

DEAR EDITOR,

We recently reported the findings from a review of medical school curricula in the United Kingdom (UK) on planetary health and sustainability teaching (Bevan et al., 2022). Our study used the General Medical Council's (GMC) adopted 'Educating for Sustainable Healthcare – Priority Learning Outcomes' created by the Centre for Sustainable Healthcare to evaluate UK medical school coverage of planetary health and sustainability topics (Centre for Sustainable Healthcare, 2013). There are three learning outcomes, as shown in Table 1, with an additional 13 more detailed sub-learning outcomes. As the GMC set the standards for UK undergraduate medical education, we felt these outcomes were the most relevant to use as the gold standard for our audit. However, they are broad and provide less subject-specific guidance, especially with regard to dermatology.

Our study findings suggest that the teaching of planetary health and sustainability topics varies widely amongst medical schools. Disappointingly, despite a growing evidence base linking climate change and dermatological conditions, the teaching of dermatology in this context had the joint lowest 'mean estimated teaching time' and 'percentage of courses covering the topic' when compared with other subject areas (Bevan et al., 2022).

In recent years, various global organisations have developed learning outcome lists to guide incorporating planetary health and sustainability teaching into the undergraduate curriculum, a few of which contain dermatology-specific guidance. Published learning outcomes vary considerably from broad to highly specific and detailed. As such, knowing which learning outcomes to prioritise in an already densely packed medical curriculum can be challenging, especially for educators with less planetary health or sustainability experience. We have found two particularly useful resources for dermatology educators.

Climate Resources for Health Education (CRHE), a global health professional-led platform sponsored by the Columbia School of Public Health,

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