



# Digital Badge in Citizenship for Global Development

Addressing Target 3 Good health and well-being

Carol Condon



# Objectives

Brief discussion on Target 3

Fostering global citizens in SONM

How SDGs have informed my teaching with students in the area of health and well-being

Reflection

# Background

## Target 3 – Good health and well being



- Sustainable Development Goal (SDG) 3 aims to “ensure healthy lives and promote well-being for all at all ages” (United Nations 2016)
- Very broad statement not much direction of how best to achieve this (Seidman 2017)
- Does not provide a comprehensive approach to prevent, diagnose, treat, and manage any disease (Seidman 2017)
- Left to us to find ways to achieve this target
- If people were empowered to do more such as avoid poor lifestyle choices like physical inactivity and unhealthy eating habits the incidence of NCD would be less (Stoner et al 2014)

# Fostering global citizens



- Non-communicable diseases are growing despite all the knowledge we have of how unhealthy lifestyle choices impact on NCDs (Stoner et al 2014)
- The situation is bigger than the individual and requires a whole system approach. Different countries have different priorities
- As health professionals the way we address lifestyle has to change from a “you must... you should” perspective to a helping and guiding and supporting role where there is a partnership
- Nurses have a unique role in this partnership but lack the skills



Contents lists available at ScienceDirect

Preventive Medicine

journal homepage: [www.elsevier.com/locate/ypmed](http://www.elsevier.com/locate/ypmed)

Commentary

## Global citizenship is key to securing global health: The role of higher education

Lee Stoner<sup>a,\*</sup>, Lane Perry<sup>b</sup>, Daniel Wadsworth<sup>c</sup>, Krystina R. Stoner<sup>d</sup>, Michael A. Tarrant<sup>d</sup>

<sup>a</sup> School of Sport and Exercise, College of Health, Massey University, Wellington, New Zealand

<sup>b</sup> Center for Service Learning & Department of Human Services, Western Carolina University, Cullowhee, USA

<sup>c</sup> Institute of Food Nutrition and Human Health, College of Health, Massey University, Wellington, New Zealand

<sup>d</sup> Warnell School of Forestry and Natural Resources, University of Georgia Athens, USA

- To develop a transformative global citizen there is a need to show the student an alternative lens in the learning experience (Stoner et al 2014)
- Transformative learning is only as good as the critical reflection which accompanies it (Dewey 1938, Kolb 1984)
- I had an opportunity to do this in relation to lifestyle change for NCD
  - Making every contact count (MECC) (<https://www.hse.ie/eng/about/who/healthwellbeing/making-every-contact-count/training-programme/>)
- I adopted Thornton's (2013) pedagogical approach, known as the three Ds:
  - Directing
  - Discussing
  - Delegating



# Making every contact count

- Directed students to the programme outlining what to do, how to do it and when it has to be done by
- Discussed the challenges in tackling behaviour change, addressing biases and preconceived notions about behaviour change
- Delegated the discussion and challenging questions to the group to explore and encourage reflection (work in progress)

