Planetary Health Report Card (Medicine) 2026:

Queen's University

2025-2026 Contributing Team:

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Land acknowledgement: Queen's University is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to live, learn, and work on these lands, and we recognize their historical significance for the Indigenous Peoples who have lived, and continue to live here. We acknowledge the impacts of colonialism and commit to building respectful relationships with Indigenous communities through reconciliation and decolonization efforts.

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Summary of Findings

Overall Grade	B

Curriculum	C+

- Queen's University School of Medicine has covered topics relating to planetary health in both in-lecture and online mandatory and elective course material.
- *Recommendations*: Areas of improvement include: ensuring the redesign of the first-year MEDS 117: Health Determinants course includes planetary health topics, both new ones and ones that were once covered but now no longer taught this year. Additionally, planetary health's impact on each block should be explored more thoroughly (e.g. psychiatry) by providing specific lecture content on planetary health, teaching tips for running a sustainable clinical practice, and teaching students how to talk about climate change with their patients.

Interdisciplinary Research	A-

- There is support for planetary health at Queen's University School of Medicine, boasting both faculty members conducting planetary health research and a working group teaching topics including lifestyle medicine and planetary health.
- *Recommendations*: The school can improve its resources related to planetary health through having a dedicated department or institute for interdisciplinary planetary health research and linking resources across different sources together to centralize planetary health information for learners.

Community Outreach and Advocacy	B-

- Queen's University School of Medicine has offered community-facing events and has long-standing partnerships with community organizations to promote planetary health.
- *Recommendations*: Students can be made aware of more events and opportunities related to planetary health and sustainable healthcare through regular communications from the program. Affiliated hospitals can also provide more educational materials related specifically to planetary health to patients.

Support for Student-Led Initiatives	A

- The Queen's University School of Medicine has an easily accessible website that provides information to both providers and patients on various planetary health resources, opportunities and initiatives. The school is also supportive of student-led efforts dedicated to supporting sustainability in healthcare.
- *Recommendations*: The school can offer grants and encourage faculty-led projects for students to start and complete sustainability initiatives relating to planetary health, and integrate these into the core curriculum.

Campus Sustainability	C+

- The Queen's University School of Medicine has an office of sustainability and a plan to achieve carbon neutrality by 2040. The school has also employed sustainable building practices and encourages environmentally friendly transportation options for students. Robust recycling and compost programs are available to both students and faculty.
- *Recommendations*: The school can improve by hiring specific salaried staff for sustainability priorities, receiving more of their energy from renewable energy sources, increasing environmentally sustainable food options at the school, making sustainability requirements for supply procurement a priority, and taking more action to divest from fossil fuel investments.

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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.

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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

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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

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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.

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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:	2
Score explanation: This year was the inaugural year for the Healthy People Healthy Planet lecture series. This is a series of 6 one-hour lectures on planetary health topics. Currently, there is an effort to integrate it within an Academic Enrichment Program that would qualify MD program candidates fulfilling requirements to receive a credit.	

Curriculum: Health Effects of Climate Change

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

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Score explanation: The MEDS 117: Health Determinants course delivered in the first year of preclerkship addresses the following core Medical Council of Canada Qualifying Exam (MCCQE) presentations: Preventative Health Encounter/Health Advice Session, Concepts of Health and Its Determinants, and Environment. Provided modules discuss the effects of climate change on individual/population health, the concept of environmental health determinants, and the intersection between healthcare and environmental stewardship.

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: Among the core MCC presentations addressed by the Health Determinants course delivered in the first year of preclerkship is "Disaster preparedness emergency response and recovery." This course addresses the brutal impacts of climate change on natural disaster rates, human health, and the need for emergency response. Physicians play an important role in this response and in managing the consequences of climbing temperatures. It relays how important it is, as a physician, to also act as an environmental steward for population and environmental health.	

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: In the first year course MEDS 117: Health Determinants, a self-learning module titled "Health and Illness 2" includes a reading that describes the public health impacts of climate change, including increasing food-, water-, and vector-borne infections.	

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?

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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: In the first year course MEDS 117: Health Determinants, a self-learning module titled "Health and Illness 2" includes a reading that has a brief example of how the impacts of air pollution can affect chronic diseases like asthma. In the second year course MEDS 237: Respirology, a lecture titled "Asthma Diagnosis and Management" describes air pollution as a trigger for asthma. In this course, a self-learning module titled "Respiratory Infections" also includes readings about how air pollution increases risk of community acquired pneumonia. In the same course, a lecture titled "COPD Exacerbations and Advanced Disease" describes air pollution as a possible cause of COPD exacerbations.	

1.6. Does your <u>medical school</u> 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:	0
Score explanation: This topic is not covered in the curriculum. There were some lectures and independent learning modules covering this topic in previous years but they have been all removed from the curriculum this year.	

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (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: This topic is no longer covered in the core curriculum. There were some modules and learning events in previous years that explicitly touched on this topic, but these are no	

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longer present in the course calendars. There are several learning events across a few courses that have yet to have their content finalized and as such it is not yet available to us, however some of these learning events may cover this topic.

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: In the first-year course titled MEDS 117A/B: Health Determinants, there is a directed independent learning module titled "Health and Illness 2" that includes a reading in which the effects of climate change and related extreme weather events on individual health, ecosystem health, as well as food and water security are discussed. This course also has several learning events scheduled for later this term that will likely touch on this topic but the content has yet to be finalized and is not currently available. This first-year course has undergone a significant redesign and it appears some lectures and modules from previous years that covered these topics have been removed.

In addition, in the fourth-year course titled MEDS 482: Transition to Residency, there is a directed independent learning module titled "Disasters in Medicine" that includes a reading that discusses climate-related disasters and their relation to all of the same factors previously mentioned.

Overall, while there may be more content on these topics than is currently available, at the moment there is only brief and sporadic mention of these topics in the core curriculum.

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:	2

Score explanation: In the fourth-year course MEDS 482: Transition to Residency, there is a directed independent learning module titled "Disasters in Medicine" that includes a reading that discusses climate-related disasters and very briefly mentions how individuals belonging to medically vulnerable or socially marginalized groups may be disproportionately affected. The

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first-year course MEDS 117A/B: Health Determinants also has several learning events scheduled for later this term that may touch on this topic but the content has yet to be finalized and is not currently available.

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
Score explanation: A first year course titled MEDS 117A/B: Health Determinants contained a lecture, "Health and Illness: Concepts and Root Causes, Determinants and Inequities", which discusses how different determinants—such as social, structural, commercial, and environmental factors—interact to shape health outcomes with inequities (including regional disparities) highlighted. This course also asked students to read the AFMC primer on Population Health, which outlines many regional impacts of climate change.	

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:	2
Score explanation: In second year, the class MEDS240: Genitourinary and Reproduction includes a lecture titled "Fetal Growth Abnormalities", where environmental toxins (such as air pollution, heavy metals, lead, mercury, and perfluorooctanoic acid) are listed as common causes of fetal growth restriction. The same class has a lecture titled "Infertility: Female", where occupational exposure and environmental chemicals were listed as determinants of decreased fertility.	

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)

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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: A first year, MEDS 117: Health Determinants contains a lecture, "Health and Illness: Concepts and Root Causes, Determinants and Inequities", which discusses how different determinants—such as social, structural, commercial, and environmental factors—interact to shape health outcomes and disparities that are directly seen within the communities we serve in our region (e.g., health disparities between urban vs rural populations, non-Indigenous vs Indigenous communities etc.). This course also asked students to read the AFMC primer on Population Health, which outlines some regional impacts of climate change. Furthermore, the Health Determinants course also contained lectures on "Communicatable Disease and Immunization" and "Antimicrobial Resistance and One Health" which further expands on environmental threats and the relation to local communities, like how the prevalence of many communicable diseases between by residence (e.g., on vs off Indigenous reserves). Finally in fourth year, the course MEDS 482: Transition to Residency includes a directed independent learning module titled "Disasters in Medicine" and "Occupational Medicine" which both discuss local environmental risk factors such as wildfires and asbestos exposure, both relevant to the health of Kingston (and surrounding areas) residents through wildfire seasons and occupational exposures.	

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:	2
Score explanation: MEDS117: Health Determinants has introduced Indigenous knowledge and value systems in several contexts, particularly through the asynchronous learning module "HD: Truth and Reconciliation and Indigenous Health", including a subsection on Indigenous Ways of Knowing and Healthcare, as well as a subsequent panel discussion. These sessions emphasized the importance of recognizing Indigenous perspectives in healthcare and encouraged students to consider how to carry these principles forward in their training. *In addition, curriculum resources such as the AFMC Primer on Population Health emphasize Indigenous holistic and ecological conceptions of health, including balance across spiritual, emotional, physical, and social dimensions, and situate health within broader environmental, cultural, and community contexts. These frameworks provide important conceptual grounding for understanding Indigenous ways of knowing and their relevance to health and well-being.* *However, while Indigenous knowledge systems were acknowledged, the curriculum did not explicitly explore or articulate the specific ways in which Indigenous knowledge and value systems*	

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contribute to planetary health solutions. The connections between Indigenous ways of living, environmental stewardship, sustainability, and planetary health were not discussed in depth. As a result, the emphasis appears introductory rather than comprehensive, with limited integration of Indigenous knowledge as an essential and actionable component of planetary health.

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The medical school curriculum addresses the disproportionate impact of environmental and anthropogenic exposures on marginalized populations, particularly through MEDS117: Health Determinants, and its focus on health determinants and inequities. Core sessions, such as "Health and Illness: Concepts and Root Causes, Determinants and Inequities", emphasize the role of the physical environment, including air quality, water, housing conditions, and broader environmental exposures, as upstream determinants of health that interact with socioeconomic status, race, gender, age, and Indigenous identity to produce health inequities. *Other resources provided in the course, such as the AFMC Primer on Population Health Chapters 1 & 2 further reinforce this framework by situating environmental exposures within a population health and equity lens. These materials explicitly link unequal environmental conditions to worse health outcomes among populations with low socioeconomic status, children, older adults, women, and Indigenous communities, highlighting how environmental harms are socially patterned rather than evenly distributed.* *In addition, these themes have been reinforced through in-person sessions and workshops hosted by the school's EDIIA committee, which discussed environmental injustice and the disproportionate burden of environmental harms experienced by marginalized communities. While the curriculum does not always explicitly use the term "anthropogenic environmental toxins," it consistently addresses the unequal exposure to and impact of environmental hazards through a determinants-of-health and health equity framework.*	

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)

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This topic was **not** covered. (0 point)	
Score Assigned:	0
Score explanation: While the curriculum has included general discussions about diet and nutrition, the environmental and health co-benefits of a plant-based diet have not been explicitly addressed. *Conversations about different dietary patterns have occurred, but these discussions have focused primarily on individual health outcomes rather than the combined environmental, sustainability, and planetary health impacts of dietary choices. As such, the specific co-benefits of plant-based diets for both human health and environmental outcomes were not directly discussed.*	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: While students learn about the environmental impacts of healthcare systems (particularly investments and advocacy for climate change efforts), the carbon footprint of these same systems is not explicitly addressed.	

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

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The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
Score explanation: *1, 2 & 3)Students learn about the importance deprescribing where possible in the first-year family medicine course. In-class discussions have revolved around considering factors such as cost, environmental impact, delays in treatment, etc., and promoting lifestyle changes for the betterment of patient outcomes. These concepts (social prescribing, exercise, etc.) were also emphasized in the 23 ½ hours video that was supplemented as a learning event for the course.* *While some of the other topics were briefly mentioned, they were not explicitly covered nor had a specific learning event or objective tied to them.*	

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
Score explanation: While students learn how to have conversations about environmental hazards and healthy living conditions while taking a full patient history, there is no explicit strategy indicated to have climate change conversations 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:	2
Score explanation: Students are trained to take a full history, which includes asking about environmental exposure (e.g., through travel, home environment, etc) and occupational exposure, during their Clinical & Communication Skills course in Year 1 and Year 2.	

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1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
Score explanation: There are minor efforts at Queen's University to improve planetary health education, such as the Queen's PGME Planetary Health Subcommittee continuing to add slides to a powerpoint library on a variety of topics related to planetary health which can be used in lectures. Additionally, faculty continue to organize and improve the Healthy People *Healthy Planet speaker series based on student feedback to discuss topics related to planetary health for Queen's students.*	

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: Planetary health content is addressed in more than standalone lectures, but does not feel well-incorporated into every physiological system we learn (e.g., teachings include how changing climate affects cardiovascular health, but is not mentioned in our renal unit). Lecturers also include topics regarding Choosing Wisely and appropriate resource stewardship but they're not always linked directly to planetary health (e.g., just from a cost or resource management perspective, but not for reasons regarding sustainable healthcare).	

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?

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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
Score explanation: There is a named Planetary Health Faculty Lead with the Queen's PGME Family Medicine Department who "focuses on implementing strategies to reduce our carbon footprint and reduce the impacts of climate change."	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: Facilitated Small Group Learning cases during preclerkship classes cover how to be an advocate for structural determinants of health for our patients (e.g., advocate for medication funding, greater access to housing, and social support). We have discussions on how to support and advocate for patients outside of a clinical context to improve their health from non-medical perspectives.	

Section Total (43 out of 75)	**57.3%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: There are multiple faculty members, as well as learners, at Queen's University who are engaged in research related to planetary health. For example, one academic's research is "dedicated to advancing transdisciplinary research and developing sustainable solutions that promote health and wellbeing in underserved communities globally". Within the medical school, some members of the Queen's Family Health Team are leading QI projects examining how overuse of medications affects the environment, with the explicit aim of reducing unnecessary prescribing to lessen environmental impact. Faculty members have also published a poster investigating the usage and reducing the wastage of nitrous oxide at Kingston General Hospital.	

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)

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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:	1
Score explanation: There is no dedicated department or institute for interdisciplinary planetary health research at Queen's. There exists an Environmental Health and Safety (EHS) department and a Planetary Health Subcommittee. The Subcommittee is within its postgraduate medical education framework and serves as a hub for planetary health initiatives spanning research, education, and quality improvement. The subcommittee integrates representation from the Physician Quality Committee and the Utilization Committee, fostering collaboration across clinical departments and institutional partners.	

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:	3
Score explanation: There is a formal mechanism for input into planetary health related priorities through the Postgraduate Medical Education (PGME) Planetary Health Subcommittee. The Subcommittee's Terms of Reference specify voting membership that includes 3-6 resident representatives from different programs and one "community engagement (partner representing voice for local sustainable health)" member, ensuring that both trainees and an external partner with lived experience in sustainability have a structured role in advising on planetary health activities. Through this advisory structure, affected stakeholders can propose ideas, provide feedback, and help shape which planetary health and sustainability initiatives are pursued in PGME.	

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?

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There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	2
Score explanation: There is a new 'Healthy People, Healthy Planet' working group that regularly hosts speaker events surrounding topics including the Okanagan chapter, lifestyle medicine, and planetary health as of late 2025. Their website centralizes their work, but is not linked to or associated with the post-graduate medical education planetary health subcommittee that hosts a website describing work being accomplished (publications, opportunities, education), planetary health committees/groups, pertinent resources, as well as relevant partners. The planetary health subcommittee upcoming events are not visible. There is a larger sustainability website at Queen's University but it does not include a specific focus planetary health focus.	

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: The most recent sustainability conference hosted at Queen's University was in March 2025. Additionally, the Faculty of Health Sciences is currently running a 2025-2026 speaker series for the 'Healthy People, Healthy Planet' working group that functions as an academic enrichment program and lunchtime speaker series on the Okanagan chapter, lifestyle medicine, and planetary health.	

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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: Queen's University is a part of University Climate Change Coalition (UC3), UN Sustainable Development Solutions Network (SDSN), and University Global Coalition (UGC). Queen's University also currently has two students representing the school on the Canadian Federation of Medical Students Health and Environment Adaptive Response Taskforce (CFMS HEART) initiative, a student-lead national planetary health organization. The school of medicine has not signed The Academic Health Institutions' Declaration on Planetary Health.	

Section Total (14 out of 17)	**82.4%**

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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 environmental health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: Since 2018, Queen's University has been a member of Sustainable Kingston, an organization that promoted environmental, social, cultural, and economic sustainability. They hope to raise awareness and establish partnerships to inspire community engagement. In addition, Queen's University Medical School Postgraduate Medical Education currently has a planetary health collaboration that allows current residents to work with the Growing Sustainable Physicians which is an educational, capacity building, and community building program. Furthermore, Queen's has partnered with Kingston Transit to provide discounted ridership to the Queen's community, promoting transit use and therefore reducing CO2 emissions.	

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)

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Score Assigned:	3
Score explanation: The Queen's University School of Medicine "Healthy People, Healthy Planet" working group holds an annual speaker series that features world renowned experts in lifestyle medicine and planetary health. These are monthly, free presentations and Continuing Medical Education credits are available for those who attend. *In addition, Queen's Sustainability (QSUS) is a student-run club that holds an annual Sustainability Conference at Queen's University with the goal of fostering awareness of environmental, social, cultural, and economic sustainability and highlighting the idea of a circular economy, corporate social responsibility beyond greenwashing, and environmental justice.* *Both events are mainly catered to medical learners rather than the larger community.*	

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
Score explanation: Sustainable healthcare topics are sometimes included in articles published through the Queen's Medical School Dean on Campus blog. These are provided by the Dean of Health Sciences and encourage students to engage with various health topics. However, these are not directly communicated to students via emails or newsletters.	

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:	2

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Score explanation: At the Queens School of Medicine, we currently host a 'Healthy People, Healthy Planet' speaker series that encourages the Queen's community to emphasize planetary health while supporting overall wellbeing. The series began in 2024, and provides up to six College of Family Physicians Group Learning credits and six Royal College Section 1-Group Learning hours. The Post-Graduate Medical Education faculty also has a Planetary Health Committee that is responsible for the strategic implementation of a Planetary Health Education curriculum to provide to post-graduate learners. Online, planetary health curriculum content and resources organized by discipline is provided. Post-graduate learners are also required to take part in quality improvement initiatives that include working with the Growing Sustainable Physicians program.

More information can be viewed here: https://meds.queensu.ca/academics/postgraduate/current/planetary-health.

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:	1
Score explanation: Patient-facing brochures are available regarding the links between environmental exposures and various diseases (e.g., asthma) at all physical hospital sites. In addition, educational materials are provided for patient access online at https://www.eeu.on.ca/resources.shtml, provided by the Environmental Exposure Unit affiliated with Queen's School of Medicine and Kingston General Hospital. However, these resources are focused on environmental exposures from an allergy perspective (rather than an air pollution perspective), which is a step removed from educating about planetary health directly.	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
Score explanation: The KFL&A provides a website outlining what climate change looks like and how it may negatively impact patient and population health. It is accessible to patients, and	

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provides resources that outline exactly how climate change is impacting population health in our region. https://www.kflaph.ca/en/health-topics/climate-change.aspx?.

Additionally, the KFL&A public health unit has resources accessible for patients regarding climate change and its health impacts that incorporates real-time surveillance data https://ncceh.ca/sites/default/files/2018-04-26%20Monitoring%20health%20impacts%20of%20climate%20change%20GIS.pdf.

Section Total (9 out of 14)	**64.3%**

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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:	1
Score explanation: Sustainability projects are not formally embedded within the core undergraduate medical education curriculum, and there are no designated grant streams specific to sustainability-focused quality improvement initiatives. While faculty across the program are supportive of student-led sustainability efforts, students must initiate these projects independently and seek funding through general or external sources. More recently, a newly established Dream Fund has been introduced to support innovative student research and educational initiatives, which may be leveraged for sustainability-related projects; however, sustainability is not the fund's sole or primary focus.	

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

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Score explanation: Queen's School of Medicine does not currently offer funding streams dedicated to planetary health research, nor is planetary health formally integrated into the core curriculum. Students may nonetheless pursue planetary health-focused research independently and apply for funding available to student research more broadly. While several faculty members are receptive to supervising planetary health projects, such work is not linked to any formal award or grant mechanism. Within the pre-clerkship curriculum, students complete supervised research projects at designated points, including the course MEDS232: Critical Enquiry, which individual students may orient orient toward planetary health or quality improvement within a given discipline, if they so wish, provided course requirements are met.

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 PGME Planetary Health Subcommittee webpage highlights opportunities for residents to engage in planetary health research and showcases recent planetary health-related publications by Queen's physicians. It also provides information on committees and groups within Queen's Medicine and Kingston Health Sciences Centre that support and advance planetary health initiatives. In addition, the webpage identifies relevant resources for individuals seeking to initiate or obtain support for planetary health research projects. However there is not an equivalent page for UGME students.	

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)

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Score Assigned:	2
Score explanation: The Healthy People, Healthy Planet group of faculty operates in collaboration with the Queens Medical School to provide an Academic Enrichment Program for medical students. Activities of this group include faculty supported student-led initiatives that count for academic extra credit. *Furthermore, the committee has held a series of physician-led events on the health benefits of environmental oriented lifestyle behaviours on a monthly basis.*	

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
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
Score explanation: Queen's School of Medicine has a medical student liaison representing sustainability interests who serves on the Queen's medical school Postgraduate Medical Education Committee. Moreover, Queen's University students at large are encouraged to participate on committees such as the Queen's Sustainability Advisory Committee and the Queen's Climate Action Plan Advisory Committee.	

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)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1

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Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:

- *Students have self-organized a set of Queens Medicine 'learn-to-fish' sessions that encourage sustainable sourcing of food. The Queens Medicine Wellness Committee also encourages participation in a campus wide food security initiative where ingredients are ethically and sustainably sourced.*
- *The Healthy People Healthy Planet group has developed a speaker series that discusses lifestyle medicine and planetary health. Students are encouraged to attend on a monthly basis.*
- *Walk-With-A-Doc is a monthly initiative that students are encouraged to attend to ally themselves with local community environmental activists and health care professionals. These walks facilitate conversations about how health care can improve their actions related to planetary health issues.*
- *Student advocates have developed art installations that relate to planetary health which have been featured in biannual editions of the Queens Medical Review, which is an art magazine collection of student's works.*
- *Plarn for Purpose is a student-led initiative where students recycle hospital generated plastic materials to create waterproof sleeping mats for unhoused populations in the local area.*
- *There is a Wilderness Medicine club at Queens Medical School that organizes outdoor adventures and teaches environmental stewardship.*

Section Total (13 out of 15)	**86.7%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	1
Score explanation: Queen's University does not have an official Office of Sustainability with dedicated staff, though it does maintain a few working groups. Currently, this includes a Sustainable Transportation Sub-Working Group and a Housing & Ancillary Services Sustainability Sub-Working Group, which include faculty and student representation; however, there is virtually no representation from the hospital, and there is no dedicated staff dedicated to hospital sustainability. Several other working groups have been retired.	

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:	3

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Score explanation: The university has a Climate Action Plan, first developed in 2016, that pledges to reach net-zero by 2040, with a secondary milestone of a 70% reduction by 2030. This includes some plans for the medical school, such as installing more efficient ventilation systems in lab spaces. As of 2024, Queen's has reduced its emissions by 35% from the 2008 baseline, with a slight increase during the pandemic, though emissions plan to be reduced in the coming years through new electrification and decarbonization initiatives, with a focus primarily on building and energy efficiency, as 77.9% of emissions are currently attributable to heating on campus. For more information, please see the Climate Action Plan linked here, as well as the Greenhouse Gas Inventory Report from 2024 here.

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
Score explanation: Queen's relies primarily on natural gas and combined heat and power (CHP), accounting for more than 75% of the university's scope 1 emissions, and overall, all fuel and electricity consumption accounts for 96% of the university's greenhouse gas footprint. Ontario's power grid was stated as being approximately 33% from renewable sources ("Canada's Renewable Power - Ontario"), so the university's renewable usage is approximately 2.6%. The medical school is owned by the university, and thus is subject to these usage statistics. The medical school does not utilize any on-site renewable energy sources.	

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)

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Score Assigned:	2
Score explanation: The university has updated its Building Standard with the requirement that new buildings must use non-fossil fuel-based heating (for more information, refer to "Queen's University Greenhouse Gas Inventory Report 2020"). The building's construction also included a small, self-maintained green roof ("Design & Construction"). The School of Medicine building at Queen's University was built to a LEED Silver certification ("School of Medicine"). This is the only non-hospital building currently being used by the school of medicine, however, the Old Medical Building having been adopted by other faculties is currently being retrofitted to improve sustainability.	

5.5. Has the <u>institution</u> 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: The university provides an unlimited public transit pass through the Bus-It program for students, funded by a $165 mandatory student activity fee. Queen's University also has 400+ bike racks, 60+ electric vehicle charging stations and a car sharing program (Commununauto). However, accessing off campus sites without a car in clerkship pushes students to rely on a personal vehicle. Additionally, alternative transportation options are not always well-advertised.	

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

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Score explanation: Queen's University has various waste bins located throughout the building for both organics and conventional recycling items.

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
Score explanation: The university engages with improving the sustainability of foods acquired, reporting that 47.8% of their food purchases were from within a 500km radius, and 80.8% is sourced from within Canada. The school provides a vegetarian option as one of the "Special Diet Options" and fairtrade coffee, tea and chocolate bars are standard practices on campus in all dining halls. Meals in dining halls can also be labelled as a "Coolfood Meal" indicating that they have low climate impact. The Providing Equal Access, Changing Hunger (PEACH) Market creates a sustainable, inclusive space that provides dignified and equitable access to nutritious food.	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
Score explanation: Queen's University has Sustainable Procurement Guidelines, outlining it as balancing the social, ethical, environmental, and economic factors involved in procurement activities. The four pillars of sustainable procurement are supply chain diversity, accessibility for Ontarians with disabilities act, truth and reconciliation, and sustainability.	

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Alongside this statement within the procurement policy, Queen's University does provide guidelines for sustainable procurement, with a page dedicated to an explanation of sustainable procurement, purchasing tips to prioritize sustainability (e.g. "before you buy" reflection questions), and the inclusion of a list of preferred vendors which have environmentally friendly options for commonly used supplies (i.e. scientific supplies, catering, office supplies etc.)

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: Currently, there are no mandatory sustainability requirements for events within the medical school. Despite this, the university has resources available to help improve and prioritize sustainability during events including evaluating food packaging and sourcing better options. Within the medical school, potential for sustainability is listed as a criteria for Aesculapian Society Initiative Grants, offered semi-annually.	

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:	1
Score explanation: The university has outlined lab revitalization projects as part of their Climate Action Plan. The Progress Report (Fall 2022) outlines that installing efficient ventilation systems in lab spaces across campus (i.e., School of Medicine Building, Biosciences Complex) can contribute to reducing the school's carbon footprint. Recommendations to manage heat recovery from equipment labs as a way to reduce energy consumption is also outlined in Chapter 5 of the Campus Master Plan.	

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5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is **entirely divested** from fossil fuels. (3 points)	
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)	
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	2
Score explanation: The Queen's Climate Action Allocation (QCAA) outlines investments that the school has made with the goal of lowering its carbon footprint. By 2022, approximately 40 million dollars were invested into Pattern Energy, a renewable energy company (report found here). The QCAA is approved by the Queen's Board of Trustees and has reported an objective to reduce their carbon footprint 25% below the global benchmark by 2030. It is reported that 2.2% of the university's $1.492 billion endowment fund is still directly invested in fossil fuel companies.	

Section Total (19 out of 32)	**59.4%**

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(43/75) x 100 = 57.3%	C+
Interdisciplinary Research (17.5%)	(14/17) x 100 = 82.3%	A-
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64.3%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(13/15) x 100= 86.7%	A
Campus Sustainability (17.5%)	(19/32) x 100 = 59.4%	C+
Institutional Grade	**= 68.4%**	**B**

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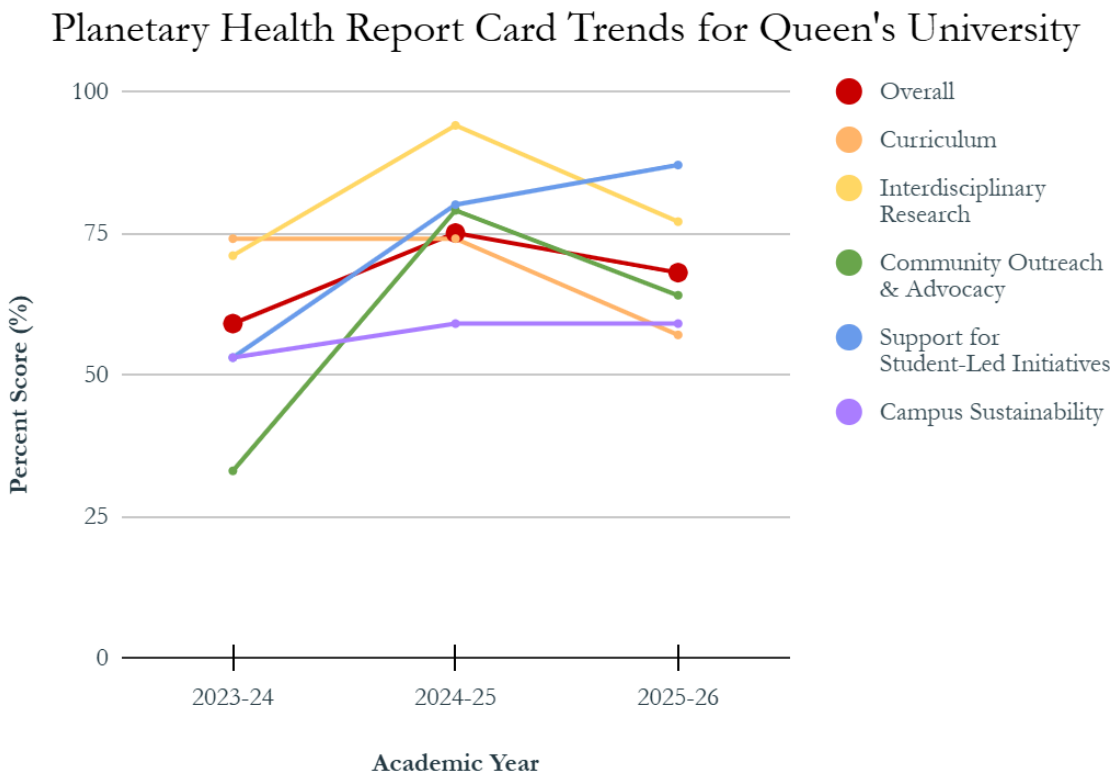
Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which Queen's University has participated in the Planetary Health Report Card initiative.



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