Planetary Health Report Card (Medicine) 2026:

University of British Columbia

2025-2026 Contributing Team:

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Land acknowledgment: We would like to acknowledge that the land that UBC is located on is the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) People.

Summary of Findings

Overall Grade	B

Curriculum	C

- UBC offers comprehensive elective modules covering key planetary health topics, including sustainable healthcare, population health, and climate-related health impacts. These student-developed and evidence-based modules are a helpful supplement to the core curriculum.
- However, planetary health remains inconsistently integrated into the core curriculum. While topics are occasionally referenced in lectures, coverage is often brief and lacks depth. Several key areas—such as reproductive health impacts of environmental toxins, clinical strategies for discussing climate change with patients, and the environmental footprint of surgical care—remain insufficiently addressed.
- **Recommendations:** UBC could benefit from expanding mandatory curricular content, either in the form of lectures or modules, and assessable learning objectives related to planetary health and education for sustainable healthcare.

Interdisciplinary Research	B+

- There has been modest improvement in interdisciplinary planetary health research, reflected in a higher section score.
- However, UBC still lacks a centralized institute dedicated to planetary health research, although related work continues within existing divisions, including Occupational and Environmental Health.
- Formal mechanisms for community participation in shaping research priorities remain limited and there is an absence of a centralized planetary health research hub or conference.
- **Recommendations:** Establish formal institutional membership in planetary health networks, create a centralized research hub, and host interdisciplinary symposia or conferences to strengthen interdisciplinary collaboration and community engagement in planetary health research.

Community Outreach and Advocacy	B+

- UBC's planetary health efforts are limited, with few dedicated courses, inconsistent community engagement, and limited post-graduate education opportunities.
- While some educational resources for patients exist, their availability and uptake vary across affiliated hospitals, and structured outreach initiatives are inconsistent.
- Community engagement related to planetary health remains limited and fragmented.
- Post-graduate and continuing education opportunities focused on planetary health remain sparse.
- **Recommendations:** Systematically integrate more accessible and standardized educational materials related to planetary health and sustainable healthcare across all affiliated hospitals. Expand post-graduate educational opportunities focused on these areas.

Support for Student-Led Initiatives	A-

- UBC continues to demonstrate strong support for student leadership in planetary health. Student groups focused on climate action and environmental medicine receive institutional recognition, funding, and faculty mentorship.
- Students can engage in co-curricular planetary health initiatives through the MEDD 419/429/449 courses, through the student-driven project component of the course.
- The medical school has a designated VP Planetary Health who represents students in council meetings and advocates for sustainability within the program.
- The UBC Sustainability website provides information on sustainability-related faculty, groups, and

initiatives, but lacks details on active student involvement opportunities.
- **Recommendations:** Update the "UBC Sustainability" webpage to feature a section highlighting active and recruiting sustainability and planetary health-focused labs and projects, helping students connect with potential mentors and opportunities. Additionally, the university could broaden the range of sustainability-focused events.

Campus Sustainability	**B+**

- The University of British Columbia (UBC) is committed to net-zero carbon emissions by 2035, with a Climate Action Plan in place, and has implemented renewable energy sources across campus, including for medical school buildings.
- The medical school supports eco-friendly transportation through a free inter-hospital shuttle, discounted transit passes, and bike racks, though some students face challenges with off-campus clinical site access.
- UBC promotes sustainable purchasing and waste management practices across campus, with guidelines for sustainable food and beverage choices and a Green Labs Program for lab sustainability.
- UBC has partially divested from fossil fuels and aims to fully divest by 2030.
- **Recommendations:** Efforts to enhance food and beverage sustainability remain insufficient, and UBC could push for more sustainability-focused food options. Additionally, the university could mandate sustainable measures for on-campus events.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

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

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

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

specifically targeted for medical students, can meet this metric.

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Anthropogenic:** Created through human activity

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 points)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
Score explanation: UBC does offer elective modules to engage students in planetary health. These modules are given allocated time in 2nd year for students to complete them. One suggestion could be to provide more opportunities for 1st, 3rd, and 4th year students to engage in the material. *UBC allocates time for 6 modules which were co-created by the Enviromed team under Dr. Videsh Kapoor's supervision: Population Health, Health Threats, Impacts on Health, Sustainable Healthcare, Connecting with Nature, Plastic pollution. These modules are evidence-based and discuss the intersection of climate change and health, answer critical questions related to climate change and planetary health.This curriculum, created by students for students.* *Modules: https://www.ubcmedicalstudentsforclimateaction.com/impacts-on-health*	

Curriculum: Health Effects of Climate Change

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

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: UBC offers lectures that mention topics such as climate change related to respiratory health, food security and "climate refugees", climate changes impact on CKD and vascular disease, and neonatal global health. However these lectures offer a few slides on these topics and do not cover the topics in depth. There is one 50 minute lecture that is dedicated to planetary health offered during transition to clinical education/clerkship called "The Climate Crisis, Planetary Health and Medical Practice - A Call to Action", however this lecture does not appear to be testable. *In addition, video vignettes with Patient Partners on how climate change affected their health and/or chronic conditions. (Videos have been mapped to relevant CBL Cases as additional resources for students)While climate change and health risks are briefly touched upon throughout the curriculum, there is a lack of depth to the coverage of these topics. The curriculum could benefit from having a required or testable lecture dedicated to climate change or planetary health.*	

1.3. Does your <u>medical school</u> 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:	1
Score explanation: UBC does not cover the effects of extreme weather events on individual health or the healthcare system. There is a module within the "Climate Health and Healthcare" module called "Extreme Weather" that does cover this topic in depth but it is elective course work and not a required part of the curriculum. *This module discusses heat waves and extreme cold effects on health as well as what populations are vulnerable such as the elderly, those with chronic illnesses, homeless populations, and women. There are no lectures or lecture slides dedicated to this topic aside from the elective module.*	

1.4. Does your <u>medical school</u> 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:	1
Score explanation: UBC does not cover the topic of climate change on the changing patterns of infectious diseases. There is a module within the "Climate Health and Healthcare" module called "Zoonotic Disease" that does cover this topic in depth but it is elective course work and not a required part of the curriculum.	

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
Score explanation: UBC offers a lecture in the first year during Asthma week called "Environmental and Occupational Lung Disease" that briefly covers the effects of climate change on air pollution and respiratory health. There is a module within the "Climate Health and Healthcare" module called "Air Pollution" that covers how particle pollution, and aeroallergens affect respiratory and cardiovascular health. This module is elective. *The curriculum could benefit from more in depth coverage such as covering the topic again when discussing COPD or other respiratory conditions. Additionally, the module could be transitioned to being included in the required curriculum, instead of being provided as an elective resource.*	

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:	2

Score explanation: "Approach to CKD Epidemiology and Staging Lecture", the lecture briefly talks about the effects of climate change on CKD and vascular disease. *There is an elective module within the "Climate Health and Healthcare" module called "Impacts of Climate Change on Specific Disease Entities" that covers the pathophysiology of air-pollution mediated cardiovascular morbidity and mortality. It also discusses the impacts of climate change on cardiovascular risk factors such as type 2 diabetes, hypertension, and reduced physical activity. Unfortunately, this module is not a required module that is part of the core curriculum.*

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:	2
Score explanation: There is an elective module within the "Climate Health and Healthcare" module called "Climate Change and Mental Health" that covers how disaster, displacement and climate anxiety affects mental health. As well, the module talks about how patients with mental health concerns may be more likely to suffer adverse mental health as a result of extreme weather events and/or climate change. There is also mention of the effects of climate change on mental health in a 412 lecture during mood and anxiety week. As such, this topic was addressed in the curriculum briefly and is covered in elective coursework that is not a part of the core curriculum.	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (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: During the first year curriculum, in Lower GI week, the lecture "Weight Loss and Malnutrition", the topic is briefly discussed and topics such as food security and "climate refugees" are also touched upon. However, there are only a few slides on the topic within this lecture and it is not comprehensively talked about outside of this lecture.	

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: Throughout the elective module "Climate Health and Healthcare", the impacts of climate change on marginalized populations are discussed. As well, there are points to talk about who are most vulnerable to climate change such as the children, LGBTQ2S+ people, indigenous people, people living in poverty, people living in northern and remote communities, the elderly, those with chronic illnesses, homeless populations, and women. There are many sub-modules under "Population Health" that cover this in detail for example: *There is a module called "Indigenous Peoples" that talk about the systemic consequences that talks about how Canada's colonial history, intergenerational trauma, and loss of land and language are responsible for the increased vulnerability.* *There is a module called "Women" that discusses climate change and the gender gap.* *The score was given based on the topic only being covered in elective coursework and not being discussed in the curriculum lectures.*	

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: Throughout the elective module "Climate Health and Healthcare", the unequal regional health impacts of climate change are discussed. This topic is not discussed in curriculum lectures. *The score was given based on the topic only being covered in elective coursework and not being discussed in the curriculum lectures.*	

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?	
This topic was explored **in depth** by the **core** curriculum. (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 was not covered in the core or elective curriculum.	

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: There is brief mention of planetary health/global health in the core curriculum (e.g. Obstructive Lung Disease, Electrolyte Disturbances). However, the topic was not explored in depth.	

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0

Score explanation: Although UBC medical school covers Indigenous health in depth, it does not emphasize the importance of learning Indigenous knowledge and value systems as essential components to help alleviate environmental planetary health solutions.

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:	0
Score explanation: Outsized impact of anthropogenic environmental toxins was not covered in the UBC Medical School curriculum.	

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: Benefits of plant-based diet is implied/mentioned (e.g. protein from plant sources which is low in saturated fat) but does not directly address the environmental benefits of it	

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:	1
Score explanation: In 4th year, there are electives that mention the resources of single use medical devices. However, it's not covered in the core curriculum.	

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)	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) .	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)	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)	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
Score explanation: At UBC, during clerkship we're taught to reduce waste through not ordering excessive testing and the importance of non-pharmaceutical prescriptions for patient outcome. We also explored the harmful outcomes of anesthetic gases as well as single use items. There was brief mention of the impact of inhalers as well.	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 points)
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	0

Score explanation: We were not taught strategies to have conversations with patients about the health effects of climate change. The health effects of climate change were not covered in Communications Skills.

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: At University of British Columbia our medical school curriculum includes learning to ask about environmental exposures during patient interviews.
We've been taught in our clinical skills and communication skills to take a strategic environmental history that includes asking about exposure through travel, home, environment, and in addition to occupational exposure during Foundation of clinical skills.

Curriculum: Administrative Support for Planetary Health

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

Score Assigned:	2

Score explanation: UBC medical school is making minor changes to planetary health education with the feedback provided from the previous PHRC. Students have prepared an Open Letter on Planetary Health Education at UBC Faculty of Medicine as well.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	4
Score explanation: At UBC, ESH and Planetary Health is covered in both Year 1 and Year 2 of the new curriculum. There is some integration but it isn't throughout the entire curriculum nor a major component.	

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
Score explanation: There's an ongoing project which involves many members of faculty who are overseeing this process. The planetary health curriculum integration project is supervised by Drs. Adrian Yee, Angela Towle, Videsh Kapoor, Sarah Bartlett, Brett Schrewe, Rakel Kling, Caroline Stigant who are all overseeing the integration of planetary health and sustainable healthcare into the curriculum.	

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:	1
Score explanation: Throughout the elective modules provided as resources to medical students in the curriculum, such as that titled "Population Health", civic engagement and advocacy are highlighted with specific examples on steps medical students can take. However, this topic is not discussed in curriculum lectures. *The score was given based on the topic only being covered in elective coursework and not being discussed in the curriculum lectures.*	

Section Total (37 out of 75)	**49.33%**

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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 many researchers at the University of British Columbia who are engaged in planetary health research and healthcare sustainability research. For example, Dr. Andrea MacNeill leads efforts in sustainable healthcare through the Planetary Healthcare Lab.	

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

Score explanation: UBC has substantial activity related to climate, sustainability, and environmental determinants of health across multiple faculties. Programs within the School of Population and Public Health, along with initiatives such as the Planetary Healthcare Lab, demonstrate meaningful interdisciplinary collaboration, particularly in reducing the environmental footprint of health systems.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)
There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:	3

Score explanation: The University of British Columbia demonstrates structured collaboration with communities disproportionately impacted by climate change and environmental injustice in shaping elements of its research activity. Several research groups engage directly with affected communities through co-developed projects, participatory dialogue sessions, and partnership-based initiatives. For example, the UBC Planetary Healthcare Lab is involved in collaborative sustainability initiatives that facilitate dialogue between researchers and healthcare and community stakeholders. Additionally, research within pulmonary and environmental health has partnered with First Nations communities on projects addressing wildfire smoke exposure and respiratory health in rural and remote settings.

At an institutional level, the Indigenous Research Support Initiative (IRSI) provides a formal mechanism that supports reciprocal, community-based research partnerships. This framework is designed to ensure that Indigenous communities are engaged in shaping research priorities and processes, emphasizing co-development, respect, and shared decision-making.

A score of 3 points is appropriate because there is an established institutional process—through initiatives such as the Indigenous Research Support Initiative—that enables communities disproportionately affected by climate change and environmental injustice to participate in shaping research directions. While not all impacted communities may be encompassed equally, the presence of a formal mechanism that supports community involvement in research development satisfies the highest scoring category.

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
Score explanation: UBC does not currently maintain a single, comprehensive online portal dedicated specifically to planetary health that consolidates research projects, funding opportunities, events, and key investigators in one place. Information related to sustainability and environmental health is available across several platforms, including the university's sustainability webpages, climate-focused initiatives, and individual research centre sites. Units such as the Institute for Resources, Environment and Sustainability and the School of Population and Public Health highlight relevant work, but these resources are dispersed and not organized under a unified planetary health framework. *The score above was given as although UBC has strong visibility in sustainability and environmental health research, there is no centralized institutional website that brings together planetary health research, opportunities, and leadership in one accessible location. Information is distributed across multiple sites rather than integrated into a dedicated portal.*	

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 University of British Columbia has hosted a significant conference directly related to planetary health within the past year. On October 25, 2025, UBC's Continuing Professional Development hosted the virtual conference "Planetary Health Emergency: The Health Benefits of Climate Action," which brought together health professionals and experts to address how climate change impacts health and how to advance planetary health in practice. This event clearly aligns with the planetary health topic focus and satisfies the criterion for hosting a conference in the most recent year.

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 points)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Score explanation: The University of British Columbia holds institutional membership in the Consortium of Universities for Global Health (CUGH), an international network of universities and partner organizations committed to advancing global health. CUGH addresses interconnected global challenges, including climate change, environmental sustainability, health equity, and planetary health. Through this membership, the institution participates in an international collaborative platform that supports research, education, and policy engagement related to environmental and population health. *The institution is formally affiliated with an international organization whose scope includes planetary and environmental health. This satisfies the criterion requiring institutional membership in a national or international planetary health or ESH/ESV-related organization.*	

Section Total (13 out of 17)	**76.47%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but has participated 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: The institution demonstrates sustained collaboration with multiple community organizations to advance planetary and environmental health. Through initiatives led by the UBC Sustainability Hub, the university works alongside local groups, educators, researchers, and equity-deserving communities to co-develop climate justice programming, youth education initiatives, and public engagement events. Projects such as Youth Climate Ambassador programs and climate education outreach extend beyond campus and involve active partnership with community stakeholders. *The Climate Equity, Action, and Resilience (CLEAR) initiative represents a deeper model of collaboration, bringing together the Sustainability Hub, the UBC Learning Exchange, and organizations in Vancouver's Downtown Eastside to co-create accessible climate research and advocacy tools. In addition, the Campus as a Living Lab program partners with public sector and private industry organizations to address sustainability challenges through applied, community-engaged projects. The UBC Faculty of Medicine also contributes through its involvement in Pathways to Equitable Healthy Cities, a research collaboration examining links between environmental sustainability, health, and inequity.* *Collectively, these initiatives reflect ongoing, reciprocal partnerships that integrate community voices into planetary health action and research.*	

3.2. Does your institution offer community-facing courses or events regarding planetary health?	
The **institution** offers community-facing courses or events at least once every year. (3 points)	
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The **institution/medical school** have not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
Score explanation: The University of British Columbia regularly offers courses or events related to planetary health and sustainability that are open to the broader community (beyond just enrolled students). These include public-accessible workshops, events like Climate Emergency Week, interdisciplinary sustainability festivals, and special sessions or panels that engage both campus and community participants. Additionally, events such as the 1st National Day of Action on Planetary Health and public sustainability workshops are examples of activities that address environmental health themes and invite community involvement. *However, although these offerings are community-accessible, they are not consistently designed primarily for a community audience each year. Many are university-oriented or embedded within broader campus programming rather than being specifically structured as community education courses/events.* *The score above was assigned as UBC's publicly accessible planetary health and sustainability events are available for community members to attend, but they are generally developed within the university context and not exclusively for non-university participants.*	

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)	
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
Score explanation: UBC does include planetary health and sustainable healthcare topics in some of its communication channels, such as newsletters, updates from sustainability offices, and course-specific communications. For example, sustainability initiatives and climate-related content are featured through the UBC Sustainability Hub and student-led groups, and topics related to	

climate and health are occasionally included in broadcast emails and newsletters shared with parts of the student body. However, there is not comprehensive coverage in regular, university-wide communications dedicated to planetary health that reach all students consistently.

The score above was assigned as planetary health content is regularly communicated to students in certain courses and through optional newsletters, but there is no consistent, university-wide coverage reaching all students.

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are **no** such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	1
Score explanation: UBC offers some opportunities for post-graduate healthcare providers to engage with topics related to sustainability and planetary health through continuing education initiatives. The Continuing Professional Development (CPD) department provides a variety of courses, and select resources, such as articles in the "This Changed My Practice" series, highlight planetary health content. While there are occasional workshops or sessions addressing sustainability in healthcare, these offerings are limited in number and are not specifically designed to provide in-depth, dedicated training in planetary health. They are not designed to target 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. *Although UBC provides some professional education that touches on planetary health and sustainable healthcare, the offerings do not include multiple courses with a primary focus on these topics. Therefore, the score reflects the presence of a single or limited set of relevant activities rather than a comprehensive program.*	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?
Yes, the **medical school** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)
Some affiliated hospitals have accessible educational materials for patients. (1 point)
No affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:	2

Score explanation: Medical students complete clinical training across multiple health authorities in British Columbia, including Fraser Health Authority, Vancouver Coastal Health, Provincial Health Services Authority, Northern Health Authority, First Nations Health Authority, Island Health, and Interior Health. Across these clinical teaching sites, patients have access to educational materials addressing environmental health exposures.

These materials include brochures, webpages, reports, and toolkits that outline health risks associated with environmental factors such as extreme heat, wildfire smoke, flooding, poor air quality, unsafe drinking water, and environmental contaminants. Resources often provide practical guidance on prevention, risk reduction, and safety planning, and some are tailored to specific populations, including older adults, children, and individuals with chronic health conditions. Several health authorities also provide mental health and disaster-response resources to address the psychosocial impacts of environmental events.

A score of 2 points is appropriate because accessible patient-facing educational materials on environmental health exposures are available across all affiliated teaching hospitals and health authorities where medical students complete their clinical training.

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

Yes, the **medical school** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)
Some affiliated hospitals have accessible educational materials for patients. (1 point)
No affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:	2

Score explanation: Accessible patient-facing educational materials on the health impacts of climate change are available across all affiliated health authorities involved in clinical training. Multiple regional health authorities provide publicly available resources that explain how climate change affects health, including topics such as extreme weather events, air quality, community health risks, and system-level adaptation strategies. These materials are designed for patients and community members, ensuring accessibility beyond internal institutional use. Several authorities also collaborate on broader frameworks and assessments addressing climate-related health vulnerabilities and adaptation planning. Additionally, Indigenous-focused climate health action plans and regional resilience reports further support public education.

A score of 2 was assigned as all affiliated health authorities provide accessible patient education resources related to climate change and health. These include reports, web-based materials, adaptation frameworks, and community-focused guidance that address the health impacts of climate change and strategies for resilience. These materials are widespread and publicly accessible.

Section Total (11 out of 14)	**78.57%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, **neither** the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: UBC supports students in implementing sustainability initiatives through dedicated funding programs. The AMS Sustainability Projects Fund (SPF) finances student-led projects aimed at reducing the campus's ecological footprint and promoting environmental awareness. Students contribute a small portion of their tuition to support these initiatives and are encouraged to apply. Additionally, the Green Labs Fund provides funding for projects that foster sustainable practices in research laboratories, open to all students, staff, and faculty. These programs demonstrate tangible institutional support for student-led sustainability efforts. *A score of 2 was assigned as the availability of funding through the SPF and Green Labs Fund ensures that students can enact sustainability or QI projects with institutional support, fulfilling the criteria for the highest scoring category. Students not only have access to guidance and resources but also financial backing to implement meaningful initiatives.*	

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

Score Assigned:	2

Score explanation: UBC offers medical students a formal research program through the Foundations of Scholarship course (MEDD 419/429/449). This core curricular course provides dedicated time for students to engage in research projects of their choice. Students interested in planetary health, sustainable healthcare, or veterinary care research can independently connect with faculty mentors in these areas or explore relevant opportunities listed in the course catalog, ensuring structured support within the curriculum.

By embedding research opportunities within a core course, UBC ensures that students have a formal pathway to pursue projects in planetary health and sustainable healthcare as part of their medical education.

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

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

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

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

Score Assigned:	1

Score explanation: The University of British Columbia's UBC Sustainability website features a catalog of sustainability-related research projects and mentors, with filters available to focus on topics such as planetary health or sustainable healthcare.

However, the catalog primarily highlights researchers, mentors, and research groups rather than providing detailed information on current or ongoing initiatives. Students interested in these areas may need to explore each listed entity further to find relevant and up-to-date information.

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

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

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

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	1
Score explanation: The University of British Columbia has at least one student group dedicated to fostering a culture of planetary health engagement, scholarship, and advocacy on campus. *UBC Enviromed is a group of medical students working to mitigate the health impacts of climate change by promoting awareness and organizing environmentally friendly initiatives within the Faculty of Medicine and for medical students and the public.*	

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 that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
Score explanation: The Medical Undergraduate Society (MUS) at the University of British Columbia has a medical student representative, the VP Planetary Health, who is responsible for promoting planetary healthcare within the medical school, representing students at MUS meetings, and coordinating with faculty members.	

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.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1

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

Score explanation: UBC Sustainability hosted a workshop on February 14th, 2024, titled "A Beginner's Guide to Growing a Sustainable Herb Garden," which focused on teaching students the basics of creating a sustainable herb garden. They also provided kits with supplies to help students get started.

UBC CPD organized a panel event on October 26th, 2024, called "Climate Emergency: Tipping Points for Planetary Health," where health professionals discussed local planetary healthcare initiatives.

UBC offered an event titled "Community Climate Justice Forum", where students could attend to hear from UBC researchers and Downtown Eastside community advocates about new findings related to extreme heat, housing, health, and urban greening.

UBC AMS hosts an annual waste audit at the Nest, the student union building, where volunteers are recruited to help sort waste, manage weights, prepare a report, and present educational infographics to passers-by.

The Faculty of Medicine organizes a yearly retreat for first-year medical students, Camp Make Friends, where students stay in cabins at a remote forest location. The retreat itinerary includes various outdoor and wilderness activities, such as hiking and kayaking.

In summary, the University of British Columbia has hosted programs and initiatives in the following categories:

- *Organic Agriculture/Sustainable Food Systems, focusing on gardening and farms*
- *Panel or speaker series events*
- *Volunteer opportunities to build community resilience*
- *Wilderness/outdoor programs as part of the yearly retreat for first-year medical students.*

Section Total (12 out of 15)	**80%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: The University of British Columbia has a well-established UBC Sustainability Office with multiple full-time staff dedicated to campus sustainability and advocacy; and there are specific staff members within the Faculty of Medicine who are named as "Sustainability Coordinators" for the majority of the buildings associated with the faculty. *The details of the individuals in these roles can be found at the following site: https://sustain.ubc.ca/facultyportfolio/medicine*	

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

Score explanation: The University of British Columbia is committed to achieving net-zero carbon dioxide emissions by 2035, including within the medical school. Its Climate Action Plan, UBC Climate Action Plan 2030, outlines the necessary steps to reach this goal and highlights progress made so far.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
Score explanation: At the University of British Columbia, energy for building operations comes from multiple sources: 47% from renewable electricity, 6% from renewable biomass, and 4% from renewable natural gas. UBC's Bioenergy Research Demonstration Facility (BRDF) processes renewable biomass to generate thermal energy, accounting for 6% of total energy use and 30% of campus heating.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	3
Score explanation: Since 2008, all new campus construction and major renovations at the University of British Columbia (UBC) must achieve at least Leadership in Energy and Environmental Design (LEED) Gold certification.	

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
Score explanation: The University of British Columbia's medical school offers a free inter-hospital shuttle system for all students. Additionally, all students benefit from a discounted transit pass included in their tuition, providing access to the greater Vancouver area through the public transit system. Bike racks and bike paths are also available to support environmentally-friendly commuting options.	

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 medical school. (0 points)	
Score Assigned:	2
Score explanation: The University of British Columbia's buildings are equipped with multiple waste bins for trash, recycling (hard and soft plastics), and composting. These 4-in-1 bins are conveniently placed near dining tables, in hallways outside of labs, and near main entrances, making them accessible to students and faculty.	

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 of British Columbia has implemented a range of food sustainability initiatives, including Climate-Friendly Food (CFF) labels that communicate the environmental impact of meals, the Centre for Sustainable Food Systems at UBC Farm, and campus guides promoting sustainable food choices. The university sources 100% OceanWise-certified seafood and has maintained Fair Trade Campus status since 2011. However, there are currently no formal policies addressing red-meat consumption. UBC recognizes food services as a significant contributor to global greenhouse gas emissions and, through its CAP 2030 strategy, has set a target to reduce food system emissions by 50% by 2030.	

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: The University of British Columbia's medical school adheres to the sustainability guidelines established by the university. The UBC Sustainable Purchasing Guide was developed to help staff, faculty, and students make sustainable purchasing decisions. It includes resources for a wide range of goods and services, an eco-label glossary, and information on UBC's ongoing efforts to advance sustainable purchasing both on campus and beyond. *Additionally, UBC has created the UBC Scientific Supplies Purchasing Guide specifically for lab consumables and equipment purchases, which includes a Green Products List with recommended products and vendors.*	

Additionally, financial operations evaluate vendors based on their sustainable practices when reviewing procurement applications. As a result, suppliers responding to a UBC request for proposal (RFP) must demonstrate their commitment to sustainability and circular economy practices.

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: UBC Sustainability has developed the "Green Your Events" initiative on the main campus, which provides guidance on how to plan more sustainable events, including checklists and additional resources. Currently, medical school students — or any other students — are not required to follow this criteria. *A score of 1 was assigned as the University of British Columbia strongly recommends sustainability measures and has developed resources to help events implement them, but adherence to these measures is not mandatory.*	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation: The University of British Columbia has developed a Green Labs Program to promote sustainable practices in labs affiliated with the university. The program hosts conservation campaigns, sustainability workshops, events, newsletters, and digital signage to engage with labs. Additionally, 40 Lab Sustainability Coordinators are working to advance sustainability in their departments, with the Green Labs Program providing support through training, virtual resources, and funding opportunities.	

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: As of 2020, the University of British Columbia had invested 2.2% of its total endowment fund and 2.6% of its staff pension fund in companies primarily focused on fossil fuel extraction. However, UBC has committed to fully divesting from fossil fuel companies by 2030, and has already made partial progress in this direction. However, the university still holds investments in fossil fuel companies.	

Section Total (24 out of 32)	**75%**

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Grading

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

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

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

[Please input your scores HERE]

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(37/75) x 100 = 49.33%	C
Interdisciplinary Research (17.5%)	(13/17) x 100 = 76.47%	B+
Community Outreach and Advocacy (17.5%)	(11/14) x 100 = 78.57%	B+
Support for Student-led Planetary Health Initiatives (17.5%)	(12/15) x 100= 80%	A-
Campus Sustainability (17.5%)	(24/32) x 100 = 75%	B+
Institutional Grade	**(49.33x0.3 + 76.47x0.175 + 78.57x0.175 + 80x0.175 + 75x0.175) = 69.06%**	**B**

Report Card Trends

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