

# Public Health Education

## What is the indifference point?

Thursday May 1, 2014

**Glenn Salkeld**

School of Public Health | Sydney Medical School

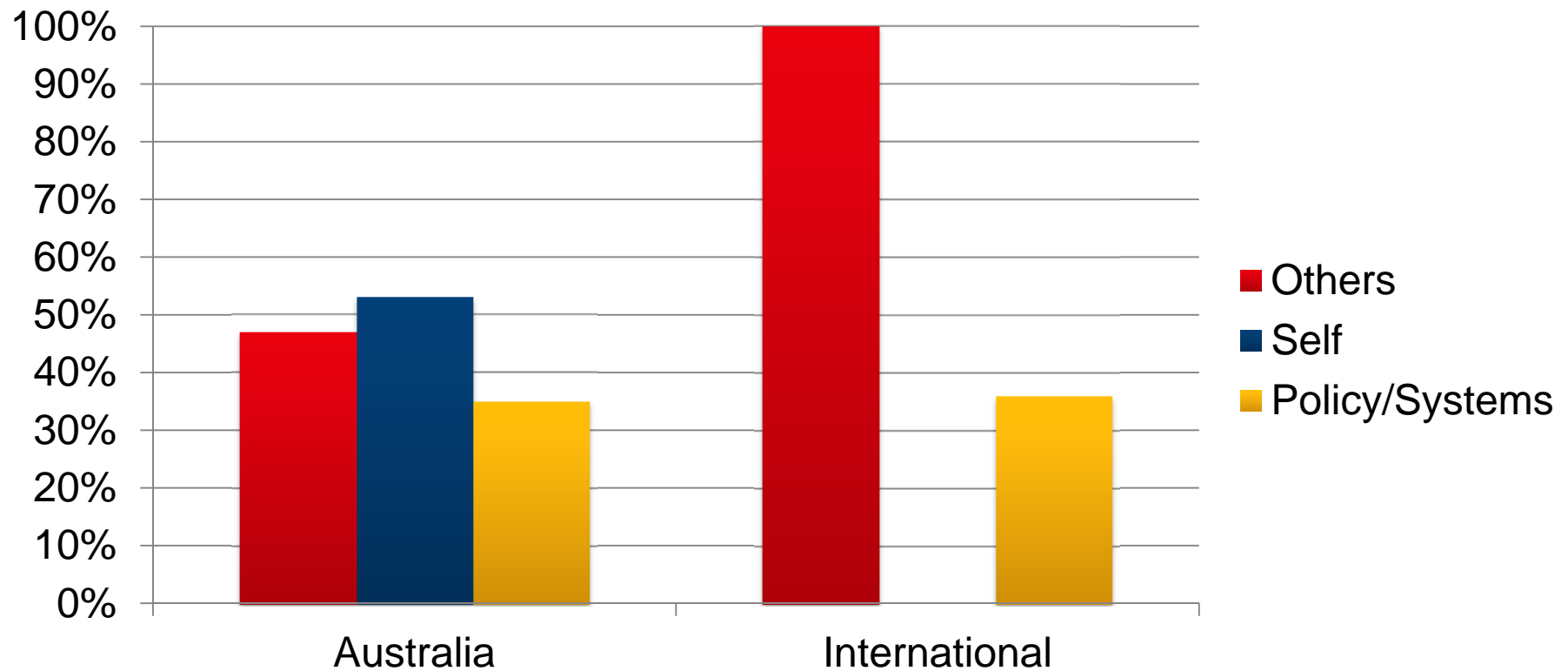


THE UNIVERSITY OF  
**SYDNEY**

- › What we say and what we do
  - › Rigour vs Usefulness – the indifference point
  - › TPPA – “*Bud, its about money*”
-

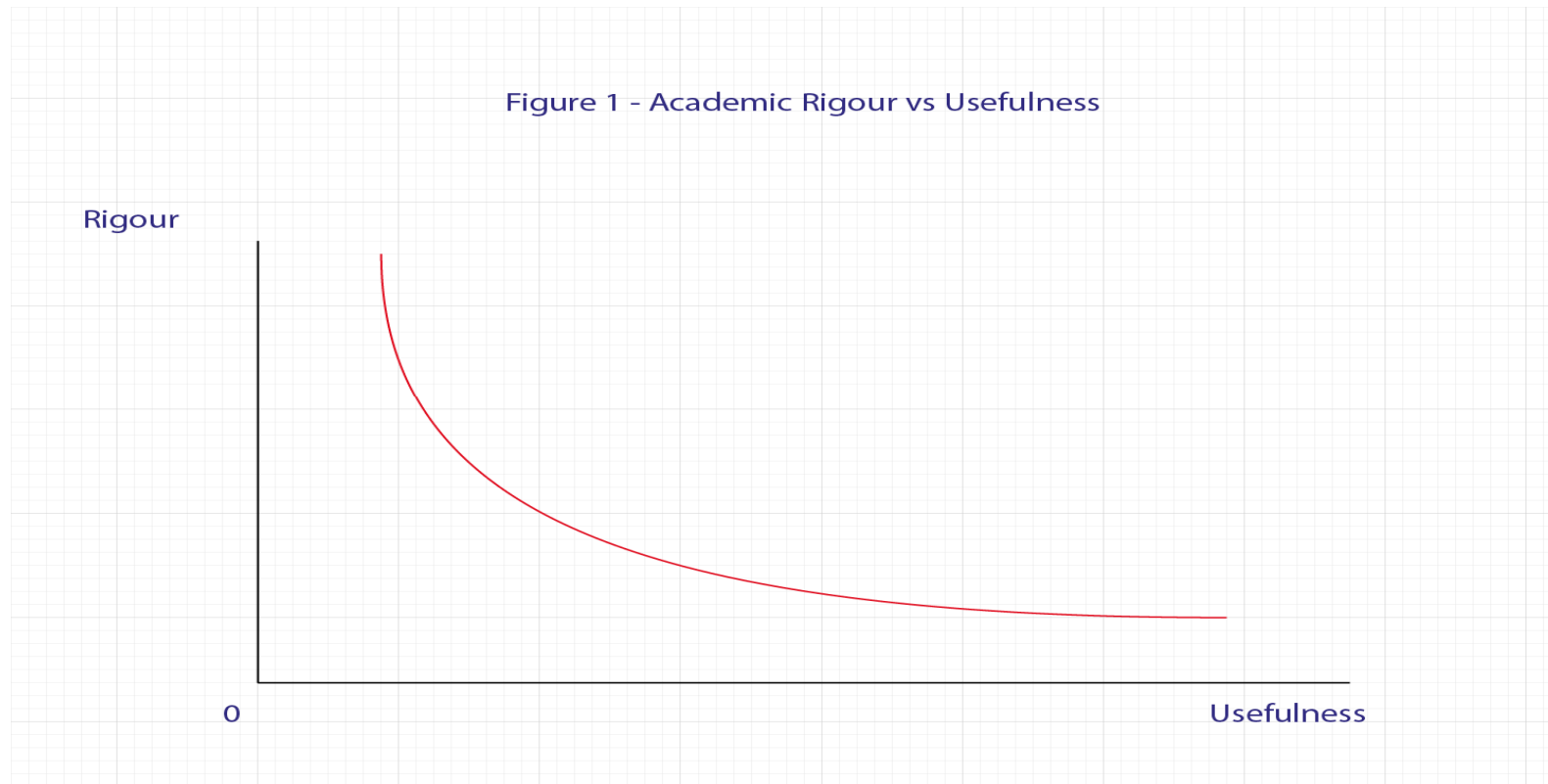
- › Vision – What we do for others
  - › Mission – How we do it
  - › Values
  - › Survey of Web Home pages for all Australian Schools of Public Health + 11 International
-

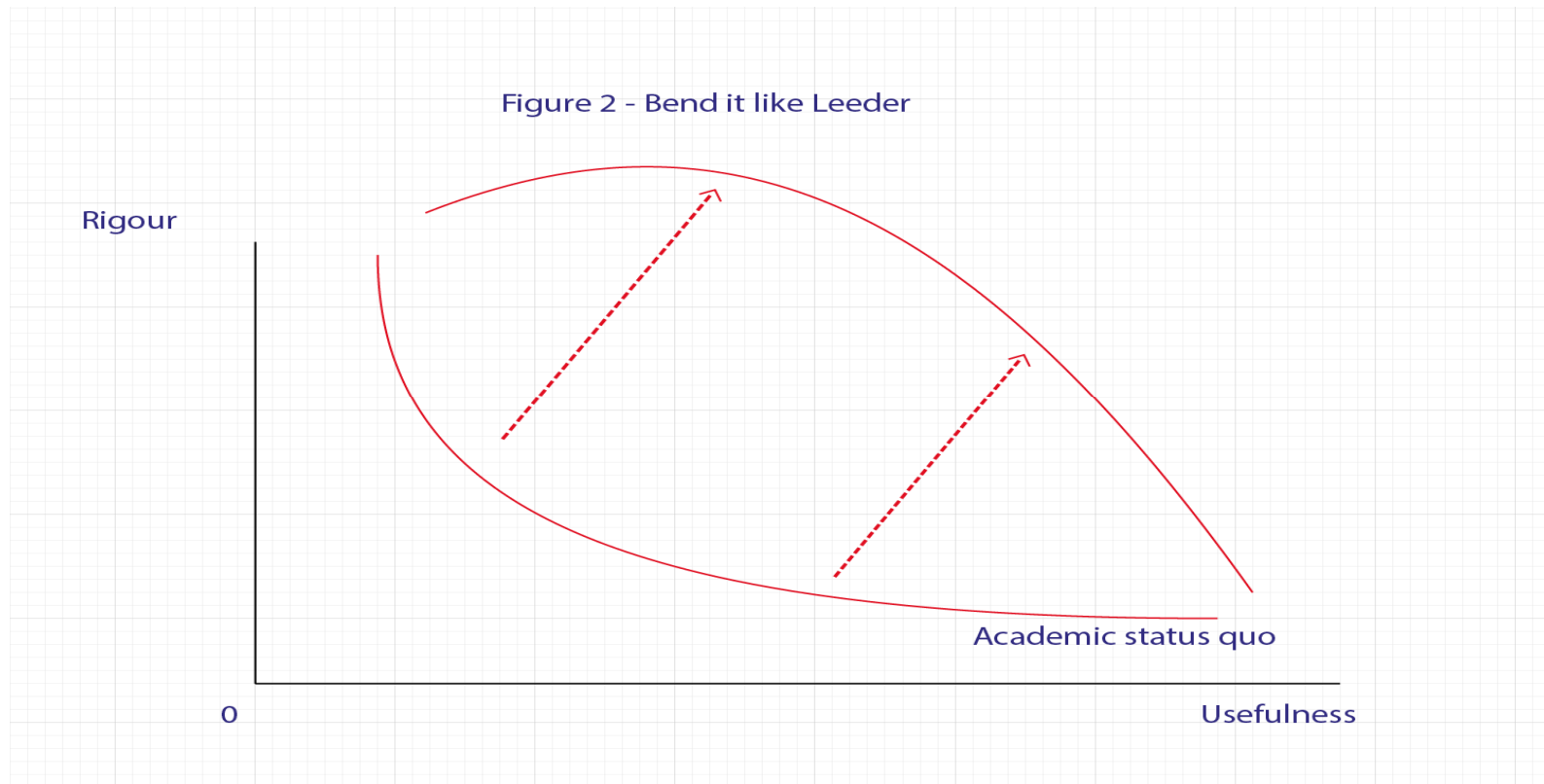
- › Is the SPH vision OR mission statement primarily concerned about self or what can be achieved for others?
  - › Explicit mention of the need to influence policy? A health systems approach to PH education?
-



- › Knowledge
  - › Values
  - › Decisions/Policy/Implementation/Evaluation
  - › Is there a deficit of context?
  - › What is the academic indifference point?
-

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
-

- › Professional practice placements
  - › Extend MPHs to include chronic disease prevention
  - › Make it global
-



THE UNIVERSITY OF  
SYDNEY

## 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*”
-

## 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.
-

- › Partner with our colleagues who understand regulation and legislation
  - › Argue for Evidence-based policy
  - › Be there
-

- › 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
-

- › Public Health workforce needs will demand this shift
  - › The global NCD threat will demand new ways of thinking about public health education
-