

The Green Hospital Challenge for Health Care Without Harm



Center for Bioethics and Medical Humanities
Faculty of Medicine, Public Health and Nursing
Universitas Gadjah Mada
Yogyakarta



REPUBLIK INDONESIA
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

SURAT PENCATATAN CIPTAAN

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BIOETHICS CRASH COURSE SERIES:

**THE GREEN HOSPITAL CHALLENGE
FOR HEALTH CARE WITHOUT HARM**

**COURSE GUIDES
1ST EDITION 2019**



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BIOETHICS CRASH COURSE SERIES:

THE GREEN HOSPITAL CHALLENGE FOR HEALTH CARE WITHOUT HARM

Reformulated from “The Green Health Care Challenge”
An Elective Module for Medical Students at FMPHN UGM

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FOREWORD

Center for Bioethics and Medical Humanities (CBMH) has been aiming to develop bioethics with transdisciplinary approaches. As we believe bioethics will serve as bridge for interactions between sciences and disciplines.

The growth of bioethics discourses fostered by this center has predominantly revolved around the ethical issues in biomedical contexts, as inevitable consequences of rapid advancement of medical and health science and technologies. However, the current environmental and climate problems have also affected health and medical practices. These global concerns have also become one of the prioritized current issues to be addressed actively and systematically.

CBMH had since actively involved and contributed in several initiatives on environmental ethics discourses, including partnering with the National Bioethics Commission (Komisi Bioetik Nasional) and piloting elective module for medical students at Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada (FMPHN UGM).

This particular Bioethics Crash Course Series is a re-formulation from “The Green Health Care Challenge” elective module, which has been delivered for a class of medical students in December 2019. Learning from the positive appreciations and feedbacks for the elective module, we believe a much broader audience of health professionals would need and benefit from such course. Hence this re-formulated Course Guides on “The Green Hospital Challenge for Health Care Without Harm”.

COURSE OVERVIEW

Global warming and climate change had been one of the most pressing issues this century. The impacts on various levels and aspects of our ecology and living habitats, had certainly raised major concerns, as it posed serious threats to human's life and existence today and in the future. Thus the global commitment to address the matter, as stated in the Sustainable Development Goals, point 13, to take urgent action to combat climate change and its impacts.¹

These urgent actions are especially imperative in health areas, as numerous studies and reports have documented real health problems caused by climate change. Some of the largest health and disease burdens in the world today are climate-sensitive, ranging from air pollution-related health complaints, undernutrition, diarrhea, malaria and other vector-borne or rodent-borne diseases, etc. Studies and reports have also documented that health care practices and services contributed significant problems of environmental damage. Hence the moral and ethical responsibility are inevitable for health professionals and institutions to respond/address the matter actively.^{1,2}

Global movements and initiatives to address these health challenges have been started, in which medical and health professionals are obviously expected to take on important roles. On this particular context, health and climate change subjects are currently promoted globally to be included as part of medical curriculum, in order to equip future doctors with awareness, knowledge and skills in dealing with climate-change related health problems.^{3,4,5}

This course will explore the breadth and depth of issues related to health and climate change, as well as providing opportunity to develop fundamental skills required to deal with future medical practice challenges, especially related to climate change. The course is consisted of 2 learning units, the first unit focuses on the rationale for green health care movement urgency, and the second unit addresses the strategies on how to deliver green health care as one of the solutions for climate crisis.

This course is designed to be delivered in three intensive learning weeks, with project-based learning approach as the central activity. General population of health care professionals, including researchers, policy makers and students, can participate in and benefit from this course.

LEARNING OBJECTIVES

General Objectives:

Participants will gain basic understanding and awareness on important issues surrounding green health care movements as one of the solution to climate crisis, also develop basic skills to plan and deliver real actions contributing to the green health care movements.

Specific Objectives:

1. Understand the basic concepts and sciences related to climate change
2. Understand the impacts of climate change on various aspects of human lives and environments
3. Understand the importance and relevance of climate change for health care
4. Be able to identify the key factors involved in dynamic interaction between climate change and health outcomes
5. Be able to analyze and address climate change related health issues, using ethical concepts and framework
6. Demonstrate ethical thinking and actions in addressing climate-change related health problems

LEARNING APPROACHES

Central disciplines in this course are environmental health, bioethics and medical humanities. Supported with perspectives from every relevant science and disciplines in health care.

This course is taking transdisciplinary approach to examine key issues and various perspectives on climate crisis impacts on health and the green health care movements. Thus, participants are required to utilize and explore their prior knowledge in health and medicine.

This course puts emphasis on process rather than results. Participants are expected and required to have active engagement/discussion in order to gain maximum benefit of knowledge and exercise skills in opportunities provided throughout the course.

As practical guides, the course encourages the following attitudes, and students are expected to make effort in developing/improving these set of attitudes:

- active engagement and contributions
- honest opinion and critics
- creative ideas and or out of the box perspectives
- mindful-logical arguments
- respects for differences and diversity of ideas
- find interest, explore curiosity, build opinion/argument
- basic courtesy and manner in discussion

LEARNING ACTIVITIES

The following learning activities are constructed to help participants achieve the learning objectives:

1. Group Work and Group Project

This is the main learning process and activity which make up for major component in the course assessment. Participants will be assigned into small groups to work on assignments and group project. General guides on project assignments and topics are provided in this book. However, detailed instructions will be provided by course facilitators in class session. The group assignments and project are designed to be completed in the allocated time for group work sessions throughout the course. Extra working hours outside the course schedule should not be necessary.

Despite the nature of collaborative work, each participants as a member in the group must have significant contribution for the group work. The division of responsibility and form of contributions must be clearly documented.

Result of group work must be presented in mini seminar, and also written in a brief report paper.

2. Mini Seminar

The session will be conducted at the end of the module, to facilitate presentations of group project results, which also make for part of module assessment components. Students are expected to exchange ideas and learn from each other, and demonstrate skills acquired from this module. Instructional guides for the mini seminar session will be provided by course facilitators in class session.

3. Field Visits

This is one of the key learning activities in the module, which students should complete and can not be substituted with other assignments. Participants will be taken to actual health care settings, to learn about issues in the real contexts. General activity guides are provided in this book. However, detailed information and instructions for this activity will be provided by course facilitators in class session. The field visit experience will serve as fundamental data for subsequent tutorial session, and as critical components for group project.

4. Tutorial (Group discussion with facilitators)

Group discussions are constructed to provide participants with opportunity to deepen and widen understanding of issues and discourses on specific topic/theme. In smaller groups, participants may be more comfortable and encouraged to exercise their skills in critical thinking, building, delivering and defending opinion, ideas or arguments.

General guides on the tutorial session are provided in this book.

Preparations before discussion:

Read relevant materials, and write personal opinion/comments.

During discussion:

Active engagement, contribute ideas and opinion, manner-mindful-logical in delivering arguments, basically speak up.

After discussion:

Write commentaries / documenting the take home message.

5. Practical Session

This practical sessions will facilitate participants to build and develop certain skills as assigned in this module. These skills are necessary components to support the group project development and delivery. Given the nature of dynamic live interactive sessions, there will be no opportunity for retaking or substitute assignment had student missed the session. General guides are provided in this book, while more detailed instructions will be provided in class, prior to the sessions.

6. Expert Lectures

This activity is constructed to provide data for participants, and should not to be considered as the only source for knowledge. Participants are expected to gain as much information and explore the materials presented by the expert lecturers, for the purpose of stimulating interest and curiosity, providing context for subsequent discussion, further analysis and discourses.

Most of the expert lectures will be followed by moderated discussion. Participants are encouraged to be active and engage in the discussion, as this should contributes to the main knowledge building process.

Quizzes may be given, or commentaries may be asked, before or after one or several lecture sessions.

Preparation: independent reading or simple research for relevant lecture title.

7. Independent learning (Self Study)

During the course, participants are expected to do self-study, particularly as preparations for each learning activities. Specific pre-readings or movie screening may be assigned for certain activities, such as field visit, tutorial and practical sessions.

BLUEPRINT OF COURSE ASSESSMENT

Components of the participants' work evaluation

- | | |
|---|-----|
| 1. Group project (activity plan and report) | 40% |
| 2. Final Exam: Mini seminar (video presentation and discussion) | 20% |
| 3. Final Exam: Written (theory/concepts) | 20% |
| 4. Individual assignments (field visit and practical session reflections) | 20% |

1. Group Project

Group project result will be graded according to the quality of written activity plan and report. Group grade will apply equally to all participants member of the group. However, identified unequal distribution of work or contribution among participants in the group will affect the individual grade of underperforming participants.

2. Final Course Evaluation

Final course evaluation will be in the form of mini seminar and written evaluation on theory/concept. Participants and their groups will be graded based on video presentation and discussion performance during the mini seminar (will make for both group and individual grade). The written evaluation of theories/concepts may be in the form of short answer/essay or MCQs. This written evaluation will make for individual grade, which focuses on participants' comprehension on theories/concepts and also critical analysis aspects.

3. Individual Assignments

Every participants will be required to complete individual assignments derived from certain learning activities (field visit and practical session). This assignments will be graded to make for participants' individual grade.

Specific Assessment Provision:

a. Attendance and participation

Attendance is important to ensure full participation and contribution in any discussion forum and learning activities. A complete (100%) attendance is pre-requisite for final course evaluation. In case of certain condition which absence was inevitable, provision for substitute assignments will follow the medical school regulations. Dishonesty in attendance record will not be tolerated.

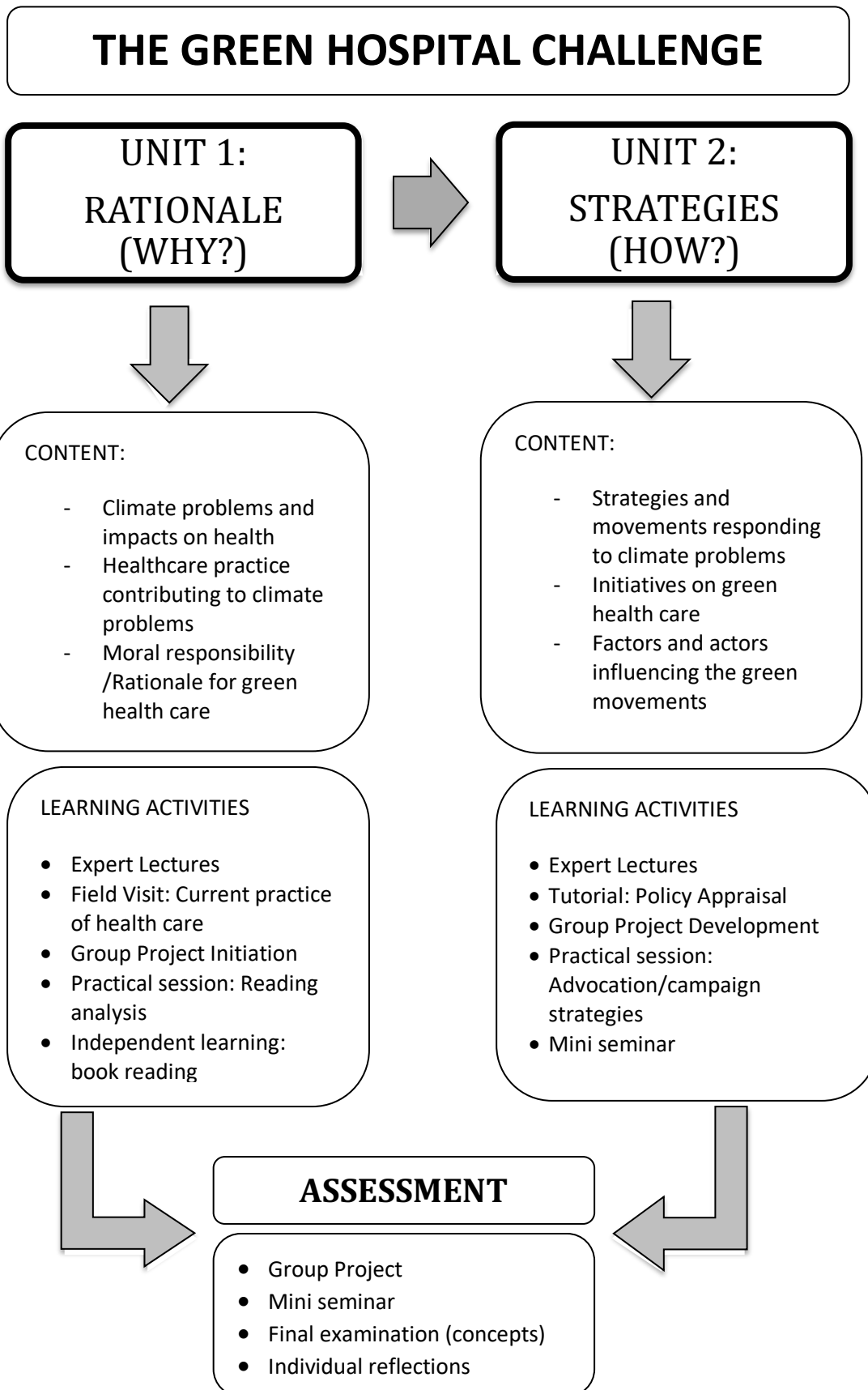
b. Daily Log/Journal on Group Project Development

Every participants must write daily log/journal to document their contribution on group project development. This log/journal will be marked, but no graded, as pre-requisite for entitlement of group project grade.

Course's Final Grades:

- A (>81) : High Distinction
- B (71-80) : Distinction
- C (55.5-70) : Competent
- D (45.5-55.5) : Pass the minimum standard
- E (0-45.5) : Fail the minimum standard

COURSE OUTLINE



UNIT 1:

The Rationale for Green Hospital (WHY?)

Learning Objectives

Participants are expected to:	Learning Activities				
	Lectures	Field Visits	Tutorial	Practical Session	Group Project
1. Understand the basic concepts and sciences related to climate crisis	v			v	
2. Understand the political background and influences on climate crisis	v			v	
3. Understand the impacts of climate change on various aspects of human lives, including health, and environments	v	v	v	v	
4. Understand healthcare practice contributing to climate problems	v	v	v		v
5. Recognize and analyze the urgency as well as moral responsibility to contribute in climate change response	v	v	v	v	v
6. Demonstrate skills to analyze and deliver compelling arguments on the urgency of green health care program as critical contribution in responding to climate crisis problems.			v		v

Expert Lectures

Themes	Title	Hours
Climate crisis and its impact on health	1. The Science and Politics of Climate Changes	2
	2. The Effects of Global Warming on Human Body Metabolism and Non-Communicable Diseases	2
	3. Climate Change Impacts on Communicable Diseases: Change in Vector Ecology	2
	4. Psychological and Mental Health Effects of Climate Change: Risk and Impacts	2
Moral responsibility on responding to climate crisis	5. Ecology, Ethics and Wellbeing	2
	6. Physicians' Moral Duty to Address Climate Health Challenge	2

Most of lecture sessions are designed to consist 2 parts:

The 1st half: providing data from experts in the field.

The 2nd half: providing opportunity for elaborate discussion on the topic.

Field Visits

Title:	Current Practice of Environmental Friendly Hospital
Source/Sites:	<ol style="list-style-type: none"> 1. "Medical waste management" 2. "Plastic toolkit replacement"
Pre-reading:	Indonesian Green Hospital Program Guides
Activity Guides:	<ul style="list-style-type: none"> • Pre-visits, participants will need to finish mandatory reading, and prepare questions to be discussed during the visit. • During visit, participants will be taken to a hospital tour visiting assigned sites, accompanied by field instructors. Participants will have on site discussion sessions with field instructors. • Post-visits, participants will need to make a written summary of visit, which will be discussed further on subsequent tutorial session.
Individual Assignment:	Write a summary of visits and reflects on the knowledge gained and lesson learned from the visit.

Tutorial / Facilitated Group Discussion

Title:	Appraising Indonesian Environmental Friendly Healthcare/Hospital Program and Policy
Source/Sites:	Indonesian Green Hospital Program Guides, field visit experience, RANAPI
Discussion Guides:	<ul style="list-style-type: none"> • Identifying and analyzing the impacts of current hospital practice on environmental health. • Appraising the current practice of environmental friendly hospital as observed during field visit (with reference to the Indonesian Green Hospital Program Guide). • Identifying the gaps in current practice and or aspects which could be improved. • Recommend solutions to address and or improve the current practice. • Understanding Indonesian national plan and policy to deal with climate crisis in general. • Outputs of this session should be the foundation in developing of the Group Project.

Practical Session

Title:	Critical analysis on popular environmental literature
Pre-reading:	The Silent Spring (Book Author: Rachel Carson)
Description:	One of the most influential book which launched the global environmental movements today. Students will be required to read assigned chapters prior to the practical session. The session critical analysis practice in class will be facilitated by instructor.
Critical aspects for discussion:	<ul style="list-style-type: none"> • What is your take/opinion on the reading? • What critical issues were discussed in the reading? • How did the author approach the issues? From what perspectives? • How did the reading influence or change your perception on environmental issues? • How relevant is this issue with our (Indonesian) context? • What lesson do you get in terms of such approach to raise awareness on environmental issues?
Individual assignment:	Write a summary of the practical session and reflects of the knowledge, skills and lesson learned from the session (incorporating issues discussed during the session).

Group Project Initiation

Title:	Development of Project Activity Plan
Source/Sites:	Tutorial results on analysis of current healthcare practice, practical sessions.
Description:	Create a project plan on "Our contribution to the Green Health Care program". This assignment serves as initiation phase for Group Project for this module. Each group of participants will be mentored by a facilitator throughout the process, from initiation up to mini seminar session.
Project Activity Plan Guides:	<ul style="list-style-type: none"> • Each groups are required to formulate an idea and develop action plan to deliver through idea through a project. • The idea for group project is strongly encouraged to be derived from the previous appraisal result (tutorial). • Plan a group project which is feasible and manageable to be delivered in approximately 2 weeks time. • Write an action plan which illustrate the group project's activities and timelines. • The action plan must be submitted before the end of the 1st week of module.

Time allocation

Expert lectures	12 hours
Field visits	6 hours
Tutorial	2 hours
Practical Session	2 hours
Group project initiation	4 hours
TOTAL	26 hours

UNIT 2:

Strategies Towards the Green Hospital Initiative (HOW?)

Learning Objectives

Participants are expected to	Learning Activities			
	Lectures	Practical Session	Group Project	Mini Seminar
1. Understand the current landscape and dynamic of climate crisis response, and recognize strategies that works	v			
2. Recognize the key players and stakeholders, as well as their roles and influence on green health care movements	v	v	v	
3. Demonstrate skills in raising awareness and engaging key players/stakeholders' commitment to support green health care movements		v	v	v
4. Demonstrate skills in evaluating the existing green health care and green lifestyle projects/ initiatives	v		v	
5. Demonstrate skills to identify and analyze key issues in green healthcare delivery from bioethics perspective/framework	v		v	v
6. Demonstrate skills in delivering project/initiative to support green health care movement			v	v
7. Demonstrate skills to deliver ethical justification for the project/initiative delivered			v	v

Expert Lectures

Themes	Title	Hours
Strategies and solutions	1. The Global Movement for Health Care Without Harm	2
	2. The Role of Public Health in Solving Climate Related Health Problems	2
	3. Greening Healthcare and the Campus: Material and Therapeutic Challenges	2
	4. Green and Healthy Hospital Concept	2
	5. Panel Discussion: Real Steps Towards The Green Health Care	2
Bioethics and Climate Crisis	6. Bioethics Framework to Engage Global Warning Issues	2

Practical Session

Title:	Strategies to advocate and engage movements (campaign) responding to climate change
Source	Movie “Chasing Corals”,
Description:	Narrative and storytelling to raise awareness and engage commitment for actions and changes. Students will discuss and exercise with experienced experts in climate change movements.
Pre-Session:	Participants need to do daily commentaries about any activities during the module to be put on any social media they have (twitter, instagram, facebook)
Session guides:	Reflection of social media campaign by participants: <ul style="list-style-type: none"> ○ Measuring media engagement <ul style="list-style-type: none"> - what was done good - is there any negative feedback - how to do it better ○ Comparing what was done versus the theory on doing effective campaign on social media (learning from online activism of Greta Thurnberg, CRCS, Waste for Change)
Individual assignment:	Write a summary of the practical session and reflects of the knowledge, skills and lesson learned from the session (incorporating issues discussed during the session).

Group Project

Title:	Development and delivery of group project
Source:	Project activity plan and other relevant materials
Group Project Guides:	<ul style="list-style-type: none"> ● Participants proceed to deliver their group project according to the activity plan created previously. ● Expected output from the group project: <ul style="list-style-type: none"> ○ written report of group project delivery ○ a short (5 minutes) documentary video about “Our awareness and contribution to the Green Health Care program” ● Throughout the course of group project, each group will be accompanied by a facilitator/mentor. ● Group work are allocated specific time in between learning session schedule, throughout the elective module. ● Group project result will be presented in mini seminar session.

Mini Seminar

Each groups are required to present their group work result in the mini seminar. At least one presenter and one moderator should be appointed from each group. It is encouraged to be as creative and engaging as possible in delivering the group presentation. Participants and their groups are welcome to utilize relevant supporting media in their presentation session (audio, visual, illustrating property etc). However, the grading for group work will depend on the overall quality of work presented.

On the other hand, other participants and their groups sitting as audience, are required to have active participation and contribution in the discussion. In order to ensure equal participation, for each presentation session, one other group will be assigned as discussant for presenting group. In this mechanism, every group will take turns to play the role as presenting group in one session and discussant group in other session.

Allocation for each presentation session are approximately 15 minutes, including the oral presentation (7 minutes) and discussion (8 minutes).

Time allocation

Expert lectures	12 hours
Practical Session	2 hours
Group project	10 hours
Mini Seminar	4 hours
TOTAL	28 hours

READINGS

Mandatory

1. Carson R. Silent spring. Houghton Mifflin Harcourt; 2002 Oct 22.
2. COP24 Special Report: Health & Climate Change. Geneva: World Health Organization; 2018.
3. Health Care Without Harm. ARUP. Health Care's Climate Footprint: How the health sector contributes to the global climate crisis and opportunities for action. September 2019.
4. Kementerian Kesehatan Republik Indonesia. Pedoman Green Hospital di Indonesia. 2018.

Supporting

1. Watts N, Amann M, Arnell N, Ayeb-Karlsson S, Belesova K, Berry H, Bouley T, Boykoff M, Byass P, Cai W, Campbell-Lendrum D. The 2018 report of the Lancet Countdown on health and climate change: shaping the health of nations for centuries to come. The Lancet. 2018 Dec 8;392(10163):2479-514.
2. Global Green and Healthy Hospitals. A comprehensive environmental agenda for hospitals and health systems around the world. October 2011.
3. Global Green and Healthy Hospitals. Sustainability in action: Best practices for GGHH Asia Members and other countries.
4. Health Care Without Harm. Mobilizing health care to prevent plastic pollution: A plastics toolkit for hospitals. 2019.
5. Kementerian Perencanaan Pembangunan Nasional. Rencana Aksi Nasional Adaptasi Perubahan Iklim (RAN-API). 2014.
6. Ministry of Foreign Affairs of the Netherlands. Climate Change Profile Indonesia. April 2018. www.government.nl/foreign-policy-evaluations

USEFUL RESOURCES

1. Health Care Without Harm (Global)
<https://noharm-global.org/>
2. Health Care Without Harm (Asia)
<https://noharm-asia.org/>
3. WHO – Climate Change and Health
<https://www.who.int/health-topics/climate-change>
4. Lancet Countdown: Tracking Progress on Health and Climate Change
<http://www.lancetcountdown.org/>
5. Global Consortium on Climate and Health Education
<https://www.mailman.columbia.edu/research/global-consortium-climate-and-health-education/resources>
6. IFMSA Training Manual on Climate & Health
https://issuu.com/ifmsa/docs/ifmsa_climate_and_health_training_m

REFERENCES

1. Watts N, Amann M, Arnell N, Ayeb-Karlsson S, Belesova K, Berry H, Bouley T, Boykoff M, Byass P, Cai W, Campbell-Lendrum D. The 2018 report of the Lancet Countdown on health and climate change: shaping the health of nations for centuries to come. *The Lancet*. 2018 Dec 8;392(10163):2479-514.
2. Health Care Without Harm. ARUP. Health Care's Climate Footprint: How the health sector contributes to the global climate crisis and opportunities for action. September 2019.
3. Wellbery C, Sheffield P, Timmireddy K, Sarfaty M, Teherani A, Fallar R. It's time for medical schools to introduce climate change into their curricula. *Academic Medicine*. 2018 Dec 1;93(12):1774-7.
4. DEnv GS. Systematic Lack of Educational Preparation in Addressing Climate Change as a Major Public Health Challenge. *American journal of public health*. 2019 Feb 1;109(2):242-3.
5. Maxwell J, Blashki G. Teaching about climate change in medical education: an opportunity. *Journal of public health research*. 2016 Apr 26;5(1).

APPENDIX

1. Project Development Guides
2. Course Timeline/Schedule

**For COURSE PARTICIPANTS
and FACILITATORS**

**GREEN
HEALTH
CARE**

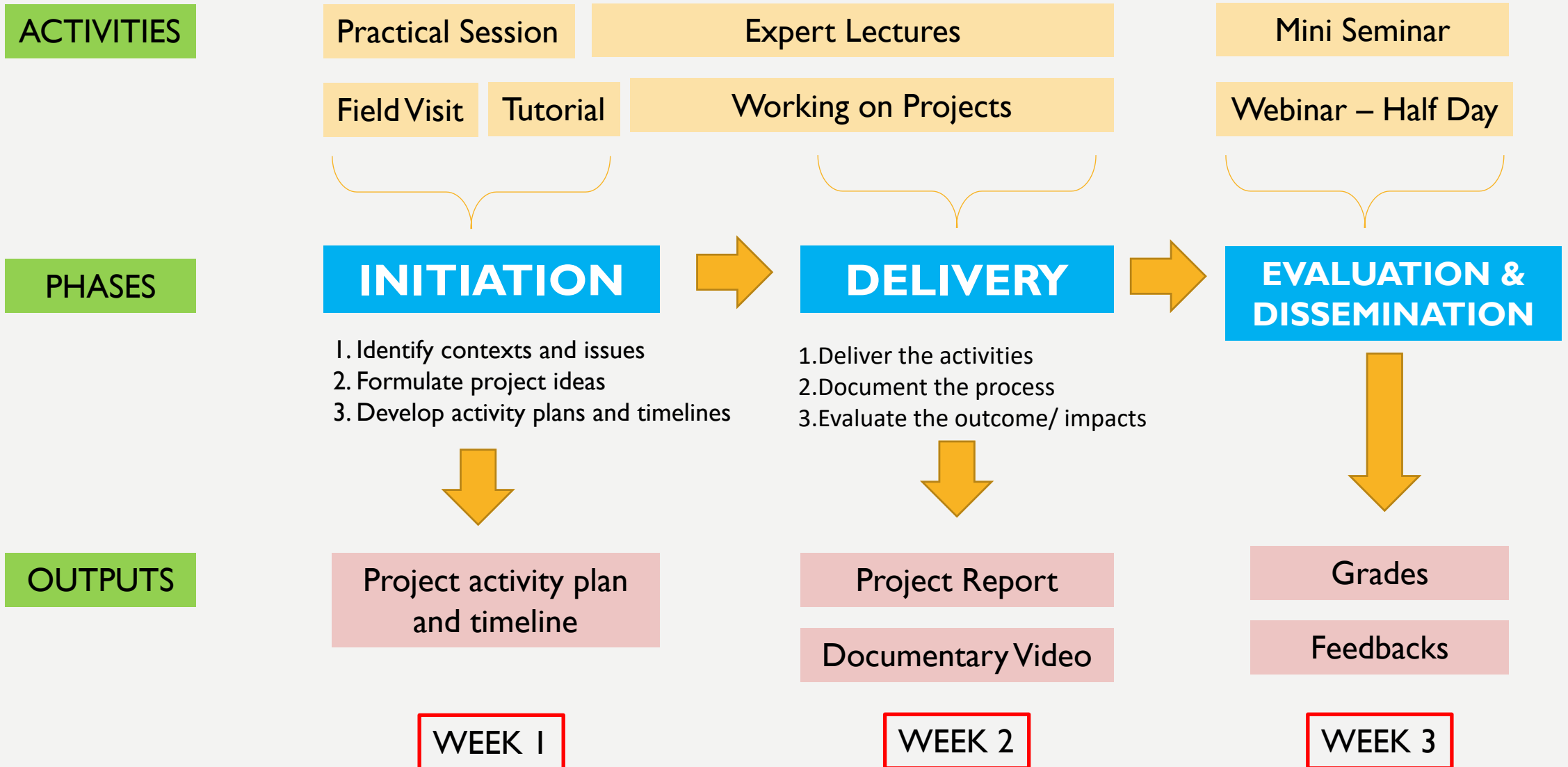
**PROJECT
GUIDES**

DESCRIPTION OF PROJECT

Create a project in response, or as a contribution of solution to the problems/ issues/ gaps in the implementation of Green Health Care/ Green Hospital.

Aim for a contextual, creative and manageable, small scale project.

GROUP PROJECTS GUIDES



ESTIMATED TIME ATTRIBUTED FOR GROUP PROJECT

Field visits	6 hours
Tutorial	2 hours
Group project initiation (week 1)	4 hours
Group project delivery (week 2)	10 hours
Mini Seminar	4 hours
TOTAL	26 hours

Field Visits

Title:	Current Practice of Environmental Friendly Hospital
Source/Sites:	<ol style="list-style-type: none">1. "Medical waste management"2. "Plastic toolkit replacement"
Pre-reading:	Indonesian Green Hospital Program Guides
Activity Guides:	<ul style="list-style-type: none">• Pre-visits, participants will need to finish mandatory reading, and prepare questions to be discussed during the visit.• During visit, participants will be taken to a hospital tour visiting assigned sites, accompanied by field instructors. Participants will have on site discussion sessions with field instructors.• Post-visits, participants will need to make a written summary of visit, which will be discussed further on subsequent tutorial session.
Individual Assignment:	Write a summary of visits and reflects on the knowledge gained and lesson learned from the visit.

Tutorial / Facilitated Group Discussion

Title:	Appraising Indonesian Environmental Friendly Healthcare/Hospital Program and Policy
Source/Sites:	Indonesian Green Hospital Program Guides, field visit experience, RANAPI
Discussion Guides:	<ul style="list-style-type: none">• Identifying and analyzing the impacts of current hospital practice on environmental health.• Appraising the current practice of environmental friendly hospital as observed during field visit (with reference to the Indonesian Green Hospital Program Guide).• Identifying the gaps in current practice and or aspects which could be improved.• Recommend solutions to address and or improve the current practice.• Understanding Indonesian national plan and policy to deal with climate crisis in general.• Outputs of this session should be the foundation in developing of the Group Project.

Group Project Initiation

Title:	Development of Project Activity Plan
Source/Sites:	Tutorial results on analysis of current healthcare practice, practical sessions.
Description:	Create a project plan on "Our contribution to the Green Health Care program". This assignment serves as initiation phase for Group Project for this module. Each group of <u>participants</u> will be mentored by a facilitator throughout the process, from initiation up to mini seminar session.
Project Activity Plan Guides:	<ul style="list-style-type: none">• Each groups are required to formulate an idea and develop action plan to deliver through idea through a project.• The idea for group project is strongly encouraged to be derived from the previous appraisal result (tutorial).• Plan a group project which is feasible and manageable to be delivered in approximately 2 <u>weeks time</u>.• Write an action plan which illustrate the group project's activities and timelines.• The action plan must be submitted before the end of the 1st week of module.

Group Project

Title:	Development and delivery of group project
Source:	Project activity plan and other relevant materials
Group Project Guides:	<ul style="list-style-type: none">● Participants proceed to deliver their group project according to the activity plan created previously.● Expected output from the group project:<ul style="list-style-type: none">○ written report of group project delivery○ a short (5 minutes) documentary video about “Our awareness and contribution to the Green Health Care program”● Throughout the course of group project, each group will be accompanied by a facilitator/mentor.● Group work are allocated specific time in between learning session schedule, throughout the elective module.● Group project result will be presented in mini seminar session.

COMPONENTS

- Project Title
- Background
 - contexts, problems/issues to tackle
- Aim and expected outcome
- Description of activities
- Timelines for delivery
- Delivery and outcomes
- Evaluation/Lesson learned
- Recommendations
- Attachments:
 - List of references
 - Work distribution among group members

PROJECT REPORT

Provisions:

- 2000 – 3000 words
- Submission by the end of 3rd week
- No need hard copy

STRUCTURE

Opening:

- What's the issue?
- What's the solution?

Body:

- Show and explain how the project was delivered
- What were the outcomes/impacts

Closing:

- Lesson learned
- Recommendation (if any)

DOCUMENTARY VIDEO

Provisions:

- Duration 4 – 5 minutes
- Submitted by 1st day of 3rd week

KEY COMPONENTS FOR PROJECT ASSESSMENT

- Context appropriateness (responsive to problems)
- Originality of ideas (creativity)
- Delivery (feasibility)

FINAL GRADE COMPONENTS AND PROPORTIONS

The Newest Module Assessment Components

We appreciate your process, not merely the block exam result 😊

Activities	Percentage
Group project: activity plan, report, video	30%
Final exam: mini seminar/presentation	20%
Final exam: written theory/concepts (PBT)	20%
Individual assignment: daily posts	30%

GROUP PROJECT:

- Project activity plan: 10%
- Project final report: 10%
- Documentary video: 10%

FACILITATORS' ROLES

- **Guiding and facilitating one group project:**
 - Field visit recap (fixed schedule)
 - Tutorial (fixed schedule)
 - Facilitation and monitoring progress (flexible schedule)
- **Evaluate/assess:**
 - Group performance during Mini Seminar
 - Grading and feedback (fixed schedule)
 - Individual performance of each participants in the group
 - Writing feedbacks (End of week 3)

- **Moderating discussion sessions with expert lecturers (fixed schedule)**

Timeline/Learning Plan for Bioethics Crash Course Series on: “The Green Hospital Challenge for Health Care Without Harm”

Week 1

Hours	Day 1	Day 2	Day 3	Day 4	Day 5
07:30-08:20				Independent Learning: Reading Silent Spring	
08:30-09:20	Lecture 1: Course Overview	Recap of Field Visit, Initiation of Group Project With Facilitators	Lecture 3: Greening Healthcare and the Campus: Material and Therapeutic	Practical Session 2: Reading Analysis “Silent Spring”	Lecture 6: Ecology, Ethics and Wellbeing
09:30-10:20	Lecture 2: The Science and Politics of Climate Changes	Tutorial: Policy Appraisal: Indonesian Green Hospital Program	Lecture 4: Green and Healthy Hospital Concept		Discussion Post Lecture 6
10:30-11:20	Discussion Post Lecture 2			Discussion Post Lecture 4	Working on Group Project
11:30-12:30					
12:30-01:20	Hospital Visit 1: Current Practice of Environmental Friendly Healthcare: “Medical waste management”	Hospital Visit 1: Current Practice of Environmental Friendly Healthcare: “Plastic toolkit replacement” Academic Hospital UGM (RSA)	Recap of Field Visit, Facilitation of Group Project	Lecture 5: The Effects of Global Warming on Human Body Metabolism and Non-Communicable Diseases	Lecture 7: Psychological and Mental Health Effects of Climate Change: Risk and Impacts
01:30-02:20			Practical Session 1: Strategies for climate change campaign: engaging through narative and story telling	Discussion Post Lecture 5	Discussion Post Lecture 7
02:30-03:20				Working on Group Project	
03:30-04:20		Pre-Practical Session (independent Learning): Movie Screening: Chasing Coral	Independent Learning: Reading Silent Spring		

Timeline/Learning Plan for Bioethics Crash Course Series on: “The Green Hospital Challenge for Health Care Without Harm”

Week 2

Hours	Day 6	Day 7	Day 8	Day 9	Day 10
07:30-08:20					
08:30-09:20	Lecture 8: Climate Change Impacts on Communicable Diseases: Change in Vector Ecology	Lecture 9: The Role of Public Health in Solving Climate Related Health Problems	Working on Group Project	Working on Group Project	Working on Group Project
09:30-10:20	Discussion Post Lecture 8	Discussion Post Lecture 9			
10:30-11:20	Facilitation of Group Project	Facilitation of Group Project			
11:30-12:30					
12:30-01:20	Working on Group Project	Working on Group Project	Facilitation of Group Project	Facilitation of Group Project	Working on Group Project
01:30-02:20			Lecture 10: Physicians’ Moral Duty to Address Climate Health Challenge	Lecture 11: Engaging Global Warming Through Bioethics Framework	
02:30-03:20			Discussion Post Lecture 10	Discussion Post Lecture 11	
03:30-04:20					

Timeline/Learning Plan for Bioethics Crash Course Series on: “The Green Hospital Challenge for Health Care Without Harm”

Week 3

Hours	Day 11	Day 12	Day 13	Day 14	Day 15
07:30-08:20	Working on Group Project	Working on Group Project	COURSE EVALUATION Mini Seminar: Presentation Group Project Facilitators and Experts	COURSE EVALUATION: CONCEPTS AND THEORIES (EXAMINATIONS)	ONE DAY SEMINAR: Panel Discussion “A Moral and Ethical Action Towards Health Care Without Harm”
08:30-09:20					
09:30-10:20					
10:30-11:20					
11:30-12:30					
12:30-01:20	Working on Group Project	Working on Group Project	COURSE EVALUATION Mini Seminar: Presentation Group Project Facilitators and Experts		ONE DAY SEMINAR: Panel Discussion “A Moral and Ethical Action Towards Health Care Without Harm”
01:30-02:20					“A Moral and Ethical Action Towards Health Care Without Harm”
02:30-03:20					CLOSING OF BIOETHICS CRASH COURSE
03:30-04:20					