Global Health Starter Kit for Pre-Doctoral Dental Education

Module 2: Global Goals

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	John McDonough, DrPH, MPA 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 health 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

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 <u>health services</u> without incurring personal <u>financial hardship</u>

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

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

Pedagogy:
Lecture: Interactive Presentation

In-class activity: Global Oral Health Institutions

Pre-readings:
- Chapter 7 pgs. 84-87 in: The Challenge of Oral Disease- A call for global action. The Oral Health Atlas. 2nd ed. Geneva: FDI World Dental Federation; 2015. 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.fdiworlddental.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

- 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

Evaluation method: This module can be effectively evaluated using short answer, essay, or multiple-choice questions. The evaluation metric may be used to inform short answer questions, the following questions may be used, or the instructor may wish to write the evaluation based on how the module was taught and what was covered.

1. Which answer correctly names the three main pillars of Universal Health Coverage?

a.
Pillar 1: Percentage of population covered
Pillar 2: Percentage of insurers participating
Pillar 3: Percentage of preventive care costs covered

b.
Pillar 1: Percentage of population covered
Pillar 2: Percentage of health care costs covered
Pillar 3: Percentage of health care services covered

d.
Pillar 1: Percentage of costs covered
Pillar 2: Percentage of population covered
Pillar 3: Percentage of health care services covered
Pillar 4: Provision that 100% of *preventive* services are covered

2. Which of the following statements below best describes the global transition from the MDG era to the SDG era?
a. The global development agenda has a stronger, direct focus on health in the SDG era compared to the MDG era.
b. Due to the breadth of the goals, social and societal risks and determinants for health and disease are more likely to be recognized in the SDG era than the MDG era.
c. There is a risk that NCDs will not be prioritized because monitoring of the goals is becoming too focused on mortality in the SDG era compared to the MDG era.
d. Because the goals in the SDG era are so specific compared to those of the MDG era, countries will likely have less autonomy over how they achieve them.

3. As Universal Health Coverage becomes more widespread, and essential 'best buy' clinical and population-based packages are endorsed, which statement below describes a possible approach for integrating oral health?
a. Because dental caries is the most prevalent disease in the world according to the GBD data, oral health should be a consideration in the essential package of clinical interventions for UHC.
b. Oral health advocates should focus on enacting the essential package of population-based interventions because these address the risk factors for oral diseases, such as sugar and tobacco.
c. Successful school-based oral health intervention programs can support the population-based packages focused on school environments.
d. Information about shared risk factors and associations between oral health and other NCDs, such as cancer and diabetes, should be part of the population-based packages focused on information empowerment.
e. All of the above.