



**Australian Network of Academic Public Health Institutions (ANAPHI)
Public Health Teaching and Learning Forum**

Alice Springs Convention Centre, Alice Springs, Northern Territory
Wednesday, 26th September 2007 – Thursday, 27th September 2007

Contents of Program

Page 1: Forum Proceedings Day 1

Page 2: Forum Proceedings Day 2

Page 5: Indigenous Public Health Teaching and Learning Stream Sessions

Page 11: Public Health Teaching and Learning Stream Sessions

Page 21: Presenter Biographies

**FORUM PROCEEDINGS – Day 1
Wednesday 26th September 2007**

Time		
3.30pm-3.45pm	▪ Arrival and registration	
3.45pm-4pm	Ellery Room A <ul style="list-style-type: none"> ▪ Welcome to Country ▪ Official opening of Teaching and Learning Forum – Professor Vivian Lin, ANAPHI Chair 	
	Public Health Teaching and Learning Stream -x- Ellery Room A	Indigenous Public Health Teaching and Learning Stream -x- Ellery Room D
4pm-5.30pm	Learning and Teaching Methods Embedding scenario based learning: A new approach to the revised Masters of Public Health at University of NSW <i>Ms. Lois Meyer</i> <i>University of New South Wales</i> Sustainable design for learning management systems <i>Ms. Jo Lander</i> <i>University of Sydney</i> La Trobe University students undergraduate initiative to promote Cervical Cancer vaccine <i>Dr. Priscilla Robinson</i> <i>La Trobe University</i>	University and health department partnership in health workforce development: Perspectives on a Work-Integrated Aboriginal Population Health Scholarship program <i>Mr. Shane Venables</i> <i>South East Sydney Illawarra Area Health Service and University of Wollongong School of Health Sciences</i> First steps on the pathway to postgraduate studies in public health: A collaborative approach to retain Indigenous students in public health education <i>Dr. Kate Senior</i> <i>Menzies School of Health Research</i> Teaching Statistics in the Masters of Public Health: From suspicion to empowerment <i>Dr. Catherine Bennett & Ms. Angelina Tabuteau-Moore</i> <i>The University of Melbourne</i> Master of Public Health delivered to Indigenous students in community-based delivery at the Institute of Koori Education <i>Ms. Janice Jessen & Ms. Wendy Anders</i> <i>Institute of Koori Education - Deakin University</i>
7-9.30pm	Dinner - Courtyard Student learning: Implications for teaching Professor Kym Fraser Leader, Teaching and Learning Development Group, Charles Darwin University	

**FORUM PROCEEDINGS – Day 2
Thursday 27th September 2007**

TIME		
8.30-8.45am	<p align="center">Ellery Room A</p> <ul style="list-style-type: none"> ▪ Arrival and registration ▪ Welcome by Professor Vivian Lin, ANAPHI Chair 	
	<p align="center">Public Health Teaching and Learning Stream -x- Ellery Room A</p>	<p align="center">Indigenous Public Health Teaching and Learning Stream -x- Ellery Room D</p>
8.45-10.15am	<p>Teaching of Research Skills</p> <p>Building capacity to support knowledge synthesis, translation and exchange <i>Ms. Rebecca Armstrong Deakin University</i></p> <p>Teaching research using Logframes <i>Dr. Priscilla Robinson La Trobe University</i></p> <p>Workload management</p> <p>The development of a workload formula for university teaching/research academic staff <i>Dr. Elizabeth Geelhoed The University of Western Australia</i></p> <p>Compare and contrast – Panel discussion around different models of workload management <i>Led by Professor Vivian Lin – La Trobe University</i></p>	<p>Indigenous public health curriculum development <i>Dr. David Scrimgeour University of Adelaide</i></p> <p>The Anton Breinl Centre: Innovative teaching practices <i>Mr. Adrian Miller The Anton Breinl Centre for the School of Public Health, Tropical Medicine and Rehabilitation Sciences, James Cook University</i></p> <p>Indigenous Public Health at Menzies School of Health Research <i>Dr. Kate Senior Menzies School of Health Research</i></p> <p>The Indigenous Public Health Social Science stream at the University of Melbourne <i>Dr. Bill Genat The University of Melbourne</i></p>
	<p align="center">*Indigenous Public Health Teaching and Learning Stream Break*</p>	
10.15-10.45am	<p align="center">Morning Tea</p>	

	<p align="center">Public Health Teaching and Learning Stream -X- Ellery Room A</p>
<p>10.45am-12.15pm</p>	<p>Workforce</p> <p>Merging or diverging? Undergraduate and postgraduate public health curricula <i>Associate Professor Elizabeth Parker</i> <i>Queensland University of Technology</i></p> <p>Aligning organisational needs and the Quality Framework to continuing professional development (CPD) <i>Ms. Kathleen Lilley</i> <i>Queensland Centre for Public Health</i></p> <p>External stakeholder views about the school: School of Population Health, University of Western Australia <i>Dr. Elizabeth Geelhoed</i> <i>University of Western Australia</i></p> <p>MPH Student surveys <i>Dr. Catherine Bennett & Dr. Priscilla Robinson</i> <i>Victorian Consortium for Public Health</i></p>

12.15-1pm	Lunch	
1pm-2.30pm	Public Health Teaching and Learning Stream -X- Ellery Room A	Indigenous Public Health Teaching and Learning Stream -X- Ellery Room D
	<p>Issues faced by universities in relation to international students Panel discussion <i>Led by Associate Professor Bernie Marshall Deakin University</i></p> <p>Quality and Competencies – Curriculum Review Abstract Presentations</p> <p>Developing a set of graduate capabilities for the Master of Public Health program: Review and reform at University of NSW <i>Ms. Lois Meyer University of New South Wales</i></p> <p>A matrix approach to curriculum review and development <i>Dr. Catherine Bennett The University of Melbourne</i></p>	<p>Partnership with Aboriginal management to shape and define quality and best practice in Aboriginal Health Ms. Stephanie Bell, Director Central Australian Aboriginal Congress</p> <p style="text-align: center;">Plenary Workshop Session</p> <p>National Indigenous Public Health Curriculum Framework Key components of a curriculum framework to guide teaching and learning of core competencies in Indigenous public health will be discussed.</p> <p>Nationally Accessible MPH (Indigenous Health) A feasibility study for a nationally accessible MPH specialising in Indigenous health is underway. The key questions guiding this study, participants and the expected outcomes will be discussed.</p>
		End of Indigenous Public Health Teaching and Learning Stream
2.30pm-3pm	Afternoon tea	
3pm-4.30pm	<p>Quality and Competencies – Curriculum Review Panel Discussion</p> <p><i>Professor Rufus Clarke – Faculty of Public Health Medicine</i> <i>Dr. Elizabeth Geelhoed – University of Western Australia</i> <i>Dr. Liz Hanna – Public Health Association of Australia</i> <i>Ms. Kathleen Lilley – Griffith University</i> <i>Dr. Lynne Madden – NSW Health</i> <i>Associate Professor Bernie Marshall - Victorian Consortium for Public Health</i></p>	
4.30pm	CLOSE OF TEACHING AND LEARNING FORUM	

Indigenous Public Health Teaching and Learning Stream Sessions

University and health department partnership in health workforce development: Perspectives on a Work-Integrated Aboriginal Population Health Scholarship program

Presenter: Mr. Shane Venables

South East Sydney Illawarra Area Health Service and University of Wollongong School of Health Sciences

Authors: Shane Venables, Deanne Condon-Paoloni, Erica Gray, Tara Lawson, Sally Stevenson, Kaylee Anderson, Gail Daylight, Jo Mitchell & Sarah Thackway

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Abstract

The Aboriginal Population Health Work-integrated Scholarship Program is an innovative public health workforce development strategy aimed at increasing the opportunity of Aboriginal people to gain both a health-related university degree and practical work-based skills and experience. Aboriginal students undertake study towards an undergraduate degree in population health, the Bachelor of Science (Population Health), through the University of Wollongong while working throughout their degree within an Area Health Service in NSW Health.

This presentation discusses the program from a number of perspectives, including its being linked to an undergraduate degree in Population Health, its linking of the students to diverse divisions in NSW Health, issues of support and mentoring, and objectives and outcomes. Advantages and limitations of the program are discussed, especially from a student's viewpoint.

The presentation also discusses the recommendations of a formative evaluation which was undertaken in 2006 to review the program and make recommendations for future development. Analysis suggests that the success to date of the program is due to the program being solidly embedded in an Aboriginal workforce development policy and strategic framework, as well as the commitment of individuals to adapt the program to address emerging weaknesses or constraints.

The success of the program is partly evidenced by the graduation of the first Scholarship holder in July 2007. This program is a model for better practice Aboriginal Population Health workforce development in Australia.

First steps on the pathway to postgraduate studies in public health: A collaborative approach to retain Indigenous students in public health education

Presenter: Dr. Kate Senior

Education and Training Division Menzies School of Health Research

Authors: Kate Senior, Richard Chenhall & Peter Stevenson

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Abstract

This paper describes a collaborative approach to unit development and delivery between Menzies School of Health Research and the Batchelor Institute of Indigenous Tertiary Education. In 2006, a BIITE undergraduate unit in public health was redesigned so that it contained core material from the MSHR introductory unit in public health. This unit was then delivered to students in a residential block at MSHR and was taught by both MSHR and

BITTE staff. During the residential week, the students were introduced to the range of research and researchers at MSHR and the types of careers that public health could lead them into. This paper discusses the outcomes of this collaboration in terms of its impact on both students and the staff of both institutions.

Teaching Statistics in the Masters of Public Health: From suspicion to empowerment

Presenters: Dr. Catherine Bennett & Ms. Angelina Tabuteau-Moore

School of Population Health, The University of Melbourne

Authors: Catherine Bennett & Angelina Tabuteau-Moore

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Abstract

This paper presents a reflection on the teaching of statistics for Aboriginal MPH students (2003-2007) based on the experiences of a teacher and a student.

Statistics is one of the most difficult subjects to teach in Public Health Programs. It is often feared, if not loathed, by the graduate students who enter these programs as many come from non-maths backgrounds. This negative attitude to the subject is only compounded for Aboriginal students who have witnessed or know of cases where "statistics" have been used inappropriately and have caused misinformation, or damage, from the community perspective.

When the statistics subject was being developed for the MPH at IKE, we needed to develop a curriculum that would work in intensive mode and engage students. The curriculum also had to be sufficiently flexible. The teaching had to be adaptive to the flow of discussion embedding the subject learning objectives into a relevant framework for students, and also to the pace of student learning in this context. At the same time, the full curriculum had to be covered and the learning objectives reached to satisfy MPH requirements. It was clear from the start that this subject had to be developed as a partnership between teachers and students. We openly discussed up front what would be taught, and the learning process. The students then took ownership of the learning.

Where possible, students are encouraged to provide examples from their own work place (reports etc). The teaching approaches focuses less on abstract theoretical principles and theories and more on applied methods and demonstrated examples to provide the context and mechanism for the understanding of the general conceptual elements.

Ultimately, one of the most important components to this teaching is ensuring trust is developed early on in the teaching process, and that the development of a partnership in the teaching process is regarded as a priority. Given the abuse of statistics by some, the track record of the teacher is also therefore under scrutiny and this also needs to be discussed openly up front.

The development of the program and the intensive community-based delivery mode can be a demanding process for both students and lecturers. But it is also a very inspiring and engaging experience for teachers and students, and each year there is a high level of commitment to the teaching blocks and assessment tasks, and also quite intense emotional involvement by the whole group, both in facing the challenges and celebrating the achievements.

Master of Public Health delivered to Indigenous students in community-based delivery at the Institute of Koori Education

Presenters: Ms. Janice Jessen & Ms. Wendy Anders

Institute of Koori Education – Deakin University

Authors: Janice Jessen, Wendy Anders, Shaun Tatipata & Cyril Oliver

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Abstract

This paper will address - Why undertaking a Master of Public Health is critical for experienced Indigenous Health Workers. It also explores how our teaching and learning processes facilitate the critiquing and debating of public health approaches from an Indigenous perspective and encourages the challenging of current Indigenous health debates and strategies at the national, state and local levels. Our program is a long term sustainable strategy focused on building Indigenous public health leadership.

The Institute of Koori Education Deakin University commenced delivery of the Victorian Consortium for Public Health - Master of Public Health Program in 2001. The following outcomes and achievements have been identified from this program to date.

Increasing the number of Indigenous public health graduates

The most significant outcome of the Program is that there are eleven Indigenous MPH graduates (and 2 students graduating with a Graduate Diploma in Public Health) over a four year period from this one program (2004-2007). This achievement compares admirably with a yield of seventeen Indigenous MPH graduates nationally between 1998 and 2002(National Indigenous Public Health Curriculum Audit and Workshop – Project Report October 2004).

Career tracking of the recent graduates from the Program is yielding impressive outcomes which graduates from the program moving into higher levels of decision making and responsibility in community-controlled services and university appointments.

Development and implementation of an appropriate community-based pedagogical model

The Program involves the development of community-based delivery of the existing accredited MPH program at the Institute of Koori Education with students attending three intensive study programs per semester. This mode of delivery allows the students to live and work in their communities whilst furthering their academic qualifications. Key features of this process included the provision of:

- A small group teaching and learning environment;
- Delivery of mainstream MPH curricula retaining existing assessment requirements but with adaptation of delivery and case studies to ensure relevance and usefulness to community based Indigenous health practice; and
- Culturally relevant teaching and learning environment that supports the Aboriginal student in a holistic form.

Feedback from students indicates that undertaking the Master of Public Health in this teaching and learning environment enhances students in the following areas:

- Strengthens Indigenous public health capacity at the community and Aboriginal health organisational levels;
- Provides a space for the critiquing of public health approaches from Indigenous perspectives and facilitates the critiquing and challenging of current Indigenous health debates and strategies at the national, state and local levels;

- Provides a space devoid of dominant cultural constructs resulting in a non-competitive teaching and learning environment;
- Extends and strengthens a powerful Indigenous voice in public health forums;
- Positions Indigenous researchers at the centre of policy and program development in Indigenous health;
- Provides peer supported learning and discussion of issues related to public health practice within communities; and
- Allows networks to be developed which strengthen student and community capacity.

Adaptation and documentation of the delivery of mainstream MPH units to Indigenous students

There is ongoing updating of Aboriginal health interpretations of the curriculum. Units are fully evaluated and reviewed regularly by the teaching staff, unit chairs and the program co-ordinator to ensure the culturally relevant delivery of the program.

To quote MPH students:

"This course helps us at the coalface – to understand, critique and apply in a culturally relevant way public health approaches to our practice in Aboriginal health"

"The model is unique in that it allows us to incorporate our life and community experiences into our study"

Indigenous Public Health curriculum development

Presenter: Dr. David Scrimgeour

Discipline of Public Health, University of Adelaide

Author: David Scrimgeour

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Abstract

The 2005 PHERP Review addressed two issues related to Indigenous public health: firstly, supporting the recruitment, retention and graduation of Indigenous students on postgraduate public health courses; and secondly, curriculum development in Indigenous public health issues. The Review appeared to emphasise the first point more than the latter, and while both points are commendable and should be supported, more attention could have been paid to the importance of developing a general Australian public health community with knowledge skills and aptitudes in Indigenous issues. As the health of Indigenous Australians is arguably the most important public health issue in Australia, it is reasonable to expect that all Australian public health graduates should have an in-depth understanding of Indigenous public health. As a non-Indigenous public health physician who co-ordinates a compulsory unit in Indigenous Health in post-graduate public health courses at the University of Adelaide, I will give a brief outline of the unit, to allow the opportunity to engage with colleagues, particularly Indigenous colleagues, around questions of what should be taught, who is the audience, and who should do the teaching.

The Anton Breinl Centre: Innovative teaching practices

Presenter: Mr. Adrian Miller

The Anton Breinl Centre for the School of Public Health, Tropical Medicine and Rehabilitation Sciences, James Cook University

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Abstract

The Anton Breinl Centre (ABC), formally known as Australian Institute for Tropical Medicine, has a long history in North Queensland stretching back to 1910. University of Sydney gained control of the ABC for a period of time and wasn't until 1997 that the Centre was re-established as a research and teaching institution. Since then, the ABC has developed innovative approaches to the delivery of post-graduate curriculum and provided the impetus for the continued expansion of the health and medical disciplines at James Cook University. The ABC's core roles are to conduct research and deliver courses that address rural and remote, tropical and Indigenous health. This paper will provide a brief history of the ABC, profile the ABC academic activities and achievements and showcase an innovative approach to teaching and learning that has showed successful outcomes for teaching Indigenous health content.

Indigenous Public Health at Menzies School of Health Research

Presenter: Dr. Kate Senior

Education and Training Division, Menzies School of Health Research

Authors: Kate Senior

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Abstract

Menzies School of Health Research delivers coursework Graduate diploma, Masters and professional doctorate in Public Health. We have made a deliberate decision to revise our coursework so that it reflects the unique characteristics of our region and our population. As such we now have a strong Indigenous health stream, and all units use local indigenous examples. We are also developing a series of short courses, in which the curriculum and teaching is developed and delivered by Indigenous people. Our most recent short course of this kind was promoting health in indigenous communities'. This was taught by two indigenous health promotion experts. Students commented that they gained a great deal from a very different mode of delivery-one that was very inclusive and responsive to student opinions and experience. These short courses are also beginning to attract indigenous students, and may mark the first steps in these students undertaking further course work in public health.

The Indigenous Public Health Social Science stream at the University of Melbourne

Presenter: Dr. Bill Genat

School of Population Health, The University of Melbourne

Author: Bill Genat

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Abstract

Onemda VicHealth Koori Health Unit and the University of Melbourne developed a social science stream in Indigenous public health in 2004 covering history, policy ethics and contemporary issues. Over the four years of delivery of the four subjects within the stream, we have managed to incorporate a range of Indigenous specific innovations within these

subjects to provide students with a progressively richer learning experience. Within this presentation we describe a range of these innovations and related impacts on student learning.

Partnership with Aboriginal management to shape and define quality and best practice in Aboriginal Health

Presenter: Ms. Stephanie Bell

Director Central Australian Aboriginal Congress

Author: Stephanie Bell

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Plenary Workshop Session

National Indigenous Public Health Curriculum Framework

Key components of a curriculum framework to guide teaching and learning of core competencies in Indigenous public health will be discussed.

Nationally Accessible MPH (Indigenous Health)

A feasibility study for a nationally accessible MPH specialising in Indigenous health is underway. The key questions guiding this study, participants and the expected outcomes will be discussed.

Public Health Teaching and Learning Stream Sessions

Learning and Teaching Methods Session

Embedding scenario based learning: A new approach to the revised Masters of Public Health at University of NSW

Presenter: Ms. Lois Meyer

School of Public Health and Community Medicine, University of New South Wales

Authors: Lois Meyer, Sonal Bhalla & Sophie di Corpo

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Abstract

In 2008 the University of New South Wales will be offering a revised Master of Public Health (MPH) program in internal and external modes. The reform of the curriculum has been informed by a review of similar programs both in Australia and overseas and consideration of the draft Commonwealth's Public Health Education & Research Program (PHERP) workforce competencies. A distinguishing feature of the new program is the move to incorporating scenario-based learning and the integration of an inquiry based approach to public health issues and dilemmas across the MPH courses.

Although there have been substantial curriculum reform in medical schools worldwide and the uptake of Problem Based Learning (PBL) with emphasis on independent learning, development of interpersonal skills, and problem solving (General Medical Council, 2002; Williams and Lau, 2004) we haven't to date seen a similar pattern in public health professional education. Yet in postgraduate public health education we are experiencing some similar drivers to those that impelled the PBL movement in medical education – expanding disciplinary content that needs to be covered, pressure to equip graduates with capabilities that can be applied in real world contexts, and increasing levels of accountability for producing competent practitioners who can make sound judgments in complex and dynamic environments.

As part of the Faculty of Medicine we have looked to recent curriculum changes undertaken in the undergraduate medical program and considered how their approach might have relevance to our own curriculum reform in the MPH. In particular our project has focused on taking an evidence informed approach from both the literature and experiences in the Faculty, so that we draw on the strengths of PBL and scenario based learning while recognizing and minimising possible difficulties of these pedagogies.

This presentation highlights the considerations and processes being undertaken in adopting and integrating scenario based learning. This is a story in some senses, still in the making, and we outline what we envisage will be the implications of this approach for academic staff and students and the planned processes to optimize this shift in the learning design of the program.

This presentation will provide an overview of the critical aspects of our approach and cover:

- *What's the evidence?* A brief overview of the findings from the literature and the undergraduate curriculum at UNSW on PBL and scenario based learning
- *What did we decide was the best approach for scenario based learning in the revised MPH and why?* An outline of how we applied the findings to the curriculum redesign for the MPH

- *What are some examples of the approach?* Background considerations and some examples of the scenario based approach in the new program in face to face and online environments
- *What are the challenges and next steps?* Issues we have faced and proposed next steps for supporting scenario based learning in the revised MPH in internal and external delivery modes.

Sustainable design for learning management systems

Presenter: Ms. Jo Lander

School of Public Health, University of Sydney

Author: Jo Lander

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Abstract

Learning management systems can offer tremendous advantages to course developers, including access to a wide range of embedded learning activities and resources and the ensuing reduction in development time. On the other hand, course developers and academics can feel bewildered by the array of tools and design options available, especially when starting out, and early design and process decisions can have far-reaching implications for future iterations of a course.

Although Learning Management Systems are themselves a sustainable alternative to other software options, design techniques such as using templates and standard documents, structuring content for reuse and building in flexible delivery enhance the sustainability of the process and the product. This needs to be supplemented by staff training and mentoring, documentation of processes and standards, evaluation and improvement of courses and the judicious choice of additional software and hardware.

This presentation is intended for those with little or no experience of using a Learning Management System and offers practical guidelines for sustainable design based on 10 years of instructional/ educational design experience in post-secondary and tertiary contexts. It uses examples from WebCT CE6.

La Trobe University students undergraduate initiative to promote Cervical Cancer vaccine

Presenter: Dr. Priscilla Robinson

School of Public Health, La Trobe University

Authors: Carmel Hobbs & Priscilla Robinson on behalf of the La Trobe Public Health Students Association (PHSA), and Suzanne Garland, Royal Women's Hospital

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Abstract

The Commonwealth Government initiative to provide 'CCV...1,2,3 cervical cancer vaccine' to all Australian women over 12 and under 27 has now commenced. The Public Health Students' Association (PHSA) at La Trobe University (LTU) found that there were no programs being run systematically to provide women already out of secondary school with information and to answer questions about the programme. Approximately 10,000 students at LTU are eligible to receive the vaccine.

The PHSA has developed a health promotion programme about CCV...1,2,3 for all students at the LTU. Firstly the students surveyed the university community to identify specific knowledge gaps and questions about cervical cancer and the CCV...1,2,3 vaccine. In parallel a seminar programme was developed inviting a range of experts to provide information about cervical cancer and the new vaccine, and information packs were provided to all seminar attendees which included government information about CCV...1,2,3, safe sex and vaccinations relevant to university aged students, and a listing of GPs in the local area. The speakers were provided with the list of questions articulated by the LTU community in the survey. Arrangements were made to have the seminar video-linked to the rural campuses, and recorded and copied to DVD for further distribution. A second questionnaire was developed to identify changes in knowledge as a result of the seminar.

Results of both surveys will be presented, and we will comment on how this program links closely with the idea of Health Promoting Universities. With the new affiliation of a Health Promoting Universities Committee at La Trobe, this project is timed perfectly to demonstrate the abilities of La Trobe to fulfil this role. The PHSA hope to be able to extend this project to other communities in the future.

Teaching of Research Skills Session

Building capacity to support knowledge synthesis, translation and exchange

Presenter: Ms. Rebecca Armstrong

Cochrane Health Promotion and Public Health Field, Deakin University

Authors: Rebecca Armstrong, Elizabeth Waters, Bernie Marshall, Rebecca Patrick & Berni Murphy

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Abstract

Public health decision-makers and practitioners are increasingly encouraged to work in an evidence-informed paradigm. This requires a specific skill set including searching, critical appraisal, interpretation, synthesis and reporting skills. Between 2003-2005 the Commonwealth funded a Public Health Education and Research Program initiative to undertake workforce capacity building activities for evidence-based policy and practice across Australia. This program incorporated continuing education (University of Sydney), tertiary education (LaTrobe University) systematic review training (Cochrane Health Promotion and Public Health Field, Deakin University). Under-graduate programs in public health built on these initiatives but have to date only explored these issues broadly. Post-graduate programs focus on these issues more substantively although skill development is dependent on stream selection. The challenge for public health policy and practice is that few undertake these courses. Of those who do, pressure to deliver services and activities can detract from reflective practice to improve organisational approaches to developing and nurturing an evidence-informed approach. The Cochrane Health Promotion and Public Health Field has been working with the School of Health and Social Development and the Victorian Health Promotion Foundation to develop a series of strategies to improve capacity for evidence-informed public health. These strategies include teaching into under-graduate and post-graduate programs, offering distance education and conducting short-courses both within and across organisations. This approach has been effective in ensuring that academic approaches are matched appropriately with the needs of those working in policy and practice. It is crucial that partnerships such as these are developed to meet these varying needs.

Teaching research using Logframes

Presenter: Dr. Priscilla Robinson

School of Public Health, La Trobe University

Authors: Priscilla Robinson, Beth Rankin, Bruce Rumbold, Bircan Erbas & Pranee

Liamputtong

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Abstract

Two problems converge in the teaching of research to postgraduates: the teachers feel that research teaching should prepare learners for research in general, whilst the learners are generally impatient to get on with their own project.

Often the research questions which the learners have in mind are still unfocussed, and many students are keen to avoid a specific type of research. A pre-determination to undertake either a qualitative or quantitative study regardless of the question they are seeking to answer is common because of antipathy to either numbers or interviewing people. Sometimes the questions our learners ask cannot be strictly addressed by either method as they are questions of policy research, meta-analyses, systematic reviews, publication or internet based research.

A new way of thinking about training researchers involves mixed methods teaching, favouring no particular research paradigm. We have redesigned our postgraduate research teaching around logical frameworks (log frames, logic models) which helps students focus their research questions and aims, identify objectives, and design an achievable research project. It has also helped the supervisors of the various student projects to identify appropriate methods together, and introduced other project management tools, assisting in management of the whole research project.

Workload Management Session

The development of a workload formula for university teaching/research academic staff

Presenter: Dr Elizabeth Geelhoed

School of Population Health, The University of Western Australia

Authors: Judith Finn, Matthew Knuiman, Helena Iredell & Elizabeth Geelhoed

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Abstract

In response to a University imperative and coupled with attempts to mitigate spiralling costs within the School, the SPH Teaching Executive Group was tasked with developing a workload formula for academic teaching staff. Guiding principles for development included: equity of workload; fairness of workload; flexibility of workload; transparency in workload calculation and evidence from the published literature.

Within a framework of seeking 'equity' of workload, the first issue was 'What constitutes workload'? There was consensus that income generating work relating to the core business of the School should be given prominence – and yet there was also a reluctance to use income to the School as the only way of 'valuing' a staff member's efforts. Eventually four categories of work effort were included in the formula, namely: a) coursework teaching and coordination; b) supervision of research students; c) corporate academic roles; and d) research activity. For coursework teaching, each unit taught within the School was calculated as having a total workload points (TWP) value, calculated on the basis of the

number of credit points and the number of students enrolled in the unit. The TWPs could thus be conceptualized as a 'pie', to be divided up 'appropriately' between all of the staff members involved in teaching that unit.

One further issue to consider was whether or not a minimum number of TWPs should be established for all staff and moreover whether there should be a minimum number of TWPs in any or all of the four categories.

There has been an overall agreement amongst the teaching staff within the School to 'trial' the formula. On reflection, what initially seemed a reasonably objective quantitative exercise actually required a number of subjective qualitative decisions, which if not handled sensitively, could potentially generate a greater sense of dissatisfaction amongst staff than any inequity in workload.

Compare and contrast – Panel discussion around different models of workload management

Led by Professor Vivian Lin – La Trobe University

Overview

Academic staff are generally expected to be involved in teaching, research, and service. Trends in higher education policy over the past decade has presented increasing challenges about how people can balance the workload demands and produce the range of expected outputs. From the viewpoint of managing a School or Department, there is also the challenge of how to spread the workload demands equitably. This session will canvass approaches adopted across institutions to balance the needs of teaching, research and service for individuals and across the School/Department.

Workforce Session

Merging or diverging? Undergraduate and postgraduate public health curricula

Presenter: Associate Professor Elizabeth Parker
School of Public Health, Queensland University of Technology
Authors: Elizabeth Parker & MaryLou Fleming
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Abstract

In the past decade, there has been an increase in undergraduate public health programs offered in Australian universities. At least ten universities are offering undergraduate health degrees with a focus on public health. These degrees are nested within a Bachelor of Health Science degree or a Bachelor of Public Health /Health Promotion degree. Not all degrees offer the traditional public health science study areas of epidemiology or biostatistics, but several programs do. This national interest in undergraduate public health education is not unique to Australia. There is a growing interest in the US/England and some discussion in Canada about such programs. Public health education in Australia has therefore expanded from its traditional 'entry level' qualification, the post-graduate Master of Public Health to now include undergraduate public health programs, where many students have studied epidemiology, biostatistics and research methods. Is an undergraduate degree therefore becoming an initial stepping stone into a public health career? If so, a number of questions arise about curriculum in this changing public health education context. For example, the articulation of undergraduate public health students

into an MPH and the consequent depth of study required within an MPH, the notion of the 'beginning practitioner'. Are both undergraduate and MPH students 'beginning practitioners'? What distinguishes an MPH graduate (some with a one-year qualification) as a top-up to a general undergraduate degree from a 3-year graduate from an undergraduate degree in public health? And how does the concept of 'judgement safe practitioners' apply? This paper will discuss these issues within a curriculum context and the impact of the growth of undergraduate public health programs for the Master of Public Health.

Aligning organisational needs and the Quality Framework to continuing professional development (CPD)

Presenter: Ms. Kathleen Lilley
Queensland Centre for Public Health
Author: Kathleen Lilley
Contact e-mail: k.lilley@griffith.edu.au

Abstract

To date, public health CPD in Australia has been delivered in a number of ways; either in response to an immediate market demand or provider driven. Scarce attention has been paid to monitoring the demand and supply of CPD or evaluating the quality and relevance of CPD products.

ANAPHI and stakeholders have undertaken considerable work during 2006-2007 to address the consistency and quality of public health formal award education in Australia. The implementation stage of the new Quality Framework (PHERP) is planned for 2008. It now seems timely to consider the future quality of CPD teaching in an environment of collaboration between industry partners and university providers. The Queensland Centre for Public Health (QCPH) has been formalising more effective processes for industry involvement in the curriculum review of formal awards. However, to date, there has been little attention paid to developing a collaborative and strategic approach to CPD at a state level.

QCPH in collaboration with Queensland Health and the Queensland Public Health Forum is developing a process based on current developments in organisational workforce planning. This initiative moves from a reactive and ad-hoc approach to CPD to a more strategic and collaborative response. A model will be discussed which directly links a CPD plan to organisational objectives, human resource planning, workforce needs, industry teaching and the Quality Framework.

External stakeholder views about the school: School of Population Health, University of Western Australia

Presenter: Dr. Elizabeth Geelhoed
School of Population Health, University of Western Australia
Authors: Judith Finn, Matthew Knuiman, Helena Iredell & Elizabeth Geelhoed
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Abstract

As part of the preparations for the 5-yearly Population Health School review, a private consultancy group was commissioned to undertake an independent evaluation of views held by external stakeholders outside and within the University. Based on experience with previous surveys, a decision was made to seek out opinions of those thought likely to be

critical of the School. The rationale was that we believed there was less that could be learned from interviews with stakeholders who were overwhelmingly positive.

Each senior academic and administrative staff member nominated three stakeholders, with the requirement that at least one was either vocally critical, or who had been part of a difficult working relationship.

In total 27 stakeholders were interviewed, in relation to three important aspects: i) mission and performance ii) relationship with others and iii) vision and strategies for the future. The report was structured as a SWOT analysis, thereby identifying strengths, weakness, opportunities and threats. Overall the feedback was predominantly very positive, but also provided useful targets for future strategies.

MPH Student Surveys

Presenters: Dr. Catherine Bennett and Dr. Priscilla Robinson
Victorian Consortium for Public health

Authors: Catherine Bennett & Priscilla Robinson on behalf of the Victorian Consortium for Public Health

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Abstract

As part of the VCPH's commitment to ongoing surveillance of the MPH student course experience and learning outcomes, a repeat survey of new and continuing students is being conducted in 2007. This year the surveys are being completed on-line using Survey Monkey. The next round of graduate surveys will commence in November using the same on-line system after recruitment via alumni lists and professional body mailouts. We will present the preliminary summary findings from the current MPH student surveys, including what attracted to them to the MPH program, how they rate the various learning objectives of the program, and impact on their professional development and career plans.

Issues faced by universities in relation to international students

Panel discussion

Led by Associate Professor Bernie Marshall – Deakin University

Overview

This session will be an interactive workshop to look at a number of issues related to international students in MPH programs, and ways in which universities are addressing these issues. Included are: recruitment and retention; academic skills development; academic processes and academic integrity; student motivation; links with industry and professional practice; personal and welfare issues; and academic workload issues.

Quality and Competencies – Curriculum Review Abstract Presentations

Developing a set of graduate capabilities for the Master of Public Health program: Review and reform at University of NSW

Presenter: Ms. Lois Meyer

School of Public Health and Community Medicine, University of New South Wales

Authors: Sophie di Corpo, Lois Meyer & Sonal Bhalla

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Abstract

The areas of public health practice within Australia and internationally are experiencing significant change. There is increasing recognition that many public health issues are global in their dimensions (e.g. SARS; bird flu; climate change) and require new and sophisticated capabilities for effective responses. There is a critical need for developing public health practitioners who understand and can help manage global health risks. It is seen as vital that the Master of Public Health Program identifies and embeds the requisite capabilities for fostering graduates who can respond to emerging health risks.

The development of graduate capabilities or attributes has become increasingly important at institution, faculty and program levels (Edwards and King 2002) across Australia. AUQA recently affirmed UNSW's efforts to ensure that its graduate attributes are contextualised for each discipline and professional area and encouraged the University to complete the process of mapping graduate attributes to all programs. Source: AUQA Report March 2006 - 4.4.2: Graduate Attributes.

In line with other programs in Australia, UNSW's MPH reflects strong student enrolments and increased demand for quality courses and flexible delivery options, yet fewer full-time staff are available to teach. The impetus to enhance the learning and teaching experience of students and teaching staff has never been stronger.

In addition the Commonwealth's Public Health Education & Research Program (PHERP) initiative to establish a quality framework for MPH programs within Australia is impacting on the possible expectations and outcomes for delivering an MPH program. The draft PHERP competencies suggest the importance of nurturing MPH graduates with a suite of workforce capabilities for making safe judgments.

In response to this environment, the School of Public Health and Community Medicine at UNSW conducted a major review of its MPH program which included developing a set of contextualised public health graduate capabilities.

This presentation will describe how we went about this review and cover:

Developing and mapping a set of contextualised graduate capabilities and how this process supported the redesign and reconceptualisation of the program to better meet the needs of public health practitioners and what we see as core values of the university, faculty and school, including:

- Identification of the current and future needs of all external stakeholders in Public Health in local and international contexts through a literature review and industry analysis
- Survey of current and past MPH students to identify their needs
- Development and mapping of graduate attributes across the MPH courses

- Alignment of outcomes, learning strategies and assessment across the courses to develop a coherent framework for the Public Health Program
- Development of support materials for teaching staff to assist in this process.

A matrix approach to curriculum review and development

Presenter: Dr. Catherine Bennett

School of Population Health, The University of Melbourne

Author: Catherine Bennett

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Abstract

The most appropriate approach to curriculum development is to ask “what should we teach?” not “what can we teach?” Reviewing and developing academic programs cannot be completed in a vacuum, nor should industry and other external stake holders have unrestrained influence over the academic content of our curricula. In a review of the Master of Epidemiology at the University of Melbourne, we established a teaching advisory group comprising members from across the School and Faculties, and research organisation, government and student representatives. But it can be difficult to prepare a curriculum for external review, particularly in a format suitable for advisory committee members who may have little or no teaching experience.

Furthermore, course learning objectives are rarely achieved at subject level, so subject development or evaluation cannot be complete or meaningful without the subject being considered within its course context. The integrity of course curricula can erode over time if subjects rather than courses are ‘owned’ by teachers, and this is particularly so where curriculum reviews only focus at subject level.

I created a “curriculum matrix” as a tool to encourage subject coordinators to consider how they teach, how the learning occurs, not just the content that is covered. The matrix therefore promotes a comprehensive approach to curriculum review and development. The matrix is a simple tool, providing a basic framework for laying out the structure of subject content, and mapping this against subject and course level learning objectives, delivery mode, skill development and practicum, and assessment plans (formative and summative).

I initially designed the matrix as a tool to assist subject coordinators in my Centre to design the new Master of Epidemiology subjects, and to evaluate the articulation between subjects and consider the course curriculum as a whole. Now the matrix is used more broadly and has already been adopted across Faculties and Universities as a means to document existing curricula, and to design new subject and course curricula.

Quality and Competencies – Curriculum Review Panel Discussion

Professor Rufus Clarke – Faculty of Public Health Medicine
Dr. Elizabeth Geelhoed – University of Western Australia
Dr. Liz Hanna – Public Health Association of Australia
Ms. Kathleen Lilley – Griffith University
Dr. Lynne Madden – NSW Health
Associate Professor Bernie Marshall – Victorian Consortium of Public Health

The PHERP Review has squarely set 'quality' as the major agenda. A Quality Working Group has been working on MPH competencies, reviewing quality processes and indicators used in public health programs, and considering other relevant developments, such as AQUA and MPH competencies internationally. A series of consultations are about to commence on what a national system for quality assurance and quality improvement would look like. Schools/Departments will be needing to look at how their curriculum and teaching methods contribute to the achievement of expected competencies, as well as consider how competencies might be assessed. This session will hear from universities on examples of curriculum review, as well as from industry and relevant professional bodies on how MPH programs might assure quality standards and produce competent practitioners.

Presenter Biographies

Mr. Adrian Miller

Mr. Adrian Miller is an Aboriginal man of the Jirrabal people of North Queensland. I am the founding Director and Head of Department of Warawara, the Department of Indigenous Studies, Macquarie University. I have lectured in Aboriginal Studies, Aboriginal History, Indigenous Health, and Public Health. I am currently senior lecturer within the Anton Breinl Centre for the Schools of Public Health, Tropical Medicine and Rehabilitation Sciences, JCU. My current teaching responsibilities are teaching within mainstream undergraduate allied health and pharmacy degree programs and postgraduate subjects within the Masters of Public Health. I have a high student to staff ratio so in order to appropriately engage with student learning, I pioneer within JCU, the development and implementation of authentic online delivery and assessment strategies. My research and publications are within Indigenous health and currently a team investigator in a NHMRC Capacity Building Grant.

Ms. Angelina Tabuteau-Moore

Over two years ago, **Ms. Angelina Tabuteau-Moore** made a bet with two Koori colleagues about whether she'd be successful in securing a state government scholarship, to undertake a Masters in Public Health degree. She lost. Not only did Ms. Tabuteau-Moore receive the DHS scholarship but she also completed her Masters in Public Health, Deakin University and is now undertaking my Doctor of Philosophy with the Centre for MEGA Epidemiology, University of Melbourne. Angelina's research interest is in illicit drug use, in particular, during pregnancy, which grew from her experience as Koori Hospital Liaison Officer, at the Mercy Hospital for Women. Over the next year, Angelina will be on loan at the Murdoch Children's Research Institute, where she will be contributing to the development of a state wide antenatal and maternity research project of all Aboriginal women, in partnership with the Victorian Aboriginal Community Controlled Health Organisation. "My name is Angelina Tabuteau Moore and I am Wamba Wamba."

Associate Professor Bernie Marshall

Associate Professor Bernie Marshall is a senior lecturer in public health and health promotion, and is Associate Head of School (Internationalisation) and teaches in these areas at both undergraduate and postgraduate levels. In addition, he coordinates the Bachelor of Public Health and Health Promotion, and the suite of courses in public health and health promotion at postgraduate level, including the Master of Public Health program. He is the Program Manager of the Victorian Consortium for Public Health, which is the group of four universities that offers the Master of Public Health program in Victoria.

Dr. Bill Genat

Dr. Bill Genat has an academic background in medical sociology. He has worked on a variety of community development and action research in health projects with Indigenous groups predominantly in Western Australia. Currently, he jointly co-ordinates a Masters program in Aboriginal health at *Onemda* VicHealth Koori Health Unit within the School of Population Health at the University of Melbourne. Bill also co-ordinates a PHERP project on Indigenous public health capacity development. His is co-author with Ernie Stringer of *Action Research in Health*, Pearson Merrill Prentice Hall, NJ. 2004 and the author of *Aboriginal Healthworkers: Primary Health Care at the Margins*, UWA Press, Perth 2006 which describes a collaborative action research project with Aboriginal health workers in an urban Aboriginal health service.

Dr. Catherine Bennett

Dr. Catherine Bennett originally trained in microbiology and population genetics and now specialises in communicable disease epidemiology and teaching research methods. She has worked in both academic and government sectors in both Indigenous Affairs at State and National levels, and also in Health, establishing the medical surveillance for the Kosovo refugees provided safe haven in Australia, and she was Olympic Public Health Coordinator for Northern Sydney in 2000. Catherine joined the University of Melbourne in 2001 and is Director of Learning and Teaching at the Centre for Molecular, Environmental, Genetic and Analytic (MEGA) Epidemiology, and Senior Lecturer in Epidemiology. She has been teaching Intro Biostatistics in the IKE program since 2003. In 2004, she received a special commendation from School of Population Health for Academic Administration and Excellence in Teaching and Learning.

Dr. David Scrimgeour

Dr. David Scrimgeour is a general practitioner and public health physician, with many years experience working with both remote and urban Aboriginal people and organisations. He is currently public health medical officer with the Aboriginal Health Council of South Australia, medical director of Tullawon Health Service at Yalata Aboriginal community, and part-time senior lecturer in the Discipline of Public Health at the University of Adelaide.

Dr. Elizabeth Geelhoed

Dr. Elizabeth Geelhoed is currently a Senior Lecturer in Health Economics and Policy within the School of Population Health, where she is also Director of Postgraduate Studies and Deputy Head of School. Prior to this position she spent some years in the WA government health department as a Senior Policy Officer, advising on the interpretation of research evidence for policy. Over the past 15 years Liz has worked as a health economist in both research and policy development. Projects have covered diverse areas including genetics, chronic obstructive pulmonary disease, cardiovascular disease, osteoporosis, health impacts of urban design, health technology assessment and screening for disease prevention. Throughout this time teaching has been an ongoing commitment and has reflected changes in the discipline as it has developed in both its methodological rigour and its relevance to health policy. Particular interests include economic evaluation of health care programs, the burden of disease and its economic implications, and the integration of economics with epidemiology, clinical medicine and health policy.

Associate Professor Elizabeth Parker

Associate Professor Elizabeth Parker is currently Director of Academic Programs in the School of Public Health at the Queensland University of Technology. She was Deputy Director of the Queensland Centre for Public Health 2003-05 and Acting Assistant Dean, Teaching and Learning in the Faculty of Health 2006. She has been teaching and researching in higher education for fifteen years. Prior to becoming an academic she was a senior manager in the Department of Public Health in the City of Toronto and was the Director of the Family Planning Program and the Coordinator of the Health Promotion and Advocacy Section. She is co-author, with Associate Professor Marylou Fleming of *Health Promotion: Principles and Practice in the Australian Context, 3rd edition, Allen & Unwin, Sydney, 2006*. Associate Professor Parker has experience in project management, health promotion program intervention design, strategy development and evaluation with research and health promotion programs in Indigenous communities. Elizabeth was an inaugural member of the Queensland Minister of Health's Health Promotion Advisory Committee and

has been a board member of Women's Health Queensland-Wide and the Arthritis Foundation of Queensland.

Ms. Janice Jessen

Ms. Janice Jessen co-ordinators and lectures in the Master of Public Health delivered through the Institute of Koori Education Deakin University. Janice has many years experience in policy, planning and research in public health and in Indigenous health both in the Northern Territory (10 years) and for the last 5 years in Victoria. The Institute and Onemda VicHealth Koori Health Unit jointly auspice the National Indigenous Public Health Capacity Development Project under PHERP.

Ms. Jo Lander

Ms. Jo Lander is Learning Development Coordinator and Director, Teaching and Learning at the School of Public Health, University of Sydney. She works with academics to design and redesign courses for online and blended delivery and also has responsibility for teaching and learning more generally. She oversees the Learning and Teaching Support Unit in the School and is Chair of the Teaching and Learning Committee. Her research interests include learner and moderator concepts of, and strategies within, asynchronous discussions.

Dr. Kate Senior

Dr. Kate Senior is the Division Leader of the Education and Training Division of the Menzies School of Health Research. She has experience in both undergraduate and postgraduate teaching and curriculum development in public health and anthropology. Currently she teaches qualitative research methods, sociology and health, Indigenous health and social change and qualitative data analysis. During her time at MSHR, she has also initiated a range of short courses which address issues in Indigenous health. The most recent of these has been 'promoting health in Indigenous communities'. Kate has a PhD in Anthropology from the Australian National University. Her PhD involved a study of people's understandings of health and illness and their relationships with their health services in a remote Aboriginal community in Arnhem Land. Her recent research has examined sexual decision making among young women in remote Aboriginal communities. Kate has also been involved in the community based evaluation of the implementation of the Chronic Disease Strategy in the Northern Territory and Far North Queensland. This involved ethnographic research examining people's understanding of chronic disease and their interactions with health services in two communities in Arnhem Land and two communities in Cape York. Her research interests are Indigenous health, the use of Anthropology in health service evaluation, substance misuse and youth and sexuality.

Ms. Kathleen Lilley

Ms. Kathleen Lilley has had extensive experience in a variety of health sector settings as a Sports Physiotherapist, lecturer and business manager. Since 2000 she has been manager of Queensland Centre for Public Health. The position, funded by Queensland Health, facilitates industry/ academic linkages for population health workforce development. Kathleen has managed the QCPH Directorate in the three partner universities developing extensive intersectoral knowledge, skills and experience.

Ms. Lois Meyer

Ms. Lois Meyer is Postgraduate Educational Consultant in the School of Public Health and Community Medicine at UNSW. Lois has been providing curriculum and instructional design advice on the revision of the postgraduate programs at the School including the MPH. Her research interests are in the area of professional formation within educational and workplace environments. Lois's doctoral research is investigating professional judgement and changing practices within the field of public health.

Dr. Priscilla Robinson

Dr. Priscilla Robinson is a senior Lecturer in Public Health for the School of Public Health, La Trobe University, and academic coordinator of the LTU MPH and MHSc (PHP) programmes. She teaches into units on Public Health Policy, Sociology, Applied Epidemiology and research methods. Her research interests are in communicable diseases, risk communication and the role of the Arts in public health. Priscilla is a member of several academic committees and is a Board member of VPHREC, the Journals of Primary Health Care and Global Change, Peace and Security, and a member of the Human Ethics Committee of the Melbourne College of Divinity.

Ms. Rebecca Armstrong

Ms. Rebecca Armstrong is Senior Research Fellow with the Cochrane Health Promotion and Public Health Field and is based at the Victorian Health Promotion Foundation (VicHealth). Rebecca is also a member of the Public Health team in the school of Health and Social Development at Deakin University. Rebecca has a background in Nursing/Health Promotion and completed her Master of Public Health in 2004. She has experience working in community, clinical and academic environments. In 2005 she was part of the team who developed the DHS Planning for Effective Health Promotion Evaluation for the Victorian Primary and Community Health Sector. Rebecca has also worked with a range of organisations including local governments, PCPs and community health services to assist with program planning and evaluation. She also conducted several evidence-based or systematic reviews for VicHealth, DHS, Andrology Australia and Southern Health. As part of her current role, Rebecca is developing a program of research around knowledge synthesis, translation and exchange. Within this context she provides training and support to systematic reviewers or those interested in evidence-informed public health. Rebecca is currently working on an National Health & Medical Research Council (NHMRC) project grant (2007-2009) which will explore methods for knowledge translation in local government in Victoria.

Mr. Shane Venables

Mr. Shane Venables is a recent graduate from the University of Wollongong, completing a Bachelor of Science Majoring in Population Health and Exercise Science. Prior to studying at the University of Wollongong Shane completed a Trade as a Baker/Pastry cook in the Illawarra. During his last two years of study, Shane has been involved in an Aboriginal work integrated cadetship program run in partnership between the University of Wollongong and the South East Sydney Illawarra Area Health Services (SESIAHS) Directorate of Population Health, Planning and Performance. Shane is now working with the SESIAHS Health Promotion Service.

Ms. Stephanie Bell

Ms. Stephanie Bell, a Kulilla/Wakka Wakka woman, is Director of the Central Australian Aboriginal Congress, one of the country's largest and longest established Aboriginal Medical Services.

Ms Bell is a former Chair of the Aboriginal Medical Service Alliance of the Northern Territory, Chair of the Northern Territory Aboriginal Health Forum and an executive member of the National Aboriginal Community Controlled Health Organisation. She also is a board member of the Central Australian Division of General Practice and the General Practice Division of the Northern Territory. Ms Bell convenes the Community Forum within the CRC for Aboriginal Health.

Professor Vivian Lin

Professor Vivian Lin is Chair of Public Health and until January 2005 was the Head of the School of Public Health at La Trobe University. Before joining the university, Professor Lin worked for state and Commonwealth health departments, including most recently as Executive Officer of the National Public Health Partnership. Professor Lin consults for the World Bank and the World Health Organization and is President of the Chinese Medicine Registration Board of Victoria.

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