

**B3**  
**American Medical Student Association**  
**House of Delegates 2022**  
**Resolution:**

**Introduced by:** Trevor Lyford, Bobby Scott, Shan Jin, Nadiya Yerich, Dilvir Sekhon, Vaneeza Mukhtar, Ayesha Khan, Chelsea Shu, Zoreed Mukhtar, Israa Ismail, Raj Patel

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**Subject:** Principles Regarding Medical Education - Curriculum Content

**Type:** Addition to Principles

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WHEREAS it has been found that residential segregation is a major mechanism contributing to environmental inequality, poverty, and health disparities in the United States, making it highly likely that the stark spatial distribution of environmental disamenities in society would also produce health disparities. [1]

WHEREAS it has been found in environmental justice literature that marginalized populations face a double burden: being individually socially marginalized and being subject to the inequities resulting from being located in poor social and physical environments. [2]

WHEREAS it has been found that one's neighborhood and built environment have major impacts on health and well-being, and subsequently that neighborhood and built environment has been listed as one of five domains of social determinants of health in Healthy People 2030. [3]

WHEREAS it has been found that more than 12 million people around the world die every year because they live or work in unhealthy environments. [4]

WHEREAS there was a 24% increase in information-seeking regarding health and climate change from 2018 to 2019, mostly driven by the interest of individuals and their health. [5]

WHEREAS it has been found that environmental health modules combining didactic and experiential elements can significantly increase medical students' self-reported sense of

preparedness to discuss environmental health issues, including climate change, with their patients.  
[6]

**THEREFORE BE IT RESOLVED** that the Principles Regarding Medical Education -  
Curriculum Content (pg. 12) be **AMENDED BY ADDITION** to state:

9) **SUPPORTS the integration of public health into undergraduate and graduate medical  
education by:**

f. **Encouraging undergraduate and graduate medical institutions to develop and integrate  
curriculum on environmental health and its impact on patient health.**

Fiscal Note: None

Citations:

1. Brulle, R. J., & Pellow, D. N. (2006). Environmental justice: Human health and environmental inequalities. *Annual Review of Public Health*, 27(1), 103–124.  
<https://doi.org/10.1146/annurev.publhealth.27.021405.102124>
2. Masuda, J.R., Poland, B. and Baxter, J. (2010) Reaching for environmental health justice: Canadian experiences for a comprehensive research, policy and advocacy agenda in health promotion, *Health Promotion International*, 25, 4, 453–63.
3. Office of Disease Prevention and Health Promotion. (n.d.). Diabetes. *Healthy People 2030*. U.S. Department of Health and Human Services. <https://health.gov/healthypeople>
4. Prüss-Ustün, A., Wolf, J., Corvalán, C., Bos, R., & Neira, M. (2016). Preventing Disease Through Healthy Environments: A Global Assessment of the Burden of Disease from Environmental Risks. Retrieved from  
[https://apps.who.int/iris/bitstream/handle/10665/204585/9789241565196\\_eng.pdf;jsessionid=09B50968F412E8B2DFD3E8FFDA7C200E?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/204585/9789241565196_eng.pdf;jsessionid=09B50968F412E8B2DFD3E8FFDA7C200E?sequence=1)
5. Watts N., Amann M., Arnell N., Ayeb-Karlsson S., Beagley J., Belesova K., Boykoff M., Byass P., Cai W., Campbell-Lendrum D., et al. The 2020 report of The Lancet Countdown on health and climate change: Responding to converging crises. *Lancet*. 2021;**397**:129–170. doi: 10.1016/S0140-6736(20)32290-X.
6. Kligler, B., Pinto Zipp, G., Rocchetti, C. *et al*. The impact of integrating environmental health into medical school curricula: a survey-based study. *BMC Med Educ* 21, 40 (2021). <https://doi.org/10.1186/s12909-020-02458-x>