

# Public Health Education

## What is the indifference point?

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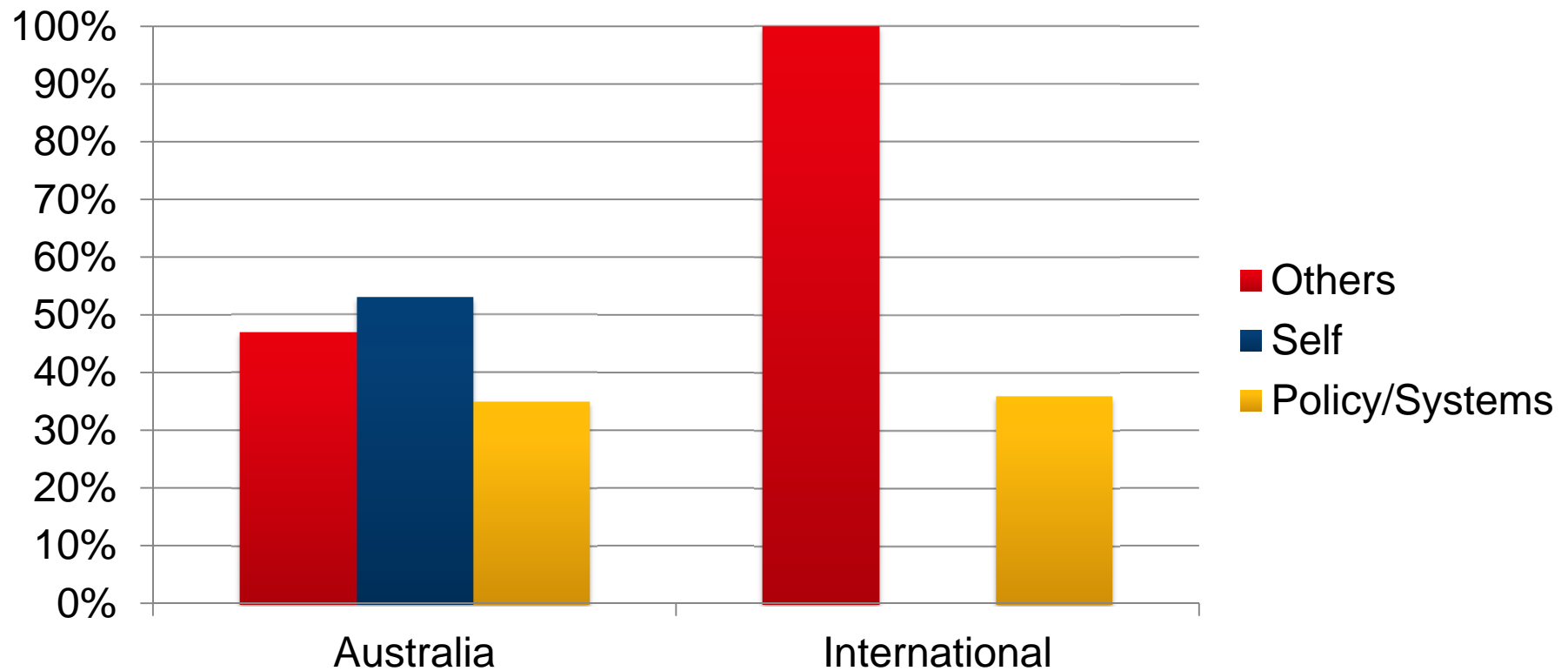


THE UNIVERSITY OF  
**SYDNEY**

- › What we say and what we do
  - › Rigour vs Usefulness – the indifference point
  - › TPPA – “*Bud, its about money*”
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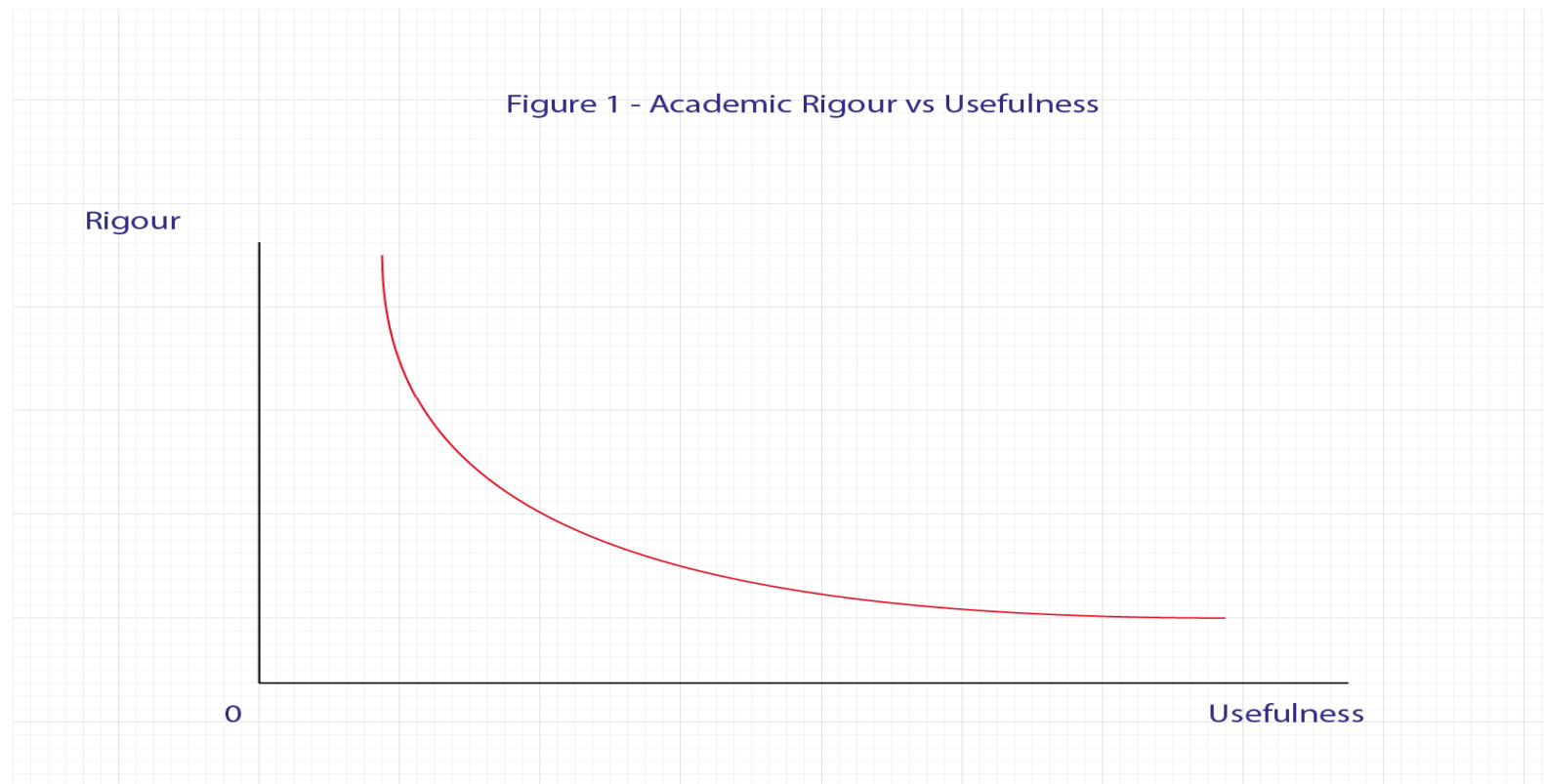
- › Vision – What we do for others
  - › Mission – How we do it
  - › Values
  - › Survey of Web Home pages for all Australian Schools of Public Health + 11 International
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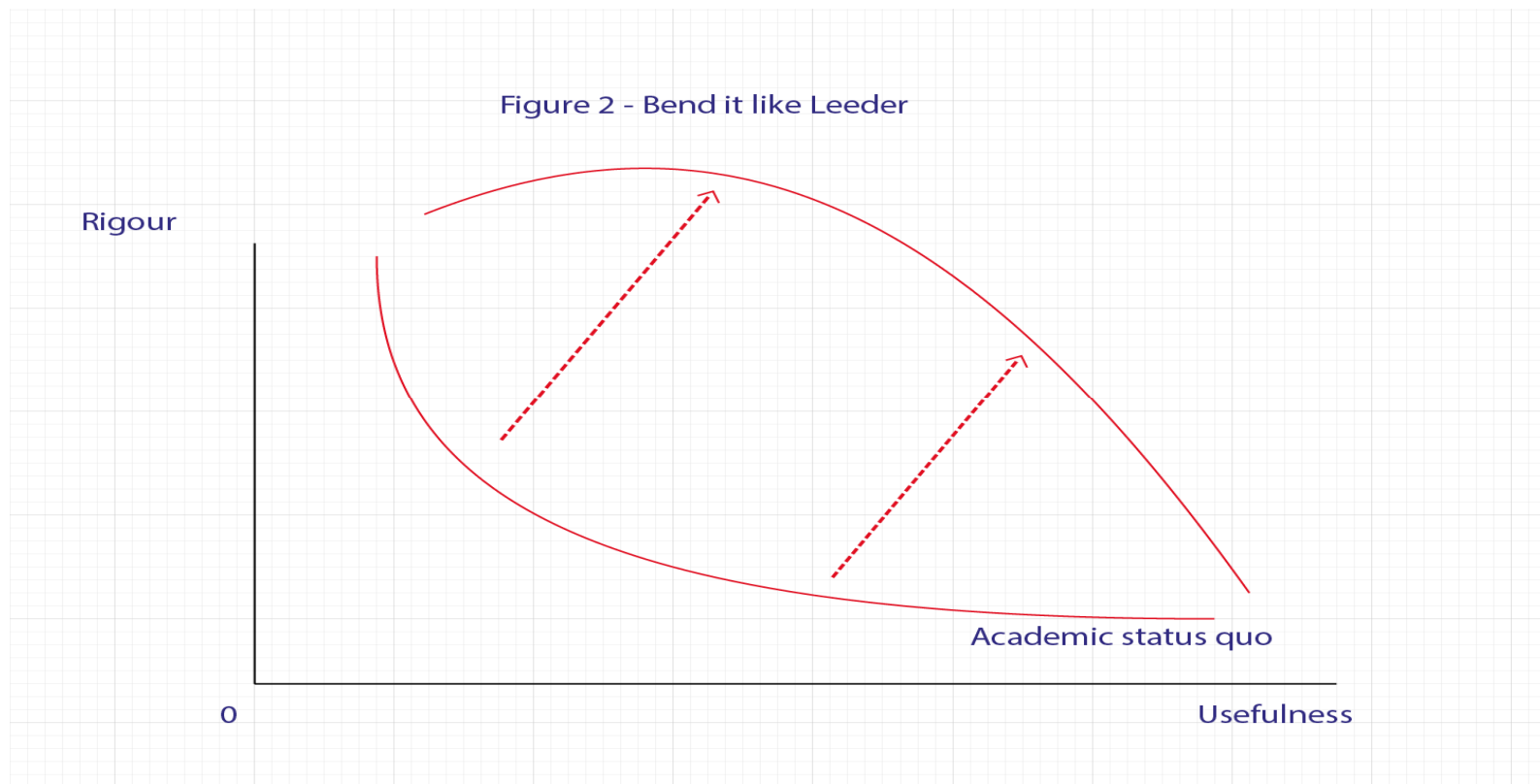
- › Is the SPH vision OR mission statement primarily concerned about self or what can be achieved for others?
  - › Explicit mention of the need to influence policy? A health systems approach to PH education?
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- › Knowledge
  - › Values
  - › Decisions/Policy/Implementation/Evaluation
  - › Is there a deficit of context?
  - › What is the academic indifference point?
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Figure 1 - Academic Rigour vs Usefulness







- › We need transformative MPH graduates
  - › As educators we cannot go it alone. We need to extend our curriculum and teaching across faculties and disciplines
  - › Change the university-based incentives and rewards
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- › Professional practice placements
  - › Extend MPHs to include chronic disease prevention
  - › Make it global
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## Classroom in the Field 2014, The Philippines Partnerships in Public Health are vital



# The Trans-Pacific Partnership Agreement

- › A BBQ stopper amongst the investment cognoscenti
  - › Vietnam – “*. This (TPPA) is going to create a big middle class in Vietnam. Ma and Pa may not like it but its going to happen. Bud, its about money*”
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## The first law of politics – be there!

- › The US-Australia Free Trade Agreement is a good example.
  - › Our colleagues in LAW were most vocal about the pharmaceuticals provision
  - › Public Health and Clinical Academics have upheld the PBAC process, including Independent reviews.
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- › Partner with our colleagues who understand regulation and legislation
  - › Argue for Evidence-based policy
  - › Be there
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- › Without rigour you cannot be useful
  - › Need to extend ourselves, from knowledge through to values and ethics through to policy/decision making/implementation and evaluation
  - › A systems approach means that we cannot go it alone educationally
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- › Public Health workforce needs will demand this shift
  - › The global NCD threat will demand new ways of thinking about public health education
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