

EDUCATION FOR SUSTAINABLE HEALTHCARE

Case studies from the coalface: Education for Sustainable Healthcare (ESH) in southern Africa

Wed. 5 April 2022 from 12-13h30 on TEAMS

[Meeting recording](#)

Time		
12-12h10	WELCOME	James Irlam; SAAHE ESH SIG Convener
12h10-12h30	A Planetary Health Report Card (PHRC) for the UCT Faculty of Health Sciences	James Irlam, UCT
12h30-12h45	Planetary Health and Medical Education. Being and Becoming a health professional in the Anthropocene era	Dr Christian Lueme Lokotola: SU
12H45-13h00	First steps towards integrating planetary health into the physiotherapy curriculum at the University of Pretoria	A/Prof Karien Mostert; UP
13h00-13h15	Developing Sustainable Spaces for Interprofessional Education and Health: Driving knowledge through Digital Transformation in a Post-Pandemic Era in Higher Education in Southern Africa	A/Prof Simone Titus, UWC
13h15-13h30	DISCUSSION	

A/Prof Karien Mostert, Dept Physiotherapy & CBE co-ordinator (UP Health Sciences)

First steps towards integrating planetary health into the physiotherapy curriculum at the University of Pretoria

This presentation is about how two lecturers conceptualized a research project in the field of environmental sustainability, that was carried out by undergraduate students from the Departments of Physiotherapy and Occupational Therapy, as part of a research module. It also touches on how planetary health was informally introduced into existing interprofessional, and profession-specific modules, with the Planetary Health Education Framework as a point of departure. Reflections on the lessons learnt concludes the presentation.

James Irlam, Dept of Family, Community & Emergency Care (UCT Health Sciences)

A Planetary Health Report Card (PHRC) for the UCT Faculty of Health Sciences

The [Planetary Health Report Card \(PHRC\)](#) is a global student-led initiative to promote education about planetary health and environmentally sustainable healthcare in health science faculties, using a metric-based data collection tool with 5 domains, viz Curriculum, Research, Community Outreach, Student-Led Initiatives, and Campus Sustainability.

This presentation is about a baseline PHRC for the UCT FHS completed by the author and a student team. It presents key recommendations about integrating planetary health and sustainable healthcare principles and topics into curricula, inter-disciplinary research, student initiatives, community partnerships, and campus operations and services at UCT FHS. The perceptions of the team about the achievements, challenges, and way forward will be summarised too. Current developments on campus and in the FHS provide a ‘window of opportunity’ for change with respect to education about planetary health and sustainable healthcare.

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A/Prof Simone Titus (UWC Health Sciences)

Developing Sustainable Spaces for Interprofessional Education and Health: Driving knowledge through Digital Transformation in a Post-Pandemic Era in Higher Education in Southern Africa

Digital Transformation may present an opportunity for new insights within the context of the Sustainable Development Goals and Interprofessional Education. This presentation focuses on how the higher education sector in southern Africa has had to rely on digital infrastructure for new ways of teaching and learning during and after the pandemic. It will focus on some aspects of the digital divide in the Global South and consider how the provision of Interprofessional Education may help to bridge this divide in resource-constrained spaces.

Dr Christian Lokotola (SU Health Sciences)

Planetary Health and Medical Education. Being and Becoming a health professional in the Anthropocene era

The inclusion of Planetary Health in medical education at SU aims to improve students' knowledge of climate change issues and solutions-based thinking. Six modules over 3-years are being developed: *Being and Becoming a Health Professional*; *Forms and Functions*; *Health and Wellness*; *Dysfunction*; *Medical Detective*; and *Interventions*. The modules address personal environmental stewardship on campus; why planetary health is important for health professionals; how the form and function of environmental systems support human health; and the co-benefits of healthy lifestyle and environmental stewardship, among other issues. Students learn how to apply evidence and management processes to reduce energy use, waste production, harmful air emissions, and water discharges and minimise the impact of healthcare on environmental and public health. Students have responded positively to the first three modules that have been implemented to date.

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To find out more about the Education for Sustainable Healthcare (ESH) Special Interest Group of SAAHE, please visit our [webpage](#) and sign up for our mailing list

James Irlam, Convener

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