

## **Guide to using the Climate Health Curriculum Tool (CHCT)**

This guide provides instructions for medical educators and students to effectively and creatively use the Climate Health Curriculum Tool (CHCT). The CHCT provides 42 climate-health learning objectives, each assigned to one of six AAMC foundational medical education competency domains - *Patient Care, Knowledge for Practice, Practice-Based Learning and Improvement, Interpersonal and Communication Skills, Systems-Based Practice, and Professionalism*.<sup>1</sup> The CHCT can be customized based on institutional context, resources, and curricular structure, allowing for incremental integration while building towards comprehensive climate health education. Integration is meant to be achieved not in one stand-alone course but as a longitudinal curricular thread woven across all courses from preclinical to clinical years. “Course” is intended to include any structured curriculum including clerkships and electives.

### **How to use the CHCT**

**As a Needs Assessment Tool:** The CHCT can be used within and across courses and clinical rotations to map what and where specific climate health objectives are taught, illuminating gaps in the overall curriculum and opportunities for development and integration of new content to address unmet objectives. Faculty members can be given the CHCT and instructed to check off items addressed in their respective courses. Individual responses are collated, and areas not checked by any faculty are identified as gaps, which can then inform faculty development and curricular revisions. Once faculty are familiar with the CHCT as a needs assessment tool, re-administration at intervals to track new or revised curricula should be straightforward. This can involve annually emailing the CHCT form to course directors for completion or in-person administration at course director meetings.

**As a Curriculum Development Tool:** The CHCT can be used to build new curricula that address specific learning objectives within one or multiple of the six domains, ensuring these curricula address gaps in a longitudinal undergraduate medical education curriculum.

**As a Faculty Development Tool:** The CHCT can inform faculty, facilitated by course directors, about content expert-identified climate health objectives recommended for inclusion in their curricula. It can be used in faculty training workshops to highlight gaps and opportunities in climate health education.

**As an Inventory Tool:** The CHCT offers a framework for accrediting bodies like the Liaison Committee on Medical Education (LCME) to integrate accreditation standards that ensure future physicians are equipped to address climate health challenges.

**As a Student Self-Assessment Tool:** Students can use the CHCT to track their climate health educational progress, reviewing the objectives to identify individual learning gaps as part of a reflective practice in building climate health competency.

### **References**

1. AAMC, AACOM, ACGME. Foundational Competencies for Undergraduate Medical Education. AAMC, AACOM, ACGME; 2024. <https://image.email.aamc.org/lib/fe8e13727c63047f73/m/1/3d55a3aa-b3ba-4c14-a447-8c60e27a6f05.pdf>. Accessed December 5, 2025.