Planetary Health Report Card (Medicine) 2026:

Northern Ontario School of Medicine University

2025-2026 Contributing Team:

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Land Acknowledgement:

We acknowledge that we are gathered on the traditional and ancestral territory of the Anishinabek Nation. Our university campuses are located in Greater Sudbury on the lands of Atikameksheng Anishnawbek and Wahnapitae First Nation, and in Thunder Bay on the lands of Fort William First Nation. More broadly, our learning sites across Northern Ontario span many Indigenous territories and we recognize the communities who have lived in deep relationship with these lands since time immemorial.

We offer our gratitude to the Indigenous Peoples who have been—and continue to be—stewards of this land, its waters, and ecosystems. Their teachings and leadership are vital to understanding planetary health, environmental responsibility, and sustainable ways of living. We recognize the inseparable connections between the health of the land and the health of people.

We come with humility and respect for the land we inhabit and learn from. We acknowledge the enduring impacts of colonization and systemic inequities, and we commit ourselves—as current and future physicians—to walking the path of reconciliation, decolonization, and environmental justice in partnership with Indigenous communities.

Summary of Findings

Overall Grade	C-

Curriculum	B

- **Summary:** Overall, NOSM University's undergraduate medical curriculum covers a wide variety of topics related to environmental issues and related health consequences. There are testable objectives, case-based learning, assignments, and self-study modules related to environmental health.
- **Recommendations:** In the future, we hope more information about planetary health issues can be integrated into MS3 and MS4 curriculum to continue to study these issues in the more clinical context of clerkship years. As well, we believe it would be beneficial to students to have the opportunity to practice taking environmental histories, and to practice discussing climate change and associated health concerns with patients.

Interdisciplinary Research	D+

- **Summary:** There are a significant proportion of researchers associated with NOSM University that include environmental sustainability in their research, although no faculty members have this as their primary research focus. Research at NOSM University is currently small-scale compared to other medical schools and there is no dedicated department or conference for planetary health.
- **Recommendations**: NOSM University could expand its planetary health research and develop a method of acquiring community-input into future research goals. In the NOSM University context this would include rural, remote, and indigenous communities across Northern Ontario.

Community Outreach and Advocacy	D-

- **Summary:** NOSM University demonstrates minimal engagement in community outreach and advocacy related to planetary health. While some students may incidentally engage in environmental activities through host communities for various clinical and cultural placements, these opportunities are not structured or promoted by the university itself. The only consistent public-facing initiative is an annual Earth Day event, which is accessible to the community but, we would argue, not specifically designed for community engagement. There are no continuing education offerings for healthcare professionals, no institutional communication around planetary health topics, and no publicly available patient education materials on environmental exposures or climate-related health impacts. Overall, NOSM's engagement remains limited, ad hoc, and lacks institutional direction or depth.
- **Recommendations**: Build structured, ongoing collaborations with local and Indigenous communities to co-develop sustainability and planetary health initiatives that benefit both learners and communities. Workshops, speaker series, health fairs, or other events can be designed for and co-hosted with community partners for both the medical community and the general population. Collaborate with affiliated hospitals to develop and distribute accessible and culturally relevant materials that are patient-facing on environmental exposures and the health impacts of climate change. More clear and consistent communication on planetary health can be integrated into existing channels–newsletters, student updates, social media–to raise awareness and foster advocacy.

Support for Student-Led Initiatives	D

- **Summary**: There is a significant lack of institutional support for student-led planetary health initiatives at NOSM University. For students with interest in taking initiative, the university does not offer dedicated funding, research opportunities, or structural support for sustainability-related student efforts. There are no

formal student groups, faculty-supported initiatives, or decision-making roles for students advocating planetary health. Students have taken action themselves with informal groups and grassroots projects. There is no comprehensive information available to effectively connect students with mentors or projects. The only co-curricular activity we identified was a single Earth Day webinar, indicating minimal engagement on this front.

- **Recommendations**: Provide access to specific research, funding, or other opportunities for students related to planetary health and sustainable healthcare, and ensure faculty mentors are available. This may include providing a directory of faculty mentors, ongoing projects, and opportunities for student involvement. Assign a formal student liaison to serve on institutional sustainability committees, ideally with a decision-making role. Introduce diverse co-curricular opportunities such as community-engaged learning, environmental justice events, and outdoor or sustainability-oriented student activities.

Campus Sustainability | D

- **Summary:** NOSM University has a significant lack of policies for sustainable campus practices. While the university currently focuses on more locally-sourced and low-packaging catering options, campus buildings do not specifically use sustainable supplies or renewable energy. NOSM University is somewhat limited in its ability to make these changes as currently its education buildings are rented from two separate larger institutions.
- **Recommendations**: NOSM University would benefit from clear sustainability criteria for all or most campus gatherings. Another area where significant change could be made is in the laboratory and clinical skills teaching spaces. Encouraging routine re-use of lab supplies whenever possible would lower the medical waste of NOSM University campuses. The university's buildings could also implement a school-run composting program, which is currently only available on one of the two campuses and is dependent on student oversight.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

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

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

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

specifically targeted for medical students, can meet this metric.

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Anthropogenic:** Created through human activity

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
The curriculum at the medical school does not offer lecture-based electives, and as such no electives on planetary health or ESH topics are available. There are no electives available through other parts of the institution as the medical school is its own separate institution.	

Curriculum: Health Effects of Climate Change

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

As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." The impacts of extreme heat were discussed mostly in the lecture, with the CBL session more devoted to other topics (see below). However, even the coverage in the lecture was detailed and extensive. There were testable learning objectives related to health effects of climate change, including extreme heat. Resources provided for the CBL session, discussed by the group, also discussed these issues in detail.

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health in the North." The impacts of extreme weather events on individual health and healthcare systems is explored in depth in these sessions, globally and with particular focus on issues in Northern Ontario such as wildfires, extreme heat waves, and extreme cold. The required resources provided for the CBL session, discussed by the group, were very detailed and thorough. Testable learning objectives included these topics. MS2 curriculum also covers this topic through two self-study modules on Social and Population Health, one titled "Climate Change and Health" and another titled "Health and the Climate Crisis at the Population Level". Testable learning objectives included these topics.	

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the	

year a case-based learning (CBL) group discussion session entitled "Environment and Health in the North." Changes in infectious diseases resulting from climate change are explored in these sessions, with a particular focus on ticks and Lyme disease as this is becoming endemic in certain areas of Northern Ontario. The required resources provided for the CBL session, discussed by the group, were very detailed and thorough. Testable learning objectives included these topics. MS2 curriculum also covers this topic through self-study modules on Social and Population Health, titled "Climate Change and Health", "Health and the Climate Crisis at the Population Level", and "Infectious Disease Control". Although these sessions are delivered through self-study modules, testable learning objectives included these topics. These sessions cover population health impacts of climate change that include changing patterns of infectious diseases.

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
A comprehensive learning guide addressing the respiratory health effects of climate change and air pollution is provided in the school online library as elective coursework. This learning module details the relationship between climate change and respiratory conditions, advice for patients on preventative strategies, and counsels students on prescribing sustainable inhalers. All information is specific to the impact of climate change in Canada. This topic is also briefly mentioned in a lecture called "Planetary Health: Impacts on Health and Healthcare".	

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." Increases in cardiovascular risk factors resulting from climate change including increased heat are explored in these sessions. The required resources provided for the CBL session, discussed by the group, focused on how socioeconomic status affects exposure to extreme heat. Testable learning objectives included these topics.	

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
As part of the core MS1 curriculum, there is a lecture called "Planetary Health: Impacts on Health and Healthcare" which describes many of the health impacts of climate change and the importance of sustainable healthcare systems. The effects of climate change on mental health and well-being are discussed somewhat, but more briefly than other topics. As well, while several topics are revisited in a second session on environment and health, this topic is restricted to this lecture.	

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." These issues were primarily discussed in the context of the disproportionate impact of climate change on the health of Indigenous communities in Northern Ontario, which struggled with food and water insecurity. For example, one of the cases in the CBL session is about contaminated water in Grassy Narrows First Nation and its resulting health impacts. *As well, at the end of their first year students partake in a four-week learning experience in Indigenous communities. They are required to deliver a presentation to community leaders and university faculty highlighting what they have learned and their reflections, including covering health impacts of climate change and food and water insecurity in the community.*	

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
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." In these sessions, students learn about the disproportionate impact of climate change on Indigenous communities, rural and remote communities, homeless populations, older adults, children, and people/communities with low SES. These social determinants of health are explored in-depth in the CBL cases and associated resources. There are testable objectives related to these ideas. *As well, at the end of their first year students partake in a four-week learning experience in Indigenous communities. They are required to deliver a presentation to community leaders and university faculty highlighting what they have learned and their reflections, including covering health impacts of climate change and food and water insecurity in the community.*	

1.10. Does your <u>medical school</u> 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:	3
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." The disproportionate impact of climate change on developing countries is explored in these sessions. Testable learning objectives included these topics.	

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)	
Score Assigned:	3
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." The CBL learning objectives included the effect that mercury poisoning from contaminated water can particularly affect developing fetuses. The learning scenario was based in Grassy Narrows, a Northern Ontario community affected by mercury poisoning, and emphasized physician advocacy at the municipal and provincial level. The required resources provided for the CBL session, discussed by the group, were very detailed and thorough. Testable learning objectives included these topics.	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (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
The core MS1 curriculum focuses on social accountability to the residents of Northern Ontario, examining many geographical determinants of health. There are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." Both sessions explore how barriers to providing local healthcare in Northern Ontario are worsened by climate change, with centralization of resources then increasing carbon emissions. The majority rural and remote population of Northern Ontario and the unique social and environmental determinants of health in this region are discussed in several CBL sessions. The lecture about "Planetary Health: Impacts on Health and Healthcare" explicitly addresses challenges related to heating in the far-north communities of Northern Ontario and subsequent inequitable health risks, as well as principles for climate-resilient health systems in NOSM's surrounding communities and has associated testable learning objectives.	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?
This topic was explored **in depth** by the **core** curriculum. (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
NOSM University's core curriculum has a strong focus on social accountability to underserved populations in Northern Ontario, particularly Indigenous communities. There are several lectures and group learning sessions in year 1 and 2 that teach students about Indigenous beliefs and value systems. Students are coached to provide culturally competent care to Indigenous patients, and are given opportunities to learn directly from Indigenous elders and community members.	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." In these sessions, students learn about the disproportionate impact of environmental toxins on Indigenous communities as well as rural and remote communities. For example, students learn about mercury contamination of water supply near various First Nations in Northern Ontario. However, the effect of toxins on other marginalized populations is not thoroughly discussed.	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	2
Most modules in years 1 and 2 of the UME program include a nutrition lecture specific to the body system being covered in that module; several of these discussed health benefits of plant-based diets, as well as nutritional considerations for people who are vegan for various reasons, including environmental reasons. However, the specific health and environmental co-benefits of plant-based diets and the environmental impacts of diets heavy in animal proteins are not discussed in detail.	

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
As part of the core MS1 curriculum, there are two sessions on planetary health issues: a lecture, early in the year, called "Planetary Health: Impacts on Health and Healthcare" and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." The introductory lecture covers the ethical issue of waste in the healthcare system contributing to climate change which harms patients and violates non-maleficence. The required resources provided for the CBL session, discussed by the group, quantified the CO2 emissions from the healthcare sector in Canada and called on physicians to advocate for more sustainable practices. Testable learning objectives included these topics.	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaestheisa's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
Some of these topics (anesthetic gases, inhalers, and waste production within clinics) are discussed briefly in either a first year lecture called "Planetary Health: Impacts on Health and Healthcare"	

or later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." Resources provided for the CBL session also cover these in more detail, although it is up to the students whether they explore these in more depth. *For other topics in this list, there is discussion in the curriculum but little to no exploration of how they relate to sustainability and planetary health. For example, students learn about non-pharmaceutical management of different conditions, but only the health benefits are discussed; environmental considerations and benefits related to treatment are not explored. Similarly, students learn about the health and economic benefits of avoiding over-medicalization and over-investigation, as well as deprescribing, but the environmental co-benefits are not discussed.*

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
There are no elements in the curriculum that specifically introduce strategies to discuss climate change and its health impacts with patients.	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)	
Only **elective** coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)	
Score Assigned:	1
As part of the core MS1 curriculum, student groups participate in a case-based learning (CBL) group discussion session entitled "Environment and Health." There are required resources on taking an environmental history which are discussed. Testable learning objectives included these topics. However, there was no opportunity to practice taking an environmental history with a standardized patient provided in the curriculum.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	0
NOSM University isn't currently focusing on improving planetary health education, but there is a student-led Planetary Health Interest Group that is interested in expanding the scope of planetary health education during year 1 and 2. However, significant changes and additions to the curriculum have been made in recent years.	

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:	2
Most information about planetary health in the core curriculum comes from two sessions delivered in year 1: a lecture entitled "Planetary Health: Impacts on Health and Healthcare", delivered in the first module of year 1, and later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health." There may be brief mention of planetary health topics in other lectures or sessions (for example, in sessions on occupational health and exposures, or otherwise up to the discretion of the lecturer/facilitator), but there are no learning objectives that integrate planetary health topics throughout the rest of the curriculum. There are also self-study modules available during MS2 that reinforce the themes and objectives from the first year. However, there is little to no continuation of ESH topics in clerkship years (MS3 and MS4).	

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:	1
Dr. Elaine Blacklock (dreblacklock@gmail.com) is the Planetary Health Lead for NOSMU to oversee planetary health curriculum development.	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Social advocacy is discussed briefly in an MS1 lecture "Planetary Health: Impacts on Health and Healthcare" or later in the year a case-based learning (CBL) group discussion session entitled "Environment and Health.". There is also an essay-based assignment with learning objectives covering the health impacts of climate change and how we as future physicians can advocate to minimize these.	

Section Total (51 out of 75)	**68%**

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Interdisciplinary Research

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

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

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

There is no dedicated department of institute for interdisciplinary planetary health research at NOSM University.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	2
NOSM University's Humanities and Social Sciences research division places priority on Indigenous-led research initiatives, and there is support for Indigenous community engagement in future research planning. There is current research through the Dr. Gilles Arcand Centre for Health Equity at NOSM to address issues of food sovereignty in Northern Ontario and explore the impact of local food systems on population health. There are also specific structures in the Centre that exist such as coalitions, circles, and research networks that include community leadership and participation. These spaces are important intersection points and provide means of codevelopment of research priorities.	

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	1
The NOSM University website has a page devoted to the Action Committee on Climate Change (ACCC) linked here. It has some information on some of the initiatives from the ACCC (e.g., link to	

good food environment policy, link to past webinars) but generally is fairly limited and lacks information about research related to health and environment.

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	0
NOSM University has not hosted a conference on topics related to planetary health in the past three years. Staff and faculty at NOSM University organize an event once a year for Earth Day to discuss topics related to planetary health and NOSM's environmental sustainability practices. This event is streamed virtually through the university's Youtube channel for the public to watch. There are also environmental research projects discussed annually at the Northern Health Research Conference hosted by NOSM U.	

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
NOSM University is a member of the Global Consortium on Climate and Health Education.	

Section Total (6 out of 17)	**35%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	1
Near the end of their first year, undergraduate medical students participate in a four-week Integrated Community Experience (ICE) placement in a First Nations community in Northern Ontario. This is a primarily cultural and immersive experience, rather than clinical. At some sites, students engage with community members and organizations in conservation, Indigenous stewardship, and other environmental initiatives. For example, students might partake in a community clean-up, learn about and tend to traditional medicine gardens, or spend time with conservationists. However, participation in these partnerships is essentially "by chance," dependent on the community a student goes to, and is not directed or promoted by the institution itself. The university itself does not have ongoing partnerships with community organizations promoting planetary health and sustainability.	

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

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

Score Assigned:	2

Staff and faculty at NOSM University organize an event once a year for Earth Day to discuss topics related to planetary health. This event is streamed virtually through the university's Youtube channel for the public to watch. Topics vary from year to year, however, it is primarily targeted towards and attended by the university's staff and learners and not the broader community. This is the only public-facing event regarding planetary health organized by the university. Link to the 2025 recording here.

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

Score Assigned:	0

There is no regular communication from the institution specifically related to planetary health or sustainable healthcare.

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

Score Assigned:	0

No continuing education activities related to planetary health or sustainable healthcare are available to postgraduate providers through the institution or its main affiliated hospitals.

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
NOSM University has a broad "pan-Northern" campus with affiliated teaching hospitals and clinics in over 60 communities in Northern Ontario, including in large urban centres, smaller urban centres, and rural and remote communities. A quick perusal of the public websites (where available) found no patient-facing materials related to environmental health exposures, including at the major affiliated teaching sites in Sudbury (HSN) and Thunder Bay (TBRHSC). We concede it is possible there are printed materials available in some of these places, but it seems it would be difficult for learners and patients to find site-specific resources on environmental health exposures.	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
NOSM University has a broad "pan-Northern" campus with affiliated teaching hospitals and clinics in over 60 communities in Northern Ontario, including in large urban centres, smaller urban centres, and rural and remote communities. A quick perusal of the public websites (where available) found no patient-facing materials related to the health impacts of climate change, including at the major affiliated teaching sites in Sudbury (HSN) and Thunder Bay (TBRHSC). We concede it is possible there are printed materials available in some of these places, but it seems it would be difficult for learners and patients to find site-specific resources on the health impacts of climate change.	

Section Total (3 out of 14)	**21%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	0
There is no funding or resources available to students to support sustainability initiatives or QI projects.	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)	
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	2
There is no research program, fellowship, or funding specific to planetary health or sustainable healthcare through NOSM University, nor do the resources on external research opportunities list programs related to these topics. The annual summer research funding application available to students does not place restrictions on the topic or area of research, but tasks students with finding a supervisor who is a faculty of NOSM university. The list of potential supervisors provided to students with their research areas does not show any faculty available with research interests	

related to planetary health or sustainability, which would make it quite difficult for a learner to conduct such research through the institution.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.	
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)	
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)	
There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)	
Score Assigned:	1
The NOSM University website has a page devoted to the Action Committee on Climate Change (ACCC) linked here. It has some information on some of the initiatives from the ACCC (e.g., link to good food environment policy, link to past webinars) but generally is fairly limited and lacks information about resources for students interested in getting involved in planetary health initiatives.	

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	1
The authors of this report are part of the executive team of a newly formed Planetary Health Interest Group which became registered with the student council as of September 2025. We currently lack official faculty support, although have contacts with some faculty interested in planetary health initiatives.	

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
The Action Committee on Climate Change (ACCC) is the NOSM University committee focused on sustainability and planetary health issues. Students are invited to sit on the committee. However, we have awarded a score of 0. First, the ACCC has primarily an advisory role, and is not a decision-making body. Secondly, student participation is optional (i.e., there is no defined student liaison role or requirement to have a student in such a position) and there is little active recruitment of students for this committee, beyond a mention during orientation early in MS1	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	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.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	0
The university has an annual Earth Day celebration which is online and targeted to students as well as faculty, staff, and any other community members. (Note: Previous Earth Day events have focused on topics such as sustainable investing, which is perhaps not as targeted to learners as much as established practitioners.). There have been no other programs or initiatives like those described organized by the institution.	

Section Total (5 out of 15)	**33%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	1
There are no salaried staff or office dedicated to sustainability at NOSM University. The Action Committee on Climate Change (ACCC) is a task force of staff, faculty, and students reviewing NOSM's policies and making suggestions related to sustainability and planetary health.	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?	
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)	
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)	
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	0
NOSM University has not made commitments, plans, or goals to achieve carbon neutrality. NOSMU is a signatory on the AFMC's "Academic Health Institutions' Declaration on Planetary Health" which advocates for net zero emissions by 2045. However, NOSMU has not specifically	

declared this a goal and, as far as we can tell, no plans have been made towards reducing the school's carbon emissions.

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:	0
NOSM University is an independent medical school, and therefore does not own its own education buildings and does not have control over energy sourcing. Its affiliated universities that lease the education buildings, Laurentian University and Lakehead University, do not utilize renewable energy.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	2
NOSM University is an independent medical school, and therefore does not own its own education buildings or control new construction projects on its campus. Its affiliated universities that lease the education buildings, Laurentian University and Lakehead University, use the Silver LEED (Leadership in Energy and Environmental Design) criteria and Certified LEED criteria respectively for new building developments . When NOSM University's buildings were originally	

constructed in 2002, they were built according to the highest energy efficiency standard in Ontario at the time.

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	1
NOSM University does not offer passes for public transportation. For UME and PGME students on placements, the travel reimbursement policy (linked here) will allow for reimbursement of up to $60 CAD per month for ground transportation, however this is only if the learner does not have their own personal vehicle. It is also worth noting that $60 will not cover a month pass for either Sudbury or Thunder Bay's public transit. *The main campuses in Sudbury and Thunder Bay have bike racks and an EV charging station. However, these are not strongly utilized. The Sudbury campus is difficult to access except by car.* *NOSMU has a pledge for sustainable travel (linked here) however it is not well advertised, and while it encourages reflection on one's travel does not offer actionable solutions.* *Third year clerkship placements are in mostly small urban centres in Northern Ontario, many of which lack public transportation and may not be suitable for active transit (e.g., communities built on highways with limited bike paths, or extreme cold weather during the long winter).*	

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	1

NOSMU has recycling available in all medical school buildings. As of spring 2025, a composting program has been initiated only on the Sudbury campus, and was started by students working directly with facilities staff of their own accord. Because composting is currently only available on one of two campuses and this was entirely facilitated by students, not by institution policy, we have awarded only 1 point.

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2

As of October 2024, NOSM University has implemented a Good Food Environment policy which encourages food selections which are environmentally, socially, and economically sustainable. Food options are to be healthful, sustainable, and locally sourced when possible. The policy includes strategies to minimize waste (food and plastic waste), a list of preferred low carbon footprint foods, and making recycling and composting options available. The guide also encourages consideration of whether food and beverages are necessary at particular events, and as well as recipe-sharing or bring-your-own-meal events.

There has been some success in implementation of this policy; for example, the university often partners with a local Indigenous restaurant to cater events, providing traditional foods which are locally sourced with no plastic waste and participants encouraged to bring leftovers home.

However, the policy is followed inconsistently with other food and beverage options at other events being heavy in waste (food, utensil, plastics), not locally sourced (e.g., orders from large chain restaurants), and with limited meat-free options. This inconsistent application of the policy thus far has warranted a score of 2.

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)
There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:	0

NOSM University does not have established sustainability guidelines for supply procurement, other than its Good Food Environment policy mentioned above.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)
There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:	0

NOSM University does not have established sustainability requirements for events hosted at the institution other than its Good Food Environment policy mentioned above.

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

Score Assigned:	0

NOSM University has no efforts at the institution to make lab spaces more sustainable.

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?
The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)	
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)	
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	4
NOSM University's investment policy requires exclusionary screening of companies that are "consistently damaging the environment" or are involved with activities that breach "recognized conventions on biodiversity". It requires positive screening for companies that are "exceptional leaders in Environment, Social and Governance practices relative to industry peers".	

Section Total (11 out of 32)	**34%**

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Grading

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

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(51/75) x 100 = 68%	B
Interdisciplinary Research (17.5%)	(6/17) x 100 = 35%	D+
Community Outreach and Advocacy (17.5%)	(3/14) x 100 = 21%	D-
Support for Student-led Planetary Health Initiatives (17.5%)	(5/15) x 100= 33%	D
Campus Sustainability (17.5%)	(11/32) x 100 = 34%	D
Institutional Grade	**(68x0.3 + 35x0.175 + 21x0.175 + 33x0.175 + 34x0.175) = 42%**	**C-**