



NURSING

Planetary Health Report Card (Nursing) 2026: *University of Toronto (Bloomberg Faculty of Nursing)*



LAWRENCE BLOOMBERG
FACULTY OF NURSING
UNIVERSITY OF TORONTO

2025-2026 Contributing Team:

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Land acknowledgment: We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Summary of Findings

Overall Grade	B-
Curriculum	B+
<ul style="list-style-type: none"> ● Overall, the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto has meaningfully integrated content that highlights the relationship between environmental health and human health. The curriculum addresses the impacts of severe weather events such as storms, flooding, and pollution, while emphasizing the disproportionate effects these events have on vulnerable populations, including Indigenous communities and individuals living in rural settings. However, recent curriculum changes have resulted in the omission of some key topics that were previously covered in greater depth, including the mental health impacts of climate change. ● Recommendation 1: Opportunities for further growth include reintegrating the mental health impacts of climate change into required courses, particularly community and mental health nursing. Suggestions include: addressing eco-anxiety, climate grief, and trauma related to extreme weather events; highlighting impacts on vulnerable populations; and incorporating case-based, trauma-informed approaches to care. ● Recommendation 2: A further opportunity for growth is to explore climate-related health topics in greater depth and breadth across the curriculum. Suggestions include: examining the effects of climate change on reproductive health; expanding discussions to address global health impacts beyond the Canadian context; and critically analyzing how environmental degradation disproportionately affects marginalized communities. 	
Interdisciplinary Research	A+
<ul style="list-style-type: none"> ● The Lawrence S. Bloomberg Faculty of Nursing is strongly represented in the Collaborative Centre for Climate, Health and Sustainable Care (CCCHSC) by nine faculty members who demonstrate research interest in planetary health and/or sustainable healthcare. The CCCHSC hosted a Climate, Health and Sustainable Care Annual Symposium in October 2025 on climate and sustainability action. Community members have the opportunity to get involved in driving research agendas through the Centre for Community Partnerships and MAP Centre for Urban Health Solutions. Finally, the Lawrence S. Bloomberg Faculty of Nursing co-hosted a session about “Healthcare, overconsumption, and the problem of economic growth” alongside the DLSPH’s Centre for Global Health, and the Collaborative Centre for Climate, Health and Sustainable Care. ● Recommendation 1: Although Bloomberg Nursing has strong connections to University of Toronto interdisciplinary work there is little to no involvement on an international level. The Faculty of Nursing should aim to join the Global Consortium on Climate and Health Education and the Planetary Health Alliance. Joining these organizations would allow the Faculty of Nursing to make significant contributions to advancing planetary health on a global level. ● Recommendation 2: While the University of Toronto is affiliated with the Centre for Community Partnerships and MAP Centre for Urban Health Solutions, there is room for improvement in creating a widely accessible process for community members impacted by climate and environmental injustice to be involved in driving research agendas at the decision-making level. 	
Community Outreach and Advocacy	C-
<ul style="list-style-type: none"> ● University of Toronto Bloomberg Nursing has few direct community outreach initiatives relating to planetary health. The institution is affiliated with the Sustainable Health System Community of Practice, Creating a Sustainable Canadian Health System in a Climate Crisis (CASCADES), and the CCCHSC to host community events relating to planetary health and advocate for sustainable healthcare delivery. However, the institution does not directly partner with community organizations to promote planetary health. The Faculty of Nursing occasionally promotes and participates in planetary health programming, but 	

does not independently plan or deliver such programs. The institution offers a few courses related to planetary health and sustainability through the CCCHSC. The Faculty of Nursing sends out little to no communication or resources related to planetary health or sustainable healthcare nor does it offer patient resources related to planetary health and health impacts of climate change.

- **Recommendation 1:** The institution can strengthen its commitment to planetary health by forming community partnerships campus-wide (Toronto, Mississauga, and Scarborough) and developing and hosting community-facing events within these communities.
- **Recommendation 2:** The Faculty of Nursing and the broader institution can both make improvements in increasing its communication updates about planetary health and/or sustainable healthcare to the student body. The Faculty of Nursing can highlight planetary health research that their faculty members are involved in through the virtual newsletter that is sent to all students.
- **Recommendation 3:** The Faculty of Nursing can partner with its affiliated hospitals and the Toronto Academic Health Science Network to create accessible patient education materials related to environmental health exposures and the health impacts of climate change.

Support for Student-Led Initiatives

B-

- The Faculty of Nursing is a partner of the Collaborative Centre for Climate, Health & Sustainable Care (CCCHSC). Through the CCCHSC, Seed Grants are open to faculty members, but not directly to nursing students to engage in sustainability initiatives or QI projects. However, the institution does provide opportunities for students to get involved in planetary health research. Students can access information about planetary health or sustainable healthcare through the CCCHSC’s website. While there are student groups at the broader institutional-level that are dedicated to planetary health, these groups lack the support or partnership of the Faculty of Nursing. At the institutional level, students have the opportunity to be involved as Sustainability Ambassadors. However, these roles focus more on outreach as opposed to involving students in decision-making and advocacy for sustainability interests. The university also provides multiple planetary health programs involving student volunteer opportunities, informational events, or outdoor programs. However, these initiatives are more broadly affiliated with the institution as opposed to the Faculty of Nursing.
- **Recommendation 1:** Support for student-led initiatives can be strengthened by the university and Faculty of Nursing offering students with opportunities to be involved in sustainability initiatives or QI projects.
- **Recommendation 2:** The university and Faculty of Nursing can develop a stronger partnership with the student body to advocate for sustainable healthcare by providing support to a student organization dedicated to planetary health and by delegating a student liaison to voice student concerns about planetary health and advocate for curriculum reform on a decision-making council.
- **Recommendation 3:** As sustainable healthcare and climate change have profound impacts on patient health outcomes, the Faculty of Nursing can implement planetary health programs or initiatives at the Faculty level, as most existing programs or initiatives are implemented by the broader institution.

Campus Sustainability

B+

- The University of Toronto demonstrates a strong commitment to sustainability across its campuses. Each site has a dedicated sustainability office, and buildings are designed to meet at least LEED Silver certification standards set by the Canada Green Building Council. The university maintains organic and conventional recycling programs and has implemented initiatives to improve the environmental sustainability of laboratory spaces through energy-efficient design, reduced water consumption, and waste reduction strategies. The Office of Sustainability also provides best practice guidelines to ensure environmentally responsible lab equipment use.
- **Recommendation 1:** Despite these efforts, gaps remain in accountability and implementation. The university has committed to becoming climate positive by 2050, but has yet to establish a clear timeline for achieving carbon neutrality. More defined, measurable targets are needed, particularly regarding increased use of sustainable energy sources.
- **Recommendation 2:** Sustainability guidance for campus events and food services is not consistently

required, and sustainable transportation options require greater promotion and improved financial accessibility for students.

- **Recommendation 3:** Sustainability efforts could be further strengthened by accelerating the adoption of renewable energy through the establishment of interim carbon reduction targets, as well as by introducing clearer, mandatory sustainability guidelines for campus events and procurement processes. Additionally, enhanced oversight and structural integration—achieved by formalizing interprofessional collaboration between healthcare programs and the Office of Sustainability—would further reinforce and advance these initiatives.

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.
- **Nursing School/Department vs. Institution:** When “nursing school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of nursing 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 nursing 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 life course, 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 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 nursing 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

Questions with a “*” next to them signify questions that are unique to the Nursing Planetary Health Report Card.

1.1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, 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
<p><i>Score explanation:</i></p> <p>These topics were briefly covered in a couple weeks of content spread across first and second year courses. In NUR 351, this topic was discussed in Week 10: Planetary Health and Environmentally Responsible Practice, where climate pressures, exposure pathways and impacts on human health were highlighted. These topics were also covered in the required/recommended readings for that week. These readings included:</p> <ul style="list-style-type: none"> - Canadian Federal of Nurses Unions (2019). Climate change and health: It’s time for nurses to act. https://nursesunions.ca/wp-content/uploads/2019/05/CFNU_climatechange-web.pdf - Levinson, W. (2024). Medical Practice and the Climate Crisis. JAMA: The Journal of the American Medical Association. https://doi.org/10.1001/jama.2024.8163https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_miscellaneous_3081777035 <p>Based on these topics, we were also required to complete and submit the CASN Nursing and Climate Change module, where we looked at the interplay between climate change and nursing, how climate change affects nursing practice and what we as future nurses may do to mitigate health effects brought on by climate change. The module is linked as followed: Nursing and Climate Change Module (https://vbd.casn.ca/index.php/e-resource-access/)</p> <p>In NUR 420, this topic was discussed in Week 5: Environmentally Sustainability, which briefly explored the impact of climate change on human and environmental health. Further information on this topic was covered in detail through numerous required readings including:</p> <ul style="list-style-type: none"> - Greene, J. A., Merritt, M. W., Paina, L., Bucic, S. B., Dalesio, N., Hanley, C., Mediate, E., Wadhwa, S., Alfonzo Horowitz, M., Gately, U. E., Tharp, M., Singh, H., Aubourg, M., 	

Barr, M., Benner, D., Bucic, S., Chase, R., Chu, P., Gately, U., ... Zenilman, J. (2025). A Pragmatic Approach to Streamlining Single-Use Plastics in Health Care. *Annals of Internal Medicine*, 178(8), 1192-1195. <https://doi.org/10.7326/ANNALS-25-01264>

- MacNeill, A. J., McGain, F., & Sherman, J. D. (2021). Planetary health care: A framework for sustainable health systems. *The Lancet Planetary Health*, 5(2), 66-68.
- Rizan, C., Reed, M., & Bhutta, M. F. (2021). Environmental impact of personal protective equipment distributed for use by health and social care services in England in the first six months of the COVID-19 pandemic. *Journal of the Royal Society of Medicine*, 114(5), 250-263.
- Saravanos, G. L., Islam, M. S., Huang, Y., Basseal, J. M., Seale, H., Mitchell, B. G., & Sheel, M. (2024). Infection prevention and control programme priorities for sustainable health and environmental systems. *BMC Global and Public Health*, 2(1), 1-4.

These relationships were also explored in NUR 461 during Week 5: Responding to the Realities of the Climate Crisis: Building Sustainable and Resilient Communities. This lecture explored health impacts of climate change related to heat stress, infectious disease, natural hazards and droughts. To prepare us for this lecture, we had to complete preparatory work including watching:

- CANE Webinar Series (2021). [Nurses on the Planetary Frontlines Caring for People and the Planet](#)

And reading:

- CNA (2024). Position Statement: Planetary Health. Retrieved from: https://cane-aiie.ca/CNA-Planetary-Health-position-statement_E.pdf
- Swanson, K. (2021). Equity in urban climate change adaptation planning: a review of research. *Urban Planning*, 6(4), 287-297.

1.2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storms, flooding, heat, drought, air pollution) on individual health?

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

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

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

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

Score Assigned:

2

Score explanation:

This topic was briefly covered in the first year course NUR 351 during the Week 10 lecture: Planetary Health and Environmentally Responsible Practice. This lecture explored the effects of climate change on health and healthcare systems, and examined vulnerable groups that are affected by climate change and the factors which contribute to their increased risk. This topic was further emphasized by recommended readings including:

- "As Toronto Temperatures Rise, Inequalities Widen" by Inori Roy: <https://thelocal.to/toronto-heat-wave-inequality/>
- Canadian Federal of Nurses Unions (2019). Climate change and health: It's time for nurses to act. https://nursesunions.ca/wp-content/uploads/2019/05/CFNU_climatechange-web.pdf

This topic was also covered in the second year course NUR 461 during Week 5: Responding to the Realities of the Climate Crisis: Building Sustainable and Resilient Communities. This lecture discussed key impacts of extreme weather events such as ecotoxicity, resource

depletion, species extinction and oceanic acidification. The lecture also discussed the relationship between these impacts on health including topics on heat stress, infectious disease, natural hazards and droughts. This topic was further explored through preparatory work including watching the CANE Webinar Series (2021). [Nurses on the Planetary Frontlines Caring for People and the Planet](#) which discussed the impact of climate change on human health and exacerbation of existing inequities.

1.3. Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?

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

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

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

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

Score Assigned:

2

Score explanation:

This topic was briefly covered through the CASN Nursing and Climate Change module, where we looked at the interplay between climate change and nursing, specifically surrounding Climate Driven Vector-Borne Disease (VBD). The module went into detail about VBD in Canada, Re-emergence of Endemic Diseases such as Malaria, Lyme Disease, and the West Nile Virus. The module is linked as followed: Nursing and Climate Change Module (<https://vbd.casn.ca/index.php/e-resource-access/>)

Completing this module was mandatory and submitting a reflection post-completion was graded as part of our final grade.

This topic was also covered in NUR 461 during Week 5: Responding to the Realities of the Climate Crisis: Building Sustainable and Resilient Communities. This lecture discussed Climate change and infectious disease and detailed infectious diseases transmitted by arthropod vectors (most climate sensitive), by zoonotics and water-borne illness.

1.4. Does your nursing curriculum address pathophysiological health effects resulting from environmental degradation and climate change, including effects such as air, soil and water pollution, extreme heat, human-animal interactions, and emerging pathogens?

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

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

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

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

Score Assigned:

2

Score explanation:

This topic is discussed in a series of slides in the first year course NURS 351 Week 10 lecture, Planetary Health Care & Environmentally Responsible Practice, health effects of climate change and environmental degradation are highlighted. These topics were also looked at in the required readings/modules for the previously mentioned lecture:

- Canadian Federal of Nurses Unions (2019). Climate change and health: It's time for nurses to act. https://nursesunions.ca/wp-content/uploads/2019/05/CFNU_climatechange-web.pdf
- Levinson, W. (2024). Medical Practice and the Climate Crisis. JAMA: The Journal of the American Medical Association. <https://doi.org/10.1001/jama.2024.8163>https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_miscellaneous_3081777035
- Nursing and Climate Change Module (<https://vbd.casn.ca/index.php/e-resource-access/>)

The topic was also discussed in the year 2 courses, NUR 420 and NUR461:

NUR420:

The Week 5 lecture Environmental Sustainability, briefly explored the pathophysiological health effects of climate change.

Required readings:

- MacNeill, A. J., McGain, F., & Sherman, J. D. (2021). Planetary health care: A framework for sustainable health systems. *The Lancet Planetary Health*, 5(2), 66-68.
- Rizan, C., Reed, M., & Bhutta, M. F. (2021). Environmental impact of personal protective equipment distributed for use by health and social care services in England in the first six months of the COVID-19 pandemic. *Journal of the Royal Society of Medicine*, 114(5), 250-263.
- Saravanos, G. L., Islam, M. S., Huang, Y., Basseal, J. M., Seale, H., Mitchell, B. G., & Sheel, M. (2024). Infection prevention and control programme priorities for sustainable health and environmental systems. *BMC Global and Public Health*, 2(1), 1-4.

NUR 461:

The Week 5 lecture Responding to the Realities of the Climate Crisis: Building Sustainable and Resilient Communities”, explored “health impacts of climate change and environmental degradation related to heat stress, infectious disease, natural hazards, and droughts

Assigned Readings:

- CNA (2024). Position Statement: Planetary Health. Retrieved from: https://cane-aiie.ca/CNA-Planetary-Health-position-statement_E.pdf
- Swanson, K. (2021). Equity in urban climate change adaptation planning: a review of research. *Urban Planning*, 6(4), 287-297.

1.5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?

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

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

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

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

Score Assigned:

2

Score explanation:

This topic was briefly covered in the first year course NUR 351 during Week 10: Planetary Health and Environmentally Responsible Practice. This lecture highlighted topics of eco-anxiety, eco-paralysis and PTSD .

It is important to note that previously NUR 420 also included a week's worth of content covering Climate Change and Mental Health, however it was not included in this year's curriculum.

1.6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?

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

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

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

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

Score Assigned:

3

Score explanation:

This topic is explored in depth across multiple required courses in both Year 1 and Year 2 of the core curriculum.

In Year 1, NUR 350 examines planetary health and environmentally responsible practice, explicitly addressing the health impacts of climate change, environmental degradation, and sustainability in healthcare systems. The course explores how climate instability disproportionately affects vulnerable populations, including through disruptions to food systems and water access.

Course description: <https://bloomberg.nursing.utoronto.ca/course/nur350y1/>

In Year 2, NUR 461 builds on this foundation by examining health systems leadership, sustainability, ecological determinants of health, and the development of resilient communities. Students analyze how environmental change, resource allocation, and structural inequities influence population health outcomes — including those related to food security, water quality, and community vulnerability.

Course description: <https://bloomberg.nursing.utoronto.ca/course/nur461y1/>

Additionally, NUR 390 (Community Health Nursing), a required core course, provides structured instruction on the Social Determinants of Health, population health frameworks, upstream prevention, and public health systems. Food security, housing, income distribution, and structural inequities are explicitly identified as determinants of health, positioning environmental conditions — including climate-related disruptions — as upstream drivers of health disparities.

Course description: <https://bloomberg.nursing.utoronto.ca/course/nur390h1/>

Across these required courses, climate change, food and water security, and their impact on health are addressed within broader frameworks of planetary health, sustainability, public health, and structural determinants of health.

1.7. Does your nursing program address the environmental and health co-benefits of a plant-based diet?

This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> A review of the Bachelor of Science in Nursing (BScN), Master’s, and PhD programs at the Lawrence Bloomberg Faculty of Nursing indicates that while planetary health and sustainability are addressed broadly within the curriculum and research environment, there is no evidence that the environmental and health co-benefits of a plant-based diet are explicitly covered in required coursework. Any exploration of sustainable diets would be optional or research-based rather than part of the structured core curriculum.</p>	

1.8. Does your nursing school curriculum address relationships between ecosystem health, human 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
<p><i>Score explanation:</i> This topic is explored in depth and longitudinally across multiple required courses in the core curriculum.</p> <p>In Year 1, NUR 351 includes the lecture “Planetary Health and Environmentally Responsible Practice,” which explicitly examines the interconnections between ecosystem health, climate change, and human health outcomes. Students analyze how environmental degradation, biodiversity loss, and climate instability affect population health and healthcare systems. The mandatory CASN Nursing and Climate Change module and reflection assignment further reinforce national competencies linking ecological disruption, climate change, and nursing advocacy. Course description: https://bloomberg.nursing.utoronto.ca/course/nur351y1/</p> <p>In Year 2, NUR 461, “Responding to the Realities of Climate Crisis: Building Sustainable and Resilient Communities,” examines health impacts related to heat stress, infectious disease patterns, natural hazards, drought, and food and water insecurity, emphasizing the disproportionate impact on vulnerable populations and the role of nursing in resilience and adaptation. Course description: https://bloomberg.nursing.utoronto.ca/course/nur461y1/</p> <p>NUR 420, “Environmental Sustainability,” further explores the environmental footprint of the healthcare sector and sustainable healthcare delivery, strengthening understanding of the reciprocal</p>	

relationship between ecosystem health and human health systems.

Course description: <https://bloomberg.nursing.utoronto.ca/course/nur420h1/>

Additionally, NUR 390, Community Health Nursing, reinforces ecosystem and human health linkages through required instruction on Social Determinants of Health, population health frameworks, upstream prevention, epidemiology, and public health systems. Students examine how environmental and structural determinants such as food systems, housing, geography, and resource access shape health outcomes and inequities at the population level.

Course description: <https://bloomberg.nursing.utoronto.ca/course/nur390h1/>

NUR 361, Introduction to Nursing in Health and Wellness, situates health within a lifespan and population health framework, emphasizing health promotion and prevention, which supports understanding of environmental conditions as foundational determinants of wellbeing.

Course description: <https://bloomberg.nursing.utoronto.ca/course/nur361y1/>

NUR 410, Nursing and the Health Care System: Policy, Ethics and Leadership, reinforces systems based analysis of health, policy, and structural determinants, enabling students to examine how environmental and climate related factors influence health systems and population outcomes.

Course description: <https://bloomberg.nursing.utoronto.ca/course/nur410h1/>

Together, these required courses integrate ecological systems thinking, climate science, population health, public health infrastructure, and nursing leadership across the curriculum.

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

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

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

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

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

Score Assigned:

2

Score explanation:

The reproductive health effects of industry-related environmental toxins are briefly addressed in the core nursing curriculum. In NUR 351, “Planetary Health and Environmentally Responsible Practice,” students examine how environmental degradation, air pollution, and industrial emissions influence population health and disproportionately affect vulnerable groups, including pregnant individuals, infants, and children. The mandatory CASN Nursing and Climate Change module reinforces these connections by introducing environmental exposures and climate-related hazards and their impacts on health across the lifespan.

Required NUR 390, Introduction to Community Health: Nursing Perspectives, further situates environmental exposures within social determinants of health and epidemiology, reinforcing that environmental risk factors contribute to population health outcomes. NUR 361, Introduction to Nursing in Health and Wellness, frames health promotion and determinants of health across the lifespan, supporting understanding of environmental influences on reproductive and family health. NUR 410, Nursing and the Health Care System: Policy, Ethics and Leadership, reinforces

systems-level thinking about determinants of health, providing context for how environmental toxins intersect with health policy and community well-being.

While the curriculum does not include dedicated or in-depth instruction on reproductive toxicology or specific toxicant mechanisms, students are introduced to the broader relationship between environmental exposures and human health within multiple required courses.

1.10. Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?

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

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

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

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

Score Assigned:

3

Score explanation:

The importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions is explored in depth within required core courses in the BScN curriculum.

In Year 1, NUR 350 includes a mandatory module titled “Indigenous Knowledge and Traditional Health,” which explicitly examines Indigenous worldviews, relational understandings of land and health, and the role of traditional knowledge in promoting wellbeing. Students are required to reflect on how they will honour Indigenous knowledge systems in their future nursing practice. Course description: <https://bloomberg.nursing.utoronto.ca/course/nur350y1/>

In addition, the mandatory CASN Nursing and Climate Change Module assigned in NUR 351 contains a dedicated section on Indigenous knowledge in planetary health and climate resilience. This module positions Indigenous and Traditional Knowledge Systems as essential to environmental stewardship, sustainable healthcare, and community resilience in the context of climate change. Course description: <https://bloomberg.nursing.utoronto.ca/course/nur351y1/>

Additional required coursework further reinforces Indigenous knowledge within environmental and community health contexts. In NUR 390, Introduction to Community Health: Nursing Perspectives, students engage in a dedicated Indigenous Health unit that examines holistic Indigenous models of health grounded in connection to land, community, and culture. The course explores pre contact health systems, traditional food systems, plant medicines, land based practices, and governance structures that supported community wellbeing. It also examines colonization, environmental dispossession, loss of land and food systems, inequitable access to safe water, and Indigenous specific determinants of health. The curriculum further highlights land based healing, cultural continuity, Indigenous led health governance, and self determination as central to improving health outcomes.

NUR 410, Nursing and the Health Care System: Policy, Ethics and Leadership, includes mandatory content related to equity, cultural safety, reconciliation, and structural determinants of health,

supporting critical reflection on colonialism and health systems and reinforcing Indigenous self determination in healthcare policy and leadership.

While not every course is exclusively focused on Indigenous Knowledge Systems, multiple required courses explicitly examine Indigenous worldviews, land based health systems, environmental dispossession, and culturally grounded approaches to health and healing. Indigenous knowledge is positioned as foundational to understanding ecosystem health, sustainability, and equitable health systems.

Because Indigenous and Traditional Knowledge Systems are explicitly taught, critically examined in relation to land and environmental systems, and reinforced across multiple required courses, this topic is explored in depth within the core curriculum.

1.11. Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?

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

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

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

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

Score Assigned:

2

Score explanation:

The NUR 351 course explores climate change, extreme heat, and air quality, with specific attention to local impacts in Toronto. The course connects these environmental threats to community health through discussions of the urban heat island effect, vulnerable populations, and a case based clinical application. However, similar to previous years, the information provided remains broad and general. The nursing curriculum does not currently address war, the deployment of weapons of mass destruction, or military- or state-enforced mass displacement as increasingly impactful environmental health-related threats relevant to the university and its surrounding communities.

1.12. Does your nursing curriculum address socioeconomic/racial disparities in extreme weather and climate change exposure?

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

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

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

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

Score Assigned:

3

Score explanation:

NUR 351 (Introduction to the Discipline and Profession of Nursing) is a first year course that acknowledges that climate change impacts are not equally felt and identifies vulnerable populations such as low-income individuals, migrant workers, and Indigenous communities. In NUR390 and NUR461, social determinants of health—such as income, homelessness, Indigeneity, and racism—are examined in relation to their role in shaping unequal exposure to extreme weather. These topics are covered in depth, emphasizing the disproportionately high risk of negative health outcomes from climate change among vulnerable populations, including impacts related to heat stress, drought, and other natural hazards. In NUR390 specifically, floods and evacuations are explored in detail, particularly in terms of how they disrupt community spaces and infrastructure, including housing and education systems in Indigenous communities. The course also addresses the heightened risk of stress and anxiety, as well as the effects of environmental disruption on traditional and cultural practices.

1.13. Does your nursing curriculum address the inequitable 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:

2

Score explanation:

The mandatory CASN Nursing and Climate Change module in the NUR351 course addresses the global health impacts of climate change, including extreme weather events, rising sea levels and vector-borne disease, and highlights that impacts are disproportionately experienced by low-and middle-income countries. The module further emphasizes how anthropogenic climate change contributes to global instability and affects vulnerable populations, including Indigenous communities experiencing environmental injustice. The curriculum acknowledges that climate change affects existing global inequities and threatens environmental and health systems worldwide. The NUR461 content examines global ecological change, including the effects of ocean acidification, ecotoxicity, resource depletion, species extinction, and climate change, situating these issues within the broader context of capitalism and global economic inequities. However, although inequitable impacts are acknowledged, they are not examined in depth and are largely framed within the Canadian context rather than considered from a broader global perspective.

1.14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?

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
<p><i>Score explanation:</i> NUR351 and NUR390 emphasizes that climate change disproportionately affects marginalized populations, including older adults, low-income individuals, migrant workers, unhoused populations, Indigenous and/or remote northern communities. There is discussion of extreme heat, air quality, wildfires, and mental health impacts, alongside the ethical responsibility of nurses to advocate for environmental stewardship and health equity. NUR351, in particular, also incorporates a clinical case set during a heat wave in Toronto, requiring students to assess environmental risk in the context of social vulnerability. Additionally, NUR461 explores the disproportionately higher burden of disease in vulnerable populations.</p>	

<p>1.15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i> While NUR351 (Introduction to the Discipline and Profession of Nursing) “Week 11: Planetary Health & Environmentally Responsible Practice” emphasizes that climate change disproportionately affects marginalized populations, it does not discuss the specific impacts of environmental degradation due to climate change on marginalized populations and communities.</p> <p>However, the Week 11 assigned reading titled “ It’s Time for Nurses to Act”, discussed how climate change can lead to degradation of the Earth (soil), air and water. Degradation of soil can lead to food scarcity and undermine food security for marginalized populations. Degradation of the air through air pollution disproportionately affects people living in densely populated cities, and more largely impacts the elderly and children. It can lead to respiratory disorders such as asthma and lung cancer. Increasing sea levels and inland flooding due to climate change may displace people living in densely populated cities which will negatively impact those who may not be able to afford to move.</p> <p>NUR461 examined the health impacts of environmental changes, including ocean acidification and drought. It also addressed issues such as species extinction, food insecurity, and heat-related illness, highlighting the heightened risks these pose to vulnerable populations.</p> <p>In previous years, NUR420 briefly covered government policies affecting water supply and water quality, as well as the broader effects of climate-related environmental degradation on marginalized communities. However, this content was not revisited in the current year.</p> <p>Canadian Federal of Nurses Unions (2019). Climate change and health: It’s time for nurses to act. https://nursesunions.ca/wp-content/uploads/2019/05/CFNU_climatechange-web.pdf</p>	

1.16. Does your nursing curriculum address the outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?

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

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

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

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

Score Assigned:

2

Score explanation:

NUR351 does discuss how climate change may disproportionately affect marginalized populations but it does not discuss any specific anthropogenic environmental toxins and how they would impact marginalized communities.

NUR461 briefly addresses the health effects of ecotoxicity, including exposure to persistent organic pollutants, pesticides, and industrial chemicals. It highlights associated risks such as increased rates of cancer, congenital anomalies, and genotoxic effects.

1.17. Does your nursing curriculum address the impacts of extreme weather events on healthcare systems?

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

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

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

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

Score Assigned:

2

Score explanation:

NUR351 (Introduction to the Discipline and Profession of Nursing) is a course that is part of the core nursing curriculum. The week 11 lecture titled “Planetary Health Care & Environmentally Responsible Practice” discussed how extreme weather events such as high temperatures, extreme precipitation and more extreme weather such as hurricanes and tornados can lead to increased exposure to harmful substances and pathogens which can negatively impact health outcomes and the health system. This lecture also briefly mentioned how extreme weather events can lead to more injuries and fatalities which places a bigger burden on the health care system. The course also discusses how extreme weather events can lead to mental health impacts such as post-traumatic stress disorder.

1.18. Does your nursing program 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

Score explanation:

NUR351 (Introduction to the Discipline and Profession of Nursing) is a first year nursing course that is part of the core curriculum. The week 11 lecture titled “Planetary Health Care & Environmentally Responsible Practice” discussed the large carbon footprint of healthcare systems globally. The course also addresses ways to decarbonize healthcare such as using reusable products, switching to renewable energy, and segregating waste correctly so that they can be properly recycled.

In NUR420, a guest lecture on “Environmental Sustainability” was delivered, accompanied by a required reading by Rizan, Reed, and Bhutta (2021), which examined the environmental impact of personal protective equipment distributed to health and social care services in England during the first six months of the COVID-19 pandemic. Journal of the Royal Society of Medicine, 114(5), 250-263.

1.19*. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?

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

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

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

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

Score Assigned:

2

Score explanation:

NUR351 (Introduction to the Discipline and Profession of Nursing) is a first year nursing course that is part of the core curriculum. The week 11 guest lecture titled “Nurses Paving the Path Towards Environmentally Sustainable Health Systems” briefly discussed the large amount of waste generated by healthcare provision. The lecture specifically discusses how large amounts of waste are generated through the use of gloves when they are not needed for certain procedures. The course discusses the doctrine of Choosing Wisely Canada, which is the national voice for reducing unnecessary tests and treatments that could cause more harm to the patient and environment.

1.20*. Does your nursing program cover the contributions of pharmaceuticals to environmental degradation and climate change (e.g., anaesthetic gases, inhalers, antibiotic resistance, etc.)?

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
<p><i>Score explanation:</i></p> <p>NUR 351: Week 11 Lecture “Climate and Environmentally Responsible Practice” outlined the use of anesthetic gases, specifically how the use of sevoflurane gas is preferred over desflurane due to lower climate impact. The lecture also mentions how nitrous oxide has a very long atmospheric life and is a major target for reduction. The lecture describes how metered dose inhalers (MDIs) have high carbon footprints due to propellants, and that soft mist and dry powder alternatives can significantly reduce emissions. Furthermore, there is attention on reducing unnecessary pharmaceuticals and their packaging in order to limit waste, such as avoiding arbitrarily early expiration dates that lead to premature disposal.</p> <p>NUR 325: Week 2 Lecture “Respiratory disorders: Asthma, COPD, pneumothorax, pleural effusion” discusses the impact of MDIs on greenhouse gas emissions. For example: one canister emits an amount equivalent to powering a gas car for 185 kilometers. There was encouragement to opt for alternative inhaler types like dry powder inhalers or soft mist inhalers that can reduce carbon footprint. Proper inhaler technique reduces medication waste and thus environmental impact, and returning (or disposing) inhalers to pharmacies is important to minimise environmental harm. Finally, the lecture mentions that supporting disease management ultimately helps reduce medication use and thus environmental footprint.</p> <p>The nursing program does not explicitly talk about antibiotic resistance and its impact on planetary health.</p>	

1.21. Does your nursing school’s curriculum introduce strategies for having conversations with patients, nursing home residents, visitors, and other health professionals about the health effects of climate change and other environmental disruptions?	
Yes, the core curriculum includes strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (2 points)	
There are elective courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>NUR 351 (Introduction to the Discipline and Profession of Nursing) is a course within the core curriculum that includes strategies for conversing with clients and colleagues regarding climate change. There was a focus on the impact of climate change on vulnerable groups and the ethical responsibility of nurses to provide evidence-based education in conversations with patients and colleagues. There was also a discussion on urban heat island effect that includes examples where nurses need to communicate risk and promote prevention (heat stroke prevention, hydration,</p>	

checking on seniors). NUR 351 also outlines community resilience and check-in programs involving direct communication and support for vulnerable clients.

1.22. Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?

Yes, the nursing program has **at least one** appointed faculty or staff responsible for planetary health and environmental nursing. (1 point)

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

Score Assigned:

1

Score explanation:

The Lawrence Bloomberg Nursing Program does not have a designated faculty of staff responsible for planetary health, however, members of the faculty are affiliates and staff in the Collaborative Centre for Climate, Health, and Sustainable Care at the University of Toronto. This interdisciplinary team of healthcare professionals are essential in driving climate and sustainability research, education, and best practice guidelines and policy changes.

Notable Lawrence Bloomberg faculty affiliated with Collaborative Centre for Climate, Health, and Sustainable Care at the University of Toronto:

Quinn Grundy, RN, PhD - **Associate Director** of the Collaborative Centre for Climate, Health, and Sustainable Care at the University of Toronto (<https://climatehealth.utoronto.ca/people/staff/>)

Fellows: Mariana Bueno, RN, PhD, Lisa Cranely RN, PhD, Laura Fairley, RN, MN, CHPCN(C), Edith Margaret Hillan, PhD, MPhil, MSc, Tieghan Killackey, RN, PhD, Joanne Louis, MN, NP-PHC, Robyn Stremler, PhD, MSc(A), Jean Wilson, MHSc, NP-PHC, Amy L. Wright, PhD, NP. (https://climatehealth.utoronto.ca/people/fellow-directory/?faculty_affiliation%5B%5D=lawrence-bloomberg-faculty-of-nursing)

1.23*. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?

Yes, the school of nursing has been involved with IPE simulations or experiences in the **past year**. (2 points)

Yes, the school of nursing has been involved with IPE simulations or experiences in the **past three years**. (1 point)

No, the school of nursing has not been involved with IPE simulations in the past three years. (0 points)

Score Assigned:

2

Score explanation:

[‘Health Impacts of Climate Change - An Intraprofessional response’](#) is an Interdisciplinary Education (IPE) virtual session offered in March 2025. It was a 3-part series that educated students about the health impacts of climate change and its disproportionate impact on marginalized

communities. It also provided strategies to respond in a climate change crisis, including heat and air-related exacerbations.

1.24. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?

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

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

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

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

Score Assigned:

3

Score explanation:

NUR 390 (Introduction to Community Health: Nursing Perspectives) is a mandatory course that examines civic engagement and advocacy in addressing the environmental and structural determinants of health. The course emphasizes the role of nurses in promoting health equity, engaging in community partnerships, and advocating for systemic change. Students learn that health promotion is a political process, requiring nurses to move beyond individual lifestyle education and engage in upstream interventions such as activism and advocacy for healthy public policies (e.g., tobacco taxation and living wage policies). The course also highlights the responsibility of Community Health Nurses (CHNs) to engage in anti-racism advocacy and support Indigenous communities in addressing historical and ongoing inequities, as outlined in the Truth and Reconciliation Commission Calls to Action.

The course further teaches students to advocate for the Social Determinants of Health and to promote health equity through partnerships with policymakers, community leaders, and citizens. Students learn community development approaches that support healthy living environments and are introduced to frameworks that engage communities in the assessment–planning–evaluation cycle to foster social justice and reduce health inequities. Advocacy examples include supporting community investments such as equitable urban planning and access to safe recreational spaces. The course also highlights the advocacy work of the Canadian Nurses Association, including support for harm reduction initiatives such as supervised consumption services and needle exchange programs. Additionally, nurses are taught to address systemic barriers within the healthcare system by promoting health literacy, supporting patient navigation, and collaborating with interdisciplinary partners to influence public health policy and population-level interventions that address the root causes of health risks.

Similarly, NUR 461 builds on these principles by examining climate change mitigation strategies and sustainable healthcare practices that support the development of environmentally sustainable and healthy communities.

Section Total (52 out of 68)

76%

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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 <u>institution</u>?	
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
<p><i>Score explanation:</i> The Collaborative Centre for Climate, Health and Sustainable Care at the University of Toronto was launched in November 2023. This initiative involves four health sciences faculties including the Lawrence Bloomberg Faculty of Nursing. “This new unit will catalyze research, education, and practice change in clinical care, health system management, health policy, and public health to meet the transformative challenges posed by climate change and the demands of sustainability.”</p> <p>There are ten faculty members from the Faculty of Nursing that are affiliated with this initiative according to the Fellows Directory. These faculty members and their research areas of interest include:</p> <ul style="list-style-type: none"> ● <i>Dr. Mariana Bueno, RN, PhD, Assistant Professor, Tenure Stream</i> <ul style="list-style-type: none"> ○ <i>Health/clinical domains, knowledge translation and implementation, maternal and child health.</i> ● <i>Dr. Lisa Cranley, RN, PhD, Associate Professor</i> <ul style="list-style-type: none"> ○ <i>Health equity; health policy, services & systems; knowledge translation and implementation; quality improvement; sustainability transitions; gerontology and care of older adults; health workforce; leadership and innovation; models of care; infrastructure/built environments; sustainable/resilient models of care; health professions (undergraduate, post-grad); health sciences (undergraduate, graduate); simulation-based education.</i> ● <i>Laura Fairley, RN, MN, CHPCN(C), Assistant Professor, Teaching Stream</i> 	

- *Disaster and emergency management/preparedness, health education, health equity, planetary health, palliative care, primary care.*
- *Dr. Quinn Grundy, RN, PhD, Assistant Professor*
 - *Health policy, services & systems; health systems, services & settings; political science/policy studies; social & structural determinants of health; sustainable, resilient, low carbon health services & systems; pharmaceuticals/health technologies.*
- *Dr. Edith Hillan, RN, PhD, FAAN, Professor*
 - *Bioethics; educational scholarship/pedagogy; global health; health education; health policy, services & systems; knowledge translation and implementation; maternal and child health; reproductive health; health informatics/digital health; leadership and innovation; primary care; public health; continuing professional development/faculty development; health professions (undergraduate, post-grad); leadership education; practice-based education; sustainable development/SDGs.*
- *Dr. Tieghan Killackey, RN, PhD, Assistant Professor*
 - *Health/clinical domains; health education; health policy, services & systems; health systems, services & settings; knowledge translation and implementation; cardiovascular disease; chronic diseases; acute care; appropriate care; health professions (undergraduate, post-grad).*
- *Joanne Louis, NP, MN, Assistant Professor, Teaching Stream*
 - *Health professions (undergraduate, post-grad), migration and displacement.*
- *Dr. Robyn Stremler, Dean*
 - *Clinical epidemiology/epidemiology and biostatistics; health education; psychology; maternal and child health; neonatology; health informatics/digital health; leadership and innovation; continuing professional development/faculty development; health professions (undergraduate, post-grad); leadership education.*
- *Jean Wilson, HBScN, MHSc, NP-PHC, Assistant Professor*
 - *Disaster and emergency management/preparedness; global health; health/clinical domains; health education; health equity; health systems, services & settings; sustainable, resilient, low carbon health services & systems; environmental/climate justice; environmental epidemiology; health promotion/prevention; infectious diseases/infection control; public health/preventative; population health management; primary care; environmental/lifecycle assessment; health sciences (undergraduate, graduate), practice-based education.*
- *Dr. Amy L. Wright, PhD, NP-Pediatrics, Assistant Professor*
 - *Global health; health/clinical domains; health equity; health policy, services & systems; health systems, services & settings; indigenous knowledge systems and practices; knowledge translation and implementation; social & structural determinants of health; health promotion/prevention; maternal and child health; neonatology.*

Based on the University of Toronto's Medicine PHRC team, within the Temerty Faculty of Medicine, there are some researchers whose primary focus is in planetary health, including Dr. Edward Xie and Dr. Samantha Green. There are also other researchers who are involved in planetary health research but not as a primary focus.

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

Score explanation:

The Collaborative Centre for Climate, Health and Sustainable Care (CCCHSC) is a dedicated multi-faculty academic unit at the University of Toronto bringing together four faculties which include the Dalla Lana School of Public Health, the Temerty Faculty of Medicine, the Lawrence Bloomberg Faculty of Nursing, and the Leslie Dan Faculty of Pharmacy. In terms of research, the program is working to cultivate "[Research Clusters](#)" that encompass specific topics of research from the different faculties and bring them together and they include:

1. Pharmaceuticals and the Environment
2. Sustainable Digital Health Transformation
3. Mental Health in the Anthropocene
4. Equitable Urban Climate Resilience
5. Healthy Food Systems within Planetary Limits

They have a [monthly Journal Club](#) to explore the work of others and the work in progress of current members. They also provide [support and services](#) such as sharing information about funding, providing enabling capacity for use in grant, award and fellowship applications – including the [Collaborative Centre Graduate Fellowships](#) which was launched in 2025, sharing information about your research, and additional support.

They are also focused on providing [Seed Grants](#) through competition to encourage collaboration in research with the TAHSN centres. They award up to 5 seed grants of a maximum of \$10,000 each. They also offer [summer student funding](#) for full-time students of up to \$5,000 with a focus on research, quality improvement, or practicum experiences that relate to the Collaborative Centre's purpose.

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

Score explanation:

[Centre for Community Partnerships](#) collaborates with community partners, students, faculty, and staff to advance community-engaged learning and research (CEL/R) through building community, enhancing capacity, and learning together. Through the Centre, students participate in a structured research experience in partnership with communities or grassroots, non-profit or public organizations. The research project and methodology are driven by community partner priorities and provide reciprocal benefits to those partners and the students engaged with them. The focus is not explicitly on planetary health, but students are able to choose partnerships in this area.

[MAP Centre for Urban Health Solutions](#) is Canada's largest research centre focused on health equity and the social determinants of health. It is based at St. Michael's Hospital which is affiliated with the University of Toronto. Its team of scientists develops and evaluates program and policy interventions to advance health equity, using community-based participatory research methods that engage communities as partners in the research process and are also increasingly focused on climate resilience in urban environments.

One initiative through MAP is [SEED CHANGE](#) (Supporting Social & Economic Equity, Disrupting Cycles of Homelessness, And Nurturing Growth & Empowerment), a study led by Dr. Naomi Thulien, a researcher and nurse practitioner. The study will work with young people who are currently housed but have experienced homelessness in the past year to identify what supports best help youth build meaningful, stable, and thriving lives and how to deliver these supports effectively.

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:

3

Score explanation:

The [Collaborative Centre for Climate, Health & Sustainable Care](#) has a new website which centralises climate and health research affiliated with UofT. The website is very easy to use, up-to-date, and comprehensive on current initiatives.

The events listed on the website include a [Climate & Health Seminar Series](#) and the Annual Symposium. The website also has an easy to navigate directory of fellows that list faculty and scientists, professionals, practitioners and leaders who are engaged in work related to climate, environment, health and sustainable care. The navigation includes a Student and Trainee Education section which includes the Climate, Health & Sustainable Care Student Training Program and the Planetary Health Journal Club. The website includes a Practice and Policy Change section, which includes TAHSN Sustainable Health System Community of Practice. Under the Research section of

the website, there are Research Clusters, [Seed Grants](#) and [Summer Student Funding](#) opportunities through the university, along with links to external funding options.

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

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

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

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

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

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

Score Assigned:

4

Score explanation:

The Lawrence Bloomberg Faculty of Nursing is one of the four founding health sciences faculties for the Collaborative Centre for Climate, Health and Sustainable Care. This centre hosted their second annual [Climate, Health and Sustainable Care Annual Symposium](#) on October 30, 2025 about climate and sustainability action for health and health systems.

[Dr. Quinn Grundy](#) from the Lawrence Bloomberg Faculty of Nursing serves as Associate Director, Nursing, for the Collaborative Centre for Climate, Health, and Sustainable Care.

The Lawrence S. Bloomberg Faculty of Nursing co-hosts the [Health Inc. Seminar Series](#). As part of this series, on September 24, 2025, it hosted a seminar titled “[Healthcare, overconsumption, and the problem of uneconomic growth](#)” presented by Professor Martin Hensher. The seminar examined how overconsumption within healthcare systems and the broader economy contributes to environmental harm and adverse health outcomes, and explored perspectives from health and ecological economics on addressing these challenges.

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

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

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

Score Assigned:

1

Score explanation:

The University of Toronto’s Collaborative Centre for Climate, Health, and Sustainable Care is one of the four founding members of [CASCADES Canada](#). CASCADES works and learns from many other organizations across the Canadian provinces and territories making it a national planetary health and ESH organization. Their mission is to strengthen the capacity of the healthcare community across Canada to transition towards high-quality, low-carbon, sustainable and climate resilient care based on their website.

The Lawrence Bloomberg Faculty of Nursing employs several faculty members who are individual paying members of the [Canadian Association of Nurses for the Environment \(CANE\)](#). Upon review of available membership options, there is not one listed that would allow the entire organization to be included as a member nor does the Bloomberg Faculty of Nursing meet requirements to be considered a partner organization.

The Lawrence Bloomberg Faculty of Nursing is not a member of the [Global Consortium on Climate and Health Education](#) despite fellow Canadian schools listed as supporting members. Within the University of Toronto, the Dalla Lana School of Public Health is listed in the Global Member Network. Membership of an Academic Institution requires a Google Form to be filled out by faculty and an optional sliding scale donation meaning membership is well within reach for Bloomberg Faculty of Nursing.

The Dalla Lana School of Public Health is listed as an Alliance Member of the [Planetary Health Alliance](#), whereas the Lawrence Bloomberg Faculty of Nursing is not listed. The Alliance’s [membership requirements](#) indicate that joining does not require a financial contribution, instead member organizations are asked to maintain an active presence within Alliance initiatives and support the advancement of Planetary Health.

Section Total (16 out of 17)

94%

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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 <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The Lawrence S. Bloomberg Faculty of Nursing is affiliated with the Toronto Academic Health Science Network (TAHSN), a coalition of leading health organizations renowned for their cutting-edge teaching, research, and clinical care. Together, the two institutions have launched the Sustainable Health System Community of Practice (CoP) to address the challenges facing the health sector and its impact on climate change. The CoP's mission is to transform healthcare services to be more environmentally sustainable, minimizing their negative impact on the environment while maintaining the highest standards of care.</p> <p>The Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto is partnered with CASCADES (Creating a Sustainable Canadian Health System in a Climate Crisis), an organization dedicated to supporting, researching, and implementing sustainable healthcare policies and practices across Canada. Through its efforts, CASCADES strives to deliver high-quality, climate-resilient, and low-carbon healthcare by working directly with health systems and policymakers.</p> <p>The Lawrence S. Bloomberg Faculty of Nursing partners with the Dalla Lana School of Public Health, the Temerty Faculty of Medicine, and the Leslie Dan Faculty of Pharmacy to form the Collaborative Centre for Climate, Health & Sustainable Care (CCCHSC). This academic unit is committed to advancing research, education, and innovative solutions across key areas such as clinical care, health system management, health policy, and public health. Its mission is to address the profound challenges posed by global ecological changes, helping these fields adapt and respond</p>	

effectively to emerging health and environmental concerns. The Centre plays a pivotal role in analyzing and addressing the health sector's contribution to climate change, working through education, research, and the development of practical strategies to tackle identified climate-related health issues.

Through CCCHS, several community-facing initiatives are underway to support planetary health:

- The CERC Network for Equity in Sustainability Transitions: The CERC Network is running a community science initiative that combines air quality monitoring by residents and by Dr. Arthur Chan's lab with vulnerability analysis. This initiative generates actionable knowledge to mitigate wildfire-associated health risks such as those experienced by Toronto residents in the summer of 2023.
- Urban Futures & Community Climate Resilience: This partnership grant supports work with the Community Development Unit, Social Development, Finance & Administration at the City of Toronto to host a Community Climate Resilience Roundtable focused on health, wellbeing, and health equity. This roundtable convenes and connects key actors working on community climate resilience from an equity, health, and wellbeing perspective within the Greater Toronto Area.
- Strengthening healthcare's contribution to city-led climate action: This project explores partnerships to identify and develop opportunities for the healthcare sector to support municipal climate action by building city-healthcare collaborations. Objectives include developing shared resources to support collaborative climate action, engaging with scholarly questions related to sustainability transitions and urban climate governance, and deepening partnerships in preparation for SSHRC Partnership Grant applications. This initiative builds on the work of the TAHSN Sustainable Health System Community of Practice.

In addition to these initiatives, CCCHS houses World Health Organization (WHO) Collaborating Centre activities related to governance, accountability, and pharmaceutical sector transparency. These WHO Collaborating Centre activities contribute to global health system sustainability and environmental health policy development. While this collaboration operates at an institutional and global governance level rather than through a standalone local community organization, it strengthens planetary health leadership and policy engagement through international frameworks.

WHO & Practice/Policy Initiatives (via CCCHS):

<https://climatehealth.utoronto.ca/practice-policy-change/>

Bloomberg Nursing also maintains a strategic alliance with the [Canadian College of Health Leaders \(CCHL\)](#), integrating LEADS leadership certification into its Health Systems Leadership and Administration program. While not exclusively climate-focused, this partnership strengthens health system transformation capacity, including leadership competencies relevant to sustainable healthcare delivery and environmental stewardship.

While the Faculty engages in regional, national, and global collaborations that advance planetary and environmental health, these partnerships are primarily academic, health-system, municipal, and policy-oriented. There is limited evidence of a clearly defined, sustained partnership with an independent community-based organization explicitly dedicated to promoting planetary and environmental health. Therefore, although community-facing initiatives are supported, the institution's engagement does not constitute a direct formal partnership with a standalone community organization centered specifically on planetary health.

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:

1

Score explanation:

Overall, while the Faculty actively promotes and participates in community-facing planetary health-related programming, there is limited evidence that it independently designs and delivers annual community-focused courses or events specifically tailored to a patient or community audience.

The Lawrence S. Bloomberg Faculty of Nursing has promoted community-facing courses and events related to climate change, sustainable healthcare, and planetary health through its website and communications channels. For example, the Faculty shared news about the launch of an interdisciplinary climate and health initiative in "[New academic centre unites four health sciences faculties to address global ecological change.](#)" The Faculty has also highlighted student-led planetary health engagement in "[Eco-Anxiety Spurs Nursing Students to Create Planetary Health Scorecard.](#)"

The Faculty continues to be a partner in the **Collaborative Centre for Climate, Health, and Sustainable Care (CCCHS)**, contributing to the University's Strategic Academic Plan commitment to social justice and innovation in education and research. Quinn Grundy, RN, PhD, Assistant Professor at Bloomberg Nursing, serves as an Associate Director of CCCHS and is also Director of the World Health Organization Collaborating Centre for Governance, Accountability, and Transparency in the Pharmaceutical Sector at the University of Toronto. Dr. Grundy leads research examining the promotional activities of the medically related industry and their implications for sustainable healthcare, strengthening the Faculty's engagement in sustainability and global health governance.

Through CCCHS, climate- and sustainability-focused programming is offered, including the **Climate & Health Seminar Series**, which brings together international and local experts through seminars, workshops, and roundtables in partnership with other centres of excellence (<https://climatehealth.utoronto.ca/>). Several seminars between 2024 and 2025, such as The Early Ethics of Planetary Health and Climate Change & Youth Mental Health, were open to public attendance. From February 2024 to February 2025, the Lawrence Bloomberg Faculty of Nursing served as an organizer for select seminars. However, review of the event schedule indicates that the seminars directly hosted by the Faculty fell primarily under the Health Inc. Corporations, Capitalism, and the Commercial Determinants of Health series. While highly relevant to global health equity and sustainable healthcare systems, this series does not focus explicitly on planetary health as defined by the Planetary Health Alliance.

Although these initiatives demonstrate meaningful engagement and promotion of climate and sustainability topics, most events are coordinated at the interdisciplinary centre or university-wide

level rather than being independently designed and delivered by the Faculty specifically for a community or patient audience.

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

0

Score explanation:

Although the Lawrence S. Bloomberg Faculty of Nursing periodically highlights issues related to climate change, sustainable healthcare, and planetary health through its website and communications, there is no evidence of regular or dedicated communication updates sent to all students specifically focused on planetary health or sustainable healthcare.

For example, the Faculty featured the launch of a new interdisciplinary climate and health initiative in “[New academic centre unites four health sciences faculties to address global ecological change.](#)” The Faculty has also profiled student engagement with planetary health in “[Eco-Anxiety Spurs Nursing Students to Create Planetary Health Scorecard.](#)”

In addition, the Faculty occasionally co-hosts events addressing global health systems and sustainability. For example, on January 29, 2026, Bloomberg Nursing co-hosted a virtual seminar titled “Mapping Industry Influence: Network Methods for Analyzing Corporate Power in Global Health Systems,” featuring Dr. Andrea Bowra, a post-doctoral research fellow at Humber River Health. The event was organized in collaboration with the Dalla Lana School of Public Health’s Centre for Global Health and the Collaborative Centre for Climate, Health and Sustainable Care.

While such events demonstrate engagement with global health governance and sustainability topics, they appear to be periodic seminars rather than part of a structured, recurring communication strategy directed to all students. Furthermore, email communications distributed through Bloomberg Nursing Communications and the Nursing Undergraduate Society do not provide regular or dedicated updates related to planetary health or sustainable healthcare. There is no evidence of recurring newsletters, weekly sustainability updates, or systematic institutional messaging focused specifically on planetary health topics.

Therefore, although planetary health and sustainable healthcare issues are occasionally highlighted through news articles and guest speaker events, there is insufficient evidence of regular communication updates dedicated to planetary health or sustainable healthcare.

3.4. Does the institution or main affiliated hospital trust engage in professional education

activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

2

Score explanation:

As part of the Collaborative Centre for Climate, Health and Sustainable Care (CCCHSC) encompassing the Dalla Lana School of Public Health, the Temerty Faculty of Medicine, the Lawrence Bloomberg Faculty of Nursing, and the Leslie Dan Faculty of Pharmacy, a “[Climate, Health & Sustainable Care Student Training Program](#)” is offered. This is a one-year, non-credit certificate program open to second-entry undergraduate, graduate, and post graduate professional programs. This course links climate and ecological change with health, health systems and sustainability.

CCCHSC offers the following courses for continuing professional development:

- “[Taking Action on Planetary Health: Digital Certificate](#).” This course is an introduction to planetary health and how to apply planetary health principles. It is a 13-week program combined with synchronous and asynchronous modules. This program is open to healthcare professionals, graduate students, post-doctoral students, medical residents, young professionals, and other allied health professionals. Participants can register as an individual or a team.
- “[Planetary Health & Sustainable Care ECHO](#).” This is a collaborative space for healthcare professionals to engage in discussions and trouble shooting to provide climate resilient and responsible care.
- “[Introduction to Sustainable Health Systems](#).” This course is open to any Canadian healthcare workers to provide an introduction to “the relationship between climate change, health, and health systems; familiarize you with the concept of sustainable health systems; and get you thinking about how you might incorporate climate action and sustainability into your work.” It is a free, self-paced, 90-minute course.
- “[Fundamentals of Sustainable Health Systems](#).” This course is open to healthcare providers, administrators, leaders and researchers to learn about opportunities for “high quality, low carbon care.” It is a free, four-hour session.

The Dalla Lana School of Public Health offers a [Planetary Health course \(CHL5433H S\)](#) for Masters or PhD students. It is a 12-week course about planetary health, and its related research, policy and practice issues, and the implications for public and population health.

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?

Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The Lawrence Bloomberg Faculty of Nursing does not provide accessible educational materials for patients about environmental health exposures. However, some of its affiliated teaching hospitals do:</p> <ul style="list-style-type: none"> • Women’s College Hospital has an Environmental Health Clinic that serves as a resource for those with chronic, environmentally-linked conditions. • The Hospital for Sick Children (SickKids) has online educational materials for patients on their AboutKidsHealth page for topics such as Lead Poisoning, Heat-related illness in young athletes, Heat rash (miliaria), Heat-related illness: How to prevent, and Recreational water illnesses: Prevention and precaution. • University Health Network offers online educational materials for topics such as Chronic Airway Diseases and Smog, and Ask the Expert: Air quality and heat warnings – Dr. Chapman. 	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The Lawrence Bloomberg Faculty of Nursing does not provide accessible educational materials for patients about the health impacts of climate change. However, some of its affiliated teaching hospitals do:</p> <ul style="list-style-type: none"> • Sunnybrook has a blog called Connecting the environment with health. • Unity Health has a news article called Why climate change poses an ‘existential threat to humanity’: A conversation with Dr. Samantha Green. • Women’s College Hospital provides online information about Environmental Health. 	

Section Total (6 out of 14)	43%
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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** either offers grants for students to enact sustainability initiatives/QI projects or sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

0

Score explanation:

The Collaborative Centre for Climate, Health & Sustainable Care at the University of Toronto is a multi-faculty academic initiative dedicated to advancing climate action and sustainability within healthcare and across health systems. The Centre brings together the Dalla Lana School of Public Health, the Temerty Faculty of Medicine, the Leslie Dan Faculty of Pharmacy, and the Lawrence S. Bloomberg Faculty of Nursing, fostering interdisciplinary collaboration across health professions. In 2024, the Centre introduced [Seed Grants](#) of up to \$10,000 to support collaborative projects that align with its mission and the goals of its partner faculties. However, these grants are awarded to faculty members rather than directly to nursing students. While students may be involved in funded projects under faculty supervision, the Seed Grant program does not function as a dedicated funding stream that enables nursing students to independently initiate and lead sustainability or quality improvement projects.

4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	2
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Score explanation:

The [Rosenstadt Research Development Program](#) at the Lawrence S. Bloomberg Faculty of Nursing provides a valuable opportunity for undergraduate and Master of Nursing (MN) students to gain hands-on exposure to nursing research throughout the academic year. From September to March, selected students are embedded within a faculty member’s research program and participate in structured research development sessions designed to strengthen their scholarly skills and understanding of the research process. The program has supported a number of research initiatives related to sustainability. For example, students have contributed to projects led by Dr. Quinn Grundy, Assistant Professor at the Faculty of Nursing, whose work includes developing an evidence map examining the health impacts of harmful plastics and packaging in healthcare products. Through the Rosenstadt Program, students have been able to actively participate in and contribute to this sustainability-focused research.

The Sustainable Development Goals (SDG) Initiative at the University of Toronto is committed to advancing, showcasing, and implementing the 17 Sustainable Development Goals established by the United Nations. As part of this commitment, the initiative offers a [Student Mobility Training Program](#) that supports graduate students in conducting interdisciplinary research aligned with the UN SDGs. The program provides opportunities for students to collaborate on research projects outside of their primary discipline, fostering cross-sector and cross-faculty engagement. The program is open to all University of Toronto master’s and PhD students, including those enrolled into a health science faculty (nursing, medicine, dentistry, pharmacy, etc.). Eligible students may apply for up to \$6,000 in funding to support research activities that contribute to advancing knowledge and action related to the SDGs.

The Collaborative Centre for Climate, Health, and Sustainable Care at the University of Toronto is an interdisciplinary initiative dedicated to advancing climate action and sustainability within healthcare and across health systems. The Centre brings together four faculties, including the Lawrence S. Bloomberg Faculty of Nursing, to promote collaborative and cross-sector engagement in sustainable healthcare efforts. For the 2026 summer term, the Centre is offering [student funding](#) of up to \$5,000 to its members to support the hiring of full-time students. These positions are focused on advancing research, quality improvement initiatives, and practicum experiences related to climate, health, and sustainable care.

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

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

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

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

Score Assigned:	2
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Score explanation:

The Collaborative Centre for Climate, Health, and Sustainable Care at the University of Toronto is a cross-faculty initiative dedicated to advancing sustainability and climate action within healthcare systems. It brings together four faculties, including the Lawrence S. Bloomberg Faculty of Nursing, to foster interdisciplinary collaboration in sustainable health initiatives. The Centre maintains a [publicly accessible website](#) that students, including nursing students, can use to explore its work. The site outlines various research clusters—such as Healthy Food Systems within Planetary Limits—and identifies participating faculty members. Additionally, the webpage highlights ongoing research initiatives and profiles current faculty and students, outlining their roles, areas of interest, and contact information—such as LinkedIn profiles—to support networking and collaboration opportunities.

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

Score explanation:

The University of Toronto S. Bloomberg Faculty of Nursing currently has a dedicated society under the name of Nursing Undergraduate Society (NUS) that supports students within the undergraduate program. An initiative within NUS is the Global Health group that holds a Global Health conference annually. Additionally there have been lone events that advocate for planetary health such as fundraisers to fight food insecurity and combating food waste in partnership with Second Harvest. NUS also organizes an annual scrub and equipment drive promoting reuse of clinical supplies, which contributes to waste reduction within healthcare training. However, there is currently no student organization within the Faculty of Nursing specifically dedicated to planetary health or sustainability in healthcare with explicit faculty advisory support.

At the institutional level, the University of Toronto hosts [several environmental student groups](#), such as the Green Chemistry initiative, the Green Hope foundation, the Hart House Student Farm Committee, and Regenesiis. These groups demonstrate campus-wide engagement in environmental sustainability and advocacy. However, there does not appear to be a healthcare-specific planetary health organization with faculty support at this institution that is currently active as of 2026.

Overall, while sustainability engagement exists at the institutional level, there is limited evidence of structured, faculty-supported planetary health advocacy within the Faculty of Nursing.

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

Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>The University of Toronto has an institutional Sustainability Office and offers opportunities to participate as Sustainability Ambassadors. However, these roles appear to focus on outreach and engagement rather than formal representation on departmental or institutional decision-making bodies. While the Nursing Undergraduate Society (NUS) holds Global Health Representatives, these positions do not hold formal seats on faculty governance or curriculum committees.</p> <p>As of now, there is no evidence of a nursing student serving as a sustainability liaison on a Faculty of Nursing council or institutional governance committee to advocate for curriculum reform or sustainability best practices.</p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <p>The University of Toronto has a partnership with the Malvern Family Resource Centre which allows participants to be involved with an urban farm project and training in environmental sustainability.</p> <p>In March 2025, the Nursing Undergraduate Society (NUS) Global Health Committee hosted its annual Global Health Conference, which focused on migrant health. The conference brought together students to engage with speakers and discuss the health challenges faced by migrant populations, including the social, political, and environmental determinants that shape health</p>	

outcomes. Additionally, planetary health–focused educational programming is consistently offered through recurring seminar series, panels, symposia, and certificate initiatives hosted by the Collaborative Centre for Climate, Health and Sustainable Care at the University of Toronto. These events address topics including air quality and community health, environmental justice, climate policy and governance, extreme heat response, urban environmental exposures, sustainable healthcare systems, and the mental health impacts of climate change. Students and faculty are an intended audience, and these initiatives provide structured opportunities to engage with environmental health research, policy discussions, and community-centered approaches to climate resilience. Additionally, in Fall 2025, students in NUR461 attended a dedicated presentation titled “Responding to the Realities of the Climate Crisis: Building Sustainable Communities,” delivered by a Teaching Assistant, which examined the health impacts of the climate crisis and the role of nurses in strengthening sustainable and resilient communities.

Students had opportunities to learn directly from members of communities disproportionately affected by environmental injustice. Through the UofT Talks event “Growing Up Today,” students engaged with perspectives connected to local environmental justice communities, exploring how climate change affects health across the lifespan and how health professionals can partner with communities to address these impacts. Additionally, in the Critical Reflexivity course, an Indigenous guest lecturer discussed the disproportionate environmental and climate-related health burdens experienced by Indigenous communities, including those on reserves, highlighting the role of colonialism and structural inequities in shaping exposure and vulnerability. These sessions provided students with community-informed insight into environmental justice and the responsibilities of health professionals in advancing equitable climate responses.

The University of Toronto’s School of the Environment hosts an annual Sustainability Thinking Exhibition, which showcases student-created visual art, installation art, digital media, music, and other creative works that explore sustainability and the planetary crisis. The exhibition is open to students across the university and the broader public, creating an interdisciplinary cultural space where environmental and planetary health themes are examined through artistic expression.

The University of Toronto Scarborough offers a [SustainableUTSC Volunteer Program](#) for students to contribute to a sustainable campus by participating in various outreach, engagement, and tabling events.

In the past year, Bloomberg Nursing students participated in outdoor physical activity initiatives, including involvement in the CIBC Run for the Cure charity run and engagement in a nursing student-led run club.

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 <u>institution</u> 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
<p><i>Score explanation:</i> The University of Toronto has a dedicated Sustainability Office for each of its three campuses (St. George, Scarborough, and Mississauga), with a team of full-time staff for each office.</p> <p>When looking at the list of staff members there were either no staff dedicated to healthcare sustainability (St. George team) or no list of office staff available on the Sustainability Offices official websites for each of the three campuses (no list available for Scarborough campus, and no list available for Mississauga campus).</p>	

5.2. How ambitious is your <u>institution's</u> 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

Score explanation: The University of Toronto St. George campus is responsible for 80% of the carbon emissions across all three University of Toronto campuses. The St. George campus has a [written and approved Carbon and Energy Master Plan to achieve net-zero carbon by 2050](#). It outlines three goals for the campus, and key initiatives needed to be closer to meeting each goal.

The Mississauga campus has a similar plan, which can be found [here](#), hoping to achieve net-zero by 2050.

The Scarborough campus lacks a strategic plan, but some of its commitments are briefly mentioned [here](#).

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

0

Score explanation:

According to the [University of Toronto St. George campus Sustainability Report 2024](#), 67.5% of the campus fuel source is composed of electricity, the remainder consists of natural gas and purchased energy.

However, according to the University of Toronto St. George Campus Carbon and Energy Master Plan states the university's 2050 goal is to power the campus using 20+% of off-site renewable energy. Thus, it is unclear how much renewable energy is actually being used, and is scored zero for the section.

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

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

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

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

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

Score Assigned:	3
<p><i>Score explanation:</i> Starting 2005, all University of Toronto Mississauga campus buildings are designed to meet at least LEED Silver certification, a standard set by the Canada Green Building Council.</p> <p>The Environmental Science and Chemistry Building at the University of Toronto Scarborough was recognized with the LEED Gold certification.</p> <p>At the University of Toronto St. George campus, the buildings awarded with the LEED Gold certification are the Exam Centre, the Rotman School of Management, the Lassonde Mining Building, and the Monk School of Global Affairs, see info here.</p>	

<p>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</p>	
<p>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)</p>	
<p>The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)</p>	
<p>The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i> The University of Toronto offers a fare-free shuttle service that operates between the Mississauga campus and the St. George campus.</p> <p>The University of Toronto St. George campus, Scarborough campus and Mississauga campus offer bike share programs, where students can access free bike rental, repairs and other bike related help.</p> <p>The University of Toronto St. George campus is located at downtown Toronto, where public transit is favoured over other types of unsustainable forms of transportation.</p>	

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

Score Assigned:	2
<p><i>Score explanation:</i> The University of Toronto Mississauga campus offers recycling and composting at various locations for campus members, including special item recycling like batteries and ink cartridges see info here. The same is true for the St. George campus, and composting can also be found at most cafeteria locations, see info here.</p>	

<p>5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</p>	
<p>Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)</p>	
<p>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)</p>	
<p>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)</p>	
<p>There are no sustainability guidelines for food and beverages. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: The University of Toronto has plans to convert an additional 20% of its menu items to plant-based options. In addition, they are engaged in sustainability strategies such as MealCare (redirection of surplus food to those in need), the University of Toronto Student Union food bank for students, and preparation to apply for STARS (Sustainability Tracking, Assessing and Rating System) accreditation amongst other efforts. See more here.</i></p>	

<p>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</p>	
<p>Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points)</p>	
<p>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)</p>	
<p>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)</p>	
<p>There are no sustainability guidelines for supply procurement. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i> The University of Toronto Mississauga campus practices sustainable procurement by utilizing a guide aligning with STARS framework. See info here.</p>	

The University of Toronto St. George campus briefly mentions sustainability in their [procurement policy](#), with little to no details.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:

1

Score explanation:

Although not an explicitly stated requirement, University of Toronto Campus Events highlights the role of sustainability in campus events. The website, found [here](#), provides information about resources (e.g., rentable power banks and lanyards) and support to help make student events sustainable. Some areas of sustainability highlighted within the sustainable events program initiative are:

- Waste reduction
- Eco-friendly catering
- Digital first communication (limits the use of paper)

5.10. Does your **institution** have programs and initiatives to assist with making lab spaces more environmentally sustainable?

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

2

Score explanation:

The University of Toronto St. George campus Sustainability Office offers certification for labs at multiple standards, allowing labs to see how closely they align with the sustainability standards. Criteria include energy conservation, water conservation, waste reduction, chemical management, procurement, and lab culture. See info [here](#)

The Office of Sustainability also provides best practice guidelines to ensure lab equipment is being used in an environmentally friendly way. Some examples of recommendations are:

- Purchasing energy efficient freezers to save power
- Reporting leaky faucets, and using dishwashers when they are at full capacity
- Using glassware instead of plastic to reduce single use waste products

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

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

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

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

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

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

Score Assigned:

4

Score explanation:

The University of Toronto has achieved its commitment to fully divest from fossil fuels, [according to Global Fossil Fuel Divestment Commitments Database](#), and [the University of Toronto Asset Management Corporation](#). The university has eliminated all direct and indirect exposure to fossil fuel investments and has adopted Reference Portfolio indexes that exclude fossil fuel companies.

In addition, the university plans on allocating at least 10% of its endowment to low carbon and sustainable investments. They have exceeded this target by 1.7% as of 2024, more info found [here](#).

Section Total (21 out of 32)

66%

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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 Toronto Bloomberg Faculty of Nursing.

The following table presents the individual section grades and overall institutional grade for the University of Toronto Bloomberg Faculty of Nursing on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(52/68) \times 100 = 76\%$	B+
Interdisciplinary Research (17.5%)	$(16/17) \times 100 = 94\%$	A+
Community Outreach and Advocacy (17.5%)	$(6/14) \times 100 = 43\%$	C-
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73\%$	B-
Campus Sustainability (17.5%)	$(21/32) \times 100 = 66\%$	B+
Institutional Grade	$(76 \times 0.3 + 94 \times 0.175 + 43 \times 0.175 + 73 \times 0.175 + 66 \times 0.175) = 71\%$	B-

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which the University of Toronto Bloomberg Faculty of Nursing has participated in the Planetary Health Report Card initiative.

