

# Planetary Health Curriculum Integration: 5 Step process to teach climate medicine at your Med School

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## Background

- **83.9%** of students believe Planetary Health and Climate Change effects should be a **core component** of medical school curriculum<sup>1</sup>
- **6.3%** of students feel “very prepared” to address these effects in a clinical setting<sup>1</sup>
- UCSF and Emory excel by providing an integrated Planetary Health 4-year thread<sup>2</sup>

**The vast majority of med students feel untrained and unprepared to manage the adverse health effects of climate change<sup>1</sup>**

## Prework: Benchmark Your Current Success

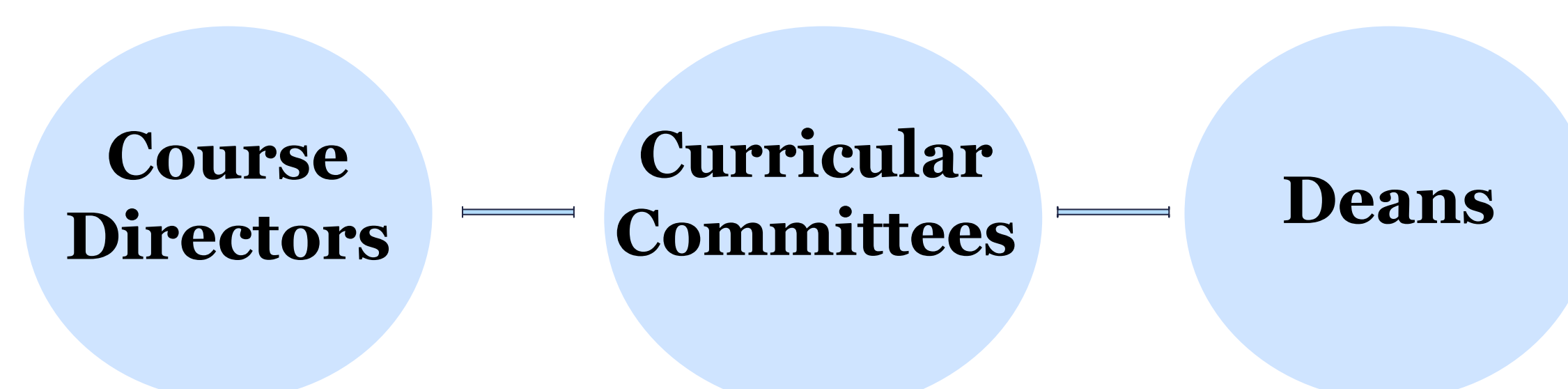
PLANETARY HEALTH REPORT CARD	SCORES	2022	2023
	OVERALL	C+	B
CURRICULUM	C+	B-	

- PHRC is a global, student-led initiative
- 52 international and 44 domestic medical schools scored on: curriculum, research, community outreach, campus sustainability and institutional support.

- What are you currently doing?
  - Climate Health Electives?
  - Waste Reduction on Campus?
  - Teaching on planetary health?
  - Workshops?
  - Student activism?

## Prework: Identify Institutional Support

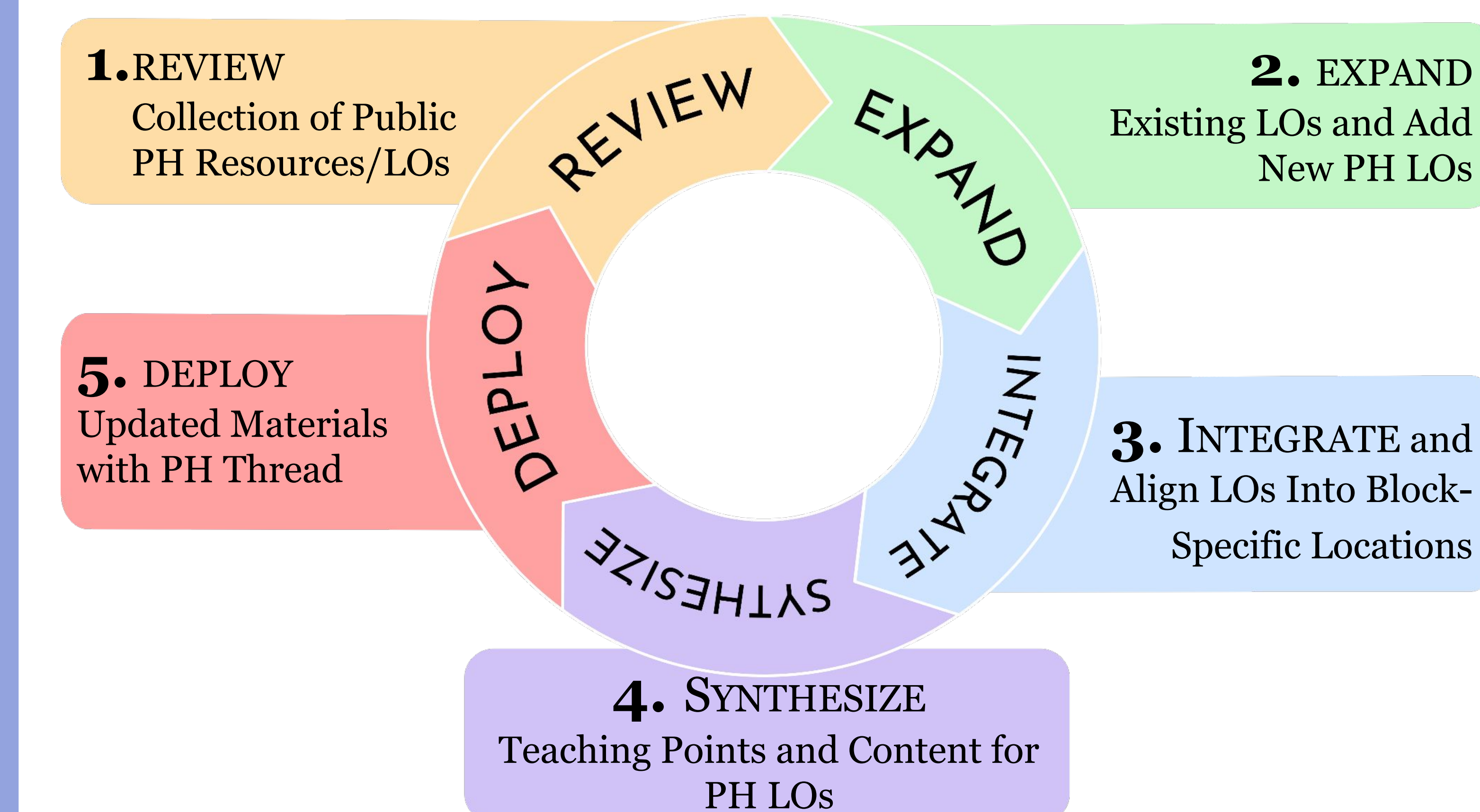
### Who makes the changes?



### Who can help?



## Iterative Process:

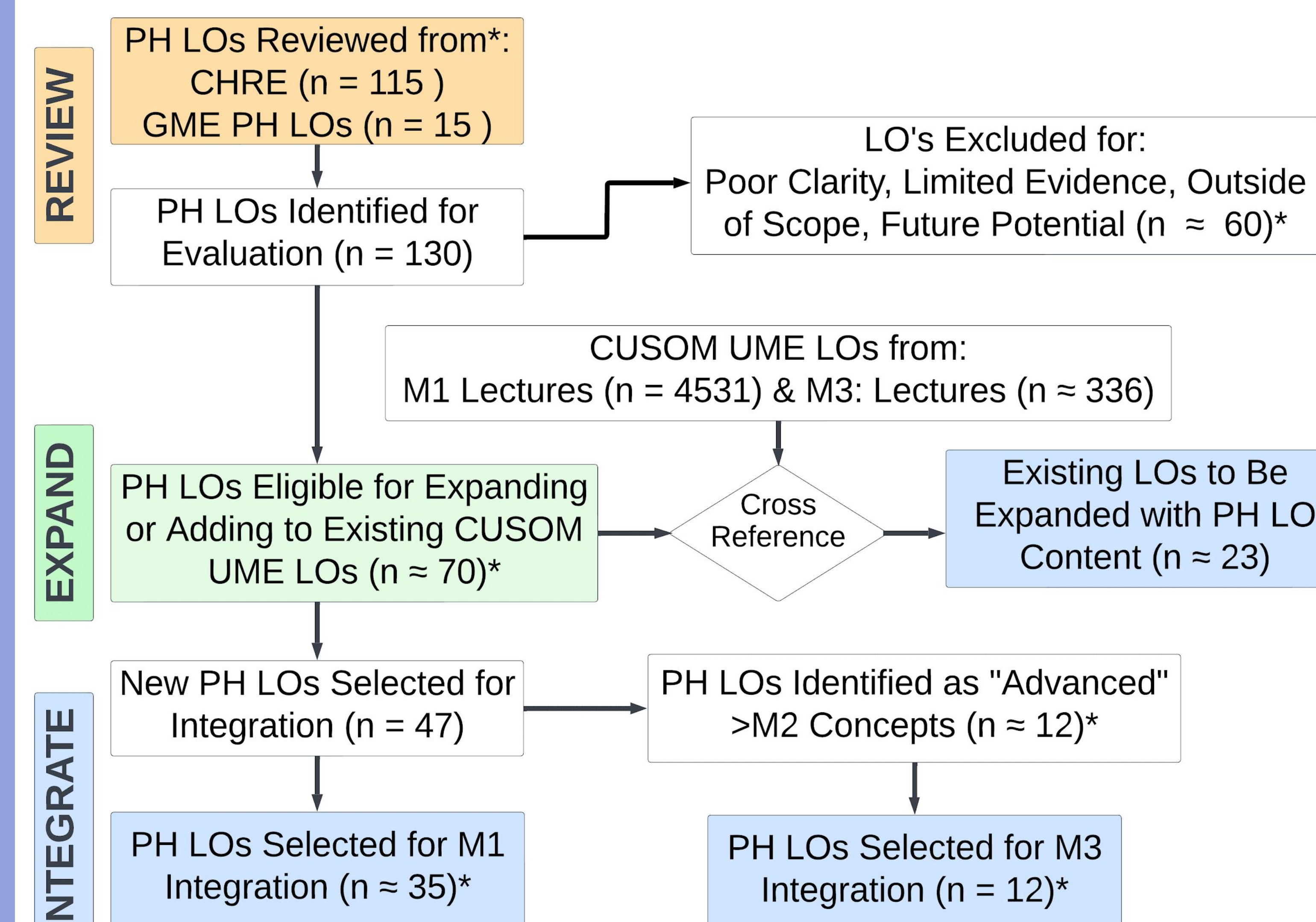


## STEP 1: REVIEW Plug & Play Resources

- Climate Resources for Health Education (CRHE): <https://climatehealthed.org>
  - Free, Public Educational Resources on Climate Change and Health
  - Learning objectives, Slide Decks, Case-Based/PBLs in 18+ Specialties and Organ Systems
  - Peer Reviewed



## STEPS 2 & 3: EXPAND Existing Learning Objectives and INTEGRATE New Ones

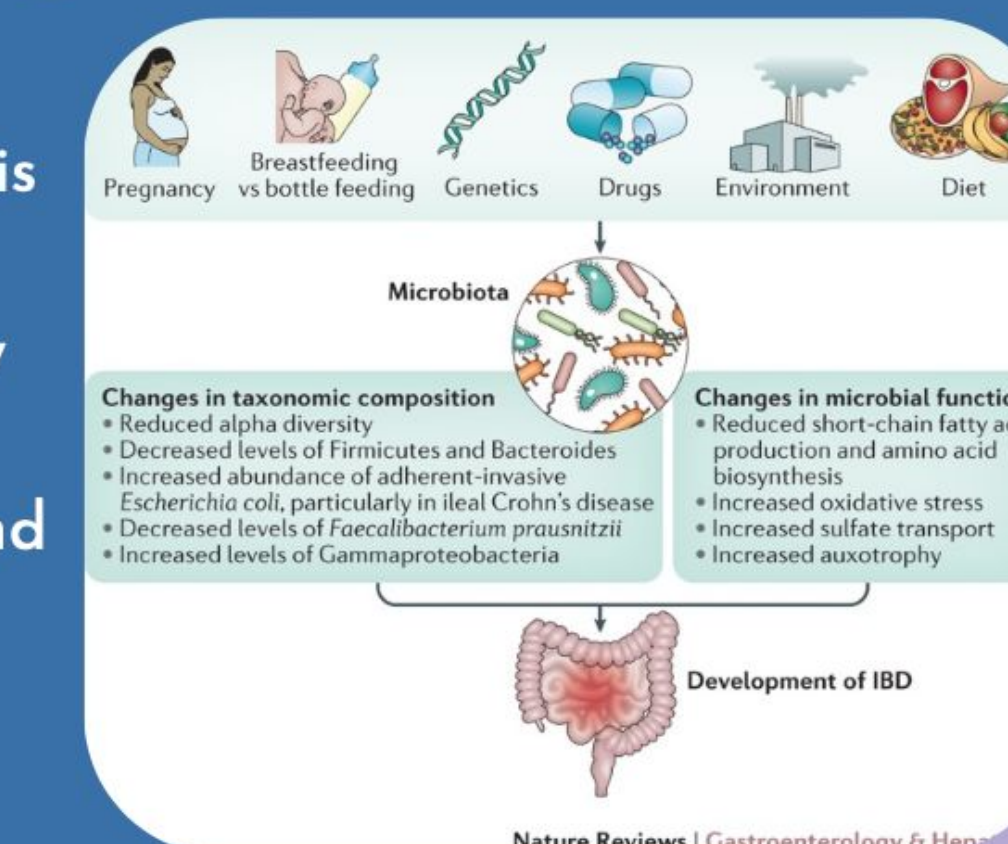


## STEP 4: Synthesize New Content

- Example Slide for IBD lecture

**LO2: Examine the relationship between psychosocial stressors, such as events related to climate change, and increased flare ups of inflammatory bowel disease**

- Forms of stress induce bowel inflammation and is known to trigger flares
  - Diet (monoculture and processed foods, low fiber intake)
  - Environment (air pollution, urbanization, and high car traffic cities)
  - Stress: higher levels of perceived stress
  - High Altitude (!)
  - NSAID Use



REF: Ananthakrishnan, A., Bernstein, C., Iliopoulos, D. et al. Environmental triggers in IBD: a review of progress and evidence. *Nat Rev Gastroenterol Hepatol* 15, 39-49 (2018). <https://doi.org/10.1038/nrgastro.2017.136>

## STEP 5: Deploy!

- Update Assessment Questions
- Faculty Development on Emerging Data
- CQI

## Progress & Future Work

- Expand M3 and M4 curriculum
- Continued discussion of integration

## Why It Matters

### CU Med Students Trained in Planetary Health Will:

- **Fulfill school's mission** to address environmental determinants of health
- **Address a present and a future** that demands planetary health knowledge
- **Be leaders** and advocates in addressing this aspect of community health
- **Save Lives**, Write Op-Eds, Get Grants, Find Cures
- Prevent the next disaster (Flint Water, Love Island, Droughts)

**Think This Would Never Work at Your Institution? TALK TO US!**

1. Hampshire, Karly, et al. "Perspectives on climate change in medical school curricula—A survey of US medical students." *The Journal of Climate Change and Health* 4 (2021): 100033.

2. The Planetary Health Report Card. (2023) International Summary Report 2022/23. Available from: [phreportcard.org](http://phreportcard.org).