**Credit to Joey Brook,  Fiina Narhi, Alexandra Nash, Jonathan Grey, Sorcha Heelan, Leigh Cui, Tim Rutland, Annika Wilder-Smith and Rhi Macleod for this template**

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**SusQi Teaching Template Example**

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| **Lesson Title:** | **SusQI – sustainability in quality improvement** | | |
| **Level:** | **Beginner** | **Duration:** | **50 mins – 1hr** |
| **Lesson Objectives:** | | | |
| * Give an introduction into the concept of sustainable healthcare, including:   + The triad relationship between planetary health, human health and healthcare   + 3 pillars of sustainability / triple bottom line   + Common inputs and outputs of healthcare systems * Learn what QI is and how we can build sustainability principles into it * Understand basic QI tools and how we can apply them to a sustainable healthcare issue | | | |

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| **Summary of Tasks / Actions:** | **Timing** |
| First part: short lecture to introduce main concepts  *Sustainable healthcare*:  Outline the relationship between planetary health and human health, but that healthcare impacts this. Ask the audience to suggest inputs and outputs that a healthcare system needs. Use 3 examples around water usage, transport emissions, and waste production that quantifies the impact healthcare has on planetary and human health. Explain that sustainable healthcare is an approach that seeks to rebalance this relationship.  *Quality improvement:*  Work through the ‘Who / Who / Where / What / How’ of QI projects. Explain the stages of Sustainable Quality Improvement Framework. Work through what a process map and driver diagram is. Outline how QI projects can be ‘measured’.  Second part: breakout/group work  *SusQI in Action*:  Group work with 1-2 facilitators. Can be done as breakout groups, with different groups working on a separate scenario and feeding back after 30 mins, or as 1 group working on one, or both, scenarios. We have created one scenario that requires less clinical knowledge (active travel). Each scenario can be delivered by either assigning one of the scenario perspectives to a few people, or by working through each perspective as a group.  The scenario starts by ‘studying the system’ through the formation of a process map, examining the scenario through each perspective. We use this information to ‘set the goal’ and ‘design the improvement’ by creating a driver diagram. Finally, we measure the outcomes and sustainable values provided through the QI project.  *Debrief*:  Time to talk through what each group found, if separate groups were used. Time to ask questions or to clarify any areas of uncertainty. | (10 min)  (10 min)  (30 min)  (10 mins) |

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| **Materials / Equipment:** |
| |  |  | | --- | --- | | Online:   * Slide templates * Online platform with means to share screen e.g. Zoom, Teams * Means to take notes   Optional:   * Video of first part as pre-reading (help shorten session if time is a limitation) * Print out summary notes of the session * Leaflet on ‘what you can do’ (Edinburgh specific) | In person:   * room to meet in with audio-visual display * print outs of the process maps and driver diagrams   Optional:   * Video of first part as pre-reading (help shorten session if time is a limitation) * Summary notes of the session * Leaflet on ‘what you can do’ (Edinburgh specific) |   Please find all our sources (except the video) here: <https://www.wiki.ed.ac.uk/display/EISH/Teaching+delivery+pack> |

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| **Take Home Tasks:** |
| There were no specific tasks from this session, but as suggested above, people could watch a pre-recorded lecture that is the first part of this session if time was limited. |

Carbon Footprinting Exercise

In this exercise order the items in according to the size of their carbon footprint.