

TQEF Research-Informed Teaching Initiative 2008-09

Integrating Health and Sustainability into the healthcare curriculum using an evidence-based approach

1. Details of project team

Lead - Professor Janet Richardson (JR), Dr Andy Nichols (AN), Benny Goodman (BG), Margaret Wade (MW), Gill Green (GG), Diane Thornton-Parr (DTP), Dr Veronica Maynard (VM)

2. Summary of the aims of the project

To evaluate and synthesise research and good practice in health and sustainability and embed this in the undergraduate and postgraduate health curriculum within the Faculty of Health and Social Work (FH&SW) now the Faculty of Health.

3. Methods used

- Two systematic reviews using rigorous critical appraisal criteria (i) to review the literature on policy and practice in health and sustainability; (ii) to review the literature on individual and community resilience and explore its relevance to health and sustainability.
- A survey of all Primary Care Trusts in England in order to identify examples of good practice in health policy and practice and sustainability. Items on the survey will be drawn from policy guidance and our current pilot project.
- Leaders of a selection of examples of best practice identified through the survey invited to present a webcast on their example. The webcasts were broadcast to an International audience and recorded for teaching purposes.
- Data from the systematic reviews and the survey collated in order to (i) provide materials of and e-based module on Health and Sustainability; (ii) provide materials of integration into specific aspects of the curriculum.
- Towards the end of the project (June 2009) the teaching materials will be presented and discussed at a half-day seminar with colleagues within FH&SW where they will be evaluated and an action plan for embedding them in to the curriculum will be prepared.

4. Number of students involved on 4 of our programmes over a three year period:

1. Dip Nursing CFP (Cornwall) 115 students
Dip/BscNursing Adult Branch. >1000 students
2. Bsc Nursing Child Health 105 students
3. Specialist Community Public Health. 90 students
4. HSCE 501 Teaching in Practice. 10 students

5. Findings/ outcomes/ impact

Publications of project outcomes:

Richardson J., Nichols A. The role of individual and community resilience in response to climate change: A systematic review and thematic analysis of the literature. Submitted to: American Journal of Preventive Medicine

Nichols, A. & Richardson, J. Climate change, Health and Sustainability: A brief survey of Primary Care Trusts in the South West of England. Perspectives in Public Health (in press)

Nichols A., Maynard V., Richardson J. Climate change and communicable disease: What are the risks? Journal of Infection Prevention (in press)

Richardson J., Kagawa F., Nichols A. (2009) Health, Energy Vulnerability and Climate Change: A Retrospective Thematic Analysis of Primary Care Trust Policies and Practices. *Public Health* 123:765-770

Nichols A., Maynard V., Goodman B., Richardson J. (2009) Health, Climate Change and Sustainability: A systematic Review and Thematic Analysis of the Literature. *Environmental Health Insights* [3]:63-88 http://www.la-press.com/article.php?article_id=1603

Publications the work of the project contributed to:

Richardson J., Wade M. (2010) Public Health Threats in a Changing Climate. In: Kagawa F., Selby D (eds) *Education and Climate Change: Living and Learning in Interesting Times*. Oxford, Routledge.

Goodman, B. and Richardson, J. 2010. Climate change, sustainability and health in UK higher education: the challenges for nursing. In: Jones, P., Selby, D. and Sterling, S. eds. *Sustainability education: perspectives and practice across higher education*. London: Earthscan, pp.109-131.

Conferences:

In March 2009 at 17th UKPHA Annual Forum in Brighton two posters were presented and a verbal presentation given on Climate Change and Sustainability: A Retrospective Assessment of Primary Care Trust Policy and Practice in England.

A poster was also presented at the 2009 South West Public Health Annual Scientific Conference.

Two posters based on our work were presented at the UK Public Health Annual Forum in Bournemouth in March 2010

Webcasts: one transmitted and one scheduled for July 2010, both using examples from our survey.

6. Continuation/ dissemination plans

6.1 At a two day event at Embercombe (a social enterprise in South Devon) Maria Tighe, Penny Franklin Gill Green and Benny Goodman discussed future plans. As a result the new (2010) NMC standards for education have been examined to see which domains and competencies can be interpreted through a sustainability lens. This will form the basis for curriculum development for the programmes to be validated 2011. In addition the development of an online presence for interested parties was discussed. Chris Hunt of the CSF suggested a Google group – which is free to use.

6.2 Benny Goodman has now a lead role for sustainability in the curriculum development stage for the BSc Nursing programme. This is a first for this issue in any of our programmes. The role entails the continuance of embedding sustainability across the programme.

6.3 Benny Goodman (along with colleagues) has secured funding from the School of Nursing and Midwifery to undertake a research project:

‘Embedding sustainability and climate change into health education and practice: an exploratory study of the implementation and evaluation of a Community of Practice (CoP) of nursing students in Cornwall’.

This is using a Facebook group

<http://www.facebook.com/#!/group.php?gid=235106806085&ref=ts> ‘Nursing, Sustainability and Climate change’ which is developing into a resource and discussion forum. To explore the potential benefits of a face to face and online student Community of Practice approach in addressing climate change, health and sustainability and how it relates to students’ perceptions of their practice and education. This is a qualitative study that facilitates engagement in a COP, and evaluates the experience of participants in the process and consequent changes in sustainability practices using focus groups and textual analysis of online data posted on a Facebook group. One student cohort will be invited to take part and to form a face to face and an online Community of Practice (COP). The cohort is approximately 100 students in number (Adult and Mental Health).

6.4 Various strands of the work will be presented at the Royal College of Nursing ‘ENHANCING PRACTICE 10: Celebrating innovative, creative and strategic healthcare, social care and education practice’ conference on

Monday 13 – Wednesday 15 September 2010. to share our response to 3 questions:

- a. How do **novice practice developers** and action oriented researchers/educators make sense of and take their first steps into enhancing practice?
 - b. What have we achieved over the past 10 years?
 - c. How do (*student*) professional practitioners engage with political and strategic decision-makers in transforming political intent into transformative action?
- ...all within the context of sustainability practice.

6.5 Plans to continue the work undertaken so far are making progress. Good links have been established with the Cornwall and Isles of Scilly Primary Care Trust and meetings have taken place to discuss the possibility of carrying out sustainability focused Knowledge Transfer Partnership projects. Preparatory work has also begun on a project investigating behaviour change and sustainability in the management of clinical waste.

7. HEA links

During the preparation for a chapter in a forthcoming book (Jones et al (eds) 2010), the Higher Education Academy was approached with a view to understanding how the subject centres were addressing the issue. THE HEA has its own Education for Sustainable Development (ESD) project. Nursing was not explicitly represented in the subject centers. This is an area for future work. In addition the Royal College of Nursing and the Chief Nursing officer were contacted highlighting the need to support sustainability both in the profession and in nurse education. The Nursing and Midwifery Council was contacted also with a view to try to embed it into the Standards for Education (now to be published this year). It is disappointing that feedback to the NMC has not resulted in a more explicit mention of the issues. However, the standards are broad enough to allow interpretation. Chapter 7 in the forthcoming book outlines the issues for nursing education in the UK:

Jones, P. et al (eds) (2010) Sustainability Education. Perspectives and Practice across Higher Education. Earthscan. London.

There is now a wealth of teaching materials on various formats (Powerpoints, academic papers, You tube, websites (such as the Climate connection, TED.com and the RSA events) and of course Books (such as 'Requiem for a Species' Hamilton 2010) , all readily available for use in the curriculum. The Facebook group (see 6.3) has links to a plethora of supporting material. This material will be available on the Google group. Almost all of this material is open access and free to use.

8. Please also indicate which of the following types of research informed teaching are relevant to your project? (inserting the section below into your report would be helpful).

- √ **Research led** (content)- students learning about the findings of research in their field, including that of their tutors.
- √ **Research orientated** (skills) – students learning how to do their own research and critique that of others; research methods training.
- √ **Research based** (investigative) – students learning through researching; inquiry based.