

Hello and welcome to module two, global goals, co-authored with John McDonough. Module two, global goals, is designed to be presented in approximately one hour and builds from module one, though it can also be taught as a standalone module. The

Module supplement form includes four recommended pre-readings for students to complete prior to the module session. The supplement also includes recommended metrics for evaluating whether students demonstrate the learning objectives or not after your delivery of the module and three multiple choice example assessment questions that correspond to this module.

These assessment questions can be administered at the end of the module or, if you're teaching the entire series, the assessment questions from each individual module can be combined and administered as a single assessment at the end. And you may, of course, use the evaluation metrics as a guide to develop your own assessment.

To keep the session engaging, this module contains thought questions in the teaching notes to pose to your students along the way as well as a warm up activity and wrap up video. This learning experience is meant to be an introduction only, hence the name starter kit.

And while there are numerous resources and references available about the topics covered, for the purpose of this module, we have curated a small sample of high quality resources to support the learning outcomes with dental students in mind. We encourage learners, and you as educators, to explore the literature further beyond what is contained in this module. To extend the learning experience, optional in class activities have been inserted along the way.

These learning activities allow for approximately one additional hour of active learning during the module session. This module is related to six competencies from the global oral health competency matrix. While these competencies cannot be met through a single teaching module, this module is working toward competency based best practices in global health for dental education.

Topics covered in this module include some selected events, highlights, and their outcomes from the world development timeline, including how these relate to oral health. We've also included four measurable learning objectives written specifically for this module.

We've designed a unique warm up activity to get your students' thinking about their role within the health care system in today's globalizing world. Here we introduce students to a hypothetical dentist, Dr. Tooth. Dr. Tooth

could be any one of the students and anyone in the world, any gender, any age, practicing in any country.

To start, we suggest asking the students a broad, open ended question such as Dr. Tooth is a dentist, what now? The students will begin to give you a variety of answers and likely some will say that Dr. Tooth should practice dentistry or treat patients. Use guiding questions to eventually arrive with the students at the idea that doctor tooth is a dentist within a health system.

So I recommend for this activity that you draw Dr. Tooth on the board and have the students begin naming things that are necessary for Dr. Tooth to practice dentistry. These can happen in any order, but create designated spaces on the board that will be dedicated to each of the categories within a health system, as I'm doing here in this photo of my own in class warm up.

Guide the students toward filling in the board for each of the components. And this activity is not meant to be exhaustive, but instead is meant only as a warm up to get students thinking about the complexities and multifaceted structure of the system within which dentists deliver care.

For this module, we are following the World Health Organization framework for a well functioning health system and focusing on the six major components, leadership and governance, health information, health financing and payment, health care workforce, supplies, equipment, and technology, and service delivery. You can also have students create their own health system maps in small groups as we did in this example.

Here is a close up of the category leadership and governance, which the students labeled as regulation. Additional photos from an in class example of this approach are included with this module under the Meet Dr. Tooth example. Overall, the details are not the focus of this exercise. The point is to get the students thinking about health systems and how the various components impact their ability to provide care to their patients.

Following the warm up, module 2 will review some major milestones in global health and development and explore what they mean for oral health and oral health care. This will help us to begin to understand what's in motion to assist Dr. Tooth in providing affordable high quality care to all patients who need it, particularly those who can least afford it.

These milestones include the first global burden of disease study in 1990, the 1993 World Development Report, the United Nations Millennium Summit and the resulting Millennium Development Goals, the 2010 Global Disease Burden Study, including the fact that dental caries were found to be the most prevalent disease in the world, the UN High Level Summit for Non-communicable Diseases, and the UN Sustainable Development Summit, including the 2030 Agenda for Sustainable Development, and the Sustainable Development Goals.

This module then defines universal health coverage and discusses why the progress along the world development

timeline has led us to the recommendation for universal health coverage worldwide. We also discuss what this means for oral health specifically.

We then introduce a number of organizations and suborganizations collaborating to ensure that oral health is integrated into the global health and development agenda. Collectively, these and many other groups are focusing on access to care, quality improvement, and controlling risk factors for oral diseases through prevention and health promotion. I encourage your students to further familiarize themselves with these entities and explore how to get involved as both students now and professionals in the future.

I hope you enjoy teaching module 2. And to continue your teaching experience, please consider our other modules. Thank you and happy teaching.