

Table 1: Summary of perceived strengths and areas for improvement based on survey responses

Legend:



= Identified as present



= Identified as excellent







= Outstanding leader in planetary health education

Note:

As described in the methods, the information in this table is based on feedback from one survey form per school completed collaboratively by as many medical students and faculty members as possible. As described in the limitations in Table 2, this information is based on our best efforts to collect as much feedback as possible; however, participation and sample size varied across schools, affecting the accuracy of the information presented. As this was our first evaluation attempt, it is possible that there are types of teaching that we were not able to capture in our evaluation, which, therefore, may not be reflected.

Input			Highlights	
School	Student	Faculty	Strengths	Areas for Improvement
UBC	2	0	<ul style="list-style-type: none"> Air and water topics mentioned in 2x 15-minute lectures per year Active EnviroMed student group 	<ul style="list-style-type: none"> No faculty input in survey Scope for integration of case-based or non-didactic sessions Self-directed “FLEX” projects, limited supervisors focused on Planetary Health currently, but more being developed
 U of A	3	2	<ul style="list-style-type: none"> 2-hour dedicated lecture for Y2 students on climate change 3-hour model WHO assembly, mandatory for Y1s, focused on climate change in 2019 Medical Students for Environmental Health volunteer group teaching impacts to children Sustainability Officer student role 	<ul style="list-style-type: none"> Scope for more integration in existing sessions/ courses other than public health Student desire for more focused objectives and assessment
U of C	4	1	<ul style="list-style-type: none"> 2-hour dedicated lecture and 2-hour small group session in Y2 Active Environmental Health student interest group Connection and mentorship with CAPE-Alberta physician leaders Global health project Y2, students may choose a planetary health topic 	<ul style="list-style-type: none"> Scope for more integration in existing sessions/ courses Scope for increased teaching on sustainable healthcare practices
USask	3	0	<ul style="list-style-type: none"> 2-hour lecture on environmental health in Y1 Medical students’ society runs annual Earth Week events Intersectional environmental and patient health activism group formed during course of HEART evaluation, to incorporate the competencies 	<ul style="list-style-type: none"> No faculty input in survey Scope for integration of case-based or non-didactic sessions Scope for more integration in existing sessions/courses Scope for related research- or community-based project opportunities
U Manitoba	2	0	<ul style="list-style-type: none"> Extracurricular opportunities available through global health curriculum and interest group 	<ul style="list-style-type: none"> No faculty input in survey Scope for inclusion of specific teaching on planetary health topics. Prior session on One Health poorly received. Student desire for relevant, practical, engaging teaching Scope for creation of specific environmental student role or interest group
 NOSM	1	0	<ul style="list-style-type: none"> 2-hour case-based learning session and research assignment on climate change and health in Y1 Integration of environment in existing lectures Good approach to climate change effects in Northern Ontario Extracurricular opportunities through global health committee 	<ul style="list-style-type: none"> No faculty input in survey Scope for inclusion of dedicated lecture on planetary health or climate change Student desire to learn about impacts beyond northern Ontario Scope for creation of specific environmental student role or interest group
Western	5	0	<ul style="list-style-type: none"> EARTH Club student interest group, strong student desire for teaching 	<ul style="list-style-type: none"> No faculty input in survey Scope for dedicated lectures or case-based learning sessions Scope for integration in existing sessions/ courses Scope for related research or community-based project opportunities
McMaster	1	0	<ul style="list-style-type: none"> Some opportunities for related research projects or one-time extracurricular events 	<ul style="list-style-type: none"> No faculty input in survey Scope for inclusion of dedicated lectures or case-based learning sessions Scope for integration in existing sessions/ courses Scope for creation of specific environmental student role or interest group
U of T	3	0	<ul style="list-style-type: none"> Research/community project in Y2 (HSR/ICE), students 	<ul style="list-style-type: none"> No faculty input in survey

			<ul style="list-style-type: none"> may choose related topic • Student roles - Local Officer of Climate Change and Health, Greenmeds Co-directors 	<ul style="list-style-type: none"> • Scope for inclusion of dedicated lectures or case-based learning sessions. Some topics tangentially mentioned in Social Determinants of Health curriculum
Queen's	7	2	<ul style="list-style-type: none"> • Lecture/case-based session Y1 on environmental/occupational health with mention of planetary health • Community-based project in Y1 that allows students to choose environmental organisation • Active environmental student interest group 	<ul style="list-style-type: none"> • Scope for more in-depth planetary health coverage and for integration in existing sessions/ courses
Ottawa	2	0	<ul style="list-style-type: none"> • Some objectives briefly addressed in lectures on other topics 	<ul style="list-style-type: none"> • No faculty input in survey • Scope for inclusion of dedicated lectures or case-based learning sessions • Scope for integration in existing sessions/ courses • Environmental student interest group not funded in 2019
McGill	2	1	<ul style="list-style-type: none"> • Brief mention in existing occupational health lectures 	<ul style="list-style-type: none"> • Scope for inclusion of dedicated lectures or case-based learning sessions • Scope for more integration in existing sessions/ courses • Environmental student interest group not funded in 2019
U de M	0	?	<ul style="list-style-type: none"> • Integrated in lecture and self-learning module on occupational and environmental health 	<ul style="list-style-type: none"> • No student input in survey • ASPIRE recognition for social accountability, but no specific mention of any student interest group
Laval	2	1	<ul style="list-style-type: none"> • 2-hour session in course on society and medicine • Integrated in some reflective questions in small group discussions • ÉCO, active student interest group 	<ul style="list-style-type: none"> • Scope for inclusion of dedicated case-based session • Scope for more integration in existing sessions/ courses
Sherbrooke	0	?	<ul style="list-style-type: none"> • Topics touched on in existing sessions/projects, at least 3-4x/year • Opportunities for students to engage in related community or research projects 	<ul style="list-style-type: none"> • No student input in survey • Scope for inclusion of dedicated lecture or case-based session on planetary health/climate
 Dalhousie	11	2	<ul style="list-style-type: none"> • Thorough evaluation with input from multiple students & faculty • 1-hour lecture and 2-hour small group learning session in Y1 • Mandatory research (RIM) project, students may choose related topic • Student officer position for Environmental Health and Sustainability 	<ul style="list-style-type: none"> • Scope for and interest in integrating topics through existing Y1 and Y2 problem-based learning cases • Scope for increased teaching on sustainable healthcare practices
Memorial	2	1	<ul style="list-style-type: none"> • 1- or 2-hour lectures on disaster related risks and occupational/environmental health; topics touched on in other lectures • Mandatory research project with option to choose an environmental topic and available supervisors • Environmental student interest group 	<ul style="list-style-type: none"> • Scope for inclusion of dedicated case-based session • Recent decrease in curricular time spent on environmental health • Scope for increased teaching on sustainable healthcare practices

Planetary Health Curriculum Components							
School	Learning Objectives	Longitudinal Integration	Lectures	Problem-Based Learning	Reflection-Based Learning	Assessment	Extracurricular opportunities
UBC	✓	✓					✓
 U of A	✓	★	★	★			★
U of C	✓	✓	✓	★			★
USask	✓	✓	✓			✓	✓
U Manitoba			✓				★
 NOSM	✓	✓		✓	★	★	★
Western							★
McMaster			✓				✓
U of T		✓		✓			★
Queen's	✓	✓	✓	✓			★
Ottawa				✓			
McGill							
U de M	✓	✓	★	★	✓	★	★
Laval	★	★	★		✓	★	★
Sherbrooke	★	★		★	★	★	★
 Dalhousie	✓	✓	✓	✓		✓	✓
Memorial	✓	✓	✓		✓	✓	★

*A question mark indicates that respondents did not indicate the number of people who contributed to their school's survey.