

**Supplementary Table 3: Core Graduate Competencies and roles related to ESH Learning Objectives**

**Supplementary Table 3.1: Core Graduate Competencies and roles related to ESH Learning Objectives: HEALTHCARE PRACTITIONER**

| ROLE                              | HEALTHCARE PRACTITIONER   |   |           |
|-----------------------------------|---|---|-----------|
|                                   | Abbreviated EC  | ESH Learning Objectives   | Source    |
| <b>KEY COMPETENCY</b>             | <b>1.1</b>  | <b>Function effectively as entry-level healthcare practitioners</b>                               |           |
|                                   | A. Perform a consultation or clinical encounter                             | K1.1 Discuss how local and global ecological crises impact on individual patients and communities | AMEE 2020 |
|                                   | B. Respond to ethical issues in care and clinical decision-making           | KVA1.1 Discuss examples of eco-ethical leadership.  | AMEE 2020 |
| <b>ENABLING COMPETENCIES (EC)</b> | C. Prioritise professional duties when caring for multiple patients/clients |   |           |
|                                   | D. Provide compassionate empathetic & patient/client centred care           |   |           |

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|                              |  |   |           |
|------------------------------|--|---|-----------|
|                              | E. Demonstrate commitment in primary health-care settings                                |   |           |
| <b>KEY COMPETENCY</b>        | <b>1.2</b>   | <b>Acquire skills, knowledge, attitudes &amp; character</b>                                       |           |
| <b>ENABLING COMPETENCIES</b> | A. Apply, integrate, reflect on & evaluate CORE knowledge, skills, attitudes & character | K1.1 Discuss how local and global ecological crises impact on individual patients and communities | AMEE 2020 |
|                              | B. Apply life-long learning skills to enhance competence                                 |   |           |
| <b>KEY COMPETENCY</b>        | <b>1.3</b>   | <b>Perform comprehensive assessments of patients/clients</b>                                      |           |
| <b>ENABLING COMPETENCIES</b> | A. Identify issues in patient/client encounter in patient context & preferences          |   |           |
|                              | B. Elicit a concise accurate history of patient/client                                   | K1.1 Discuss how local and global ecological crises impact on individual patients and communities | AMEE 2020 |

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|                              |   |
|------------------------------|---|
|                              | <p>C. Perform a focussed examination</p> <p>D. Select investigative methods in a resource-effective &amp; ethical manner</p> <p>E. Judge and solve patient/client's problems by interpreting data &amp; integrating info for diagnosis and a management plan</p> <p>F. Demonstrate increasing proficiency in clinical decision-making</p> |
| <b>KEY COMPETENCY</b>        | <p><b>1.4 Use preventative, promotive, therapeutic &amp; rehabilitative interventions</b></p>   |
| <b>ENABLING COMPETENCIES</b> | <p>A. Demonstrate timely application of therapeutic interventions</p> <p>B. Include prevention &amp; health promotion in management plan</p> <p>C. Consider range of solutions for treatment and prevention of health problems for all ages and communities</p>   |

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|                              |  |  |           |
|------------------------------|--|--|-----------|
|                              | D. Formulate cost-appropriate and effective management plans                           | KS1.1 Evaluate the environmental impacts of a patient pathway to care and identify ways to enhance environmental sustainability. | AMEE 2020 |
|                              | E. Obtain appropriate informed consent for interventions                               |  |           |
|                              | F. Use and/or adapt clinical care, patient guidelines and protocols to local settings  |  |           |
|                              | G. Develop and deliver follow-up and ongoing care                                      |  |           |
|                              | H. Recognize acute life-threatening emergencies and initiate treatment and/or referral |  |           |
|                              | I. Compile care plan in context of SA healthcare system                                |  |           |
| <b>KEY COMPETENCY</b>        | <b>1.5</b>   | <b>Demonstrate use of diagnostic &amp; therapeutic procedural skills</b>   |           |
| <b>ENABLING COMPETENCIES</b> | A. Perform diagnostic, therapeutic & rehabilitative procedures                         |  |           |

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|                              |   |   |           |
|------------------------------|---|---|-----------|
| <b>KEY COMPETENCY</b>        | <b>1.6</b>  | <b>Consult with other healthcare professionals</b>  | AMEE 2020 |
| <b>ENABLING COMPETENCIES</b> | <p>B. Document and disseminate information related to procedures performed and outcomes</p> <p>C. Follow-up care and care continuity for procedures performed</p> <p>A. Demonstrate insight into own limitations of expertise</p> <p>B. Demonstrate effective, appropriate and timely consultation of other healthcare professionals for optimal care</p> | <p>KS3.1 Communicate clearly with health professional colleagues when responding to an ecological challenge or opportunity in healthcare.</p> <p>KS3.1 Communicate clearly with health professional colleagues when responding to an ecological challenge or opportunity in healthcare.</p> | AMEE 2020 |

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**Supplementary Table 3.2: Core Graduate Competencies and roles related to ESH Learning Objectives: COMMUNICATOR**

| ROLE                              | 2 COMMUNICATOR   |  |           |
|-----------------------------------|--|--|-----------|
| KEY COMPETENCY                    | Abbreviated EC   | ESH Learning Objectives  | Source    |
|                                   | 2.1  | <b>Develop rapport, trust and ethical therapeutic relationships with patients/clients, families and communities from different cultural backgrounds.</b> |           |
| <b>ENABLING COMPETENCIES (EC)</b> | A. Demonstrate patient/client-centred and community-centred approach                               | K1.1 Discuss how local and global ecological crises impact on individual patients and communities  | AMEE 2020 |
|                                   | B. Practise good communication as a core clinical skill  | KS3.1 Communicate clearly with health professional colleagues when responding to an ecological challenge or opportunity in healthcare.                   | AMEE 2020 |
|                                   | C. Establish positive therapeutic relationships  |  |           |
|                                   | D. Respect patient/client confidentiality, privacy & autonomy                                      |  |           |
|                                   | E. Motivate patients/clients/families/communities to take personal responsibility for their health | KS3.2 Demonstrate how to motivate behaviour change to promote environmental sustainability at an individual, professional and community level            | AMEE 2020 |

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|                                     |  |
|-------------------------------------|--|
|                                     | <p>F. Demonstrate flexible communication skills</p>  |
| <p><b>KEY COMPETENCY</b></p>        | <p><b>2.2 Elicit &amp; synthesise information &amp; perspectives from patients, families &amp; other professionals</b></p> <p>A. Gather info about health conditions &amp; functioning &amp; patient/ client’s beliefs, concerns &amp; expectations</p> <p>B. Find &amp; synthesise info from relevant sources</p> <p>C. Listen, clarify, probe, be aware of &amp; responsive to non-verbal cues</p> |
| <p><b>ENABLING COMPETENCIES</b></p> | <p>K1.1 Discuss how local and global ecological crises impact on individual patients and communities</p> <p>KS1.2 Describe how changes in disease burden due to environmental change may be identified, characterised and quantified and how such information can inform planning and practice to address health needs</p> <p>AMEE 2020</p> <p>AMEE 2020</p>   |
| <p><b>KEY COMPETENCY</b></p>        | <p><b>2.3 Convey information &amp; explanations accurately &amp; effectively</b></p> <p>A. Retrieve info from clinical data system</p> <p>B. Deliver info in humane manner &amp; encourage discussion</p>  |
| <p><b>ENABLING COMPETENCIES</b></p> |  |

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|                              |  |  |           |
|------------------------------|--|--|-----------|
| <b>KEY COMPETENCY</b>        | C. Present well-documented assessments & recommendations   | KS3.1 Communicate clearly with health professional colleagues when responding to an ecological challenge or opportunity in healthcare. | AMEE 2020 |
|                              | D. Compile accurate reports for statutory & professional purposes  |  |           |
|                              | <b>2.4</b>   | <b>Develop a common understanding of issues, problems &amp; plans &amp; a shared plan of action/care</b>                               |           |
| <b>ENABLING COMPETENCIES</b> | A. Explore problems to be addressed from patient/client encounter  |  |           |
|                              | B. Respect diversity & difference and ethnicity, gender, religion, education & culture in decision-making                |  |           |
|                              | C. Encourage discussion, questions & interaction   |  |           |
|                              | D. Engage others in decision-making & development of plan of care/action   | KS3.1 Communicate clearly with health professional colleagues when responding to an ecological challenge or opportunity in healthcare. | AMEE 2020 |
|                              | E. Address challenging communication issues: obtaining consent, delivering bad news, anger, confusion & misunderstanding |  |           |



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|                                     |  |   |                  |
|-------------------------------------|--|---|------------------|
| <p><b>KEY COMPETENCY</b></p>        | <p>F. Communicate costs and risks implicit in clinical interventions and care – avoid medico-legal issues</p>                    |   |                  |
|                                     | <p><b>2.5</b></p>  | <p><b>Convey accurate oral and/or written information about a clinical encounter</b></p>  |                  |
| <p><b>ENABLING COMPETENCIES</b></p> | <p>A. Maintain clear, accurate records (written or electronic) of all clinical encounters</p>                                    |   |                  |
|                                     | <p>B. Present oral &amp; written reports of clinical encounters &amp; plans – apply visual, technology &amp; numeracy skills</p> | <p>KS3.1 Communicate clearly with health professional colleagues when responding to an ecological challenge or opportunity in healthcare.</p> | <p>AMEE 2020</p> |
|                                     | <p>C. Recognise ethical &amp; legal issues in compiling patient/client documentation</p>   |   |                  |

**Supplementary Table 3: Core Graduate Competencies and roles related to ESH Learning Objectives**

**Supplementary Table 3.3: Core Graduate Competencies and roles related to ESH Learning Objectives: COLLABORATOR**

| ROLE                              | 3 COLLABORATOR  |   |           |
|-----------------------------------|---|---|-----------|
| Abbreviated EC                    | ESH Learning Objectives   | Source  |           |
| <b>KEY COMPETENCY</b>             | <b>3.1</b>  | <b>Demonstrate team work in a variety of situations/settings</b>  |           |
| <b>ENABLING COMPETENCIES (EC)</b> | A. Describe own roles & responsibilities to other professionals | KS3.4 Identify how Indigenous traditional knowledge and voice can inform healthcare practice and promotion of planetary health and sustainable development in your local context.     | AMEE 2020 |
|                                   | B. Recognise & respect the diversity of roles                   |   |           |
|                                   | C. Work interdependently and share tasks                        |   |           |
|                                   | D. Collaborate with others                                      | KVA1.3 Discuss the role of health professionals in mitigation, adaptation, advocacy and activism in terms of sustainable development, planetary health and environmental stewardship. | AMEE 2020 |
|                                   | E. Participate in interprofessional team meetings               |   |           |

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|                              |  |   |           |
|------------------------------|--|---|-----------|
|                              | F. Demonstrate leadership in healthcare team   | KVA1.1 Discuss examples of eco-ethical leadership.  | AMEE 2020 |
| <b>KEY COMPETENCY</b>        | <b>3.2</b>   | <b>Promote positive professional relationships</b>  |           |
| <b>ENABLING COMPETENCIES</b> | <p>A. Have respectful attitude towards other team members</p> <p>B. Employ negotiation skills to achieve consensus or resolve conflict</p> <p>C. Recognise own and others' differences or limitations that may contribute to tension</p> <p>D. Reflect on improving interprofessional &amp; transprofessional team functioning</p> | KS3.4 Identify how Indigenous traditional knowledge and voice can inform healthcare practice and promotion of planetary health and sustainable development in your local context. |           |

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**Supplementary Table 3.4: Core Graduate Competencies and roles related to ESH Learning Objectives: LEADER & MANAGER**

| <b>ROLE</b>                       | <b>4</b>   | <b>LEADER &amp; MANAGER</b>   |               |  |
|-----------------------------------|--|---|---------------|--|
|                                   | <b>Abbreviated EC</b>  | <b>ESH Learning Objectives</b>  | <b>Source</b> |  |
| <b>KEY COMPETENCY</b>             | <b>4.1</b>   | <b>Participate in healthcare organisations and systems</b>  |               |  |
| <b>ENABLING COMPETENCIES (EC)</b> | A. Understand the structure & functioning of healthcare systems            | K2.3 Understand how the health system contributes to the problem  | Delphi R1     |  |
|                                   | B. Work in home & community-based care settings                            |   |               |  |
|                                   | C. Participate in quality process evaluation & improvement of systems      |   |               |  |
|                                   | D. Use problem-solving & creativity to improve & manage health care system | KS1.3 Apply critical thinking, problem-solving and systems thinking to sustainable healthcare challenges. | AMEE 2020     |  |
| <b>KEY COMPETENCY</b>             | <b>4.2</b>   | <b>Manage career and practice</b>   |               |  |

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|                                  |  |   |           |
|----------------------------------|--|---|-----------|
| <b>ENABLING<br/>COMPETENCIES</b> | A. Prioritise time, patient/client care, practice requirements, activities & personal life | KVA1.2 Understand what is expected of health professionals in their personal and professional behaviour | Delphi R1 |
|                                  | B. Manage professional practice: finances, human resources & record-keeping                |   |           |
|                                  | C. Improve personal practice   |   |           |
|                                  | D. Use information technology in managing healthcare environments                          |   |           |
| <b>KEY COMPETENCY</b>            | <b>4.3</b>   | <b>Utilize finite healthcare resources</b>  |           |
| <b>ENABLING<br/>COMPETENCIES</b> | A. Use resources carefully and fairly  | KVA1.2 Understand what is expected of health professionals in their personal and professional behaviour | Delphi R1 |
|                                  | B. Achieve cost-appropriate care using good management & evidence                          |   |           |
| <b>KEY COMPETENCY</b>            | <b>4.4</b>   | <b>Serve in administration and leadership roles as appropriate</b>                                      |           |
| <b>ENABLING<br/>COMPETENCIES</b> | A. Participate in committees & meetings  |   |           |

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|                              |   |   |           |
|------------------------------|---|---|-----------|
|                              | B. Participate in change where necessary  | KS3.2 Demonstrate how to motivate behaviour change to promote environmental sustainability at an individual, professional and community level   | AMEE 2020 |
|                              | C. Plan elements of healthcare delivery (e.g. rosters, etc)                                 |   |           |
| <b>KEY COMPETENCY</b>        | <b>4.5</b>  | <b>Provide healthcare to geographically defined communities</b>   |           |
|                              | A. Deliver profession-specific services in community, hospital & other facilities           |   |           |
|                              | B. Evaluate burden of disease: local, regional, national & global                           |   |           |
|                              | C. Identify health determinants of population   | K1.2 Describe the interaction between local and global ecological crises and the social determinants of health.   | AMEE 2020 |
| <b>ENABLING COMPETENCIES</b> | D. Evaluate existing primary health-care practice & community health programmes             | K2.1 Discuss how the promotion of environmental sustainability generally and in healthcare can support progress on social determinants of health, health equity and respect for cultural diversity, including Indigenous traditional knowledge. | AMEE 2020 |
|                              | E. Evaluate elements of the local health system   | K2.1 Discuss how the promotion of environmental sustainability generally and in healthcare can support progress on social determinants of health, health equity and respect for cultural diversity, including Indigenous traditional knowledge. | AMEE 2020 |
|                              | F. Draw up a plan to manage health priorities & promote health in collaboration with others | K2.1 Discuss how the promotion of environmental sustainability generally and in healthcare can support progress on social determinants of health, health equity and respect for cultural diversity, including Indigenous traditional knowledge. | AMEE 2020 |

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|  |  |
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|  | G. Determine functional links between primary & public healthcare, hospital & home-based care, & principles of ethics & human rights |
|--|--|

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**Supplementary Table 3.5: Core Graduate Competencies and roles related to ESH Learning Objectives: HEALTH ADVOCATE**

| <b>ROLE</b>                       | <b>5</b>  | <b>HEALTH ADVOCATE</b>  |               |
|-----------------------------------|---|---|---------------|
|                                   | <b>Abbreviated EC</b>   | <b>ESH Learning Objectives</b>  | <b>Source</b> |
| <b>KEY COMPETENCY</b>             | <b>5.1</b>  | <b>Respond to individual patient/client health needs</b>  |               |
|                                   | A. Identify individual health needs in cultural context                           | K1.1 Discuss how local and global ecological crises impact on individual patients and communities   | AMEE 2020     |
| <b>ENABLING COMPETENCIES (EC)</b> | B. Promote health & disease prevention ethically & by human rights principles     | KS3.2 Demonstrate how to motivate behaviour change to promote environmental sustainability at an individual, professional and community level   | AMEE 2020     |
|                                   | C. Advocate health needs of poor & marginalized                                   | KS3.4 Identify how Indigenous traditional knowledge and voice can inform healthcare practice and promotion of planetary health and sustainable development in your local context.     | AMEE 2020     |
| <b>KEY COMPETENCY</b>             | <b>5.2</b>  | <b>Respond to health needs of communities</b>   |               |
| <b>ENABLING COMPETENCIES</b>      | A. Gain insight into functioning of local health systems, resources & health care | KVA1.3 Discuss the role of health professionals in mitigation, adaptation, advocacy and activism in terms of sustainable development, planetary health and environmental stewardship. | AMEE 2020     |



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|   |   |           |
|---|---|-----------|
| B. Identify vulnerable & marginalised populations & respond appropriately | KS3.3 Demonstrate the ability to advocate for planetary health and the SDGs.  | AMEE 2020 |
| C. Identify opportunities for health promotion & disease prevention       | KS3.2 Demonstrate how to motivate behaviour change to promote environmental sustainability at an individual, professional and community level | AMEE 2020 |
| D. Enable communities to identify, prioritise & address healthcare needs  |   |           |
| E. Recognise & respond to competing interests within a community          |   |           |
| F. Apply ethical & professional principles inherent in health advocacy    |   |           |

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**Supplementary Table 3.6: Core Graduate Competencies and roles related to ESH Learning Objectives: SCHOLAR**

| <b>ROLE</b>                               | <b>6</b>   | <b>SCHOLAR</b>   |               |
|---|--|--|---------------|
|   | <b>Abbreviated EC</b>  | <b>ESH Learning Objectives</b>   | <b>Source</b> |
| <b>KEY COMPETENCY</b>                     | <b>6.1</b>   | <b>Maintain ongoing learning locally &amp; globally</b>  |               |
| <b>ENABLING<br/>COMPETENCIES<br/>(EC)</b> | A. Reflect on strengths & limitations of own knowledge & skills                                      |  |               |
|   | B. Enhance knowledge & skills using a personal development plan                                      |  |               |
|   | C. Use strategies & opportunities for CPD & life-long learning                                       |  |               |
|   | D. Maintain accurate records for good practice, audits & research                                    |  |               |
|   | E. Document learning process – pose questions, interpret evidence & integrate learning into practice | KS2.1 Apply key policies and frameworks related to sustainable development including the SDGs to evaluate a population health challenge. | AMEE<br>2020  |

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|   |  |   |  |
|---|--|---|--|
|   | F. Know HPCSA regulations for CPD  |   |  |
| <b>KEY COMPETENCY</b>   | <b>6.2</b>   |   |  |
| <b>ENABLING<br/>COMPETENCIES</b>                                      | <b>Question practice, evidence, information &amp; sources &amp; apply the information</b>  |   |  |
|   |  | A. Phrase clear, answerable questions related to practice                                 |  |
|   |  | B. Critically evaluate health-related literature to keep up to date with new developments |  |
|   |  | C. Access relevant research findings from reliable resources                              |  |
|   |  | D. Appraise retrieved evidence for quality and relevance & interpret findings             |  |
|   |  | E. Consider research findings for own setting   |  |
| F. Understand basic principles of research design & analysis & ethics | KS1.2 Describe how changes in disease burden due to environmental change may be identified, characterised and quantified and how such information can inform planning and practice to address health needs | AMEE<br>2020  |  |

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|                                     |   |  |                  |
|-------------------------------------|---|--|------------------|
|                                     | <p>G. Comply with laws of plagiarism, confidentiality, intellectual property</p>  |  |                  |
| <p><b>KEY COMPETENCY</b></p>        | <p><b>6.3</b></p>   | <p><b>Facilitate learning of others</b></p>  |                  |
| <p><b>ENABLING COMPETENCIES</b></p> | <p>A. Identify learning needs &amp; outcomes of others</p> <p>B. Select teaching strategies &amp; content to facilitate learning of others</p> <p>C. Reflect on teaching encounters &amp; seek feedback to guide future learning</p> <p>D. Create supportive &amp; enabling learning environment</p> <p>E. Listen &amp; provide feedback</p> <p>F. Seek &amp; use opportunities to develop facilitators &amp; mentors</p> | <p>KS3.4 Identify how Indigenous traditional knowledge and voice can inform healthcare practice and promotion of planetary health and sustainable development in your local context.</p> | <p>AMEE 2020</p> |

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**Supplementary Table 3.7: Core Graduate Competencies and roles related to ESH Learning Objectives: PROFESSIONAL**

| ROLE                                      | 7  | PROFESSIONAL  |                         |           |
|---|--|---|-------------------------|-----------|
|   | Abbreviated EC   |   | ESH Learning Objectives | Source    |
| KEY COMPETENCY                            | 7.1  | Demonstrate commitment & accountability through ethical practice  |                         |           |
| <b>ENABLING<br/>COMPETENCIES<br/>(EC)</b> | A. Exhibit and promote professional behaviour                            | KVA1.2 Understand what is expected of health professionals in their personal and professional behaviour |                         | Delphi R1 |
|   | B. Deliver quality care  |   |                         |           |
|   | C. Recognize and respond to ethical, legal and human rights issues       |   |                         |           |
|   | D. Recognize and manage conflict of interest                             |   |                         |           |
|   | E. Recognize the principles and limits of patient/client confidentiality |   |                         |           |

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|                              |            |   |   |           |
|------------------------------|------------|---|---|-----------|
|                              |            | F. Maintain professional relations  |   |           |
| <b>KEY COMPETENCY</b>        | <b>7.2</b> | <b>Participate in profession-led self-regulation</b>                                  |   |           |
| <b>ENABLING COMPETENCIES</b> |            | A. Adhere to ethical, professional and legal codes of practice                        |   |           |
|                              |            | B. Recognize and interrogate public health policy in terms of ethics and human rights | KS2.2 Critique current environmental protections in the SA Constitution and other legislation i.t.o. how they affect other health rights of your patients, families and communities (e.g.: equity in housing, clean water, food safety, property ownership, etc.) | Delphi R1 |
|                              |            | C. Demonstrate accountability and fulfil regulatory & legal obligations               |   |           |
|                              |            | D. Recognize, address and report unprofessional behaviour                             |   |           |
|                              |            | E. Maintain professional competence through ongoing self-reflection & peer review     |   |           |
| <b>KEY COMPETENCY</b>        | <b>7.3</b> | <b>Demonstrate commitment to own health &amp; sustainable practice</b>                |   |           |

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|                                  |  |  |           |
|----------------------------------|--|--|-----------|
| <b>ENABLING<br/>COMPETENCIES</b> | A. Make informed career choices  |  |           |
|                                  | B. Balance personal & professional priorities for health and a sustainable & effective practice                          | KS1.1 Evaluate the environmental impacts of a patient pathway to care and identify ways to enhance environmental sustainability. | AMEE 2020 |
|                                  | C. Demonstrate insight and develop problem solving strategies for physical, psychological, social & spiritual well-being |  |           |
|                                  | D. Recognize and respond to other professionals in need  |  |           |