Global Climate and Health Capacity Survey for Medical Training Institutions '24-'25

Dear Colleague,

Welcome and thank you for your participation in this survey to assess the state of climate and health education within medical school training institutions globally.

Your participation, **regardless of the presence or absence of climate and health education at your institution**, is invaluable and will contribute to an annual indicator for The Lancet Countdown on Health and Climate Change.

Your participation is entirely voluntary, and your responses will be kept confidential and anonymous. The Global Consortium on Climate and Health Education will collect and analyze the survey data in a secure platform and it will be anonymized prior to reporting. No Institution names will be reported.

The survey should take approximately 5-15 minutes to complete. Please note: your responses will not be saved, so please consider previewing the survey prior to filling out this form.

WHO SHOULD COMPLETE THIS SURVEY:

- Faculty members, academics and/or course coordinators who design or teach climate and/or planetary health related content and curriculum.
- Faculty members, academics and/or course coordinators who are familiar with climate and/or planetary health related content currently being taught at the school.
- In the absence of climate and/or planetary health content, any faculty members, academics, or course coordinators from a medical school program are invited to respond.

For questions, please reach out to Nico Hamacher (nph2115@cumc.columbia.edu).

Section 1: About your institution

1.1 Name of institution (Include Department if applicable)

_____

1.2 Select the country location of your institution (Select the location of YOUR main campus if multiple global locations exist)

▼ Afghanistan (1) ... Other (215)

1.3 Please provide URL/website of institution

_____

1.4 What type of medical school training does your institution offer?

- [ ] MD
- [ ] DO
- [ ] MBBS

1.5 **Approximately** how many students are currently enrolled in the medical degree program at your institution? (If greater than 10,000 students, select >10,000)

1 100 200 300 400 500 600 700 800

1.6 What is your role at the institution (select all that apply)?

- [ ] Professor (any level)
- [ ] Lecturer (any level)
- [ ] Research faculty (any level)
- [ ] Administrative staff
- [ ] Course Director
- [ ] Dean/Head of School
- [ ] Other _____

1.7 Email

[You will only be contacted if the team has questions related to your survey responses. You will be contacted to resubmit this form for the 2025-26 cycle. All data will be anonymized prior to analysis]

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1.8 Does your institution offer climate and health education?

- ○ Yes
- ○ No

Section 2. Climate and health curricula

2.1 How is climate and health education integrated into your institutions' curriculum? (Please select all that apply)

- [ ] REQUIRED: standalone course
- [ ] ELECTIVE: standalone course
- [ ] REQUIRED: integrated into the core curriculum
- [ ] ELECTIVE: part of an elective course in the curriculum
- [ ] Climate and Health Concentration/ Certificate

2.2 When was your institutions' climate and health education initially established?

- ○ Less than one year
- ○ 1-5 years
- ○ 6-10 years
- ○ More than 10 years
- ○ I don't know

2.3 How has the number of students changed in your institution's climate and health programs or curricular offering in the last 5 years?

- ○ Increased
- ○ Decreased
- ○ Unchanged
- ○ Don't know

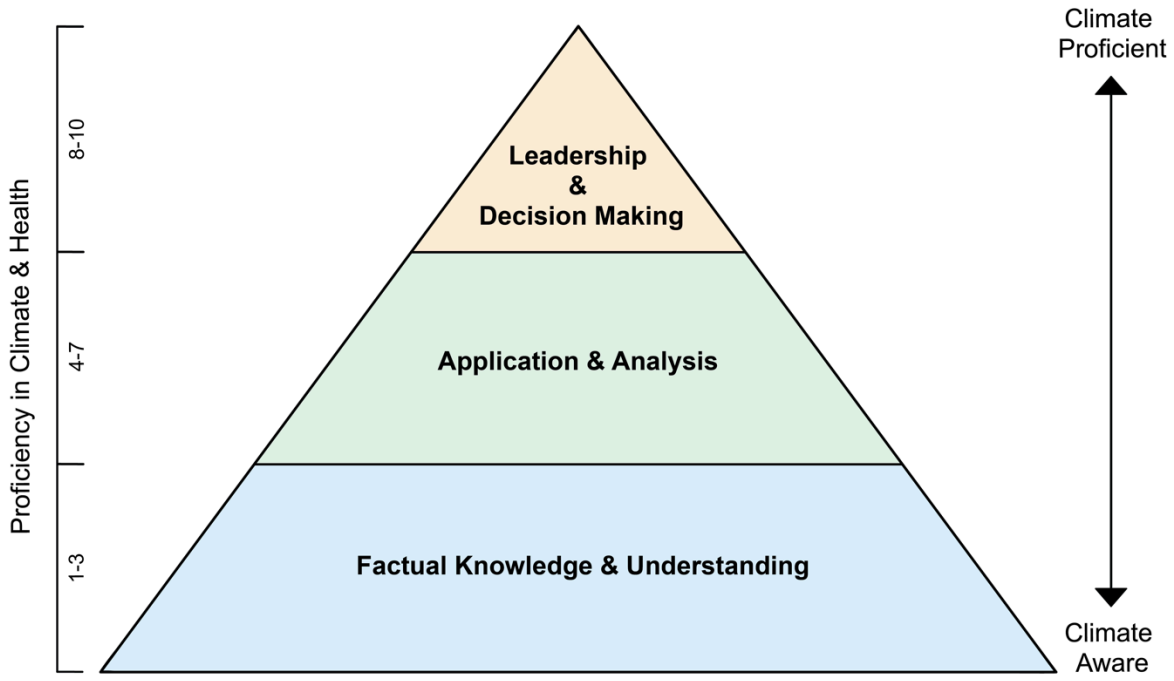


Figure 1. Framework for climate and health competency progression.

The following ten questions are related to the provided graphic/information. You will be asked to assess the degree to which your institution offers educational opportunities for medical degree students across ten key competencies for medical professionals, as outlined by various frameworks, including the GCCHE Competencies (2023), Canadian Federation of Medical Students (CFMS) Health and Environment Adaptive Response Task force (HEART) Planetary Tool Kit (2021), the Planetary Health Alliance Educational Framework, the Lancet Planetary Health Cross-cutting Principles for Planetary Health Education (2018), the Medical Schools Council Education for Sustainable Healthcare Curriculum (2022) and the Australian Medical Council Domains (2022), among others.

While your institution's specific competencies may vary, please align them with the following proficiency levels:

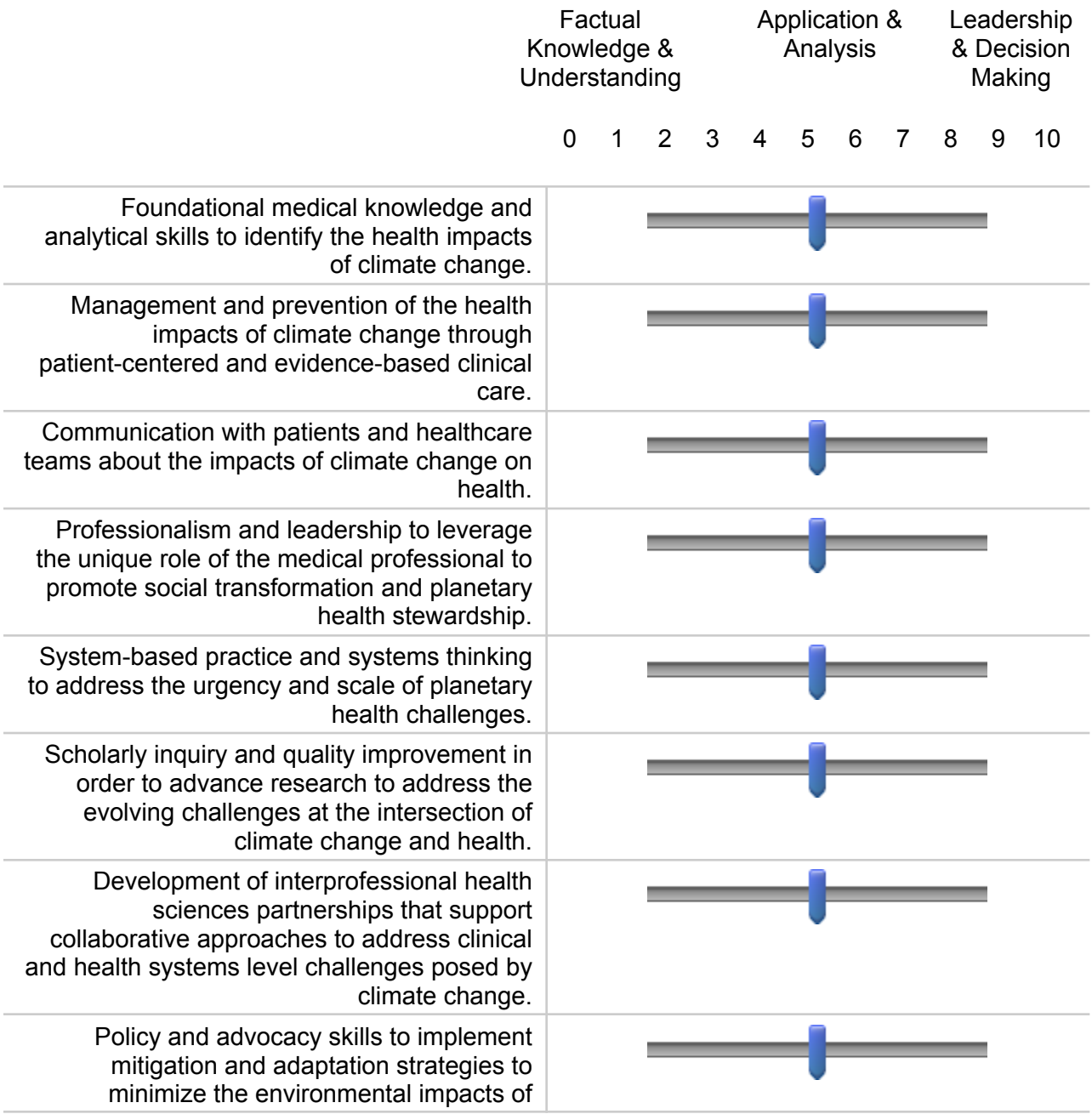
1-3: Factual Knowledge & Understanding
At this level, students gain foundational knowledge and a clear understanding of key concepts, theories, and facts. This stage focuses on comprehension and the ability to explain or describe fundamental principles, but without necessarily applying them in practical or complex scenarios.

4-7: Application & Analysis
In this range, students move beyond basic understanding to applying their knowledge in real-world contexts. They can analyze situations, identify problems, and use their understanding

to solve issues related to climate and health.

8-10: Leadership & Decision Making
At this highest level, students demonstrate leadership in climate and health by using knowledge and skills to guide strategic planning and implement effective solutions. They are capable of leading teams and driving change within organizations or communities.

2.4 For each of the following climate and health competencies, please select the degree to which your institution offers educational opportunities for medical degree students.



healthcare, address climate hazards, and deliver climate resilient clinical care.	
Climate impacts on social and environmental determinants of health to improve health equity, social and environmental health justice.	
Interconnections of health and nature through a variety of paradigms (One Health, Planetary Health) and knowledge sets (Indigenous knowledge) inform approaches to health and environmental challenges.	

2.5 Are climate and health competencies formally assessed (quizzes, exams, small group work, papers, thesis, etc) in this curricular offering?

- ○ Yes
- ○ No

2.6 Are any climate and health offerings currently under consideration by your education committee? (Please select all that apply)

- ☐ REQUIRED: standalone course
- ☐ ELECTIVE: standalone course
- ☐ REQUIRED: part of the core curriculum
- ☐ ELECTIVE: part of the curriculum
- ☐ Climate and Health Concentration/Certificate
- ☐ No climate and health offerings are currently being planned

2.7 If one exists please provide the URL to your climate-health curriculum website

_____

2.8 If there is somebody at your institution who would be better suited to provide details about your climate and health program please provide their Name, Title and Email address below:

- [ ] Name _____
- [ ] Title _____
- [ ] Email Address _____