

Supplemental Data

Learning Objectives and Curricular Components of Climate Justice and Health Equity (CJHE) Curriculum

Postgraduate Year (PGY)	Learning Objectives	Curricular Components
PGY-1	<p>(1) Describe the impact of climate change on children’s health by providing at least 2 examples demonstrating that children are uniquely vulnerable to climate change.</p> <p>(2) Explain the intersection of children's health and climate justice by identifying two discrete health burdens faced by marginalized communities that will be exacerbated by climate change.</p> <p>(3) Apply what is known about pediatric health and climate justice into anticipatory guidance for patients. Participants will demonstrate greater intention (at least 20% based on pre-/post-survey data) folding in relevant aspects of climate justice (increased heat waves, extending allergy seasons, etc.) into their anticipatory guidance.</p>	<p>(1) CHJE Session #1: “Introduction to Climate Justice Advocacy Workshop” As part of the advocacy Y block curriculum, first-year residents will engage in a facilitated discussion that provides an overview of the intersection of climate justice and pediatric health, as well as ways in which it is relevant to patient care. During these sessions, residents will practice drawing connections between clinical scenarios and climate-influenced structural determinants of health.</p> <p>(2) CJHE Session #2: “Climate Justice Noon Conference” “Noon Conference” is the educational conference series designed for first-year residents (though all residents are invited to attend). There is a specific Noon Conference dedicated to a review of the intersection of climate justice and pediatric health.</p>
PGY-2/3	<p>(1) Recall main pathways through which climate change impacts health. Participants will demonstrate foundational knowledge on climate change and health from the PGY-1 curriculum.</p> <p>(2) Develop vignettes of the impact of climate change on patients’ health. Participants will</p>	<p>CJHE Session #3: “Climate Justice Narrative Medicine Advocacy Workshop” Once residents have foundational knowledge regarding the intersection of the climate justice and pediatric health from the first two sessions, they will be challenged to reflect on patient scenarios where climate change may have influenced risks or outcomes. They will be coached through the principles of</p>

	<p>reflect on patient experiences to tell a patient story and build upon the foundational knowledge regarding the intersection of climate justice and pediatric health to reflect on patient scenarios where climate change may have influenced risks or outcomes.</p>	<p>narrative medicine to amplify patient stories that may translate into impactful testimony, editorials, or op-eds. Residents may submit these for publication or use this exercise to build skills for their future work.</p>
PGY-2/3	<p>(1) Through the lens of climate-smart health care, participants will devise systems-based approaches that institutions could use to mitigate their environmental impacts locally and globally.</p>	<p>CJHE Session #4: “Health System Sustainability” Residents learn more about the intersection of health care, sustainability, and climate change. They also learn directly from hospital leadership about sustainability initiatives and waste management practices in the hospital.</p>

Climate Justice & Health Equity

Advocacy Curriculum in Pediatrics Residency Program Surveys

As part of this project, pre- and post- knowledge and attitude change surveys will be administered with each phase of the project. Surveys are modeled after prior surveys for similar educational initiatives, such as the 2021 American Academy of Pediatrics Council on Environmental Health and Climate Change (AAP COEHCC) Climate Justice Town Hall.

Surveys refer to the “Theory of Planned Behavior” to assess participants’ shifts in intention, attitude, and perceived behavior control. These surveys will be designed to measure the learning objectives as described above.

Pre- Survey

Session Information

- (1) Which session are you participating in today?
 - a. PL-1 Session
 - b. PL-2/3 Session
- (2) Date

Demographics

- (3) What is your current level of training?
 - A. Medical Student
 - B. PGY-1
 - C. PGY-2
 - D. PGY-3
 - E. PGY-4 or greater
 - F. I have completed medical training
- (4) What is your age?
 - A. < 25 years
 - B. 25-29 years
 - C. 30-34 years
 - D. 35-39 years
 - E. > 40 years

(5) What is your gender identity?

(6) I received formal education in medical school about climate change and the ways that it impacts human health.

(6 a) If you answered “Agree” or “Strongly Agree” to the previous question, please select the ways in which you received this education. Otherwise, select "N/A”.

N/A

Didactic (such as lectures or PowerPoint presentations)

Online Modules or Courses

Interactive Group Sessions

Regional / National Conference

Other

Likert Scale (Scale of 1-5. 1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree)

Viewpoints

- (7) Climate change is *currently* impacting the health of my patients.
- (8) I understand how climate change directly impacts human health.
- (9) I understand how climate change causes and exacerbates health inequities.
- (10) I understand how health care providers can be climate advocates.
- (11) Medical schools and residency programs should provide formal education on how climate change impacts health equity and outcomes

Behaviors

- (12) I talk to my patients and their families about the ways climate change can affect health.
- (13) In the last 3 months, I have referenced the health consequences of climate change with my patients and their families, when clinically indicated.
- (14) In the last 3 months, I have considered sustainability in my day-to-day clinical practice (ex: waste reduction).
- (15) In the next 3 months, I plan to consider sustainability in my day-to-day clinical practice (ex: waste reduction).

Please only answer the following if you are participating in the health care sustainability session.

I can name at least two ways that a healthcare system/practice could decrease it's own environmental impact.

Post- Survey

Session Information

- (1) Which session are you participating in today?
 - a. PL-1 Session
 - b. PL-2/3 Session
- (2) Date

Demographics

- (3) What is your current level of training?
 - G. Medical Student
 - H. PGY-1
 - I. PGY-2
 - J. PGY-3
 - K. PGY-4 or greater
 - L. I have completed medical training
- (4) What is your age?
 - F. < 25 years
 - G. 25-29 years
 - H. 30-34 years
 - I. 35-39 years
 - J. > 40 years

- (5) What is your gender identity?

Likert Scale (Scale of 1-5. 1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree)

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- (10) Medical schools and residency programs should provide formal education on how climate change impacts health equity

Behaviors

- (11) I talk to my patients and their families about the ways climate change can affect health.
- (12) In the last 3 months, I have referenced the health consequences of climate change with my patients and their families, when clinically indicated.
- (13) In the next 3 months, I plan to reference the health consequences of climate change with my patients and their families, when clinically indicated.

Marwah H, Thapar I, McShane M, et al. A longitudinal pediatric residency climate justice curriculum. *J Grad Med Educ.* 2024;16(suppl 1):115-119. DOI: <http://dx.doi.org/10.4300/JGME-D-24-00058.1>

(14) In the last 3 months, I have considered sustainability in my day-to-day clinical practice (ex: waste reduction).

(15) In the next 3 months, I plan to consider sustainability in my day-to-day clinical practice (ex: waste reduction).

Please only answer the following if you are participating in the health care sustainability session.

I can name at least two ways that a healthcare system/practice could decrease it's own environmental impact.