

Questions asked during the session

How do you incorporate leadership and advocacy for sustainable and planetary health in the curriculum? How is this implemented in courses?

How can we get NICE to start considering the environmental impact of interventions when it promotes its guidance? I'm thinking of overuse of opiates specifically. This isn't directly related to education per se, except in so far as NICE drives behaviour and uses CKS to drive that

Do you think doctors are currently well-equipped to discuss the planetary impact of treatment options with their patients? Is there further decision aids/training needed around shared decision making/non-directive decision making in this area? Obviously enviro impact is important for many people but I can imagine it is a tricky area to navigate

Evidently, there is enthusiasm for sus' HC amongst medics, but how might other HC pros (nurses, pharmacists etc) be encouraged/provided with leadership to ensure joined-up and united approach across whole HC 'industry'? There's a danger of us (HC workers) all being so absorbed in the day to day, that we neglect the bigger picture.

Is there evidence that social prescribing is more sustainable than traditional prescribing? Are staff in primary care, including social prescribing link workers, educated about sustainable healthcare and the impacts of their interventions?

In terms of the prevention aspect, has there been any research into human factors that influence behaviour in patients, especially when you overlay the mistrust from underserved communities who too often present later?

Are there any priority areas that you feel that those of us in medical education should be engaging with and talking about more so than others? Sometimes discussing sustainable healthcare as a whole can be challenging due to the mammoth size of the topic and limited capacity within curricula, and I wonder if there are any particular topics at either an undergraduate or postgraduate level that you feel have been particularly good for engagement?

How can we better understand and share learning and experience about implementing system change? I'm a GP and finding this phenomenally difficult because of the disseminated nature of organisations within which we work

Talking about leadership in scaling up education for all students - we need many educators for this - how to activate/convince/empower faculty colleagues to teach on sustainability?

How do we ensure that acting to educate doesn't lead to diversion of activity to implement change?

Are there any existing resources on how to write exam questions/assessment materials on this topic?

Nature: should we/UKHACC not frame beyond climate change (carbon/emissions/warming) to include nature/biodiversity crisis post COP15 more explicitly: water and oceanic health; nature recovery/nature rich solutions/links to nature partnerships/NGOs and pharmaceutical pollution?

What is being proposed re education on end of life care and sustainability of dying and death technologies: a good death?

Has anyone tried discussing the concepts of limits of growth within a training programme?

Suggestions and points made in the chat

The curriculum is written in an order you might teach throughout a programme of study, so the sections at the end mention ecoethical leadership, advocacy, and intergenerational justice. There are a variety of ways of implementing this, but students undertaking quality improvement projects with a sustainability lens is a popular way of introducing this.

RCN has taken a broad approach to sustainability as a foundation then focus in to support our students on what sustainability means to them in their role -this allows them to focus specifically where influence is required/needed

At an undergrad level - sometimes its finding a way in, a way to inspire students to explore, read, ask questions - for some healthcare waste is a good topic to start with, for others diet/nutrition can be a good link - it will depend on your learners. If you can get across the message that the health impacts of climate change affect every bodily

system, every medical practitioner and speciality that will be a good start. Also teaching students to make links between different systems.

We have to guard against Climate Doom or individuals may feel there is no point and we want everyone to feel empowered to do what they can do

Not health specific, but I have heard good things about this service as an easy add-on to existing programmes - <https://climatefresk.org/>

Ask each educator to include one slide about ESH in every lecture

It would be useful to have a network of people acting at each medical school to influence and implement teaching on ESH. Rachel Brown is the last in Swansea,

Key points to communicate to educators is that sustainable healthcare is not about knowing how to carbon footprint and that it's about wasted clinical activity rather than physical waste. Many still focus on eg single use plastics instead of the 'too much medicine' angle which we're discussing now

Links and resources shared

https://www.medschools.ac.uk/media/2949/education-for-sustainable-healthcare_a-curriculum-for-the-uk_20220506.pdf

<https://ohbp.org/our-work/pharmaceuticals-in-the-environment/>

<https://www.rcn.org.uk/Professional-Development/Professional-services/RCN-Leading-Sustainability-in-Health-and-Social-Care>

<https://www.england.nhs.uk/personalisedcare/social-prescribing/>