

THE USE OF EVIDENCE-INFORMED SUSTAINABILITY SCENARIOS IN THE NURSING CURRICULUM: DEVELOPMENT AND EVALUATION OF TEACHING METHODS

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Background

Climate change presents the biggest single threat to health in the 21st Century (HM Government)

We need to develop healthcare professionals who will be able to deal with the mitigation and adaptation challenges that climate change and the possible depletion of fossil fuel and scarce materials present.



Our experiences



Evaluation Results

- Students demonstrated limited knowledge about natural resources (such as oil) used in the production of items used in healthcare; they engaged in discussions following the use of Internet resources, and were able to segregate waste appropriately.
- Thirty (100%) students found the resources used in the skills session helpful, and thought the scenarios were realistic.
- Nineteen reported being more aware of peak oil; 30 were more aware of risks to patient experience and service delivery if resources become unavailable; 30 reported greater awareness of the management of waste in healthcare.
- Comments on the questionnaire indicated a high level of engagement and interest in the subject.

Conclusions

- As educators we have a responsibility to train healthcare practitioners who are fit for purpose, but also 'fit for future' practice; climate change and resource scarcity are very real situations that nurses will need to deal with in the future.
- The relevance to clinical practice was crucial in getting the message across, and this is evident from the comments made by students on the evaluation form.

References

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