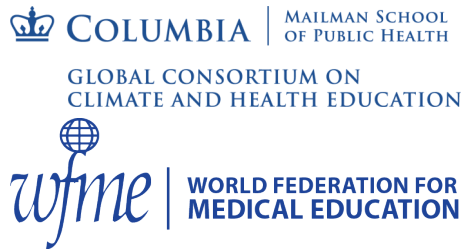


## Default Question Block



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 and the World Federation for Medical 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 5-10 minutes to complete. Please note: your responses will not be saved until completing the entire survey, so please consider previewing a PDF version of the survey at the link [provided here](#).

### **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 at a medical school.
- Faculty members, academics and/or course coordinators who are familiar with climate and/or planetary health related content currently being taught at the medical 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](mailto:nph2115@cumc.columbia.edu)).

## 1. About your institution

Section 1: About your institution

By proceeding you confirm you are responding to this survey on behalf of a medical school.

If you are responding on behalf of a **public health school**, please do not proceed. Instead, follow the link provided [here](#).

1.1 Name of institution (Include Department if applicable)

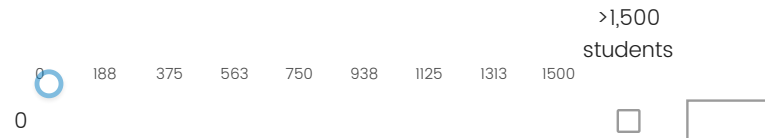
1.2 Select the country location of your institution (Select the location of YOUR main campus if multiple global locations exist)

1.3 Please provide URL/website of institution

1.4 What type of medical 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 1,500 students, select >1,500)



1.6 Role at institution

- Professor (any level)
- Lecturer (any level)
- Research faculty (any level)
- Administrative staff
- Dean/Head of School
- Associate/Assistant Dean
- Course Director
- 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]*

1.8 Does your institution offer climate and health education?

- Yes
- No

## 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
- I don't know

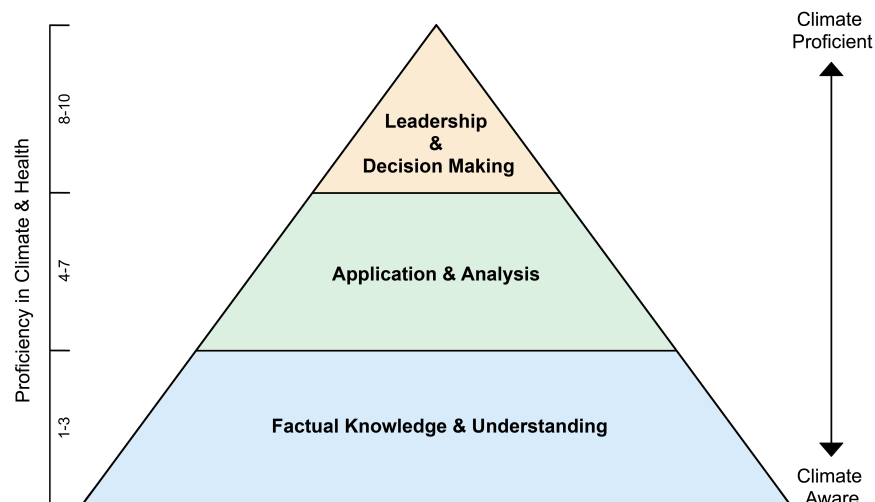


Figure 1. Framework for climate and health competency progression.

**The following ten statements 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.

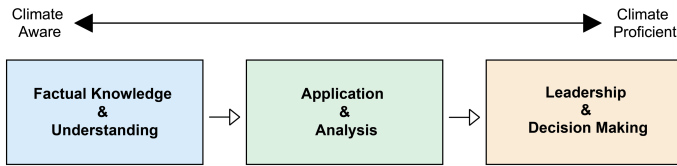
### **4-7: Application & Analysis**

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.

### Proficiency in Climate & Health



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

	Factual Knowledge & Understanding	Application & Analysis	Leadership & Decision Making	Not covered in curriculum							
	0	1	2	3	4	5	6	7	8	9	10
Foundational medical knowledge and analytical skills to identify the health impacts of climate change.	<input checked="" type="radio"/>				<input type="checkbox"/>						
Management and prevention of the health impacts of climate change through patient-centered and evidence-based clinical care.	<input checked="" type="radio"/>				<input type="checkbox"/>						
Communication with patients and healthcare teams about the impacts of climate change on health.	<input checked="" type="radio"/>				<input type="checkbox"/>						
Professionalism and leadership to leverage the unique role of the medical professional to promote social transformation and planetary health stewardship.	<input checked="" type="radio"/>				<input type="checkbox"/>						

	Factual Knowledge & Understanding			Application & Analysis			Leadership & Decision Making			Not covered in curriculum	
	0	1	2	3	4	5	6	7	8	9	10
System-based practice and systems thinking to address the urgency and scale of planetary health challenges.										<input type="checkbox"/>	<input type="checkbox"/>
Scholarly inquiry and quality improvement in order to advance research to address the evolving challenges at the intersection of climate change and health.										<input type="checkbox"/>	<input type="checkbox"/>
Development of interprofessional health sciences partnerships that support collaborative approaches to address clinical and health systems level challenges posed by climate change.										<input type="checkbox"/>	<input type="checkbox"/>
Policy and advocacy skills to implement mitigation and adaptation strategies to minimize the environmental impacts of healthcare, address climate hazards, and deliver climate resilient clinical care.										<input type="checkbox"/>	<input type="checkbox"/>

	Factual Knowledge & Understanding			Application & Analysis			Leadership & Decision Making			Not covered in curriculum	
	0	1	2	3	4	5	6	7	8		9
Climate impacts on social and environmental determinants of health to improve health equity, social and environmental health justice.										<input type="checkbox"/>	<input type="checkbox"/>
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.										<input type="checkbox"/>	<input type="checkbox"/>

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 [guest lectures, seminars, workshops, etc]
- ELECTIVE: part of the curriculum [guest lectures, seminars, workshops, etc]
- 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

### **Block 3**

**This is the final page of the survey.**

**After clicking 'Next,' your responses will be submitted and cannot be edited.**