



# **Planetary Health in Medical Education: Assessing Existing Knowledge and Identifying Educational Gaps**

Valentina Sedlacek, Tori Valachovic, Kristen Sportiello, Nick Contento, Sarah Crowe,  
Kyle Martin, Shannon Cleary, Emily Rosenthal, Camille Ezran

Jan 2022

University of Rochester School of Medicine and Dentistry



# Objectives

1. Understand the current state of planetary health education, research, clinical work, and community advocacy at URSMD.
2. Determine medical students' baseline planetary health knowledge and level of satisfaction with the current level of planetary health content in the URSMD curriculum.
3. Integrate planetary health into medical school curriculum
4. Share our work with others

# Methods

- 1. Participated in the 2020-2021 Planetary Health Report Card (PHRC)**
  - a. PHRC is a global “student-driven, metric-based initiative to inspire planetary health and sustainable healthcare education engagement in medical schools”
  - b. Our Medical Student Sustainability team collaborated with a number of faculty and staff to evaluate the URSMD across the 5 different metrics
  
- 2. Conducted a school-wide needs assessment survey with IRB approval**
  - a. 70 responses, distributed to 450 current students at URSMD
  - b. MS1 (32.9%), MS2 (21.4%), MS3 (21.4%), MS4 (8.6%), Research/Gap year(s) (14.3%), Other (1.4%)

# Results: The Planetary Health Report Card



## **URSMD scored a C- overall**

This puts us a little below average globally, and in the **bottom 1/3 of US med schools.**

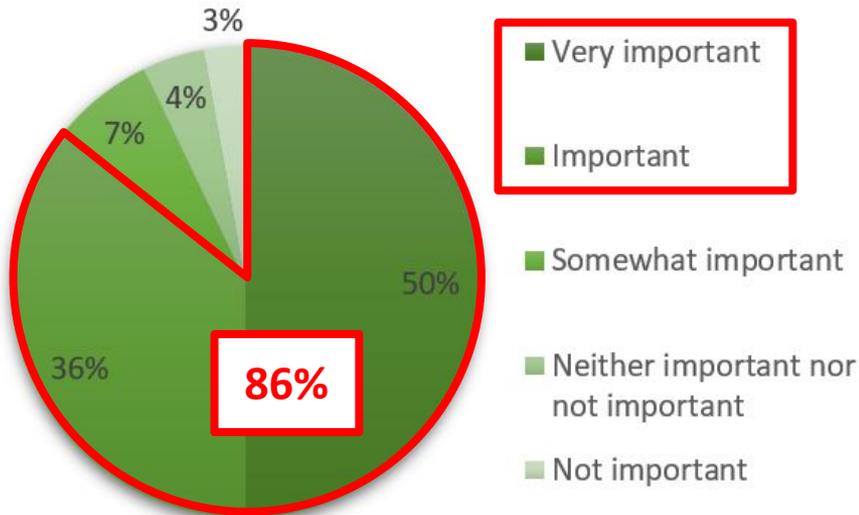
Our student group felt that **curriculum** was an area with both demonstrated need and a clear path for improvement.

Curriculum	C-
Interdisciplinary Research	D+
Community Outreach and Advocacy	D+
Support for Student-led Initiatives	B-
Campus Sustainability	C-
<b>Overall Grade</b>	<b>C-</b>

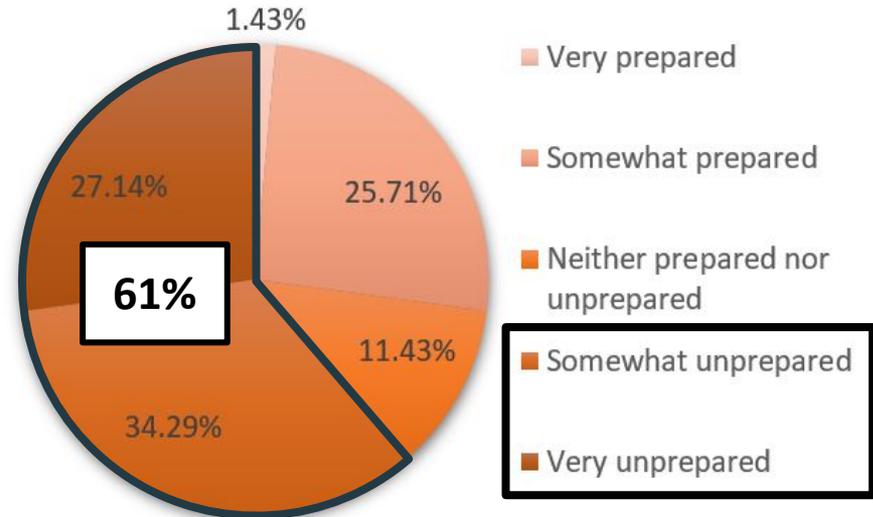
# Results: URSMD Needs Assessment

Most students were at least familiar with planetary health concepts, but **over half had never heard the terminology.**

"How Important is Planetary Health to You Today?"



"How prepared do you feel to talk to patients about [Planetary Health]?"



# Conclusions

## Original Curriculum

- No formal planetary health instruction until 3rd year
- Instruction limited to two isolated sessions in EM and peds clerkship didactics
- Clinical application of planetary health concepts absent from curriculum

## Addressing Identified Gaps

- Met with URSMD Dean to present results of PHRC and Needs Assessment and introduced proposal for integrated planetary health curriculum
- Implemented session in first year core curriculum introducing Planetary Health concepts

## Future Efforts

- Advocating for a campus-wide Office of Sustainability
- Continued integration of planetary health topics into Problem-Based Learning
- Supporting faculty-led clinical Planetary Health Elective

