# Sustainable Healthcare Education Network

## Vision

The vision of the Sustainable Healthcare Education network (SHE) is that all health students can explain the relevance of planetary health to human health and healthcare. This knowledge informs the behaviours and activities of health professionals, who promote health by incorporating environmental sustainability in their workplaces and professional roles.

## Mission

To support healthcare schools and medical schools to identify how sustainable healthcare education can be incorporated into curricula to improve the professional capacities of their graduates.

To provide guidance, resources and support in collaboration with and to support health professional educators, such that they can develop and deliver sustainable healthcare education (see appendix).

To equip current and future health professionals with understanding of the relevance of planetary health to human health and healthcare.

To support current and future healthcare practitioners to undertake environmentally-sustainable action for health, in their workplaces and their professional duties.

## Scope

SHE is an international network which began in the UK in 2009. It provides guidance and resources for the development of SHE at undergraduate and postgraduate level within the medical profession, and collaborates with similar initiatives within nursing and the allied health professions.

## *Membership*

Membership of the Sustainable Healthcare Education network comprises health educators and students from around the world. Membership is free. To sign up to the network and receive further information, go to: <https://networks.sustainablehealthcare.org.uk/user/register>

Members may join or form a local group to further sustainable healthcare education. Local groups are supported by the network core group, but the core group does not indemnify or provide funding to local groups.

## Goals for the five year period, 2018 - 2023

1. Guidance

All UK medical educators and students recognise the relevance of sustainability in medical education. This will be achieved by working to support the GMC to incorporate the Priority Learning Outcomes (Appendix 1) into their guidance and assessments.

*Measurement:*

* *Inclusion of sustainability objectives within the GMC Quality Assurance Framework (via one or more of the following activities: review, visit, exploratory question or survey); by 2022;*
* *Reference to sustainability in GMC guidance, including Outcomes for Doctors and at least one other document; by 2022;*
* *Assessment questions specific to sustainability and health included in local and national question banks; by 2022.*
1. Curriculum

All UK medical schools include sustainable healthcare education learning objectives within their curriculum and provide at least one core and one optional sustainable healthcare education learning opportunity within their curriculum.

*Measurement*

* *survey of educators demonstrates that every UK medical school has at least one of the priority sustainability learning objectives (see appendix) in their curriculum; survey in 2020, further work focusing on those medical schools that have not yet achieved this, re-survey in 2023;*
1. Membership

Within the UK: SHE teams in each UK medical school include at least one student and one faculty member from every UK medical school.

*Measurement*

* *SHE central membership list review in 2020 and repeat in 2022.*
* *Communication with SHE teams by email and/or telephone or in person to encourage and support their activities.*

Internationally: At least one representative from an MBBS or post graduate medical organisation in at least two countries in each continent. The representative is an academic or a student, who is working to develop and implement sustainable healthcare education, including developing the local SHE group.

*Measurement*

* *analysis of database of members and posts on the SHE website and contact with international SHE members through the SHE-international list; 2020 and 2022;*
1. Teaching materials:

Learning objectives, example lesson plans, activities and assessment for sustainable healthcare education are collected, showcased and updated on the SHE website.

*Measurement*

* *Analysis of the nature, provenance and content of materials available from the SHE website; 2021 and 2023.*
1. Interprofessional learning:

Development of formal connections with sustainable healthcare education programmes in at least one School of Nursing, Physiotherapy and Occupational Therapy, or establishment of such a programme where none is identified.

*Measurement:*

* *Realisation of a workshop on multidisciplinary approaches to sustainable healthcare education organised in collaboration with at least two health education institutions outside of medicine; by 2023.*
1. *Collaboration with education groups to further SHE’s aims (including supporting and developing the concept of social accountability)*

## Appendix

### Priority Learning Outcomes referenced in the General Medical Council’s Outcomes for Graduates[[1]](#footnote-1).

1. Describe how the environment and human health interact at different levels.

2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.

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.

***Each of these three learning objectives is followed by subsidiary objectives. To access the full set of learning objectives, go to*** <https://sustainablehealthcare.org.uk/file/118/download?token=PahtFPP_>

## Abbreviation and definition

SHE – Sustainable Healthcare Education network

Sustainable healthcare education – Teaching and learning which prepares future health professionals to promote sustainable health and deliver sustainable healthcare.

1. General Medical Council,. *Outcomes For Graduates (Tomorrow’S Doctors)*. London: GMC, 2015. Print. [↑](#footnote-ref-1)