



---

# Planetary Health Report Card (Medicine) 2026: Dalhousie University

---



2025-2026 Contributing Team:

- Students: Syed Ahmad, Muhammad Omar Quraishi
- Faculty Mentors: Elise Sammons

\*Primary Contact: Syed Ahmad, [syed.ahmad@dal.ca](mailto:syed.ahmad@dal.ca)

Land acknowledgment: The authors of this report would like to acknowledge that Dalhousie University, and therefore where they live, work and study, is located on the traditional unceded territory of the Wolastoqiyik (Maliseet) and Mi'kmaq Peoples. This territory is covered by the "Treaties of Peace and Friendship" which Wolastoqiyik (Maliseet) and Mi'kmaq Peoples first signed with the British crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) titles and established the rules for what was to be an ongoing relationship between nations.

## Summary of Findings

<b>Overall Grade</b>	<b>B-</b>
----------------------	-----------

<b>Curriculum</b>	<b>B-</b>
-------------------	-----------

**Summary:**

- Planetary health content is present in the Dalhousie medical curriculum but is largely concentrated in first-year, primarily through a single Professional Competencies lecture and an associated small-group tutorial titled “Anat Stockhart: Planetary Health and Advocacy.” As tutorials are discussion-based, depth of learning may vary between groups.
- Dalhousie demonstrates strength in several core planetary health domains, including health effects of extreme heat and extreme weather, respiratory health impacts of air pollution, mental health consequences of climate change, food and water insecurity, health inequities and disproportionate impacts on marginalized populations, and civic engagement and physician advocacy, which are generally addressed through required lectures, tutorials, and readings.
- The curriculum has recently been strengthened by three additional tutorial questions, developed with contributions from the Dalhousie Medicine Green Team: the Med 1 Professional Competencies case “Doug Slaunwhite: Chronic Disease Prevention and Management” (social and green prescribing), the Med 2 Neuroscience case “Amanda Byrne: A Case of Anxiety in an Adolescent” (eco-anxiety), and the Med 2 Nephrology case “David Case: A Case of New Onset Fatigue” (heat-related kidney injury). These additions reinforce and expand student exposure to planetary health topics.
- Opportunities for deeper engagement exist through electives, including an interprofessional planetary health mini-course; however, access to this learning is optional, not universal, and these opportunities are not promoted sufficiently within the core medical curriculum.
- While content is now reinforced in select tutorials, planetary health topics remain largely siloed, with no institution-led initiatives currently underway to expand or coordinate longitudinal planetary health education across the curriculum.

**Recommendation:**

- Expand and integrate planetary health content across the curriculum, with particular emphasis on Med 2 and clinical application. This should include dedicated teaching on climate-related cardiovascular health risks; environmental toxins, including reproductive impacts; and regional and global health inequities. Case-based learning and clinical skills training should address environmental histories and patient communication. Planetary health concepts should be embedded within existing systems-based blocks rather than delivered as standalone lectures.
- Develop curriculum content grounded in local context and Indigenous knowledge systems by creating locally focused planetary health teaching on environmental issues specific to Nova Scotia and New Brunswick. Indigenous knowledge, value systems, and leadership should be explicitly incorporated as essential components of planetary health solutions. Content should be developed in collaboration with Indigenous communities and scholars and highlight the connections between land, culture, health, and sustainability.

<b>Interdisciplinary Research</b>	<b>A-</b>
-----------------------------------	-----------

**Summary:**

- Dalhousie has a Centre for Planetary Health and Sustainable Care that does climate related research.
- Dalhousie Medicine is a participant in national and international planetary health related initiatives.
- Dalhousie Medicine has hosted conferences and speaker series focused on planetary health.
- Students at Dalhousie Medicine must all complete one research project and receive financial support, although they are not encouraged to specifically pursue planetary health initiatives.

<p>Recommendation:</p> <ul style="list-style-type: none"> <li>- We recommend that Dalhousie University incorporate a feedback process to allow populations disproportionately impacted by climate change to inform our planetary health institutions of the impacts of Dalhousie’s work and changes that can be made to better support their communities.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>C+</b>
<p>Summary:</p> <ul style="list-style-type: none"> <li>- Dalhousie and Dalhousie’s Faculty of Medicine have hosted learning events on planetary health that are open to the public as well as students.</li> <li>- Dalhousie Medicine students have participated in advocacy groups such as the Canadian Association of Physicians for the Environment.</li> <li>- Students can opt-in to receiving communication and updates about planetary health events and research at the school.</li> </ul> <p>Recommendation:</p> <ul style="list-style-type: none"> <li>- There is currently no educational material available for patients at any of the teaching hospitals associated with Dalhousie. Given the impact wildfires, changing temperatures, and extreme storms have had on the Canadian maritimes, educational material available at hospitals or on their websites has the potential to be beneficial to those facing difficult decisions on how to best manage their health while living through climate collapse. We recommend Dalhousie University Faculty of Medicine take an initiative in furnishing these materials.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<p>Summary:</p> <ul style="list-style-type: none"> <li>- There are several student groups at Dalhousie Medicine such as the Green Team and the Global Health Initiative that advocate for planetary health. The faculty also invites Green Team representatives to attend meetings to facilitate curriculum revisions. Additional support is provided by the Office of Community Engagement and the Centre for Planetary Health and Sustainable Care.</li> </ul> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>- Opportunities to become involved in planetary health initiatives are not readily advertised by the university, and are not actively supported through financial incentives. Since Dalhousie has already established the Centre for Planetary Health and Sustainable Care, the medical school should actively advertise this institution to learners and make specific grant funding available for planetary health research to incentivize students to collaborate with this institution.</li> </ul>	
<b>Campus Sustainability</b>	<b>C</b>
<p>Summary:</p> <ul style="list-style-type: none"> <li>- Dalhousie has a target of carbon neutrality by 2050 and publishes yearly updates on its progress towards this goal. As of 2025, the university has achieved a total reduction in emissions of 44% as compared to its 2009 baseline. Efforts exist on campus buildings to navigate energy usage and waste management in ways that are more sustainable.</li> </ul> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>- The faculty of medicine should make a stronger commitment to following the sustainable events guidelines, such as making these a requirement for faculty events.</li> <li>- Further opportunities should be created for labs within the faculty to connect with the Office of Sustainability Green Labs Program.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

### Scoring Matrix

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

### Other considerations:

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

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

# Planetary Health Curriculum

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

## ***Curriculum: General***

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Dalhousie Medical School offers two ESH/planetary health elective courses for all students studying in healthcare-related fields. It is an interprofessional education (IPE) mini-course that is organized by the Office of Community Engagement and faculty members from the Faculties of Health and Medicine, and is equivalent to 6 hours of instruction. This course titled “Planetary Health and Interprofessional Innovation for Sustainable Health Systems” introduces planetary health, the impacts of climate change on human health and healthcare systems, and the role of interprofessional collaboration in advancing sustainable health systems. Dalhousie medical students are required to complete IPE mini-courses, of which the ESH/planetary health mini-course is an option.</i></p>	

## ***Curriculum: Health Effects of Climate Change***

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	

This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: At Dalhousie Medical School, the first year Professional Competencies course includes a lecture titled “Planetary Health: The Impact of Healthcare Systems on Climate,” which discusses extreme heat as one of several metrics affecting health outcomes as our climate changes. The accompanying tutorial case, “Anat Stockhart: Planetary Health and Advocacy,” mentions the impact of climate change on the incidence of wildfires, flooding, and severe storms. The case also prompts students to explore available resources on these topics. There are learning objectives outlined in the medical school curriculum such as “Describe the effect that climate change has on the health of populations in Canada and globally”. Many of the questions in the tutorial also prompt in-depth discussions regarding the impact of climate change, extreme heat, environmental toxins, and other aspects of planetary health on patients. This content is further reinforced through a revised Med 2 Nephrology tutorial, “David Case: A Case of New Onset Fatigue,” which includes a new question examining how exercise in extreme heat can worsen dehydration, rhabdomyolysis, and acute kidney injury, explicitly linking rising temperatures due to climate change with heat-related health risks.</i></p>	

<b>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: At Dalhousie Medical School, the first year Professional Competencies course includes a lecture titled “Planetary Health: The Impact of Healthcare Systems on Climate,” which went into great detail regarding the growing frequency of extreme weather events domestically and internationally. The reciprocal financial impact of our carbon footprint on the healthcare system was also discussed as a strong incentive to enact change. There was also an accompanying tutorial case titled “Anat Stockhart: Planetary Health and Advocacy” in which students learned about the effects of wildfires and air pollution. Specifically, the case-study described a child with mild persistent asthma presenting with exacerbated symptoms due to the smoke from a wildfire affecting the air quality in her community. Students also discussed various questions about the impacts of changing climate events on the healthcare system in which they are training. This may have included discussions about wildfires, flooding, and other extreme weather-related events.</i></p>	

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

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The impact of climate change on infectious and vector borne diseases are two learning objectives at Dalhousie Medical School. This topic was briefly covered throughout the “Host Defence Unit” and, specifically, during a lecture titled “Introduction to Parasites,” but it is not the main focus of any lectures in the curriculum. However, there were several mandatory readings for the tutorial “Anat Stockhart: Planetary Health and Advocacy” which provided in-depth discussion about the growing incidence of Lyme disease, Vibrio cholera blooms, among other infectious diseases.</i></p>	

<b>1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Dalhousie Medical School has two learning objectives that emphasize understanding the impact of poor air quality, environmental, and occupational exposures on respiratory health, specifically in marginalized communities. These topics are covered in a second year lecture on diffuse lung disease. There is also a first year Professional Competencies tutorial titled “Anat Stockhart: Planetary Health and Advocacy” which describes a case study of a child with mild persistent asthma. Optional readings addressed the effect of climate change on respiratory allergies and many of the questions prompt students to discuss the importance of an environmental history, environmental toxins, and climate change to patient health. Respiratory conditions exacerbated by mold and low air quality were the focus of the case, which served to facilitate greater discussion surrounding this topic.</i></p>	

<b>1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Dalhousie Medical School does not specifically cover the cardiovascular health effects of climate change, including heat-related impacts, in the core or elective curriculum. While planetary health topics are discussed generally, there is no dedicated instruction or case-based learning on this issue.</i>	

<b>1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<i>Score explanation: At Dalhousie Medical School, as part of the mandatory readings for the tutorial titled “Anat Stockhart: Planetary Health and Advocacy,” the mental health impact of climate change on Indigenous peoples, agricultural workers, and others who depend more heavily on their natural environment is discussed in-depth in the mandatory readings. The readings also introduce broader concepts such as solastalgia and how climate change affects patient’s holistic health. Further, some questions in the tutorial addressed populations that are disproportionately impacted by climate change, which prompted discussions surrounding the mental health and neuropsychological impacts of these phenomena. Content on the mental health and neuropsychological impacts of climate change was strengthened through a revised Med 2 Neuroscience tutorial, “Amanda Byrne: A Case of Anxiety in an Adolescent,” which includes a new question on eco-anxiety and guides students on discussing climate-related distress with adolescents while addressing anxiety disorders and appropriate supports.</i>	

<b>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?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<i>Score explanation: At Dalhousie Medical School, as part of the mandatory readings for the tutorial titled “Anat Stockhart: Planetary Health and Advocacy,” food shortages and water insecurity related to Vibrio cholera blooms, increasingly dry summer weather, and various other factors were</i>	

*discussed. These topics, in conjunction with the subsequent deleterious health impacts, were recurrent themes during tutorial discussion. While they were not outlined in the objectives or specifically mentioned in tutorial questions, they were mentioned in the accompanying lecture*

**1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?**

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

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

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

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

Score Assigned:

3

*Score explanation: Dalhousie Medical School included a learning objective related to discussing the inequity in the populations most affected by the impacts of climate change. This topic was addressed in-depth during a Professional Competency course tutorial titled “Anat Stockhart: Planetary Health and Advocacy” and lecture, in which the disproportionate impact of climate change on equity-seeking populations was an integral theme. Tutors would have facilitated discussions related to the social determinants of health, newcomers, children, the homeless population, and possibly other marginalised populations.*

**1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?**

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

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

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

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

Score Assigned:

1

*Score explanation: Dalhousie Medical School offers an IPE mini-course titled “Planetary Health and Interprofessional Innovation for Sustainable Health Systems.” Topics related to planetary health inequities are addressed, including differences in countries’ contributions to climate change and healthcare system footprints, as well as differences in the impacts of climate change. The unequal impacts between different regions and countries, and unequal impacts within countries, are discussed in this elective course.*

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

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

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

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

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

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

Score Assigned:

0

*Score explanation: At Dalhousie Medical School, the tutorial titled “Anat Stockhart: Planetary Health and Advocacy” encourages students to consider broad environmental and health impacts, but it does not specifically address the reproductive health effects of industry-related environmental toxins such as air pollution, pesticides, or microplastics. While related themes may be raised in discussion, there is no dedicated instruction or case content on this topic in the core or elective curriculum.*

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

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

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

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

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

Score Assigned:

0

*Score explanation: At Dalhousie Medical School, the Professional Competencies lecture titled “The Impact of Health Care Systems on Climate” briefly touches on environmental threats relevant to the local community, such as air pollution and healthcare-related emissions. However, there is no dedicated instruction or in-depth discussion on human-caused environmental hazards in the university’s surrounding area, and the topic is not formally addressed in the core or elective curriculum.*

**1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?**

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

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

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

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

Score Assigned:	0
<p><i>Score explanation: Dalhousie Medical School does not specifically emphasize Indigenous knowledge or value systems as essential components of planetary health solutions in the core or elective curriculum. While broader planetary health topics are addressed, there is no dedicated instruction, case study, or discussion on the contributions of Indigenous communities to sustainable health or environmental stewardship.</i></p>	

<p><b>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?</b></p>	
<p>This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)</p>	
<p>This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)</p>	
<p>This topic was covered in <b>elective</b> coursework. (1 point)</p>	
<p>This topic was <b>not</b> covered. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: Dalhousie Medical School briefly addresses the outsized impact of anthropogenic environmental toxins on marginalized populations. In the Professional Competency tutorial titled “Anat Stockhart: Planetary Health and Advocacy,” optional readings discuss environmental racism, particularly affecting Indigenous and racialized communities in Canada, and highlight how industries and other environmentally hazardous activities contribute to these inequities. Tutorial questions prompt discussion of broader health disparities, including impacts on populations with low socioeconomic status, women, children, the homeless, and older adults. While these themes are raised and explored, they are not comprehensively integrated into the core curriculum.</i></p>	

**Curriculum: Sustainability**

<p><b>1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?</b></p>	
<p>This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)</p>	
<p>This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)</p>	
<p>This topic was covered in <b>elective</b> coursework. (1 point)</p>	
<p>This topic was <b>not</b> covered. (0 point)</p>	
Score Assigned:	0
<p><i>Score explanation: At Dalhousie Medical School, the “Metabolism I Unit” lectures on nutrition discuss the health implications of a plant-based diet, but the curriculum does not address the environmental co-benefits or broader planetary health implications. No dedicated instruction,</i></p>	

case-based learning, or elective coursework covers the environmental or sustainability aspects of plant-based nutrition.

**1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?**

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

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

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

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

Score Assigned:

3

*Score explanation: Dalhousie Medical School offers an IPE mini-course titled “Planetary Health and Interprofessional Innovation for Sustainable Health Systems.” Topics including the contribution of greenhouse gas emissions by the healthcare system, anesthetic gases, and fossil fuel-powered boilers were addressed among other related points. Additionally, the first year professional competencies course includes a lecture titled “The Impact of Health Care Systems on Climate,” which discusses the carbon footprint of the Canadian healthcare system. Specifically, statistics related to the contribution of greenhouse gas emissions by the Canadian healthcare system are quoted, major causes like anesthetic gases and certain medications are stated, and potential solutions are explored.*

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

**Waste production** within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)

1

*Score explanation:*

1. *At Dalhousie Medical School, the tutorial titled “Anat Stockhart: Planetary Health and Advocacy” briefly touches on over-medicalisation and over-investigation as contributors to healthcare’s environmental impact. A required reading for this tutorial speaks on a framework for sustainable healthcare that highlights how unnecessary tests and treatments increase healthcare’s carbon footprint and waste. This concept was further highlighted in the associated lecture.*
2. *At Dalhousie Medical School, the lecture titled “The Impact of Health Care Systems on the Climate” briefly discussed lean care, reducing inappropriate care, and abiding by Choosing Wisely principles as part of the “Clinical Principles of an Environmentally Sustainable Healthcare System.” The lecture highlighted that over-prescribing contributes substantially to greenhouse gas emissions and environmental harm, and emphasized deprescribing when clinically appropriate to reduce both environmental and health burdens.*
3. *At Dalhousie Medical School, the lecture titled “The Impact of Health Care Systems on the Climate” briefly discussed prevention as part of the “Clinical Principles of an Environmentally Sustainable Healthcare System.” The lecture emphasized the importance of social prescribing, such as promoting physical activity, community engagement, and green spaces, as strategies that can improve patient health while reducing reliance on resource-intensive medical treatments. Concepts related to prevention, social and green prescribing, and non-pharmacological management were further integrated into the curriculum through a revised first-year tutorial, “Doug Slaunwhite: Chronic Disease Prevention and Management,” which includes a new question on the PaRx program and explores the health and environmental co-benefits of time in nature, and structural barriers to accessing green spaces for patients with chronic disease.*
4. *At Dalhousie Medical School, the lecture titled “The Impact of Health Care Systems on the Climate” briefly discussed low carbon alternatives as part of the “Clinical Principles of an Environmentally Sustainable Healthcare System.” The lecture highlighted that operating rooms are a major source of healthcare waste because of the extensive use of single-use instruments, gowns, drapes, and packaging, and high energy and water consumption. Strategies to mitigate this impact were briefly addressed, including reducing unnecessary surgical interventions, improving operating room efficiency, and increasing the use of reusable equipment where clinically appropriate.*
5. *At Dalhousie Medical School, the lecture titled “The Impact of Health Care Systems on the Climate” mentioned the environmental burden of desflurane and other fluorane gases, and the need to switch to more sustainable anesthetic gases.*
6. *At Dalhousie Medical School, the tutorial titled “Anat Stockhart: Planetary Health and Advocacy” includes a mandatory reading that discusses the negative impact of MDIs on the environment as compared to DPIs. For example, one of the readings mentions that an MDI containing 100 doses has a carbon footprint equivalent to a 280 km car journey.*
7. *At Dalhousie Medical School, the lecture titled “The Impact of Health Care Systems on the Climate” discusses the extensive use of disposable gowns, gloves, and other equipment in hospitals. Solutions were proposed such as investing in reusable equipment and limiting interventions to those that are medically-necessary.*

### **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 <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 point)	
No, there are <b>not</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: Dalhousie Medical School does not currently introduce specific strategies for discussing the health effects of climate change with patients in either the core curriculum or elective coursework.</i>	

<b>1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?</b>	
Yes, the <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation: Dalhousie Medical School trains students beginning in their first year to take a full social history, which includes asking about environmental and occupational exposure. These skills are continually expanded upon over the years through the Skilled Clinician course, as well as mandatory and elective clerkship rotations.</i>	

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

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation: According to the Manager for Global and Planetary Health, there are currently no formal or institution-led initiatives underway to implement or improve ESH or planetary health education within the core curriculum, such as a structured curriculum review or coordinated curricular refresh. However, student-led initiatives to integrate planetary health content have been met with a positive response and have successfully resulted in revisions to several case-based</i>	

*learning sessions. In addition, several faculty members have been actively working to integrate additional planetary health content into their teaching. Despite these positive developments, these efforts remain independent and are not part of a formal, school-wide process to improve or expand planetary health education.*

**1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?**

Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)

**Some** planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s)**. (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

4

*Score explanation: At Dalhousie Medical School, the majority of content related to ESH/planetary health is covered in one first year Professional Competency lecture titled “Impact of Health Care Systems on the Climate” with a corresponding self-directed study tutorial titled “Anat Stockhart: Planetary Health and Advocacy.” This content is subsequently reinforced through three required tutorial questions later in the curriculum, including the Med 1 ProComp case titled “Doug Slaunwhite: Chronic Disease Prevention and Management,” the Med 2 Neuroscience case titled “Amanda Byrne: A Case of Anxiety in an Adolescent,” and the Med 2 Nephrology case titled “David Case: A Case of New Onset Fatigue.” Some information is covered in lectures including “Introduction to Parasites” and “Diffuse Interstitial Lung Disease”, and certain components of the Skilled Clinician course such as the respiratory history and exam. While some core topics are addressed across the curriculum, not all aspects of planetary health and education for sustainable healthcare are comprehensively or consistently integrated, precluding a higher score.*

**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: Dalhousie Medical School does not currently have a faculty member whose sole responsibility is to oversee the integration of planetary health and sustainable healthcare throughout the curriculum. Elise Sammons (elise.sammons@dal.ca) contributes to curriculum updates in these areas, but this is not the primary focus of her role, and there is no dedicated faculty position for planetary health education.*

<b>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: At Dalhousie Medical School, the Professional Competencies lecture and the tutorial titled “Anat Stockhart: Planetary Health and Advocacy” include specific learning objectives and questions focused on civic engagement and advocacy. Students are prompted to consider how physicians can address environmental issues in clinical practice and through advocacy, balance patient needs with environmental impacts, and recognize the unique health challenges faced by populations disproportionately affected by environmental determinants.</i></p>	
<b>Section Total (46 out of 75)</b>	<b>61%</b>

Back to Summary Page [here](#)

# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<i>Score explanation: There are several faculty members at Dalhousie University which have made Planetary Health their primary research focus. The Sustainable Health Systems research and knowledge translation project is a multi-faculty research institute aiming to promote the health of Atlantic Canadians. Individual physicians and researchers associated with Dalhousie medical students' Research in Medicine (RIM) projects may also contribute to research happening on planetary health at the university.</i>	

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

There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<i>Score explanation: <a href="https://sustainablecare.ca/">https://sustainablecare.ca/</a>. The Centre for Planetary Health and Sustainable Care is a multi-faculty research institute at Dalhousie University that aims to address critical local, national, and global planetary health challenges. This includes working with government and community organizations to ensure that their work has meaningful, sustainable outcomes. Details of their projects can be found on their website.</i>	

<b>2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	0
<i>Score explanation: Dalhousie university does not currently have a formal process as described above. There has been no recent communication to suggest that Dalhousie has initiated efforts to integrate this process into their research agenda.</i>	

<b>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	
Score Assigned:	3

*Score explanation: The Dalhousie Centre for Planetary Health and Sustainable Care includes a information on publications, projects, and media related to planetary health from Dalhousie, the faculty members involved in their work, and opportunities to connect with their team for collaboration.*

<https://sustainablecare.ca/about#team?smooth>

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

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

4

*Score explanation: Dalhousie’s Office of Community Engagement hosts a Summer Institute on Sustainable Health Systems conference, which runs annually until June 2025. In 2025 the school held the Crossroads Conference which had the theme: Improving Access and Inclusion Through Collaborative Health Solutions. It was held March 7 & 8, 2025. Dalhousie was also a co-host of the Canadian Conference on Global Health which was held in Halifax this year and included numerous talks on planetary health. One of the conference themes was “Global Health Security: Threats, Climate, Outbreaks and Preparedness”. Dalhousie’s Department of Emergency Medicine hosted the AERO Planetary Health Conference in November 2025.*

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

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

1

*Score explanation: Dalhousie Medical School is a member of the Global Consortium on Climate and Health Education and Planetary Health Alliance, as well as Creating a Sustainable Canadian*

*Health System in a Climate Crisis (CASCADES) – a national group on planetary health and sustainable health systems. The medical school, through the Dalhousie Medicine Green Team, also has strong ties to the Canadian Federation of Medical Students Health and Environment Adaptive Task Force (CFMS HEART) and the Canadian Association of Physicians for the Environment.*

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

**82%**

Back to Summary Page [here](#)

## Community Outreach and Advocacy

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

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	0
<p><i>Score explanation: The Office of Community Engagement for Dalhousie Medicine has numerous partnerships that conduct community outreach and advocacy at local and global scales. Because many communities experience disproportionate impacts related to climate change, waste, and environmental health, the Office of Community Engagement provides learners with opportunities in Global Health that inherently incorporate Planetary Health learning and advocacy experience with EDIA (Equity, Diversity, Inclusion, Accessibility) principles. The Office also has a membership in the Planetary Health Alliance.</i></p> <p><i>The Office of Community Engagement has partnered with community organizations in the Community Engaged Service Learning Program (Ecology Action Centre, The Halifax Cycling Coalition) to give students opportunities to work with community organizations in areas related to planetary health.</i></p> <p><i>Several medical school faculty members are actively involved in regional chapters of the Canadian Association of Physicians for the Environment (Nova Scotia and New Brunswick).</i></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	

The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The Dalhousie College of Sustainability Environment, Sustainability and Society hosts weekly lectures open to the public on a variety of topics related to sustainability. They have included topics on planetary health; for example, a collaborative talk between Chief Tamara Young, Dr. Nancy Covington, and Dr. Laurette Geldenhuys was held on the “Environmental/Health Effects of Uranium Mining”.</i></p> <p><i>Dalhousie Continuing Professional Development and Medical Education has hosted events on planetary health that are open to faculty and members of the public. In October, there was a webinar on “Connecting Climate Change and Medicine”.</i></p> <p><i>In April 2025, the Office of Community Engagement hosted the Dr. Tarunendu Ghose Visiting Scholar on Global Health with a speaker who discussed ““Planetary Health Education, from Burden to Privilege: Addressing the Greatest Health Threat of our Time”.</i></p>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	0
<p><i>Score explanation: Students in Dalhousie Medical School do not typically receive communications related to planetary health or sustainable healthcare. Students are able to register for these communications through external organizations such as the Canadian Association of Physicians for the Environment, but this has not been integrated into any courses being offered to medical students.</i></p>	

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

Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Planetary Health is identified as a priority in the Dalhousie Continuing Professional Development and Medical Education. CASCADES Canada, a pan-Canadian partnership which Dalhousie belongs to, also runs free CPD courses for Canadian healthcare professionals on planetary health and sustainable healthcare.</i></p> <p><i>The university hosts visiting speakers through the Office of Community Engagement who discuss planetary health at events open to learners of all levels. Medical students must also complete and interprofessional education course in each year of their schooling, with one of the courses offered being on planetary health.</i></p>	

<b>3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation: Easily acceptable patient resources on environmental health exposure could not be found on the websites for the IWK, the QEII, the Saint John Regional Hospital, and Saint Joseph's Hospital, the four hospitals affiliated with Dalhousie Medical School teaching.</i></p>	

<b>3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0

*Score explanation: Easily acceptable patient resources on environmental health exposure could not be found on the websites for the IWK, the QEII, the Saint John Regional Hospital, and Saint Joseph's Hospital, the four hospitals affiliated with Dalhousie Medical School teaching.*

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

**57%**

Back to Summary Page [here](#)

# Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <b>institution</b> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	0
<i>Score explanation: Although Dalhousie Medical School offers general funding to students conducting research, they do not specifically encourage sustainability QI projects.</i>	

4.2. Does your <b>institution</b> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these <b>require student initiative</b> to seek them out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<i>Score explanation: The Research in Medicine (RIM) component of the Medical curriculum at Dalhousie Medical School is a 4-year longitudinal program, beginning in the first year with completion in the fourth year. Dalhousie medical students must undertake a RIM project as part of their schooling. This program is self-directed and requires students to choose a field of interest, which may include Planetary Health and sustainable healthcare.</i>	

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

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

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

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

Score Assigned:

2

*Score explanation: The Dalhousie Centre for Planetary Health and Sustainable Care has a website which includes information on publications and media involvement of the institution. Additionally, they list the research team members on their webpage which can be contacted for potential mentorship.*

**4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?**

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:

2

*Score explanation: The [Dalhousie Medicine Green Team](#) is a student interest group at Dalhousie University which aims to advance eco-friendly healthcare initiatives within the Faculty of Medicine and in work environments throughout the Maritime provinces. The organization receives support from the faculty of medicine in terms of both funding and organization of events.*

**4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?**

Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<i>Score explanation: Each year, at least one member of the Dalhousie Medicine Green Team sits in the faculty of medicine's Case Diversification Committee meetings to facilitate integration of planetary health into the medical school curriculum.</i>	

<b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	<b>Score</b>
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	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
<p><i>Score explanation: The Dalhousie agricultural campus (in Truro, Nova Scotia) <a href="#">community garden</a> brings together students, staff, and community members with a range of experience growing food. Across campus and throughout the greater Truro area, the community garden brings people together.</i></p> <p><i>Students at Dalhousie University's Studley Campus run and fund the Dalhousie Urban Garden on the campus of Dalhousie University in Halifax. The Dalhousie Urban Garden Society (DUGS) values skill sharing and collaborative learning, by offering a wide range of workshops on diverse subjects, including food preservation, container gardening, and herbal medicine. The partnerships with organizations such as Loaded Ladle and the Dalhousie Food Bank enable us to give back to the community. They strive to make the most of the land and prevent food waste.</i></p> <p><i>Both the Global Health Office and a few departments' individual Grand Rounds presentations have held presentations and speaker series at Dalhousie Medical School that focused on teaching students about planetary health. The student Global Health and Green Team groups hold a yearly Green Week in conjunction with Earth Day that often involves an outdoors activity (ex: scavenger hunt for native species) and presentations from advocacy groups such as <a href="#">CAPE</a>, and individual</i></p>	

*physicians working for change. Through the Green Team or the Global Health Initiative, students have the chance to participate in volunteer opportunities in the community, such as the Planetary Health Day of Action – an annual event where students lobby local MLAs for provincial-level change of sustainability policy.*

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

**67%**

Back to Summary Page [here](#)

# Campus Sustainability

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

<b>5.1. Does your <u>institution</u> have an Office of Sustainability?</b>	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The Office of Sustainability at Dalhousie University (<a href="https://www.dal.ca/dept/sustainability.html">https://www.dal.ca/dept/sustainability.html</a>) works to improve the sustainability of campus activities and infrastructure as a whole. The IWK Health Centre now has an Executive Lead for Health System Sustainability and a Manager for Planetary Health. The Nova Scotia Health Authority now has staff specifically focused on sustainability as well.</i></p>	

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

Score explanation: Dalhousie has a [University Operations Climate Change Plan](#) with a goal for carbon neutrality by 2050, and incremental targets in 2025, 2030, and 2040.

**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: Dalhousie acquires 20% of its energy needs from both on and off campus renewable energy (<https://www.dal.ca/content/dam/www/about/mission-vision-and-values/sustainability/sustainability-productivity-report-2024-2025.pdf>).

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

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

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

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

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

Score Assigned:

3

Score explanation: Dalhousie has passed an [energy and green buildings](#) plan that recommends all new buildings should be built to LEED® Gold Certified standards or higher and existing building upgrades follow a green building standard. Dalhousie is a member of the [Canada Green Building Council](#). The Tupper building, which is the main building used for medical education in Halifax, underwent sustainable upgrades leading to a significant reduction in energy and water usage.

As stated on Dalhousie's website for existing building upgrades related to sustainability, existing buildings have been upgraded/retrofitted with technologies such as solar installations and high-efficiency pumping:  
<http://dal.ca/about/mission-vision-values/sustainability/campus-initiatives/operational-sustainability-plans-and-initiatives/energy-water-green-buildings/existing-building-upgrades.html>

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

*Score explanation: Dalhousie University offers a subsidized bus pass to students and employees, included in the fees, providing access to public transportation. Additionally, there is a good bike infrastructure on campus. The campus offers car sharing services with discounts for ride sharing. Other [active transportation and commuter education and supportive programs](#) are provided.*

**5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?**

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

*Score explanation: Dalhousie's medical school has implemented a thoughtful [waste management system](#) with 3-in-1 waste bins for trash, recycling, and composting. This promotes a cleaner and more sustainable environment. Waste standards, posters and guides, including information for lab-specific recycling, composting and solid waste management are also available.*

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

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

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

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

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

2

*Score explanation: Dalhousie has a [Sustainable and Healthy Food Plan](#) that was developed in 2016. The framework sets the policy direction for sustainable food sourcing such as ethical considerations and reports to [STARS](#). Regarding supplies, Dalhousie has sustainability embedded in the purchasing policy including criteria such as ethical considerations.*

*Dalhousie is part of the Food Impact Network (FIN), a two-year research project funded by the Social Sciences and Humanities Research Council (SSHRC). Dalhousie University is a participating study site, where Food Services is contributing data.*

*Food Services at Dalhousie incorporates local produce in their menus by sourcing from local farmers and distributors. They change their list of suppliers throughout the year to accommodate seasonality and availability. The Chef's Garden on Dalhousie's Agricultural Campus provides organic produce to the Agricultural Campus dining services and a portion of the produce used in Food Services on the Halifax Campus. They produced 11,000 lbs of food in 2019 with 20% going to campus food service, 60% in direct sales to staff/students, and 5% to Halifax campus food service. The remaining 15% was donated to food banks, Maggie's Place, and other local charities.*

**5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?**

Yes, the institution has **adequate** sustainability requirements for supply procurement **and is engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:	2
<p><i>Score explanation: Dalhousie purchases items via the InterUniversity Services Inc (ISI) (ISI), a purchasing cooperative that several universities and colleges participate in. ISI adheres to sustainability standards when purchasing, as outlined in its Sustainability Policy. Dalhousie and other academic institutions in Atlantic Canada actively engage in the ISI sustainability committee, exchanging ideas and knowledge on sustainable procurement practices.</i></p> <p><i>The University can purchase through Nova Scotia government tenders as part of the municipalities, academia, schools, and hospital sector (MASH). The Nova Scotia government has passed a <a href="#">Sustainability Policy</a> and criteria in purchasing regulations.</i></p> <p><i>Dalhousie University has included sustainability criteria in its Purchasing Policy to guide university purchasers. The university evaluates and adds sustainability criteria in individual Request for Proposals and Tender documents. A <a href="#">Sustainability Purchasing Checklist</a> can be used by individual purchasers using purchasing cards to guide purchasing decisions. Educational programming efforts include lunch and learn workshops, lectures, and other events focused on sustainable purchasing practices. These initiatives aim to promote awareness and understanding of sustainable purchasing among participants.</i></p>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Dalhousie has a <a href="#">sustainable event certification and a sustainable events checklist</a> available to students and staff through the school's sharepoint, and events planned at Dalhousie are encouraged to follow these. However, this is not mandatory and not very well promoted, so many events held at Dalhousie still do not follow these guidelines.</i></p>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	1

*Score explanation: To further promote sustainability, the Office of Sustainability has implemented a [Sustainable Labs program](#). Currently, the pathology lab in the affiliated academic hospital is enrolled in the program. There have been indications of interest from the microbiology lab in another hospital. The microbiology lab at the SJRH has implemented dried blood spot testing to reduce waste.*

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

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:

0

*Score explanation: Dalhousie University was one of 15 Universities to sign the [Climate Change Charter](#).*

*This charter is a pledge to: "Adopt a responsible investing framework to guide investment decision-making, in line with recognized standards such as the UN-supported Principles of Responsible Investment (UN-PRI)." However, there has been no further action from Dalhousie, its faculty, or the student body to lobby for divestment from fossil-fuel companies.*

**Section Total (17 out of 32)**

**53%**

Back to Summary Page [here](#)

# Grading

## Section Overview

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

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

*\*Within each grade bracket, a score in the top 5% (\_5 to \_9%), receives a “+”, and a score in the bottom 5% (\_0- \_4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

## Planetary Health Grades for the Dalhousie School of Medicine.

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(46/75) \times 100 = 61\%$	B-
<b>Interdisciplinary Research (17.5%)</b>	$(14/17) \times 100 = 82\%$	A-
<b>Community Outreach and Advocacy (17.5%)</b>	$(8/14) \times 100 = 57\%$	C+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(10/15) \times 100 = 67\%$	B
<b>Campus Sustainability (17.5%)</b>	$(17/32) \times 100 = 53\%$	C
<b>Institutional Grade</b>	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 64\%$	<b>B-</b>

# Report Card Trends

## Section Overview

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

## Planetary Health Report Card Trends for Dalhousie University Faculty of Medicine

