

Appendix 2

Feedback from round two

1. Helping educators and students to engage
 - a. Make relevant to patient care – how will this affect the patient in front of me, clinical cases
 - b. Highlight evidence of benefits to patients/public
 - c. Need local champions
 - d. Engage students
 - e. Have sustainability as a theme on national conferences
 - f. Use peer teaching
 - g. Seek funding
2. Teaching ethical aspects of environmental sustainability,
 - a. Embed in duties of a doc, Embedding it in the other duties of health professionals: care of patients today and tomorrow (new strapline of NHS England “future generations”) – ethics, externalities, doing more good than harm.
 - b. Long term view
 - c. SOLUTION focused and POSITIVE, not PROBLEMS focussed and NEGATIVE
 - d. Good to hear that it is not all about CLIMATE CHANGE
 - e. Dr as a citizen domain (in GMCTD)
3. The impacts of long-term healthcare trends on sustainability and related teaching,
 - a. Focus on preventive care
 - b. Patient autonomy
 - c. Link with public health
 - d. Integrate with community care
 - e. Integrate with social determinants of health
 - f. Integrate with communication
 - g. Define sustainability; meeting the needs of today without prejudicing the needs of tomorrow (who currently have no choice and voice)
 - h. Sustainability needs to be defined. i.e. the biggest wins come from improving lifestyle and public health and that too much of a focus on carbon/ waste reduction side-line this issue
4. Integrating sustainability across the curriculum,
 - a. Need for culture change – society and in healthcare
 - b. Support the normative goals with interest of individuals and positivity and hedonic goals
 - c. Link with an MDT approach
 - d. Make it patient centred – listen to patients. There is a patient and public mandate
5. Implementation and teaching delivery
 - a. Integration across curriculum; a cross cutting theme
 - b. Also need blocks of teaching on this to avoid it being side lined
 - c. Taught by physicians / surgeons so that students can recognise that sustainability is vital for good medical practice in all specialities.
 - d. Provide supporting materials and train trainers
 - e. ‘Train the trainers’ programme: rather than doing this centrally, why not suggest it as an initiative and see what range of practices arise?
 - f. Multi-stakeholder engagement and involvement – GMC, Royal Colleges, Deans etc., Getting GMC, Royal Colleges to endorse the PLO’s

Assessment

Important/only way to get this recognised

Way of measuring impact of teaching this – will it affect practice? – How will it be measured?

Portfolio better means of assessing than OSCEs / one off assessments, because allows assessment to be reflective/continual