



2022 CAPHIA Awards



About the Awards

The CAPHIA awards recognise, celebrate and promote innovation and excellence in public health teaching within Australasia. Awards for the very best and brightest educators serve to encourage and inspire the many generations to come and uplift the quality of public health education.

These awards assess teaching and learning as pertaining to public health curriculum development and delivery. Research supervision is excluded from assessment, and awards are dependent on merit and thus may not be awarded.

Award recipients will receive a scholarship for the CAPHIA 2023 Teaching and Learning Forum and be invited to present work related to their submission to the CAPHIA network, thereby increasing their national and international profile.

Categories



Individual contribution

Nomination Type



Peer Nomination



AWARD DESCRIPTION

This medal recognises the exemplary achievement of an individual who has significantly contributed to public health education in Australasia. The individual may or may not be in the more traditional public health space (for example, outside a university) but will demonstrate a history of driving improvements, innovations and capability building to advance public health education over their career. The CAPHIA Medal celebrates the diversity and long-term strategic thinking of our public health leaders, which reflect the practice itself.



Professor Dragan Ilic



Monash University





BIOGRAPHY

Prof Dragan Ilic advances public health education through a variety of roles, including as Deputy Head (Education) of the School of Public Health & Preventive Medicine (SPHPM) and Director of Education (DoE) and Head of the Medical Education Research and Quality (MERQ) unit. Prof Ilic oversees education portfolios across all levels of tertiary education and is credited with developing the Bachelor of Public Health program in 2017 and implementing the first 100% online Master of Public Health in 2016. By partnering with the government and industry, Prof Ilic ensures that the current and next generation of public health practitioners have accessible and relevant professional development opportunities. Convener of public health education meetings nationally (2022 CAPHIA Teaching and Learning Conference) and internationally (2022 and 2023 ISEHC Conferences), Prof Ilic is also an associate editor for the *Journal of Continuing Education in the Health Professions*.

Categories

-  Individual contribution
-  Team contribution

Nomination Type

-  Peer Nomination
-  Self Nomination



Scholarship Informed Teaching & Learning

AWARD DESCRIPTION

The Scholarship - Informed Teaching & Learning (SITL) award recognises the development and implementation of teaching practice that is grounded in the scholarship of teaching and learning as applied to public health. Nominees will have a clearly articulated philosophy of teaching which aligns with their teaching practice and is backed by evidence.



Category



Team contribution





LA TROBE
UNIVERSITY



BIOGRAPHY

In the design and delivery of the course, Health Promotion Program Planning and Evaluation (HPE), Dr Karen Anderson, Dr Sabrina Gupta and Dr Fernanda Nava Buenfil have a philosophy of student-centred approaches that includes experiential learning, authentic assessments, ethical practice and community development principles. CAPHIA and IUHPE health promotion competencies are at the forefront of the subject. Using a program logic model for sequential authentic assessments, students can apply their repertoire of knowledge and skills to demonstrate competence and command of the field, while consistently observing links to their future professional practice.

Categories

-  Individual contribution
-  Team contribution

Nomination Type

-  Peer Nomination
-  Self Nomination



AWARD DESCRIPTION

CAPHIA Teaching Innovation recognises creative and unique methodologies of programs that generate impacts from the perspective of various stakeholders. While technological solutions may help deliver innovative practice, the use of technology in and of itself will not be considered innovative. This award recognises the development and implementation of innovations that impact on learning, teaching or assessment to enable, motivate, support, and inspire students to learn. Nominees will be innovators who make a change to the program and evaluate the outcome, recognising that innovation is not always successful.



Category



Team contribution



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

BIOGRAPHY

To align with professional competencies requiring graduates to be critically reflexive practitioners, A/Prof Sheleigh Lawler, Dr Amy Hickman, Dr Britta Wigginton and Mrs Rebecca Johnson promote a safe learning environment through the use of scaffolding reflexivity. By implementing a nested assessment structure as a framework to deepen students' reflexive insight and self-evaluation, the team has created a novel application of reflexivity to multi-stage assessment and feedback loops. Students routinely comment that the reflexive assessment approach has a transformative impact.



Category



Individual contribution

Dr Julie Saunders

The University of Western Australia



BIOGRAPHY

As the current Deputy Head of School (Education) and Senior Lecturer at the School of Population and Global Health (SPGH), Dr Saunders is credited with leading innovative learning environment activities at the school. In 2022, Dr. Saunders established a virtual program in which UWA Master of Public Health students partner with public health students from LA GRANDEE International College (LG) public health students in Pokhara, Nepal, and Kanchan Nepal. Over a two-week period, students work together via Zoom on projects related to water, sanitation and hygiene while participating in cultural immersion experiences. Nepalese and UWA student evaluations from the virtual field trip are overwhelmingly positive and the success of the program is also noted by Engineer Kiran KC, Principal of LG.

Categories



Early Career Academic



Individual contribution



Team contribution



AWARD DESCRIPTION

CAPHIA Teaching Excellence recognises and rewards the contribution of CAPHIA members to quality teaching and learning and inspiring student learning in public health.



**Teaching
Excellence**

Category



Early Career Academic

Dr Rimante Ronto

Macquarie University



BIOGRAPHY

In-depth understanding of the multifaceted nature of learning is demonstrated by Dr Rimante Ronto, Senior Lecturer in Public Health at Macquarie University. A major contributor to several new Master of Public Health programs and leader in the teaching of professional practice, Dr Ronto integrates digital tools that enhance active learning while supporting diverse learning styles and fostering student engagement. Her use of technology in teaching, including VoiceThread, Twitter Poll, and game-based tasks, supports the development of advanced digital literacy in students while encouraging critical thinking within the context of public health practice. Dr Ronto's use of technology and multimodal task design underpins clear and effective pathways for achieving CAPHIA competencies relating to health promotion and evaluation, and her commitment to the scholarship of teaching and learning is expressed through continual research and evaluation of teaching techniques.



**Teaching
Excellence**

Category



Individual contribution

**A/Prof
Stephanie Topp**

James Cook University



BIOGRAPHY

With a focus on the political economy of public health and building students' competency to analyse social and political drivers of population health inequity, A/Prof Topp's teaching supports student engagement and achievement in CAPHIA foundation competencies 8 and 10 (Health Promotion/Public Health Policy, Management and Leadership). A/Prof Topp draws on multiple theories and frameworks to foster learning by using a 'problem posing' pedagogy and curating multimodal resources for teaching. Put together, this structure builds students' confidence to challenge widely-held assumptions in group settings and apply authentic assessment tasks. With consistently high subject and teaching evaluation scores and a previous Dean's Award for Teaching Excellence (2020), A/Prof Topp consistently inspires students to think critically and with a public health perspective.



Category



Team contribution



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

BIOGRAPHY

In 2020, UQ Bachelor of Health Sciences' first year Course Coordinator team led the innovative (co)redesign of a first-year experience using a cross-disciplinary approach across the School of Public Health and the School of Biomedical Sciences. Through Student-Staff Partnership, students were able to co-design and co-evaluate courses, thereby informing the development of student-centred approaches to learning. First Nations academics and in-residence elder partners also co-led the re-imagining of the Aboriginal and Torres Strait Islander Health course. Providing meaningful learning opportunities and embedding real-world case studies in their curricula enables students to relate their learning to their own lives and overcome the more challenging aspects previously faced by first-year cohorts.

Congratulations to all the 2022 CAPHIA Award Winners