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Implementing A Climate Change and Sustainability Curriculum for Emergency Medicine Physicians

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Figure.

## 40 Implementing A Climate Change and Sustainability Curriculum for Emergency Medicine Physicians

*John Quinn, Kristie Taguma, Kavita Gandhi, Hilary Ong, Kevin Rolnick, Guy Shochat, Caroline Lee, Francesco Sergi, Esther Chen*

**Introduction/ Background:** The effect of climate change on health is a growing concern and disproportionately impacts vulnerable populations. Emergency Medicine (EM) physicians will increasingly be called upon to manage climate-related health emergencies and engage in sustainable practices. However, climate and sustainability training are absent from the 2013 Model Curriculum.

**Educational Objectives:** In an effort to fill this gap in our residency curriculum, we implemented a four-part climate lecture series during the 2022-2023 academic year. The objectives were to 1) prepare trainees to better manage

climate health emergencies, 2) integrate social and racial justice issues into climate discussions, and 3) engage trainees in clinical sustainability quality improvement projects.

**Curricular Design:** We chose a lecture format developed with input from faculty and other content experts to streamline integration into our existing didactic structure. Topics included “Climate Change, Health, and Equity”, “Climate Medicine; from Practice to Policy”, “Healthcare Sustainability”, and “Climate Medicine: Extreme Heat and Wildfires”. Feedback from attendees was collected and aggregated via MedHub.

**Impact/Effectiveness:** Feedback was positive, and many felt that the lecture series addressed a gap in training, though some requested more clinically applicable content. Following the lecture series, EM residents formed a Green Team which introduced sustainability practices to our university hospital emergency department (ED). At our county hospital ED, residents implemented an instrument-recycling program. After one month, 17% of instruments were recycled, improving to 62% in month two. These outcomes suggest success in motivating residents to participate in sustainable clinical practices. We plan to expand to a 2-year curriculum focusing on the health impacts of climate change while continuing to emphasize experiential learning with climate sustainability projects.

## 41 “Rapid Recall in Resuscitation”

*Taylor Ingram, Lindsey Picard, Julie Pasternack, Maia Dorsett, Kate Kokanovich, Fabiola Enriquez, Rachel Gartland, Joseph Pereira, Linda Spillane*

**Introduction/ Background:** A physician’s ability to order resuscitation medications proficiently is critical to patient care. Recall, pocket references and phone applications, and support from clinical pharmacists are common practice. Faculty identified gaps in residents’ ability to order such medications or use available resources efficiently without pharmacist support.

**Educational Objectives:** Simulate a high-pressure environment to evaluate residents’ ability to order commonly used resuscitation medications. Identify gaps in knowledge or ability and allow for direct formative feedback. Use the identified gaps to guide curricular change.

**Curricular Design:** A scenario-based oral exam was developed in response to a faculty survey in which critical resuscitation medications were identified. The quiz was reviewed by physicians and pharmacists for accuracy. Faculty administered the quiz to individual residents from all post-graduate years during the program’s annual comprehensive assessment. Residents had 20 minutes to provide medication names, doses, and administration