of its benefits. Club activities include workshops, farm visits, discussion groups, movie screenings, and hands-on farm work.
4) Macdonald Student-run Ecological Gardens (MSEG): A student-farm at the Macdonald campus that provides fresh and local community-supported vegetable baskets to registered members.

Panels, speaker series, or similar events:
The McGill Sustainability Systems Initiative (MSSI) hosts an annual "Sustainability Research Symposium", a one-day symposium comprising speakers, panel discussions, student posters, and networking opportunities. There are also other regular workshops, such as "Envisioning Sustainability at McGill" or "Practicing Sustainability at Work and at Home"

Local volunteer opportunities:
Days of Service is a community initiative that offers short-term, group volunteer placements on campus and around Montreal. Each Days of Service placement is a fun, social way to connect with others and the city while making a meaningful impact in the community. Placements are offered throughout the academic year around three themes: Environment, Vulnerable Populations, and Community Development

Outdoors program:
The McGill Outdoors Club is a student club providing opportunities for hiking, camping, canoeing, skiing, snowboarding, cycling and climbing.

Section Total (10 out of 15)	**66.7%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Explanation: The McGill Office of Sustainability (MOOS) provides the necessary guidance and resources to enable different sustainability initiatives on campus. MOOS offers strategic direction, support, and resources to help McGill transition into an institutional model of sustainability for society. Specifically, MOOS collaborates with students, staff, and faculty to advance McGill's vision for sustainable education, research, operations, and administration. While MOOS serves the entire campus, including the hospital, there are no designated staff members solely responsible for sustainability within the medical school.	

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

Score explanation: In 2020, McGill expanded on its long-term targets, through the Climate and Sustainability Strategy 2020-2025, to include achieving carbon neutrality by 2040, ten years ahead of Canada's national target and Quebec's provincial target for carbon neutrality. The Climate & Sustainability Strategy 2025-2030 maintains this goal and lists 42 action items detailing how McGill will achieve other targets for 2030. Examples include improving waste sorting, completing energy conversion and efficiency projects, and establishing a program to offset the environmental impacts of travel. Additionally, while there are goals for the institution to become zero waste by 2035, it is unclear how the medical school is integrating changes in order to meet these targets.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
Score explanation: McGill doesn't have cogeneration on campus for two main reasons. First, Québec's electricity is 99% from renewable sources (e.g. hydroelectricity), therefore, generating electricity on campus would increase GHG emissions. Additionally, Québec's electricity rates are very competitive and deploying a cogeneration system doesn't offer a viable payback with the current rate structure. McGill and the medical school buildings are heated with steam from the powerhouse, which is natural gas-powered (for now). The remainder of the energy consumption is powered by hydro-electricity and is renewable. According to the Energy Management Plan, in 2016, 49% of the McGill Campus' energy expenditure was provided by renewable sources. This was calculated prior to the replacement of one natural gas boiler with two electric boilers, however, so the percentage may be higher now.	

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: McGill University is an institution that has existed for over 200 years, with over 200 buildings to be managed and maintained. As such, renovating and remodeling its buildings is no simple task. In its Climate and Sustainability Strategy 2020-2025, McGill established the requirement that all new construction and major renovation projects be, at minimum, LEED Gold certified. This requirement applies to the construction of all new buildings and renovations consisting of more than 50% of a building's floor area. For major interior fit-outs, McGill aims for LEED Gold equivalency, integrating LEED Gold criteria without officially submitting the project for certification. The following list of units/buildings have received a LEED Gold certifications: the Alan Edwards Centre for Research on Pain at the Lyman Duff Building, the green chemistry labs in the Pulp and Paper Building, and the Bellini Life Sciences Building. Additionally, the Armstrong Building and the Adaptive Earth Observation Centre have received a LEED Silver certification (link). The McGill University Health Centre, a McGill-Affiliated institution, has also received a LEED Gold Certification (link).	

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: The Sustainable Commuting Program encourages sustainable, low-carbon travel among faculty, staff, and students at McGill. This program provides incentives to remove some of the barriers to sustainable commuting - such as costs, safety, distance from campus, and access to public transit networks. However, this program is not well-advertised to the student body, at least not in the Faculty of Medicine. *McGill University has also implemented several strategies to encourage environmentally-friendly transportation options for students, aiming to reduce the environmental impact of commuting. The university's Climate & Sustainability Strategy 2020-2025 includes a specific action to develop initiatives that reduce the carbon footprint of commuting activities, directly-funded air travel, and McGill's fleet of vehicles. The most recent Climate & Sustainability Strategy 2025-2030 commits to encouraging sustainable commuting practices through infrastructure projects (e.g., EV charging stations, bicycle parking, etc.) and incentives. In addition, McGill's Sustainable Growth Initiative (SGI) has hosted events such as the Sustainable Transportation Roundtable in May 2024, bringing*	

together interdisciplinary experts to discuss sustainable urban mobility and transportation solutions.

5.6. Does your <u>institution</u> 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 medical school. (0 points)	
Score Assigned:	2
Score explanation: In all buildings of the McGill University, waste collection is done in either three or fourstreams: paper/cardboard, glass/metal/plastic, organic waste, and garbage. Organic waste collection was expanded through 27 academic buildings between 2021-2023, including some buildings used by the Faculty of Medicine and Health Sciences (e.g., McIntyre, Bellini Life Sciences Building, Ludmer). Residences and dining halls also have organic waste collection; however, not every building on campus has the organic waste stream. McGill Facilities Management and Ancillary Services has put together a great page on their website answering FAQs on waste management for the public.	

5.7. Does the <u>institution</u> 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 s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3
Score explanation: McGill University has implemented comprehensive sustainability criteria in its food and beverage selections, focusing on local sourcing, reduced meat consumption, and decreased plastic packaging. The university partners with over 30 local Quebec producers and farmers within a 500 km radius, ensuring that a significant portion of campus food offerings are locally sourced. Additionally, McGill's "McGill Feeding McGill" initiative sources fresh produce	

from its own Macdonald Campus Farm, highlighting the commitment to local and sustainable sourcing.
McGill has achieved Silver status in the Fair Trade Campus designation, becoming the first campus in Quebec to receive this recognition. The university also holds the Marine Stewardship Council (MSC) Chain of Custody Certification, promoting sustainable seafood practices in its dining halls. Furthermore, McGill actively sources products certified under the Canadian Organic Standards, supporting agricultural practices that enhance biodiversity and minimize environmental impact (link).

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
Score explanation: In January 2024, McGill University received a platinum sustainability rating by STARS, a program of aashe. At McGill University, sustainability procurement is a policy ratified by the secretariat (policy found here, next review in Dec 2028). Also, procurement is consistently working on improving the institution's sustainability performance and keeping its ongoing activities available to the public. *In the McGill University's Supplier Code of Conduct, the third section pertains to Environmental Principles for Suppliers. The university expects its suppliers to abide by environmental regulations and to mitigate the negative environmental impacts of their operations. As per the McGill University Guidelines for the Purchase and Use of Printing Paper and Printing Services, the McGill University Printing Services are expected to apply the 4-Rs (rethink,reduce, reuse, and recycle). More specific guidelines include the strict use of 100% post-consumer recycled photocopy band and the provision of 100% post-consumer recycled exam booklets. No other specific sustainable guidelines for procurement were found.* *Additionally, as a result of the 2013-2018 Sustainable Procurement Strategic Plan, the university now gives a 6-hour training in Sustainable Procurement to all of its Procurement Services staff. The course "Sustainable Purchasing 101" is also available to all McGill staff members.*	

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: McGill University has established the Sustainable Events Certification program to encourage and support environmentally responsible practices in event planning. This program offers consultations, training, and resources to assist event organizers in implementing sustainable measures. While participation in the certification program is voluntary, it provides a structured framework for incorporating sustainability into events (link). *Additionally, the Sustainable Growth Initiative (SGI) at the Desautels Faculty of Management offers funding opportunities for student-led events focused on sustainability. This initiative supports students in organizing events that promote socially and environmentally sustainable business models (link).*	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation: McGill has created a Sustainable Labs Guide to reduce the negative environmental impacts of research to improve waste management practices, promote green chemistry as well as reduce energy and water use. Additionally, McGill has a Sustainable Lab Certification which is a self-reporting tool developed by the Office of Sustainability to help lab-based staff and students assess and improve lab operations. This certification guides lab users through concrete practices that reduce the environmental impacts of their work without compromising lab safety, financial efficiency, or teaching and research excellence. *The faculty and medical school are also being supported by Systemic Solutions to Lab Waste Management project, a multi-stakeholder project to reduce, reuse and recycle non-hazardous lab waste at McGill.* *In February 2020, the McGill-wide Green Labs Initiative was launched and is still ongoing. The goals of this project are to initiate a sustainability culture in McGill laboratories by implementing sustainable practices in the labs and educating personnel on those practices. So far, recycling bins with signs have been distributed across labs. This initiative includes many of the labs affiliated with the medical school, even including off-campus labs of the McGill University Health Center at the Glen Site and MGH.*	

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)
The institution is **entirely divested** from fossil fuels. (3 points)
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:	2

Score explanation: In December 2023, McGill's Board of Governors approved a second phase of socially responsible investment (SRI) commitments for the McGill Investment Pool (MIP) from all direct holdings in fossil-fuel firms listed in the Carbon Underground 200 (CU200) (link). This decision is part of Phase 2 of McGill's socially responsible investment (SRI) strategy, which builds upon the success of Phase 1, where the McGill Investment Pool (MIP) reduced its listed equity portfolio's carbon footprint by 49% between 2019 and 2022 (link). Additionally, McGill has committed to allocating 10% of the MIP to sustainable investment strategies aligned with the United Nations Sustainable Development Goals (SDGs) by 2029 (link).

On April 23, 2020, McGill's Board of Governors approved an action plan aiming to reduce the carbon footprint of its endowment investments. The approach consists of divesting from high carbon intensive companies (e.g. fossil fuel companies), and is expected to render McGill's equity portfolio at least 33% less carbon intensive than the benchmark by 2025. For the 2020 fiscal year, the McGill Investment Pool's Equity Portfolio was less carbon intensive than the benchmark by 19.4% (see Report on Endowment Performance 2019-2020).

Divest McGill, a student-led environmental justice campaign, has been mobilising for divestment at McGill since 2012. This group is advocating for complete and transparent divestment from the top 200 fossil-fuel intensive companies.

Section Total (22 out of 32)	**68.8%**

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Grading

Section Overview

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

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

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

[Please input your scores HERE]

Planetary Health Grades for the McGill University School of Medicine

The following table presents the individual section grades and overall institutional grade for the McGill University School of Medicine on this medical-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(49/72) x 100 = 68.1%	B
Interdisciplinary Research (17.5%)	(12/17) x 100 = 70.6%	B
Community Outreach and Advocacy (17.5%)	(8/14) x 100 = 57.1%	C+
Support for Student-led Planetary Health Initiatives (17.5%)	(10/15) x 100= 66.7%	B
Campus Sustainability (17.5%)	(22/32) x 100 = 68.8%	B
Institutional Grade	**(68.1x0.3 + 70.6x0.175 + 57.1x0.175 + 66.7x0.175 + 68.8x0.175) = 66.5%**	**B**

Report Card Trends

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