

Translating Research into Action: Implementation Science and the Climate

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Background

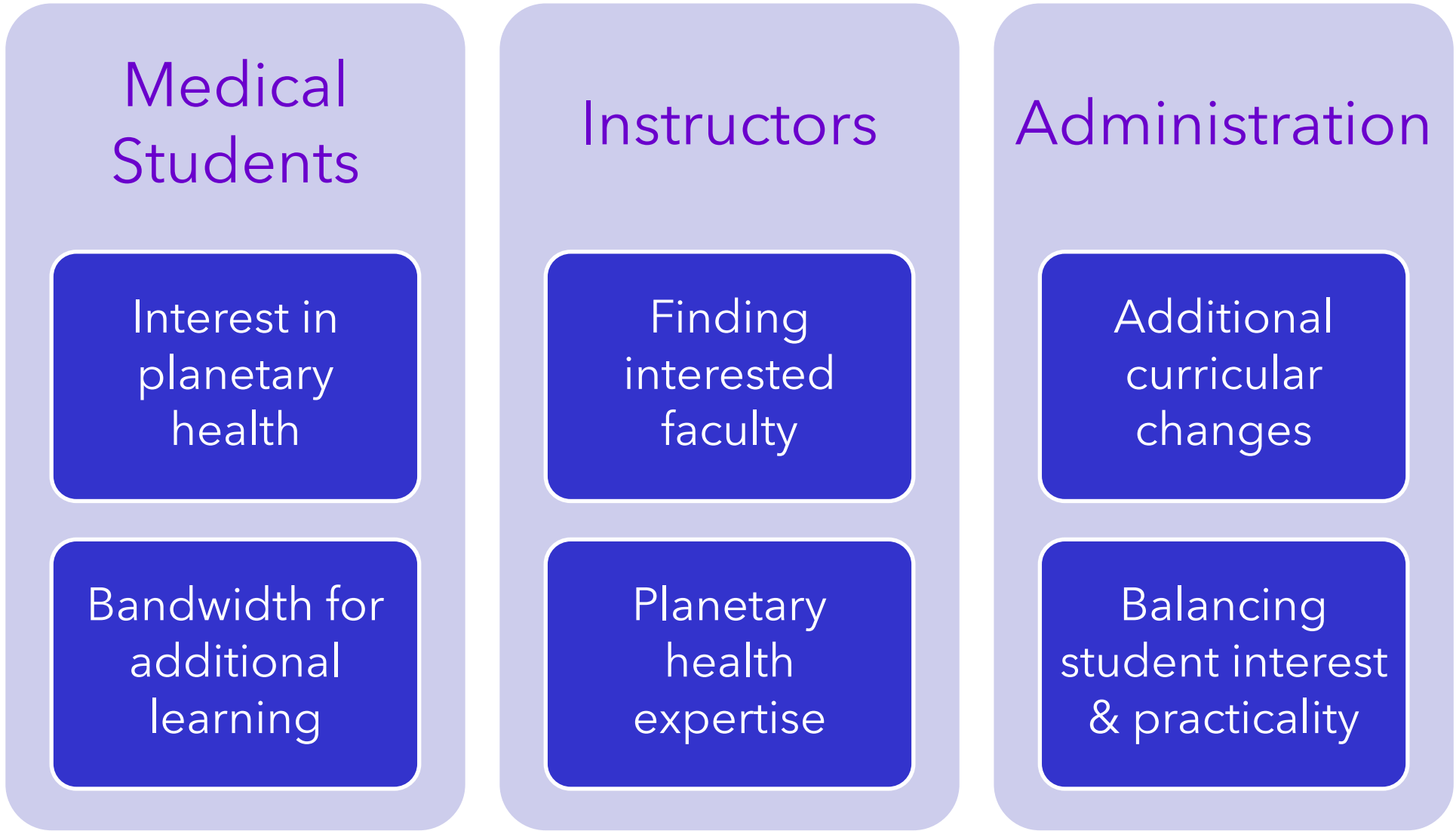
- **Climate change** has a profound impact on human health by causing “increasingly frequent extreme weather events, such as heatwaves, storms and floods, the disruption of food systems, increases in zoonoses and food-, water- and vector-borne diseases, and mental health issues.”¹
- **As future health professionals**, it is essential that we understand the interplay between climate and human health.
- **Planetary health education** begins at the curricular level within medical schools.
- **Planetary Health Report Card (PHRC)** is an institutional advocacy tool developed to evaluate planetary health awareness and education at health professional schools.²
- **A team of FSM medical students** completed a standardized PHRC template which involved contacting faculty, institutional representatives, and reviewing online resources.
- **5 domains** were included in the PHRC:
 - 1 **Planetary Health Curriculum**
 - 2 **Interdisciplinary Research**
 - 3 **Community Outreach & Advocacy**
 - 4 **Support for Student-Led Planetary Health Initiatives**
 - 5 **Campus Sustainability**

Objective

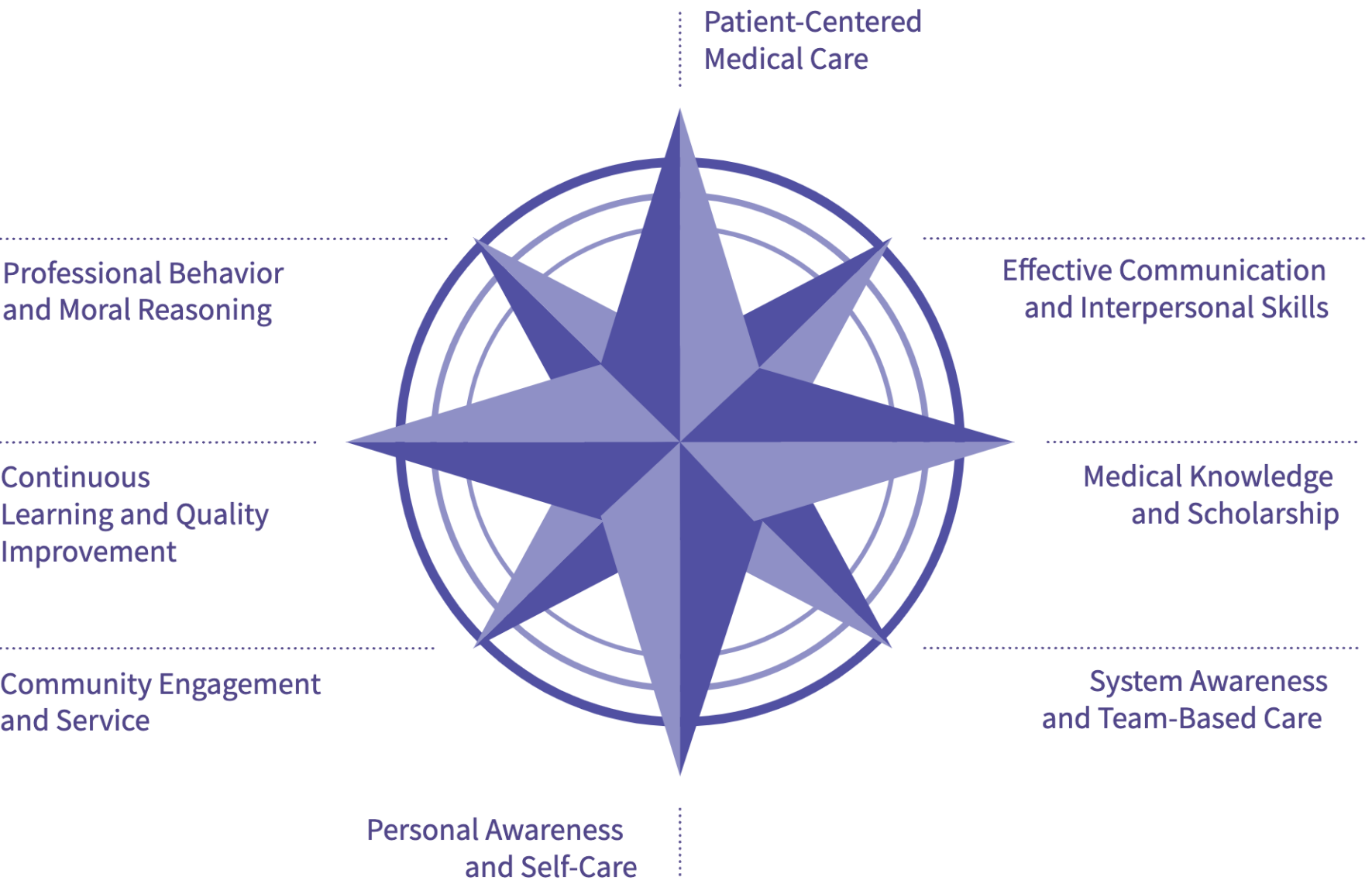
How can we bridge the research-implementation gap to implement the *curricular* findings of the PHRC at our institution?

Barriers to Implementation

- Implementation of changes to the planetary health curriculum involved balancing the varying interests of **three stakeholders**: Medical school administration, medical students, and instructors.



Identifying Curricular Priorities at FSM



Strategies & Solutions

- 1 Let the past inform the future! Reach out to other institutions that have implemented planetary health curricula. **Look at the literature** for examples of how other institutions implemented changes.³
- 2 Find at least **one supportive faculty champion** to help drive communication between students and administration.
- 3 **Be understanding** of logistical limitations and concerns. Meet administration in the middle. Measured progress is still progress.
- 4 **Tailor your suggestions** to curricular goals and priorities. Know how it fits into your school’s overall aims and goals.
- 5 **Think creatively** about how to implement planetary health changes. Prioritize group discussion and active learning; this topic is conducive to discussion and dialogue.
- 6 Have **specific suggestions** for how curricular content can be integrated. Replace “Teach about the neuropsych effects of climate change” with “Introduce a learning point about how extreme heat affects those with MS and PD within the Neuroscience module”
- 7 Make sure the process is **iterative**. The process of evaluation should continue after changes are implemented. Engage in PDSA cycles.

Progress at FSM

- Developed a **Student Planetary Health Curriculum Group** to actively work on curricular changes alongside medical school administration and faculty.
- Working on designing an **enrichment selective** for students to get hands-on experience working on hospital sustainability projects.

References

1. World Health Organization
2. phreportcard.org
3. Navarrete-Welton, A., Chen, J. J., Byg, B., Malani, K., Li, M. L., Martin, K. D., & Warrier, S. (2022). A grassroots approach for greener education: an example of a medical student-driven planetary health curriculum. *Frontiers in Public Health*, 10, 1013880.