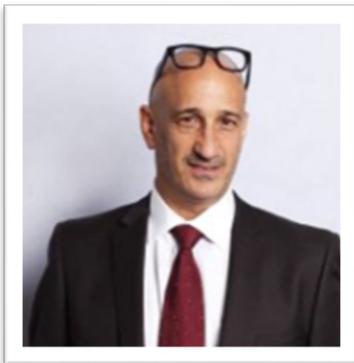


ISSUE: August 2021

MESSAGE FROM OUR PRESIDENT - *Professor Gregory Kolt*



As much of Australia's population is under the direction of public health orders, and in "lockdown", it is an important time to celebrate our public health workforce and the challenging and changing circumstances that they navigate on a daily basis.

As public health educators, we must educate and support our students to be resilient and responsive to the changing public health landscape. This edition of the CAPHIA newsletter features a chapter of a recently revised book authored by Dr Zoë Murray and Associate Professor Anne Roiko from Griffith University. It outlines the results of a trial with final year public health and environmental health students and provides some strategies and insights to support graduates to become part of the public health workforce.

Our social media intern's blog this month touches on one of the key issues that contributes to the challenges of the public health response; misinformation and the "infodemic". The blog considers how the spread of misinformation can actively hamper effective public health responses and increase levels of distrust towards health professionals and institutions.

I would also like to invite staff of our member institutions to participate in our next CAPHIA Discussion Forum and AGM on Tuesday 16 November 2021 from 11am – 4pm (AEDT). This event will be held online and will consider key issues being considered by the CAPHIA working and consultation groups. Don't miss this important opportunity to hear from your colleagues and have your say.

If you have any questions or would like further information about any of the content covered in this newsletter, please don't hesitate to email caphia@phaa.net.au

Professor Gregory Kolt
Chair, CAPHIA Executive Committee

IMPORTANT KEY DATES COMING UP

Free CAPHIA Interactive Webinar

Transform-Us!

22 September 2021 at 1:30pm (AEST)
Hear from 2020 CAPHIA Award winner Professor Jo Salmon, Deakin University, on the Transform-Us! Program.



To RSVP email caphia@phaa.net.au

Free CAPHIA Interactive webinar



A Public Health Education Accreditation Case Study

20 October 2021 at 3:30pm (AEDT)
Hear from CAPHIA member universities that have undergone APHEA accreditation. Ask APHEA the tough questions, dispel the myths and find out the benefits for staff.

RSVP email caphia@phaa.net.au

CAPHIA Discussion Forum and AGM

Save the Date



16 November 2021, 11am - 4pm (AEDT)

Participate in key discussions around education quality and standards, academic development and public health advocacy.

To RSVP email caphia@phaa.net.au

Enriching Higher Education Students' Learning through Post-work Placement Interventions

In 2020, a revised edition of the book, [Enriching Higher Education Student's Learning through Post-work Placement Interventions](#) was released. The chapter entitled *Fostering Peer learning and Self-Reflection: A Two-Pronged Strategy to Augment the Effectiveness of Work Integrated Learning Placements* was authored by Dr Zoë Murray and Associate Professor Anne Roiko from Griffith University together with colleagues Bernadette Seba and Gary D. Rogers. It provides valuable insights into the practices of, and findings associated with, enriching higher education students' learning by their engagement in educational processes during and after the completion of their work integrated education experiences.



Dr Zoe Murray
Griffith University



Associate Professor Anne Roiko
Griffith University

This chapter describes a two-pronged strategy trialled with final year public health and environmental health students transitioning to professional work. The first component acquaints students with the principles and practices required for effective transition, including self-efficacy, developing a professional identity and building resilience. The second, introduces learning circles as a means of fostering critical thinking and peer learning.

In considering how the findings of the trial have influenced her own teaching, Dr Murray reflects, "I learnt that I could use learning circles to create a group learning space for the enhancement of student experiential learning. As a group facilitator I become a guide to help move the discussion and encourage the group to explore things from their different perspectives, but the students control the topics and through their engagement the direction and the co-construction of knowledge".

This student reflection and the strategies to support and enhance student learning is especially important at a time of change such as what we are currently experiencing.

It's Not Too Late to RSVP for the Free Interactive Webinar

Mentorship in Teaching and Learning

presented by Dr Tam Ha, University of Wollongong

Tuesday 31 August 2021, 1:30 – 2:30pm (AEST)



Teaching is the foundation for our universities, and while it does not always get the recognition it deserves when compared to research grants, COVID-19 has highlighted the financial survivability of universities rests strongly with sufficient student numbers. There are however many more important reasons to invest and nurture the next generation.

This seminar aims to inspire you to be outstanding teachers because **OUR STUDENTS ARE OUR FUTURE.**

To RSVP please email CAPHIA@phaa.net.au

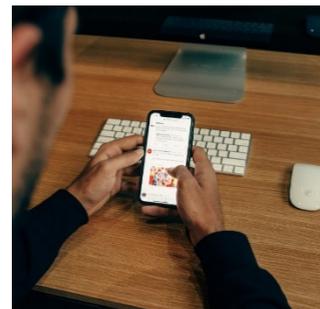
CAPHIA's Social Media Intern Blog

Have you added CAPHIA as a friend on [Facebook](#) or followed CAPHIA on [Twitter](#)?

The Infodemic: Emerging Public Health Challenges by Zoe Lawrence-Haughey, University of Western Australia

Although misinformation has always existed, the rise of social media has pushed it to more catastrophic heights. Dubbed as an 'infodemic', it is set to be the next big challenge facing public health professionals – and it is already here, as seen in the social response to the Covid-19 pandemic.

The spread of misinformation can actively hamper effective public health responses and increase levels of distrust towards health professionals and institutions. Early examples during the COVID-19 pandemic included panic buying of certain materials in order to stockpile them in the event of resource scarcity, due to messages spread across social media, the result of which was the creation of actual shortages. Important to note here is that misinformation is not always intentional, and tends to stem from a lack of knowledge and understanding of the topic, while disinformation is the promotion of incorrect materials as part of an agenda which seeks to disrupt or harm.



Social media platforms have designated algorithms that reward users' interests with showing more material of a similar nature. Unfortunately this means that if someone stumbles across an anti-vaccination post and engages with it somehow, even leaving a comment to criticise it, the algorithm will adapt to show them more anti-vaccination materials.

Social media companies have taken steps to actively remove posts, or at least contribute a notice as to whether the material being shared has been reported to contain false information, and links to where people can go to learn more. But this response is not always rapid enough. An example of this is 'plandemic', a conspiracy theory video which received over 8 million views across social media before it was removed. The issue here is that public trust can be hindered, leading to poorer health outcomes as people begin to question whether their healthcare providers are actually knowledgeable about their medical and allied health practices.

This raises the question of how the 'infodemic' can be addressed appropriately, and how to regain the public trust in healthcare. Avenues through which this may be accomplished include enhanced social surveillance on social media, although this does have ethical implications as well.

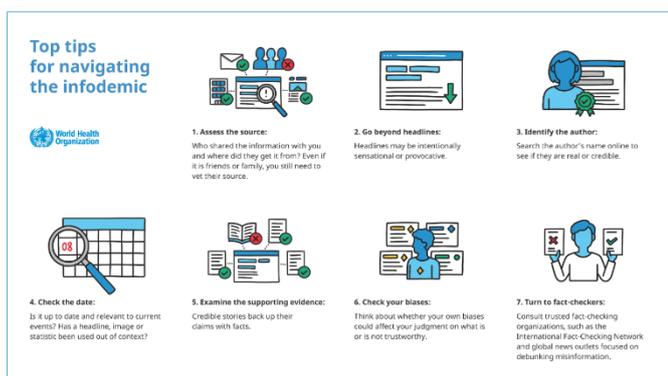


FIGURE 1: WAYS TO NAVIGATE THE INFODEMIC SOURCED FROM THE WORLD HEALTH ORGANIZATION.

Certain actions, such as accepting or refusing vaccination has been likened in some cases to wearing a seatbelt. The seatbelt's primary expected function is to minimise damage to an individual in a road traffic accident, much like a vaccinations expected function is to minimise harm from communicable disease. However, not wearing a seatbelt is a finable offence. Another comparison that could be made is veganism, in which the argument could be made that individuals retain the final say of what goes into their body,

choosing what they eat, drink, and what vaccinations they receive. A common argument therefore against vaccination is that it removes bodily autonomy. Regardless of these arguments, vaccination has been proved many times to be safe and effective, and is listed as one of public health's greatest achievements in the past few decades.

Other strategies to consider include the analysis of underlying psychological drivers that may influence how people respond to misinformation, focusing education efforts on those who may be the most influential members of communities, and the introduction of legislation requiring social media companies to reduce the potential for misinformation being presented to users.

A further challenge is that the correction of misinformation itself is not always easily applied, nor is it always needed. Small and inconsequential misinformation, such as stating the wrong year for when a cancer treatment was first introduced may not result in any harm and could be purely resulting from human error. On the flip side, correcting misinformation can be done in a harmful way. If correcting someone, this process should still be done with respect, as accusing individuals of purposively acting in a way that could harm others can make them defensive, and encourage internalised stigma. Sometimes people are merely afraid or curious, and being accused of having a more hateful agenda can reinforce or justify their fear and distrust.

Over the next few years public health professionals and health practitioners will need to work on how to deliver information in ways that are accessible, understandable, and acceptable to all, and develop strategies to reduce the strain of misinformation and disinformation.

For a list of the references included in this article, please email CAPHIA@phaa.net.au

CAPHIA NOTICES

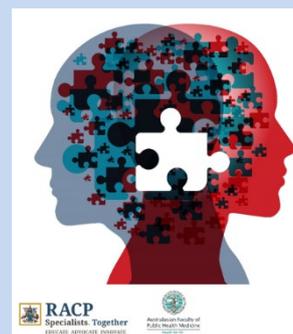
RACGP John Snow Scholarship

The RACP Australasian Faculty of Public Health Medicine (AFPHEM) encourages medical students across Australasia to choose public health medicine as a career through the [John Snow Scholarship](#). Applications are currently open, and close 5pm AEDT 12 October 2021.

The John Snow Scholarship recipient receives a **\$1,500 cash prize** and a certificate in recognition of your achievement.

All selected regional representatives receive:

- **\$250 cash prize**
- online registration to the [Population Health Congress 2022](#)
- a certificate in recognition of your achievement.



Grants

[Expansion of the Rural Health Multidisciplinary Training Program in More Remote Settings](#)

To establish up to seven multidisciplinary health training demonstration sites in more remote settings (MM 3-7) through existing university department of rural health (UDRHs) with a maximum of one project per Rural Health Multidisciplinary Training (RHMT) program jurisdiction. The focus of activities should be on allied health disciplines but other multidisciplinary health disciplines can be included if they address specific health needs in the proposed location of your health training demonstration site. Applicants can specify the proposed health training demonstration site(s) which must be located in a MM 3-7 region. Consortium models for program delivery will be considered.

Closing date: 27-Aug-2021 2:00 pm (ACT Local Time)

[Expansion of the Rural Health Multidisciplinary Training Program – Establish a new University Department of Rural Health](#)

To establish a new University Department of Rural Health (UDRH) in one of the three geographic gaps identified by the 2020 national evaluation of the Rural Health Multidisciplinary Training (RHMT) program—the Central Queensland region, the South West region of Western Australia (WA) and the Goldfields region of WA.

Closing date: 10-Sep-2021 2:00 pm (ACT Local Time)