Sustainable Healthcare Teaching Case Study Template

Name of Institution: Newcastle University Medical School

Name of course or session: Sustainable Healthcare and Sustainability in Quality Improvement

Summary

Initially, to familiarise students with the importance and relevance of environmental sustainability to healthcare, all 5th year undergraduates are required to attend a half day teaching session on Sustainable healthcare which is incorporated into their teaching on Good Medical practice.

SusQI, has then been integrated into the second of two GP assistantship placements that all undergraduates undertake in their 5th year.

Course or session dates:

Start date: The new course was introduced in 2021/22 academic year.

End date: na

Background

Newcastle University medical school volunteered to be a partner in the Sustainability in Quality Improvement Education project funded by King’s college London, the health foundation and health education England, and coordinated by the Centre for sustainability healthcare.

As part of this project, core faculty members were mentored and supported by CSH education team members, to adapt their QI programmed teaching, project work-books and evaluation to incorporate environmental sustainability. This included inclusion of key SusQI concepts such as the triple bottom line, sustainability as a core domain of value, and the principles of sustainable healthcare as drivers of sustainable change.

Course Description

**Sustainable Healthcare component:** Haf day teaching in year 5 embeded within the Good Medical Practice domain.

**Sustainability in Quality Improvement component:** SusQI is integrated into the second of two GP assistantship in year 5. The assintanship is 4 weeks long, and within the first week students are required to undertake an e-learning module, developed in-house, which provides an introduction to the health impacts of climate change, the carbon footprint of healthcare, and SusQI**.**

In the same week they receive a face-to-face tutorial on SusQI delivered by their supervising GP, and also receive written materials and signposting for additional support. They are then supported to complete and/or design a SusQI project over the 4-week placement, before presenting to colleagues at the end of the assistantship.

GP’s supervisors receive teaching on SusQI and Sustainable Healthcare, and also have access to an in-house video presentation about SusQI.

As the cohort of 5th year students had had limites curriculum coverage of sustainable healthcare course up until this point, they were also timetabled to receive a half-day session in the semester one (proceeding the above) within the ‘Good Medical Practice’ component of the curriculum.

*Status of this teaching within the curriculum:*

Core

*Curriculum area*

[Where does this learning fit in the curriculum? (e.g. public health, cardiovascular, quality improvement, ethics, etc.) Was the curriculum altered to include the learning objectives above, or were these related to existing learning objectives?]

The Sustainable Healthcare tutorial is within the Good medical practice module and the Sustainability in QI is within the GP assistantship module

*Sustainability learning outcomes:*

√ PLO 1 - Describe how the environment and human health interact at different levels

√ PLO 2 - Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems

√ PLO 3 - Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment

Other (please specify):

*Pedagogical format*

e-learning

workshop

tutorial

project design or implementation

*Teaching time*

Total teaching time for this course or session (hours):

Teaching time for sustainable healthcare (hours):

* Introduction to sustainable healthcare – ½ day workshop
* Online e-module – 2 hours
* GP-led tutorial – 2 hours
* SusQI project and self directed learning – completed during 4 week GP assistantship
* SusQI presentation day

*Number of students taught:*

304/year

*Materials used:*

[Please list key materials used. How did you obtain/develop them? Are they available to share with others?]

1. Seminar presentation materials introducing the ethical and legal aspects of sustaible healthcare, created with reference to Centre for Sustainable Healthcare educational materials
2. On-line e-module – developed by the educational lead who following attendance at CSH course and with reference to the SusQI open source materials
3. GP supervisor training – led by the educational lead (as above)
4. Pre-recorded training video to support GP educational supervisor – again produced by the educational lead (as above)
5. On-line resources and signposting – curated by the educational lead (as above).

*Assessment:*

[Is this learning assessed? Please give details]

The Project report for the 4 week assistantship is an assessed.

304 SusQI projects/project plans were completed in the first year, and students were required to present these within their tutorial group to peers and GP supervisors.

Lesson Learned

[Please describe any lessons learned, including barriers encountered and whether/how they were overcome.]

* SusQI is a valued and enjoyable addition to the curriculum and can provide students with a meaningful opportunity to contribute to practice.
* Some GP educators found the new topic area challenging to teach although it did also provide an opportunity for a more collaborative style of teaching
* Time contrainsts limited the amount achieved.

Quotes

[A quote from staff member or student to give a personal view of the initiative.]

*Student - “I really enjoyed doing the susQI project and it has given me an appreciation of the things we can do as HCPs”*

GP educator - “*it was only two years ago that I was where they are now and as a teacher, I found it so interesting. Their presentations sessions were my favourite sessions, not because I didn’t do as much, but they were genuinely really interesting and I felt I was shocked by every presentation”*

For further information, please contact:

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