Planetary Health Report Card (Medicine) 2026:

University of Manitoba

2025-2026 Contributing Team:

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Land acknowledgment:
The University of Manitoba campuses are located on the original lands of Anishinaabeg, Ininiwak, Anisininewuk, Dakota Oyate and Dene, and on the National Homeland of the Red River Métis.
We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

Summary of Findings

Overall Grade	B

Curriculum	B

- The University of Manitoba has been able to integrate the core concepts of Planetary Health in numerous lectures found within pre-clerkship years, emphasizing the effects of the healthcare system on the environment and the effects of natural disasters and climate change on human health.
- **Recommendations:** Better integration and connections between Indigenous health and Planetary Health, as well as increased presence of Planetary Health in coursework during clerkship

Interdisciplinary Research	A

- The University of Manitoba has many dedicated research centres to Planetary Health and is a signatory to the American Health Institutions Declaration on Planetary Health. The institution also has several websites that centralize information on Planetary Health.
- **Recommendations**: Include community members in the decision-making process that steers research initiatives related to climate change and Planetary Health

Community Outreach and Advocacy	C

- The University of Manitoba has strong partnerships with many community organizations in hopes of increasing awareness on Planetary Health and sustainability, organizing community-facing events throughout the year.
- **Recommendations**: Increase accessibility of educational materials on Planetary Health for hospitals and post-graduates

Support for Student-Led Initiatives	B

- The University of Manitoba offers numerous sustainability programs and initiatives in partnership with its student body, with a dedicated Sustainability Advisory Committee composed of students at the institution.
- **Recommendations**: Offer increased support to students seeking research related to Planetary Health and student groups focused on sustainability. Additionally,

Campus Sustainability	C

- The University of Manitoba Bannatyne Campus has demonstrated meaningful efforts to promote sustainability. The University's commitment is reflected not only in the sustainability considerations applied to new infrastructure projects, but also in its participation in The Sustainability Tracking, Assessment & Rating System (STARS) as a self-reporting framework. While institutional change is inherently gradual and requires sustained effort, this report acknowledges that the University is taking important and constructive steps toward advancing its sustainability practices and long-term commitments.
- **Recommendations:** As mentioned in previous years, establishing a greater presence for the Office of Sustainability in the Bannatyne campus would allow for better streamlining of sustainability metrics specific to the campus. Additionally, increased visibility would also help ensure that students are more

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

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

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

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

specifically targeted for medical students, can meet this metric.

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Anthropogenic:** Created through human activity

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

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:	3
Year 3 and 4 electives at the Max Rady College of Medicine: *Public Health & Preventative Medicine at the Winnipeg Regional Health Authority (WRHA) - lasting a minimum of 3 weeks, this elective provides exposure to environmental health and sustainability* *Special Topics in Population and Public Health - lasting a minimum of 2 weeks, students can select issues related to environmental health, the built environment, or sustainability to focus on as a part of their final project* *Other Community Health Science Electives: Indigenous Health (Policy, Programs and Planning), Occupational Health, Public Health & Preventative Medicine at the First Nations and Inuit Health Branch (FNIHB), Public Health & Preventative Medicine at the Manitoba Health, Seniors, and Active Living (MHSAL)* *https://umanitoba.ca/medicine/undergraduate-medical-education/electives#community-and-global-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:	2

Population Health 2 lecture "Climate Change" has the following objectives:

- *Describe the effect of climate change on the health of the population in Canada and globally, including health equity considerations.*
- *Describe how physicians can address climate issues in small-scale settings (e.g., individual practice activities, in a clinic) and large-scale settings (e.g., organization-wide or nation-wide advocacy).*
- *Explain the role of a physician in addressing the physical, psychological, and social effects of climate change at both the individual and population levels.*

The lecture discusses active efforts and studies related to global warming and rising temperatures, such as the Paris Agreement, the IPCC report, Canada's Changing Climate Report, Manitoba's Climate and Green Plan, and Canadian National Adaptation Strategies. The lecture also discusses both general and physician-specific responses to environmental health risks related to climate change and extreme heat.

Population Health 2 lecture "Disaster Management" touches on extreme heat events (e.g., wildfires, droughts, desertification, heatwaves) and its impacts on human health (e.g., dehydration, heat strokes, injuries, death) and ecosystem health. The lecture discusses the impacts of climate change on the longer seasons and hotter temperatures that lead to extreme heat events.

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:	2

Population Health 2 lecture "Disaster Management" discusses the effects of extreme weather events on healthcare systems, specifically vulnerabilities in the system (eg. human resources, supplies, infrastructure). The lecture stresses the importance of healthcare worker and healthcare system readiness in response to disasters and continuity of service in times of disasters.

Population Health 2 lecture "Climate Change and Human Health" discusses planetary healthcare and its aims to create environmentally sustainable health systems. The lecture also details the effects of extreme weather events to healthcare systems, such as:

- *Damage to infrastructure, mechanical, and electrical systems*
- *Reduce access to critical support services*
- *Reduce access to non-medical supplies, such as food and linen*
- *Reduce access to medical supplies and products*
- *Increase ER visits and hospital admissions*
- *Activate the healthcare facility emergency plan*
- *Increase costs*

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:	2

Population Health 2 lecture on "One Health" touches on the impact of environmental changes to disease patterns, using Lyme disease as an example of an emerging global vector-borne disease due to global warming and globalization improving the conditions for transmission.

Population Health 2 lecture on "Climate Change and Human Health" discusses the changes in habitat ranges of vectors and animals, further increasing the risk for vector-borne and zoonotic diseases, again using Lyme diseases, as well as West Nile and Hantavirus as examples.

1.5. Does your <u>medical school</u> 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

Population Health 2 lecture "Disaster Management" briefly discusses morbidity and mortality effects due to smoke inhalation.

Population Health 2 lecture "Climate change and Human Health" discusses the rise in air pollutants and heat stress (eg. rise in average temperature, extreme hot days, heatwaves) and their impacts on respiratory health, such as asthma exacerbations and allergies.

Population Health 2 lecture "Environmental Health 1" discusses common hazards in air and their implications at both the individual and population level.

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:	2
Population Health 2 lecture "Climate Change and Human Health" briefly talks about the impacts of heat stress (eg. rise in average temperature, extreme hot days, heatwaves, heat islands) and air pollutants on cardiovascular health and diseases	

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
Population Health 2 lecture on "Climate Change and Human Health" discusses the effects of climate-related events (landslides, wildfires, floods, storms, heatwaves, heat islands, droughts, desertification, sea level rise) on the mental and emotional health of healthcare workers and the general population. The lecture also briefly discusses the effects of climate change stressors on the development of infants and the mental health of children. Older adults are also more prone to social isolation and dependence due to climate change risks. *Population Health 2 lecture on "Disaster Management" touches on the mental health effects of severe weather events.*	

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:	3

Population Health 2 lecture on "Disaster Management" talks briefly about the effects of climate change on ecological systems and human injury, illness, and death.

Population Health 2 lecture on "Climate Change and Human Health" talks briefly about Canada's National Adaptation Strategy and the impacts of climate-related health risks on traditional foods. The lecture also discusses climate change effects on food and water quality, safety, and security such as:

- *Crop damage from temperature changes and precipitation*
- *Reduced quality/access to traditional foods*
- *Damage to food distribution infrastructure*
- *Water scarcity and contamination via flooding*
- *Changes in rainfall patterns*

Population Health 2 lecture "Environmental Health 1" discusses the multi-barrier approach to ensure the safety of drinking water and common hazards found in water and soil/

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

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Population Health 2 lecture on "Disaster Management" talks about the demographics of communities affected by extreme weather events, specifically how there are higher proportions of older adults, young families, and low-income groups being affected by natural disasters.

Population Health 2 lecture on "One Health" talks about health disparities and promoting access to care for vulnerable populations and ensuring equitable health outcomes reflect the interconnected goals of One Health.

Population Health 2 lecture on "Climate Change and Human Health" discusses in depth the groups most severely affected by climate-related events:

- *Indigenous Peoples*
- *Racialized populations*
- *People with disabilities*
- *Socially and economically disadvantaged individuals*
- *Residents of northern and remote communities*

- *People who are immunocompromised and those living with pre-existing illness*

The lecture also discusses the concept of climate justice, which seeks to address the disproportionate impact of climate change on vulnerable communities and future generations. The lecture talks about putting equity and human rights at the core of decision-making and action when it comes to climate change risk mitigation and prevention and extreme poverty by 2030 through diminishing crop yields and water supplies.

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

The Indigenous Health longitudinal course (years 1-4), extensively discusses the unique challenges that northern and remote Indigenous communities in Canada face in relation to climate change.

Population Health 2 lecture "Disaster Management" talked about the variation in vulnerability risk due to geography, comparing major winter storms between Winnipeg and Texas to illustrate the differences in challenges and mitigation strategies.

Population Health 2 lecture "Climate Change and Human Health" talks briefly about the impacts of climate change on northern and remote communities.

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

Population Health 2 assigned study and small group sessions on "Occupational Health" talk briefly about biological and chemical workplace and occupational exposures and their impacts on human health.

Population Health 2 has three lectures on "Environmental Health" that briefly discuss air, water, and soil hazards and their impacts on human health.

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Population Health 2 lecture "Climate Change and Human Health" highlights multiple examples that apply to the local and distant communities. These examples include extreme weather events such as wildfires impacting the air quality in Manitoba, impacts of flooding at HSC in 2014, heat stress due to rising temperatures, and extremely cold winter days.
Population Health 2 lecture "Disaster Management" stresses the impact COVID-19 pandemic had on HSC and the surrounding communities. Additionally, it mentions the incident of chemical spills contaminating local drinking water sources in Manitoba, 2009 Manitoba flooding incident, and the unprecedented wildfire season in 2025 leading to extreme smoke and poor air quality (AQ).

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:	1

The Indigenous Health longitudinal course runs through years 1-4 with a focus on providing a foundation that medical learners will need to contribute to improvement of health outcomes in Indigenous populations of Manitoba.
Note: None of the material presented in this course is testable.
However, there is a lack of integration between the Planetary Health and Indigenous Health curriculum.

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
This topic was not covered in much detail and was not a central aspect in any of the core curriculum courses. However, some information can be found in the elective coursework.	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	2
The health co-benefits of a plant-based diet are briefly covered in Gastrointestinal Health and Nutrition 1 lecture "Special Diets and Dietary Patterns" and in Endocrine and Metabolism 2 lecture "Nutrition in Diabetes." *Plant-based diet is emphasized as a targeted option along with sustainable procurement policies with a goal of reducing the Greenhouse gas (GHG) emissions in Population Health 2 lecture "Climate Change and Human Health."*	

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:	2
Population Health 2 lecture "Climate Change and Human Health" covers the burden of Health Care in Canada GHG Emissions indicating how different aspects of healthcare such as transportation, food, pharmaceuticals/medical devices, and energy consumption contribute to the	

carbon footprint. This lecture includes a specific example of MDI inhalers accounting for a huge portion of carbon footprint in primary care.

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)	1
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)	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

1. *Population Health 2 lecture "Climate Change and Human Health" covers the issue of over-prescribing patients with MDIs for issues such as asthma.*
2. *Population Health 2 lecture "Climate Change and Human Health" provides statistical data regarding the impact of over-treating asthma patients with MDI Inhalers on the environment. It provides information on when an inhaler should not be prescribed. Additionally, there are alternative options provided that are environmentally sustainable compared to MDI inhalers.*
3. *Population Health 2 lecture "Climate Change and Human Health" covers the non-pharmaceutical management of conditions including education, encouraging healthy behaviours such as utilizing active transportation (biking, walking), parks and green spaces, and following a healthy plant-based diet.*
4. *The impact of surgical healthcare is not covered in detail in the core curriculum.*
5. *Population Health 2 lecture "Climate Change and Human Health" lists the anaesthetic gases as part of contributing factor to carbon footprint and provides targeted program options to address this issue including alternative routes (IV), enhanced technology to trap or destroy gases and lower flows.*
6. *Population Health 2 lecture "Climate Change and Human Health" provides information on MDI inhalers' contribution to the carbon footprint and GHG emissions. This lecture compares the MDI inhalers to dry powder inhalers and indicates the former creates significantly more emissions.*

7. *Population Health 2 lecture "Climate Change and Human Health" discusses the issue of waste production within the healthcare system and describes the strategies to overcome this issue. This lecture focuses on the principle of reduce, reuse and recycle, and encourages a more sustainable practice such as food composting programs, low-carbon practice management measures, and quality improvement principles to minimize the waste.*

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 **no** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
Population Health 2 lecture "Climate Change and Human Health" emphasizes the actions physicians can take to address climate change impacts at individual (patient) and population level. At the patient level, medical learners and physicians are encouraged to: ● *Educate patients regarding the actions they can take to reduce the health risks related to climate change and encourage behavioral changes such as active transportation and healthy plant-based diet to further improve the health outcomes.* ● *Providing extreme heat advice to patients, discussing risks of hot weather, recommending them to monitor local heat alerts and promoting use of indoor air conditioned spaces and outdoor green spaces during hot days.* ● *Some additional advice to patients regarding wildfires (monitoring AQHI and promoting use of indoor filtered and air conditioned spaces), providing crucial information regarding emergency evacuations during wildfires for those residing in high risk areas.* ● *Finally, providing guidance and sharing prevention activities about Vector Borne Disease such as West Nile Virus and Lyme disease.*	

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
Throughout the Clinical Skills Course in year 1 and 2, medical learners are taught, encouraged, and reminded at each session to elicit a complete history including environmental and exposure	

history. Some of the components emphasized include patient occupation and work environment, home environment, hobbies, and travel history. *Additionally, Respiratory 2 lecture "Restrictive Diseases" emphasizes the role of environmental and exposure history in many lung pathologies and goes into details regarding specific elements that must be recorded in a patient's history.*

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
Max Rady College of Medicine is a signatory on the AFMC Declaration on Planetary Health. More information regarding the declaration can be found on the following website: (https://www.afmc.ca/initiatives/planetaryhealthdeclaration/) *There has been no updates regarding the improvements to ESH/planetary health education. Per consultation with Dr. Piotr Czaykowski, the university's representative within the Association of Faculties of Medicine of Canada's (AFMC) Planetary Health Committee, the medical college and the Rady Faculty of Health Sciences (RFHS) have not yet committed resources to introduce more planetary health concepts into the medical school curriculum.* *Student groups have been working to improve the curriculum by advocating for addition of information focused on sustainable healthcare practices and planetary health. As a result, the administration has made some small changes to the curriculum through revising the course objectives/lectures and addition of more planetary health focused slides.* *The university's Office of Innovation and Scholarship in Medical Education is also looking at ways to integrate planetary health education at the level of postgraduate medical education (PGME).*	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	2
Planetary Health/ESH is primarily a part of standalone Population Health 2 lectures which includes "Climate Change and Human Health", "Disaster Management", "Environmental Health 1 and 2", and Global Health lectures.	

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
Dr. Piotr Czaykowski is the current university representative to the AFMC's Planetary Health Committee. Within this capacity, Dr. Czaykowski is overseeing gains in the integration of planetary health within multiple aspects of the medical school. Formally, however, the role has not been provided any concrete support by the medical college. *The AFMC Planetary Health Roadmap (https://www.afmc.ca/wp-content/uploads/2025/09/AFMC-Roadmap-on-Planetary-Health-EN-Reformatted.pdf) recommends that each medical school commit to paid Planetary Health leads, including a lead on education (0.2 FTE). However, this has not been formally enacted by the University of Manitoba - Max Rady College of Medicine.*	

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
Population Health 2 lecture "Climate Change and Human Health" briefly covers the role of physicians as ideal advocates in the context of "Working for change within our communities" and planetary health. This lecture emphasizes that physicians should volunteer their time or financially support the advocacy groups (Canadian Association of Physicians for the Environment, Manitoba Public Health Association, Canadian Coalition for Green Health Care), advocate within the workplaces for climate mitigation and adaptation policies and programs, and act for divestment	

policies and action on climate change through professional and volunteer organizations. Additionally, physicians are encouraged to work to weave climate change into the medical curriculum, engage policy and decision makers with formal submissions, letters or emails, and constantly learn about the consequences of planetary health on human health and communities at large.

Section Total (53 out of 75)	**71%**

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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

The University of Manitoba conducts a multitude of research topics that cover broad ranges of planetary health or sustainable healthcare/vetcare topics. Multiple faculty members across many faculties have primary focuses on Planetary Health. Many of which also are conducting research through international partnerships. A non-exhaustive list of programs are listed below:

College of Community and Global Health https://umanitoba.ca/community-global-health/

Institute for Global Public Health https://umanitoba.ca/institute-for-global-public-health/

Ongomiizwin https://umanitoba.ca/ongomiizwin/research#research-programs

Clayton H. Riddell Faculty of Environment, Earth, and Resources
https://umanitoba.ca/environment-earth-resources/research

- *Centre for Earth Observation Science is a noteworthy Research Center within the faculty*
  https://umanitoba.ca/earth-observation-science/

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

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

Score Assigned:	3

The Clayton H Riddell Faculty of Environment, Earth, and Resources (https://umanitoba.ca/environment-earth-resources/research) has a wide array of research expertise including topics such as natural resources, how earth systems respond to climate change, and earth sciences. The faculty highlights interdisciplinary research as a strength in conducting high quality research.

College of Community and Global Health https://umanitoba.ca/community-global-health/. The college of Community and Global health takes an interdisciplinary approach to improving population health. Their areas of expertise are closing the gaps of indigenous healthcare, population and global health, and responding to infectious diseases.

Institute for Global Public Health https://umanitoba.ca/institute-for-global-public-health/. The Institute for Global Public Health works on public health challenges focusing on areas where significant equity exists within a population in order to close gaps and work towards achieving sustainable development goals. Focused research areas include Reproductive and Maternal health, Nutrition, Health System Strengthening, and infectious disease management.

Ongomiizwin https://umanitoba.ca/ongomiizwin/research#research-programs. Ongomiizwin (clearing a path for generations to come) is a department within the Rady Faculty of Health Sciences. One of their key objectives is to promote the development of sustained nationally and internationally recognized programs of research excellence at the University of Manitoba, in all four pillars (biomedical; clinical; health services; and social, cultural, environmental and population health).

The University of Manitoba is a member institution of the United Nations Academic Impact (UNAI), and in 2018 was designated as the hub for the sustainable development goal (SDG) 6: Clean Water and Sanitization. (https://umanitoba.ca/research/united-nations-sustainable-development-goal-6) UofM continues to co-chair the SDG 6 along with the Shiv Nadar Institute of Eminence. The current working group designated to coordinate this research is composed of 18 researchers from across many disciplines.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

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

Score Assigned:	2

The University of Manitoba has several initiatives that aim to collaborate with various communities to address the various impacts of climate change on the environment. This includes:

- ***The UM Strategic Research Plan for 2024–2029***
  - *UM's strategic research plan outlines several collaborative initiatives, especially with Indigenous communities, to address environmental and health concerns such as water and food security through agricultural innovation, and consequences of climate change.*
  - *https://umanitoba.ca/research/strategic-research-plan*
- ***The University of Manitoba United Nations Sustainable Development Goal 13 initiatives (https://umanitoba.ca/sustainability/sustainable-development-goals/goal-13-climate-action)***
  - ***Centre for Earth Observation Science***
    - *UM researchers collaborate with Inuit and Cree communities across the Canadian Arctic to address issues of climate resilience and sustainable development.*
  - ***Natural systems agriculture research group***
    - *UM researchers participate in the Natural systems agriculture group, which focuses on improving agricultural practices that better align with local ecology. The group also collaborates with farmers in damaged landscapes through practices such as conservation agriculture and reforestation in countries like Ethiopia and Mozambique.*
  - ***Manitoba Great Lakes Program***
    - *UM researchers collaborate with community members in Canadian arctic regions to not only study impacts of climate change on the watershed and local ecosystems, but also receive input on climate-related disaster mitigation protocols.*
    - *https://canwin-datahub.ad.umanitoba.ca/data/dataset/mbgl, https://www.arcticpulse.ca/*
- ***The University of Manitoba United Nations Sustainable Development Goal 6 Working Group***
  - *This working group focuses on research in areas of the UN sustainable development goal of providing clean water and sanitation to Manitoban communities. This research works towards decolonizing water governance by encouraging active participation from impacted Indigenous communities in the water action agenda.*
  - *https://umanitoba.ca/research/united-nations-sustainable-development-goal-6*
    - *Also reported in the Planetary Health Report Card (Medicine): University of Manitoba, 2024-2025*
- ***Wa Ni Ska Tan Alliance***
  - *This is a community-academic research partnership funded by the Social Sciences and Humanities Research Council (SSHRC). The group is based out of the Environmental Conservation Lab in the Clayton H. Riddell Faculty of Environment, Earth, and Resources and the University of Manitoba. Being*

Indigenous led, the partnership emerged to evaluate and address the impact of hydropower projects on Indigenous communities, livelihoods and environment (water and lan). In doing so, they aim to promote voices of impacted communities and advocate for social and energy justice.

- *https://hydroimpacted.ca/about-us/*
  - *Also reported in the Planetary Health Report Card (Medicine): University of Manitoba, 2024-2025*

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

There are online resources that outline information about the University of Manitoba's initiatives regarding environmental and global health. However, while each website centralizes certain initiatives, navigating between them can be difficult.

- *https://umanitoba.ca/sustainability/policy-strategy-reports*
- *https://news.umanitoba.ca/making-um-more-sustainable-for-everyone/*
- *https://umanitoba.ca/research/strategic-research-plan*
- *https://umanitoba.ca/sustainability/climate-action-plan*
- *https://umanitoba.ca/institute-for-global-public-health/*
- *https://umanitoba.ca/sustainability/education-and-research#education*

Note that these resources have also been reported in the Planetary Health Report Card (Medicine): University of Manitoba, 2024-2025.

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

In October 2025, the University of Manitoba Children's Hospital hosted their annual symposium "Child Health Research Days". In this iteration, they focused on the impacts of climate change on child health.

In September 2025, the STAIRS symposium was organized by UM researchers Dr. Dustin Isleifson and Dr. Dorthe Dahl-Jensen. The conference hosted researchers from North America and Europe to present work on technological innovations in Arctic science to better predict changes in environment and weather.
https://umanitoba.ca/earth-observation-science/community-and-partners

In October 2024, the University of Manitoba's college of Nursing hosted the Margarent speaker series with a focus on planetary health. The talks focused on how climate change and its consequences (such as air pollution) impact access to health services, especially for marginalized populations.
https://news.radyfhs.umanitoba.ca/nursing/margaret-elder-hart-speaker-series-returns-with-focus-on-planetary-health/

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

University of Manitoba Max Rady College of Medicine is one of many Canadian Medical schools to sign The Academic Health Institutions Declaration on Planetary Health.
https://www.afmc.ca/initiatives/planetaryhealthdeclaration/?fbclid=IwZXh0bgNhZW0CMTEAAR1JWp2_wKBpOKLumqsAgaRvctOdAE2u3L8cFarimzFDhRfMlI1Av80kUxM_aem_B4EYOrLdU6SrmVDzpiASXQ
The university is also represented by Dr. Piotr Czaykowski in the AFMC's Planetary Health Committee.

Section Total (15 out of 17)	**88%**

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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 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

The Max Rady College of Medicine actively partners with various community organizations in Winnipeg and Manitoba, some of which are planetary/environment oriented. Additionally, they partner with various science-based organizations, including Let's Talk Science, the Biomedical Youth Program, and the Inner City Science Centre, which include components of environmental science. Students at the Max Rady College of Medicine also practice meaningful community stewardship through the Service Learning component of their Population Health course, although this is not limited to organizations that directly promote planetary and environmental health. Rural week and optional sundances and exposures often include components of land-based learning. The Rady Faculty of Health Sciences also offers a Global Health Concentration, a component of which is planet/environment oriented, and a Social Accountability Committee.
The University of Manitoba continues to actively collaborate with community organizations to promote planetary and environmental health, including the Centre for Earth Observation Science, a research centre that belongs to the Clayton H. Riddell Faculty of Environment, Earth and Resources. This research centre focuses on understanding the Earth's response to climate change, and engages with numerous community-driven research initiatives as well as partnering with local, national and international organizations to further these causes. Additionally, the University of Manitoba hosts events such as Sustainability Day, Earth Day celebrations, and the Commuter Challenge, which often involve collaboration with community groups. There are also sustainability-focused student groups, including University of Manitoba Efficient and Renewable Technology Hub (UMEARTH) and the Society of Earth Sciences and Environmental Students (SESES), both of which aim to promote planetary health.
https://umanitoba.ca/health-sciences/community-and-partners
https://umanitoba.ca/medicine/community-and-partners

https://umanitoba.ca/earth-observation-science/community-and-partners *https://umanitoba.ca/sustainability/get-involved*

3.2. Does your institution offer community-facing courses or events regarding planetary health?	
The **institution** offers community-facing courses or events at least once every year. (3 points)	
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The **institution** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
While the Max Rady College of Medicine itself has not offered community-facing courses or events regarding planetary health, the Rady Faculty of Health Sciences and the University of Manitoba both offer such events, including the Margaret Elder Hart Speaker Series, which focused on planetary health in October 2024, and various sustainability events that are open to the public, such as Sustainability Night and the Fall Sustainability Walk for Wellness. *https://news.radyfhs.umanitoba.ca/nursing/margaret-elder-hart-speaker-series-returns-with-focus-on-planetary-health/* *https://umanitoba.ca/sustainability/sustainability-night*	

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
Students are infrequently sent emails from the Office of Sustainability containing resources or surveys relating to environmental initiatives such as the Campus Commute Survey. Students have the option to subscribe to a newsletter from the University of Manitoba Sustainability Department. University of Manitoba Student Weekly or UM Today, both University of Manitoba-affiliated news services, also sometimes contain resources or news relating to planetary health or sustainable healthcare, but these are not specific to the Max Rady College of Medicine or the Rady Faculty of Health Sciences. Little to no change from the previous report in terms of communications. Source: https://umanitoba.ca/sustainability/get-involved	

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are **no** such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	0
There are no courses or professional development in this stream for post-graduate providers available at the University of Manitoba, its main affiliate hospital (Health Sciences Centre), or additional Manitoban healthcare organizations or governing bodies (Doctors Manitoba or the College of Physicians and Surgeons of Manitoba). Little to no change from the previous report.	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
The University of Manitoba and its affiliate teaching hospitals has some accessible educational materials for staff and students about environmental health exposures that could be somewhat relevant to patients. Additionally, the Winnipeg Regional Health Authority, which provides some oversight to the University of Manitoba's affiliated teaching hospitals, provides resources on their website regarding environmental health such as drinking water quality, radon exposure, and healthy built environments. However, the University of Manitoba and its affiliate teaching hospitals do not have accessible educational materials explicitly for patients. *Source: https://wrha.mb.ca/public-health/service/environmental-health/*	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
The University of Manitoba and its affiliate teaching hospitals have some accessible educational materials for staff and students about the health impacts of climate change that could be somewhat relevant to patients, including a Climate Anxiety Resource Guide that includes links to further resources. However, the University of Manitoba and its affiliate teaching hospitals do not have accessible educational materials explicitly for patients. Overall, little to no change from the previous report however the Climate Anxiety Resource Guide could prove somewhat beneficial to patients. *Source:* *https://umanitoba.ca/sustainability/sites/sustainability/files/2022-04/climate-anxiety-resource-guide.pdf*	

Section Total (7 out of 14)	**50%**

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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:	2
The University of Manitoba offers the Sustainability Ambassador Program - a leadership program that allows students to promote sustainability on campus through events, outreach and initiatives. *The University of Manitoba offers the Green Investment Fund which provides financial support for student-led sustainability projects that reduce environmental impact and promote sustainable practices.* *The University of Manitoba hosts several student-led groups, such as UMEarth and the Sustainable Development Goals Student Hub, which focus on sustainability education, advocacy and hands-on projects.* *https://umanitoba.ca/sustainability/sustainability-ambassador-program* *https://umanitoba.ca/sustainability/green-investment-fund* *https://umanitoba.ca/sustainability/get-involved*	

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

The Max Rady College of Medicine has a dedicated research webpage (https://umanitoba.ca/medicine/research). Researchers can be contacted regarding collaboration for ongoing initiative, or a new project idea (which could entail planetary health or sustainable healthcare). The BSc (Med) program encourages students to participate in a research project during the first and/or second year(s), in any department related to medicine.

Within the Public Health and Preventative Medicine residency program (as well as programs) at the Max Rady College of Medicine, students have the opportunity to choose their own field placement and QI - which may be related to planetary health and/or sustainable healthcare, if the individual has interest in the topic.
https://umanitoba.ca/medicine/department-community-health-sciences/public-health-and-preventive-medicine-residency

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

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

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

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

Score Assigned:	1

The Max Rady College of Medicine has a dedicated research webpage https://umanitoba.ca/medicine/research. While the page doesn't explicitly highlight sustainable healthcare or planetary health topics, several research themes touch upon related areas, particularly through public health and community-driven initiatives. Some researcher and project information can be found, but is not easily accessible and lacks key information (up-to-date initiatives, opportunities, etc.).
Furthermore, the University of Manitoba has a Sustainability webpage https://umanitoba.ca/sustainability/, which provides resources to students regarding planetary health/sustainability initiatives and information (however, this is not specific to health sciences).

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

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	1

Project Green Healthcare is a student led interest group focused on raising awareness and advocating for environmentally sustainable healthcare practices. The group meets monthly to brainstorm ideas, set goals and work on projects aimed at reducing waste in healthcare systems. *https://mmsa.online/community-interest-groups/*

UMEARTH (University of Manitoba Efficient and Renewable Technology Hub) is a student-led group that is designed for students interested in sustainable engineering and renewable technology, aiming to promote sustainability and innovation on campus (note: this is not specific to health sciences).

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

Score Assigned:	1

The University of Manitoba actively involves students in sustainability initiatives and decision-making processes. The Sustainability Advisory Committee includes student representatives from the University of Manitoba Students' Union (UMSU) and the Graduate Students' Association (GSA) who collaborate with faculty and staff to advise on sustainability-related directions and activities.
https://umanitoba.ca/sustainability/sites/sustainability/files/2024-04/Sustainability%20Committee%20Terms%20of%20Reference%20-%202023.pdf

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

Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	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

1. *Rural week - a mandatory (faculty-supported) program for year 1 medical students, many stay on farms in Manitoba and get agricultural experience https://healthcareersmanitoba.ca/wp-content/uploads/StudentGuide2024.pdf. There are also medical student-led interest groups, such as the Rural and Northern Remote interest groups https://mmsa.online/community-interest-groups/.*
2. *Global Health/Equity, Diversion, and Inclusion conferences - all are put on by student-led groups, such as the Global Health Portfolio within the Canadian Federation of Medical Students https://www.cfms.org/what-we-do/global-health/ - these programs would benefit from more support (very limited spaces/funding and depend solely on student initiative).*
3. *Project Green Healthcare event - The PGH group set up a lunch and learn event inviting an organization that conducts green burials and they talked about the advantages of green burials vs other types of burials as well as the difficulty the organization faces in doing their work.*
4. *While there are no such events specifically related to sustainable healthcare/planetary health at the University of Manitoba, there have been notable past initiatives that align with this theme, such as Celebrating Indigenous Health Principles Through Art (https://umtoday-wordpress.ad.umanitoba.ca/celebrating-indigenous-health-principles-through-art/), Bioart Exhibit Inspired by Herbarium Plant Collection (https://winherbarium.weebly.com/news--events.html), and Sustainability Night: Exploring Passion for the Environment (https://umtoday-wordpress.ad.umanitoba.ca/sustainability-night-exploring-passion-for-the-environment/) (these are not specific to health sciences).*
5. *Service Learning (https://umanitoba.ca/centre-advancement-teaching-learning/support/service-learning) - The Service Learning (SL; mandatory) program is an opportunity for Undergraduate Medical Education (UGME) students to improve their understanding of the social determinants of health through working with community organizations (community co-educator) and engaging in critical reflection. The strength and longitudinal nature of student relationships with these organizations are foundational to the success of the program. Service Learning is not "volunteering" as it is a curricular requirement. Service learning is formally assessed and focused on reciprocity, respect and relationship building.*
6. *The Sports Representative from the Class of 2028 organized a skiing trip at Winkler, Manitoba this past weekend. Previously a group existed, called the Wilderness Medicine Interest Group. Their mission is to support students exploring careers in wilderness medicine, provide practical skill training and encourage continued learning in the field. However, we don't recall an event or anything from them this past year.*

Section Total (11 out of 15)	73%

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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:	2
The Office of Sustainability is composed of three staff members: Christine Nairn (Director), Jessie Klassen (Sustainability Projects Coordinator), and Heather Stark (Sustainability Projects Coordinator). The office is based at the University of Manitoba's Fort Garry campus and supports sustainability initiatives there, while also promoting and coordinating sustainability efforts at the Bannatyne campus. At present, there are no staff members exclusively assigned to the Bannatyne campus, nor are there individuals specifically responsible for hospital sustainability, as the hospital is not owned or operated by the University of Manitoba.	

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

As outlined in last year's report, the University of Manitoba's Climate Action Plan commits to reducing greenhouse gas emissions by 50% by 2030 and achieving net-zero emissions by 2050. Although a formal plan is in place and publicly available here, the proposed timeline does not meet the specified criteria; therefore, a score of 0 was assigned.

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
According to the latest report by the Sustainability Tracking, Assessment & Rating System (STARS) published in 2022, 35.75% of overall energy used by the University of Manitoba is produced from renewable sources. The report which can be found here was valid until September 2025, and will be updated by March 2026. Most of the renewable energy generated in Manitoba is from hydropower (96.8%) and wind generation (2.6%) according to the Manitoba Hydro's Environmental, Social, and Governance (ESG) Report from March 2024.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	2
New buildings at the University of Manitoba campus are built based on internal standards set by the University, and external standards set by the Provincial Government. Internally, the new University of Manitoba buildings are built according to the zero-carbon building standard.	

At the Bannatyne Campus, the new Dr. Gerald and Reesa Niznick Centre is being built to meet Leadership in Energy and Environmental Design (LEED) silver standard, which is a necessary requirement for new projects and major retrofits funded by the government, as per the provincial Green Building Policy.

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

The University of Manitoba is committed to reducing the environmental impact of commuting. Between 2016 and 2020, per-person commuting emissions decreased by 9%. The University is achieving these results by focusing on changes such as promoting use of the bus, walking, or cycling to campus; use of electric vehicles; and carpooling.
UM offers a universal, subsidized Universal Transit Pass (U-Pass) incentivizing students to use public transportation. The U-Pass offers unlimited access to the Winnipeg Transit system for every semester students are registered for classes.
The Bannatyne campus is accessible by bike, via several cycling lanes such as the two-way protected lane on McDermot Avenue. Despite being infrastructures established by the city, the UM further promotes bike use by providing safe bike cages on campus for cyclists to store their bikes.
The Bannatyne Campus (and Fort Gary Campus) have electric vehicle charging infrastructure available, with a 4-hour charging limit per day at $2 per hour, on top of the normal parking fee.
The University of Manitoba E lot on Bannatyne campus has designated carpool stalls, and suggests the use of GoManitoba which is an online carpooling platform and network partner with the University.

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

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

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

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

Score Assigned:	1
The University of Manitoba's Bannatyne campus has pre-consumer (bulk) compost available, but no post-consumer compost. Recycling bins are available both pre-and post-consumer, and are easily accessible to students and faculty (they are situated along hallways and dining areas across the Bannatyne campus).	

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
Unchanged from last year. Aramark is contracted for the Bannatyne campus and they have their own sustainability criteria. Food vendors are required to meet UM sustainability plans and are reported on within STARS, per the University of Manitoba.	

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
Unchanged from last year. The University of Manitoba has purchasing policies in place that ensure environmental, human and social health are considered when making decisions about supply procurement. The Province of Manitoba's Green Procurement Guidelines also offer further guidance for the University. These policies include promoting sustainable economic development,	

resource and energy conservation, and pollution prevention. Waste reduction and diversion are also emphasized, as well as ongoing evaluation of the value, performance and need of UM purchases. https://reports.aashe.org/institutions/university-of-manitoba-mb/report/2022-08-05/OP/purchasing/OP-11/

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
The UofM has sustainability awards given out yearly to honour students and staff who have led projects or conducted research in sustainability.	

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
Normal lab waste disposal procedures are in place including PPE collection and recycling. An energy reduction campaign exists around sash closure (Shut the Sash Campaign). Guidelines are not publicly available and efforts are primarily focused on faculty at this time. However, efforts to upgrade lab spaces to make them more sustainable in general (not just fumehood energy conservation) began in November 2025 and are therefore present but in their very early stages.	

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
The University of Manitoba has pledged to no longer purchase fossil fuel investments directly, but has not divested old investments. Funds from old (fossil-fuel) based investments are reinvested into non-fossil fuel alternatives.	

Section Total (17 out of 32)	**53%**

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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 University of Manitoba - Max Rady School of Medicine.
The following table presents the individual section grades and overall institutional grade for the University of Manitoba - Max Rady School of Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(53/75) x 100 = 71%	B
Interdisciplinary Research (17.5%)	(15/17) x 100 = 88%	A
Community Outreach and Advocacy (17.5%)	(7/14) x 100 = 50%	C
Support for Student-led Planetary Health Initiatives (17.5%)	(11/15) x 100= 73%	B
Campus Sustainability (17.5%)	(17/32) x 100 = 53%	C
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 67%**	**B**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which University of Manitoba - Max Rady College of Medicine has participated in the Planetary Health Report Card initiative.