

U21 HSG
Sustainable Development Goals
Initiative

*U21 Strategies for
Incorporating the
SDGs into Curriculum*

SUSTAINABLE
DEVELOPMENT
GOALS

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The U21 SDG team



Contents: What, who, why, how

- What are the Sustainable Development Goals?
- What is the U21 HSG SDG Initiative?
- Why are the SDGs important in Higher Education?
- How we can include the SDGs in curriculum?



What are the Sustainable Development Goals?



Sustainable Development Goals represent a “Global Agenda” for 2030

- World Leaders made a commitment to develop a collective strategy to address poverty and disparity.
- Signal that addressing global “improvement” is everyone’s business

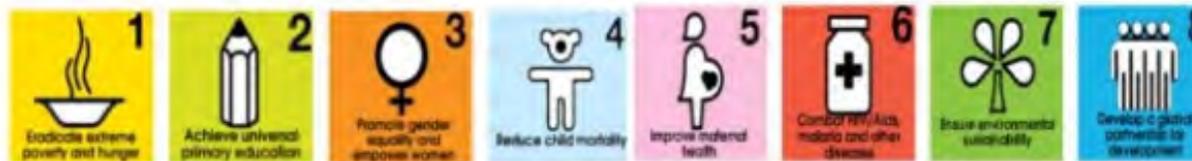


**SUSTAINABLE
DEVELOPMENT
GOALS**

From MDGs to SDGs

MDGs = Millennium Development Goals

MDGs

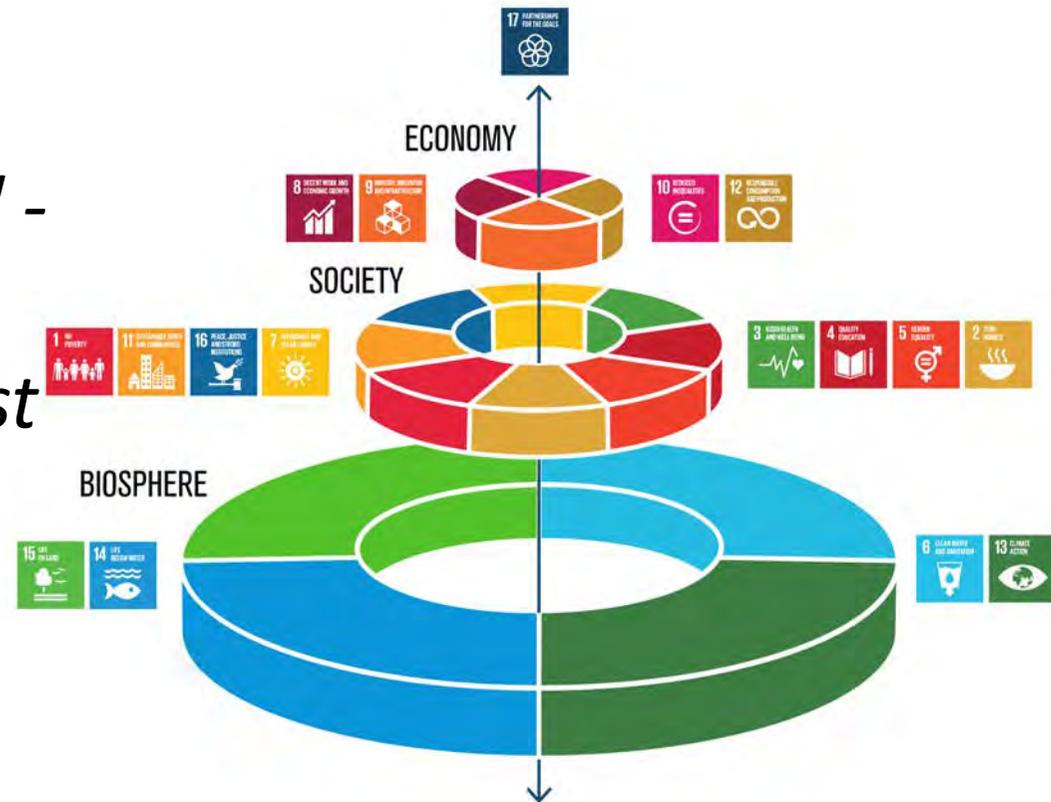


SDGs



Interconnectedness is a key feature of SDGs

The 17 goals are considered "indivisible" - they represent a highly integrated and synergist web of challenges



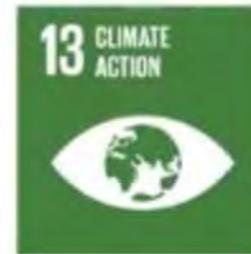
The SDGs are interlinked



Drought, Desertification, Deforestation



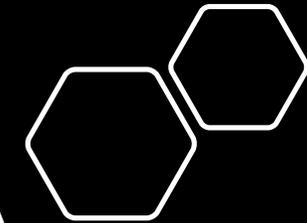
Sea-level rise, flooding,
natural disasters



Access to clean water and sanitation



Less time spent by women and girls
collecting water
Girls access school if sanitation



Goals are all inter-
linked and can't be
considered in
isolation

U21 HSG
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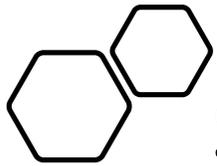


U21
UNSDG
Strategy
Working
Group

- Chair: Ass/Prof Louisa Remedios (University of Melbourne)
- Meets by teleconference every 2 months and face to face once a year
- Collaborates on SDG curriculum activity

U21
UNSDG
Student
Committee

- Meets by teleconference regularly and communicates via a Facebook group
- Leads the U21 SDG Awareness Week



U21 HSG SDG Initiative

Goals:

- To **incorporate** the SDGs into **health care curricula** through the use of case-studies
- To **inspire** students to global values of professionalism, ethics, and social responsibility in the health professionals of tomorrow.
- To **encourage** students to **participate in field work locally and globally** with awareness of the SDG goals and targets
- To **facilitate** interprofessional learning and foster understanding of interprofessional working in global health issues.



U21 HSG
SDG Initiative:

*Sharing knowledge
and identifying best
practice*

Topics:

- Curriculum development and innovation
- Global standards and accreditations
- Clinical education
- University - hospital relationships
- Building research capacity
- Global funding schemes for research
- Interdisciplinary research
- Relating research to clinical activity
- International exchange for students and staff
- Leadership in health care
- Faculty development
- Communication and the role of new media
- Patient safety
- Gender Based Violence
- Student Mental Health

U21 HSG
SDG Initiative:

*Creating
Collaborative
Projects and
Opportunities*

- **Past Projects**

- Benchmarking
- Social Media for education in health
- International Peer review project (Dentistry)
- Global eHealth Project
- Virtual Exchange (Nursing)
- Trans-cultural Communication (Dentistry)
- Visualising Issues in Pharmacy (Pharmacy)

- **Ongoing Projects**

- Summer School
- Student Doctoral Forum
- Teaching Excellence Award
- Clinical Placement (Medical & Nursing)
- Interprofessional Education
- Gender Based Violence Project
- UNMDG/UNSDG initiative
- Global Learning Partnership
- Clinical Simulation



Case studies

- **The Universitas 21 (U21) United Nations Millennium Goals (UNMDGs) initiative is an inter-professional project involving faculty and students that aims to develop an educational strategy to raise awareness of the UNMDGs.**
- **A key element of the initiative is the development of resources for adoption and flexible implementation into the curriculum of health professional training programs.**
- **Faculty staff from U21 member universities have developed nine UNMDG case studies. The case studies have undergone a process of validation, and are now available for widespread access and use.**

Case studies

- The case studies have been successfully used in the following workshops and teaching formats:
 - Uni-professional workshops
 - Multi-professional workshops
 - U21 HSG Summer schools
 - Global Learning Partnership
- Embedded within curricula
- The case studies have been successfully used in Australia, the Asia-Pacific Region, Europe and Mexico.



Why are SDGs important in teaching and learning

University sector has key responsibility to help shape the moral contours of society

- SDGs provide defined framework

Unique opportunity universities have to shape professional identities

Low costs, high gain

Long term commitment

- Changing norms in critical-ethical behaviour and systems-thinking is an inherently slow process



What could universities be doing?

- Provide students with knowledge, skills and motivation to address SDGs
 - Students need understanding of SDG framework
 - Cross cutting skills and competencies
 - Exposure to systems thinking
- Integrate the SDGs into all undergraduate and graduate courses

Putting it into action:

Embedding SDG content into curriculum

The primary intentions of the educators in the SDG group are to:

- Increase the number of future health professionals who understand and recognize their professional and personal responsibility to work toward achieving the SDG goals and targets
- Grow the knowledge and skill sets of the health professional students to allow direct engagement with the SDG goals
- Provide small scale and sustainable opportunities to translate SDG knowledge to practice and thus have a direct impact on the SDG targets
- Systematically and steadily influence health practitioner behavior as an upstream strategy to positively impact on the SDG agenda across time
- And evaluate activity and grow research outcome of the group to further increase SDG awareness



Example 1:

SDGs @ Tec de Monterrey

- Global Health is part of the official curriculum for medical and health sciences students
- It is a subject that has been included since 2011
- The full name of the subject is “Global Health and Preventive Medicine”
- The main goal of the subject is that students learn the different objectives, and how they can create a big picture; learning how to focus on this and not only on individual medical practice
- A project related to SDGs (as a final exam) is realized every semester





Tec de Monterrey: Other collaborations

- The School of Medicine and Health Sciences has collaborated with the Zero Hunger Initiative in Nuevo León (state level)
- The School of Medicine and Health Sciences also participates yearly on the SDG Awareness Week, held by different universities
- The School of Medicine collaborates with “Casa del Migrante” (The Migrant’s House), a project helping those who come from other countries, supplying medical help, house and food, while they look for a job

Example 2:

SDGs @ Lund University

- Global Health is part of the overall LU strategic plan
- Having the SDGs in courses and programs is a part of the overall LU plan for internationalisation
- SDGs are included in course plans and exams in some programs
- U21 case studies are used in courses and also used as template by students to write new cases set in a Swedish context



LUND
UNIVERSITY

Example 2:



SDGs @ Lund University

- Gender based violence is in curriculum for most of the medical programs
- Mandatory course for all students:
"A First Aid Approach to Poor Mental Health"
- SDG Awareness week, student led with focus on spreading the awareness and knowledge about the SDGs among students
- Participate in the European SDG workshop once a year
- GLP participants



LUND
UNIVERSITY

Example 3:



University of Birmingham

- SDG -workshop where any academic discipline studies and works with 4 goals of their choice
- Student led advocacy workshop for Pharmacy students
- SDGs in outreach projects with focus on reaching children using an online workshop



UNIVERSITY OF
BIRMINGHAM

Example 4:

SDGs @ University of Melbourne

- **SDG Awareness Week:** Active participation in this U21 student-led activity run annually by the international and interdisciplinary student committee to increase student and staff awareness of the SDGs
- **Capstone Subject:** Physiotherapy students are required to complete a capstone subject, which includes a modified service learning model, which is used to build knowledge of the determinants of health and the needs of underresourced local communities
- **SDG Internship:** A four week elective SDG internship was introduced to the final year of the DPT program
- **Embedded Learning Outcomes:** Sustainability has been explicitly embedded into the Course Intended Learning Outcomes (CILOs) of the DPT program



Example 5:



Health in a Global Society module, Physiotherapy Core Module

The curriculum explores

- medical sociology
- determinants of health
- global health challenges
- how technology can change the landscape of healthcare.

Topics include

- models of health
- disability and social determinants of health
- global burden of disease and SDGs goals
- exploration of contrasting health systems and working as a health professional in complex environments
- health literacy
- health beliefs and behaviour.

Collaborations

Partnership with Mbarara University of Science and Technology in Uganda

- Joint clinical placement
- Joint e-learning initiative, UCD and MUST physiotherapy students work together to create an online resource relating to a global health topic

Overseas Clinical Elective with UCD Volunteers



Times Higher Education Impact Rankings

- Universities have long been familiar with Times Higher Education World University Rankings
- These are designed for research-intensive global universities and are dominated by indicators of research excellence
- In 2019, Times Higher Education introduced “Impact Rankings”
- These explore the impact that a university can make
- Demonstrates how the global higher education sector is working towards the United Nations’ Sustainable Development Goals (SDGs).



How to
support the
delivery of
the SDGs?



- Research – by searching for new solutions and knowledge related to the SDGs
- Stewardship – by being responsible for their own consumption and sustainability
- Outreach – by working directly with their communities, regions and nations
- Teaching – by inculcating a sustainable mindset in their students and alumni

*What factors
are considered
for THE impact
rankings?*

1. Research on health and well-being (27%)

- Proportion of research papers that are viewed or downloaded (10%)
- Proportion of research papers that are cited in clinical guidance (10%)
- Number of publications (7%)

2. Proportion of health graduates (34.6%)

The data relate to the number of graduates in the 2017 academic year.

(The degree does not necessarily give them the ability to practice directly additional qualifications may be required.)

3. Collaborations and health services (38.4%)

- Collaborations with local or global health institutions to improve health and wellbeing outcomes (8.6%)
- Outreach programmes in the local community to improve health and wellbeing(8.6%)
- Free sexual and reproductive health services for students (8.6%)
- Free mental health support for students and staff (8.6%)
- Community access to university sports facilities (4%)



THE Impact top ranked University (Goals 3,5,11 and 17)

- Research collaboration on Health inequities
- Travelling seminars around NZ based on misinformation on vaccination
- Action on unhealthy food – packaged ultra processed food
- Offers a range of wellbeing groups for students such as
 - “Women’s support group”
 - “Social confidence group”
 - “Queer men group”

The logo for McMaster University, featuring the name "McMaster University" in white serif font on a maroon background, with the university's crest to the right. The crest is a shield with a blue top section containing a book, a yellow middle section with a red eagle, and a red bottom section with a white cross.

McMaster
University

THE Impact top ranked University (Goals 8, 3, 11 and 17)

- Collaboration with primary care providers and public health to improve health
- Collaboration with
 - Federal and provincial ministries
 - Community-based organizations
 - Departments of Public Health
- Health advocacy
- E-Health technology
- Interprofessional tool kit

Recommendations for actions (what we all can do) to meet the SDG-Goal 3 more effectively?

- Increase visibility and awareness of the available services
- Enhance research with the focus on NCDs and CDs
- Develop measuring tools for impact of other services provided
- Incorporate SDGs in curriculum and strategic plans
- A wider range of outreach programs in community
- Extended collaboration with government, community, other universities and researchers



*Global
“improvement”
is everyone’s
business*

