

1. Zurich University of Applied Sciences, Winterthur, Switzerland

Introduction

The curricula of bachelor's degree programmes in health professions (midwifery, nursing, occupational therapy, physiotherapy, public health) do not include a focus on the health impacts of climate change. The Lancet (2009) identifies climate change as the greatest threat to global health. It is important for health professionals to understand the impacts of climate change (Howard et al., 2023). Vulnerable people (such as pregnant women, young children and the elderly) are particularly affected by climate change. This is therefore important for midwives to know (Roose et al., 2021). Aim: Students identify a climate change and health issue and discuss challenges, opportunities and implementation options for selected examples.

Methods

The course is provided through a combination of e-learning sequences and face-to-face teaching (flipped classroom and blended learning). The focus of this course is on heat and air quality. Students have to identify a topic from the field of "climate change and health" which is relevant to all professions, discuss challenges, opportunities and implementation possibilities for selected examples.

At the end of the course the Students were surveyed using a questionnaire with items on formal quality of learning, teaching and learning methods, content structure, organization, level of demands and workload.

Results

Students have become aware of their role and responsibility as change agents. They have presented and reflected on relevant examples, a selection: Nutrition in the context of planetary health, sustainable work practices, impact of heat on vulnerable people, and vector-borne diseases in the context of health care.

Results of the evaluation: The learning objectives were clear in the majority of cases and the teaching and learning forms used were considered useful by the majority of students. With regard to the level of difficulty, there was a wide range of assessments within the group.

Conclusions

The module contributes to an engagement with the topic. Students need to develop competences on this topic in order to be able to react professionally to future challenges. Students want the topic to be implemented in their original degree programme. In order to transformation processes, the topic needs to be implemented in the course of studies. It is particularly important for midwives to know about the effects of climate change in order to be able to competently advise and accompany pregnant women and families.

Literature:

- Howard, C., MacNeill, A. J., Hughes, F., Alqodmani, L., et. al. (2023). Learning to treat the climate emergency together: Social tipping interventions by the health community. *The Lancet Planetary Health*, 7(3), e251–e264. [https://doi.org/10.1016/S2542-5196\(23\)00022-0](https://doi.org/10.1016/S2542-5196(23)00022-0)
- Roos, N., Kovats, S., Hajat, S., et. al. (2021). Maternal and newborn health risks of climate change: A call for awareness and global action. *Acta Obstetrica et Gynecologica Scandinavica*, 100(4), 566–570. <https://doi.org/10.1111/aogs.14124>
- The Lancet. (2009). A Commission on climate change. *The Lancet*, 373(9676), 1659. [https://doi.org/10.1016/S0140-6736\(09\)60922-3](https://doi.org/10.1016/S0140-6736(09)60922-3)