

## **Global Health Starter Kit for Pre-Doctoral Dental Education**

### **Module 2: Global Goals**

#### **PLEASE READ ALL INFORMATION AND INSTRUCTIONS**

Please plan for approximately two and a half hours to complete Module 2. This includes four pre-readings, watching the video, and noting your answers to questions posed throughout the video.

#### **What to Know:**

Pay attention to the Learning Objectives of the module, as well as Key Messages outlined throughout the video and questions we pose along the way. These together indicate the take-home concepts you should master for this module.

#### **What to Do:**

##### **Pre-readings:**

- Chapter 7 pgs. 84-87 in: The Challenge of Oral Disease- A call for global action. The Oral Health Atlas. 2<sup>nd</sup> ed. Geneva: FDI World Dental Federation; 2015.  
[http://www.fdiworldental.org/media/77552/complete\\_oh\\_atlas.pdf](http://www.fdiworldental.org/media/77552/complete_oh_atlas.pdf)
- Glick M, Monteiro da Silva O, Seeberger GK, Xu T, et al. FDI Vision 2020: shaping the future of oral health. Int Dent J. 2012 Dec;62(6):278-91. doi: 10.1111/idj.12009.  
[https://www.fdiworldental.org/sites/default/files/media/resources/idj\\_vision\\_2020\\_final.pdf](https://www.fdiworldental.org/sites/default/files/media/resources/idj_vision_2020_final.pdf)
- Benzian H, Hobdell M. "Seizing political opportunities for oral health." J Am Dent Assoc. 2011 Mar; 142(3): 242-3. [https://jada.ada.org/article/S0002-8177\(14\)62018-3/pdf](https://jada.ada.org/article/S0002-8177(14)62018-3/pdf)
- Fisher J, Selikowitz HS, Mathur M, Varenne B. Strengthening oral health for universal coverage. Lancet. 2018 Sep; 392(10151): 899-901.  
[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(18\)31707-0/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)31707-0/fulltext)

##### **Pre-class Video:**

After completing the readings, please watch the Module 2: Global Goals pre-class video. Please refer to the video notes supplement document to support your learning and viewing.

## The Learning Process for Module 2:

The process of creating and designing this module took place in the following order:

Competencies → Learning Objectives → Evaluation Metric → Content → Pedagogy → Evaluation Measure

Module	Themes	Related Competencies	Collaborating Author (with Brittany Seymour- project PI)
2	Global health systems, policies, and institutions; MDGs, SDGs	2.1.2, 2.2.2, 2.2.3, 2.3.1, 2.3.3, 3.1.1	<u>John McDonough, DrPH, MPA</u> Professor of Public Health Practice Department of Health Policy & Management Harvard T.H. Chan School of Public Health

### Related competencies:

- 2.1.2. Understand and apply health promotion and risk reduction strategies (such as healthy eating, cessation of tobacco, and reduction of harmful alcohol use).
- 2.2.2. Understand and be familiar with the health care system in the community/country.
- 2.2.3. Identify barriers to access and use of health and oral health services (e.g., affordability, lack of insurance or providers, cultural and geographic issues); facilitate solutions to overcome them.
- 2.3.1. Advocate for relevant strategies to prevent and reduce risk factors based on an advocacy strategy to identify, mobilize, and connect relevant stakeholders/actors.
- 2.3.3. Understand and utilize political processes as well as roles/functions of national/international stakeholders (e.g., use global and national policy frameworks to guide local action).
- 3.1.1. Demonstrate an interdisciplinary, team-oriented, integrated, and multilevel approach to patient-centered health and oral health care.

### Learning Objectives:

- Explain the MDGs, SDGs, and their origins
- Discuss both the critiques and importance of the MDGs and SDGs and how oral health integrates with them
- Describe how the SDGs might affect oral health as a global priority in the future
- Define universal health coverage

**Module Content Themes:** Recent milestones in the global health and development agenda, the 1993 World Development Report, the Millennium Development Goals, the Sustainable Development Goals, universal health coverage, recommended essential packages for population-based and clinical interventions

### Evaluation metric:

*Pass:*

- Student is able to describe *very generally* the sequence of events leading to the MDGs and SDGs, including naming at least the 1993 World Development Report, the UN Millennium Summit, and the UN Sustainable Development Summit
- Student is able to specify that there are 8 MDGs and 17 SDGs and that these goals focus on alleviation of extreme poverty
- Student is able to explain at least two strengths of the MDGs (e.g. targeted measurable, specific outcomes that allow for feasibility of monitoring, placed health directly on the global development agenda, allowed for globalized coordination toward common goals) and at least two critiques (e.g. too specific, not enough focus on NCDs, too much focus on mortality)
- Student is able to explain at least two strengths of the SDGs (e.g. broad, inclusive goals and targets, stronger focus on NCDs and morbidity, many stakeholders involved and several drafts for input, positions world to continue coordinated progress made due to MDGs) and at

- least two critiques (e.g. too broad, too few specifics and lack of strong guidance for monitoring progress, not enough direct focus on health)
- Student is able to name at least three opportunities for oral health in the SDG era (e.g. focus on eliminating inequities, promote health and well-being, water and sanitation) and at least three challenges for oral health in the SDG era (lack of focus on health in general, broad focus creates risk for strained resources and cost-cutting, paving the way for 'clinical best buys' that currently do not include oral health services)
  - Student can define universal health coverage as the ability to access needed health services without incurring personal financial hardship

*Critical Error:*

- Student is unable to name at least two significant events described in the module that have influenced health at the global level
- Student is unable to state there are two sets of global goals that were agreed upon to eliminate poverty in the world
- Student cannot name at least two strengths and two critiques of the MDGs
- Student cannot name at least two strengths and two critiques of the SDGs
- Student is not able to describe at least three opportunities and three challenges for oral health in the SDG era
- Student does not state that universal health coverage includes access to health care services without incurring personal financial hardship