



## 2021 Conference on Medical Student Education

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**Submission Id:** 5496

**Title**

*Advocacy and Assessment of Climate Change Integration into Preclinical Curriculum (STU)*

**Submitted Category**

Student Scholar Nominee Poster

**Accepted Category**

Student Scholar Nominee Poster

Session Code: SP03

Session Date: Monday, 01 February 2021

Session Time: 8:00 AM - 6:00 PM

Session Location: On Demand

Session Track:

**Presenters**

Jonathan Lu, BS, MS - SUBMITTER, LEAD PRESENTER

Ashley Jowell - PRESENTER

Josh Carter - PRESENTER

Barbara Erny, MD - PRESENTER

Anna Lachenauer - PRESENTER

**Abstract**

**Purpose:** To integrate impacts of climate change and human health and associated clinical PEARLS into preclinical curriculum, and to evaluate effectiveness of integration.

**Methods:**

First, we performed a current state assessment. We searched through our curriculum database to find instances of climate change and environmental health. We then performed a literature review of climate change and health publications, with particular attention to California-specific impacts. We also referenced existing curricular resources compiled from schools across the country, including the curriculum guide by Medical Students for a Sustainable Future.

We searched through our entire MS1 preclinical curriculum to identify lectures that were most relevant and could benefit from a discussion of climate change and/or environmental pollution. We then compiled a detailed curricular interventions document that specified precise learning objectives to incorporate into lectures. We engaged curriculum directors in respectful advocacy to implement such changes, drawing from our thorough evidence base and discussing the LCME requirements..

Going forward, we plan to pilot these interventions in the cardiology and pulmonology organ blocks. We will further develop learning objectives and clinical PEARLS questions. We will assess the effectiveness and retention of our interventions by doing a pre- and post-survey and 1-year delay comparison on participants' ability to answer climate and health and clinical PEARLS questions. We will run the same questions by the preceding class as a control, to enable a difference-in-differences analysis.

**Expected Results:** We expect that we will complete the intervention, and that students will demonstrate improved retention.

Challenges to Completion of this project: Development of clinical PEARLS is still underway. Effective implementation of the suggestions is desired, but uncertain.

This effort is innovative because: 1) it is student-led and focused on a specific medical education case study, 2) we share specific learnings from our advocacy and intervention strategy, 3) we emphasize longterm evaluation, 4) we specify climate impacts most likely to affect our patients in California, and 5) we will discuss key clinical PEARLS

**I am a nominated student.**

Yes