



### Pouhine Poutama: Embedding Indigenous Health Education

Hosted by University of Otago, Christchurch

5–8 November 2019

Ōtautahi (Christchurch), Aotearoa (New Zealand)

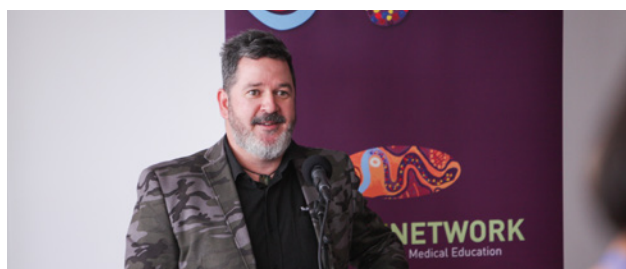
## CONFERENCE REPORT 2019

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### EVENT SUMMARY

The eighth biennial Leaders in Indigenous Medical Education Network (LIME) Connection was hosted by the University of Otago and held in Ōtautahi (Christchurch), Aotearoa (New Zealand) from 5–8 November 2019. This year's theme was 'Pouhine Poutama: Embedding Indigenous Health Education'.

The theme spoke to vertical and horizontal integration of knowledge, understanding and perspective (i.e. curriculum), and expressed, through deliberate juxtaposition, the complementary and essential union of Indigenous and non-Indigenous perspectives, knowledge and understanding. Vertical integration refers to the continuum of teaching and learning from universities to specialisation, while horizontal refers to connection and collaboration across all the health sciences.



Te Marino Lenihan was involved in the development of the conference theme

### PURPOSE

The conference built on evidence and strengths-based presentations from previous LIME Connection conferences, and highlighted initiatives relating to Indigenous health teaching and learning; curriculum development and research; community engagement; and the recruitment and graduation of Indigenous students and trainees in the health professions.

LIME Connection provides a space for robust discussion on leadership, curriculum innovation and collaboration and celebrates successes. The conference is an opportunity for:

- Collaboration, information sharing and networking across nations;
- Professional development and capacity-building;
- Linking with community, Specialist Medical Colleges and those from all health disciplines;
- Discussion and critique of current practices; and
- Exploration of emerging tools and techniques to drive improvement in Indigenous health education.

LIME Connection is supported by Medical Deans Australia and New Zealand, Te Ohu Rata O Aotearoa (Te ORA) Māori Medical Practitioners Association and the Australian Indigenous Doctors Association (AIDA). LIME Connection is an outcome of the Leaders in Indigenous Medical Education (LIME) Network Program.

# DELEGATES

LIME Connection VIII is a leading international event in Indigenous health education and targets health professional educators, medical students, Indigenous community members, health practitioners, Specialist Medical Colleges and policy makers.

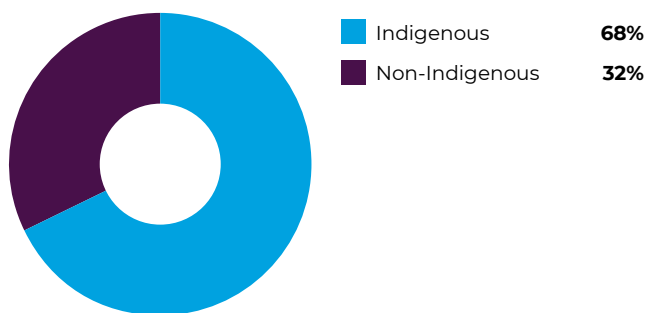
## DELEGATE DEMOGRAPHICS

# 257

**people registered**

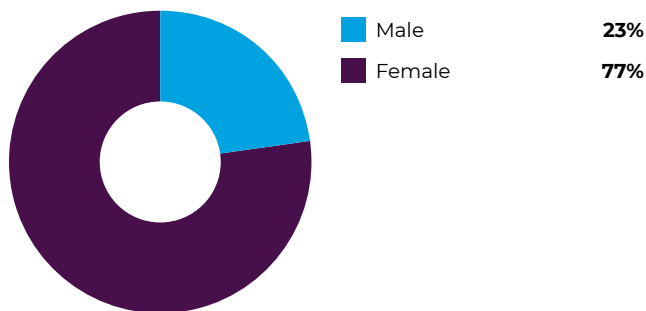
to attend LIME Connection (the largest number of registrations recorded for a LIME Connection)

### Indigenous and non-Indigenous delegates



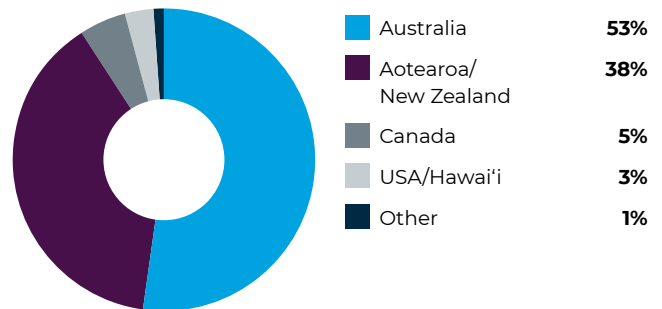
### Delegates by gender

The proportion of female participants increased from 60% (2017) to 77% (2019).



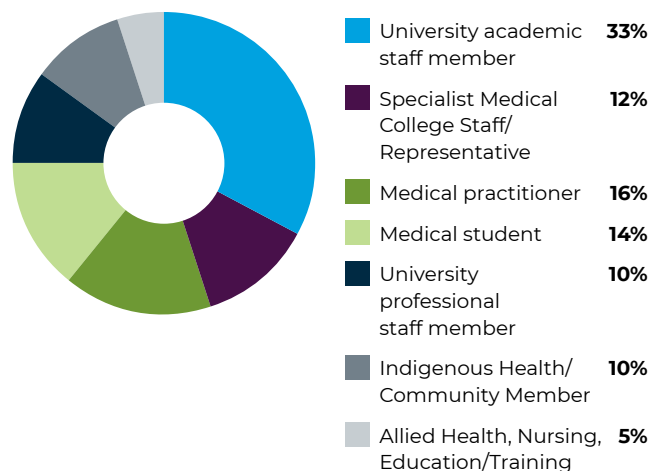
### Delegates by country

Australia accounted for 53% of all delegates, followed by Aotearoa at 38%, up from 20% in 2017, as a result of hosting the conference.



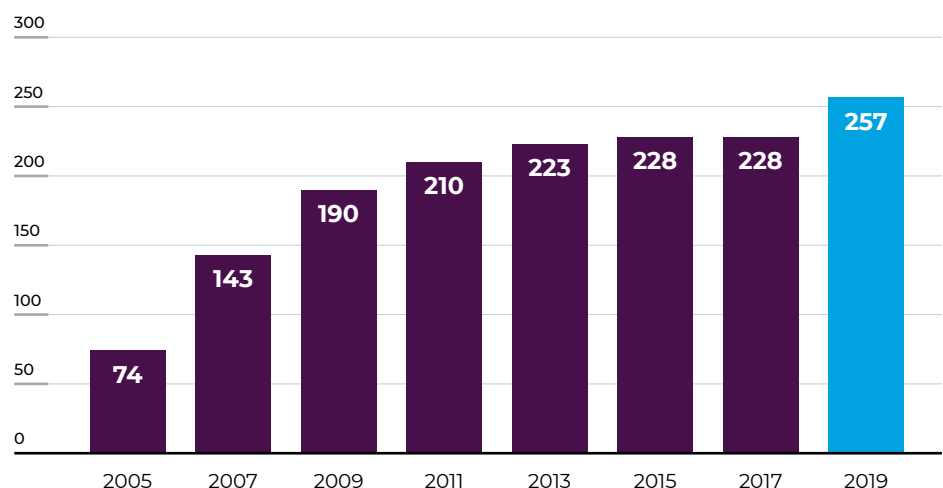
### Delegates by profession

University academic staff members accounted for the largest proportion of delegates (33%), followed by medical practitioners (16%), and medical students (14%). This year Specialist Medical College representatives increased to 12% of the delegation.



### Number of delegates 2005–2019

Delegate participation has increased from 74 in 2005 to 257 in 2019, representing a total increase of 183 participants (up 247%).



# SCIENTIFIC PROGRAM

## PROGRAM CONTENT

**55**

Total presentations

**39**

Oral presentations

**7**

Poster presentations

**3**

Keynote addresses

**3**

Plenary sessions

**2**

Workshops

**1**

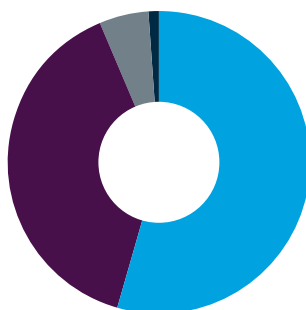
Resource launch



**"Every session I attended was relevant, thought provoking, delivered to a high quality, and easy to engage with. This was one of the best conferences I've ever been to. Very high-quality organisation and speakers."**

## PRESENTER DEMOGRAPHICS

Speakers included Indigenous and non-Indigenous experts from Australia, Aotearoa, Canada, Hawai'i and mainland United States of America.



Australia	53%
Aotearoa/New Zealand	39%
Canada	5%
USA/Hawai'i	1%

**87**  
presenters

Indigenous

80%

Non-Indigenous

20%

Male

28%

Female

72%

## ABSTRACTS PROCESS

Abstracts were submitted on-line from Australia, Aotearoa, Canada, Hawai'i and mainland United States of America, with the majority being received from Australia.

Of the 85 abstracts received and peer reviewed by the LIME Connection Scientific Committee in June 2019, 49 were successful and were presented throughout the conference.

The Scientific Committee considered submissions about projects across all areas of Indigenous health and health professional education and Indigenous student recruitment, support and graduation, within universities, specialist colleges and health professional organisations, including research projects, projects of interest and workshops.



**"The plenary presenters were all extraordinary."**



Suzanne Pitama, Luke Pearson, Martina Kamaka, Shaun Ewen

## KEYNOTE SPEAKERS



**Mr Luke Pearson**  
Chief Executive Officer,  
IndigenousX

Luke is a Gamilaroi man and the founder and Chief Executive Officer of IndigenousX. He has worked as a teacher, mentor, counsellor, public speaker, collaborator, mediator, facilitator, events manager, researcher, evaluator, reporter and much more. Luke's passion for IndigenousX stems from his belief in the need to improve Indigenous media representation in Australia, and to have a platform on which individuals can tell their own stories in their own words.



**Dr Nadine Caron**  
Academic Physician, Surgery,  
University of British Columbia

Nadine is an Ojibway First Nations woman who was born and raised in Kamloops, British Columbia (BC). She graduated as a surgeon from BC's Medical School and, following her graduation, moved to San Francisco to complete her postgraduate fellowship training in endocrine surgical oncology at the University of California, San Francisco.



**Dr Moana Jackson**  
Director, Te Hau Tikanga,  
The Māori Law Commission

Moana is of Ngāti Kahungunu and Ngāti Porou descent. A Māori lawyer specialising in Treaty of Waitangi and constitutional issues, he was the co-founder of Ngā Kaiwhakamārama i ngā Ture (the Māori Legal Service) and is the Director of Te Hau Tikanga (The Māori Law Commission). Moana lectures in Ahunga Tikanga/ Māori Laws at Te Wānanga o Raukawa, Ōtaki.

## PLENARY SESSIONS

### **Te Whare Wānanga o Otāgo 150th Celebration Te Rangi Hiroa Plenary: Indigenous knowledge, Indigenous health and the medical curriculum – successes and challenges**

A/Professor Peter O'Mara, University of Newcastle, Dr Cameron Lacey, University of Otago & Dr Cornelia Wieman, First Nations Health Authority; Chair: Professor Shaun Ewen, The University of Melbourne

### **Why cultural safety rather than cultural competency is required to achieve health equity**

A/Professor Elana Curtis, The University of Auckland; Chair: Professor David Tipene Leach, Te ORA

### **The place of Indigenous health curriculum within medical colleges – 3 case studies**

A/Professor Suzanne Pitama, University of Otago, Christchurch, A/Professor Kelvin Kong, Hunter ENT & A/Professor Martina Kamaka, The University of Hawai'i; Chair: A/Professor Jo Baxter, University of Otago, Dunedin

### **Manaakitanga: Resources and Skills for embedding Indigenous health curriculum**

A/Professor Suzanne Pitama, University of Otago & Ms Tania Huria, University of Otago

### **Launch LIME Good Practice Case Studies Volume Five 2019 and Launch Indigenous Pathways into Specialisation**

Chairs: Dr Ngaree Blow, The University of Melbourne & Professor David Paul, The University of Notre Dame Australia, Fremantle

## BREAKOUT SESSIONS

- Learning and Teaching with Community
- Student Support
- Curriculum
- Curriculum Design and Review
- Curriculum Design and Implementation
- Networks
- Specialist Medical Colleges – Curriculum Initiatives
- Specialist Medical Colleges – Recruitment, Retention and Support
- Students, Curriculum and Cultural Safety
- Patient-centred Clinical Teaching
- Readiness to Practice

## WORKSHOPS

- The pedagogy of discomfort: Dimensions of resistance to teaching about Indigenous health, poverty and stigmatised groups.
- Indigenous medical education for specialist medical colleges – Curriculum development

# PROGRAM EVALUATION

Evaluations were received from 105 delegates. Of all respondents 98% (n= 99) regarded the program as very good to excellent. The relevance of topics and speakers was ranked as very good to excellent by 98% (n= 98) of respondents.

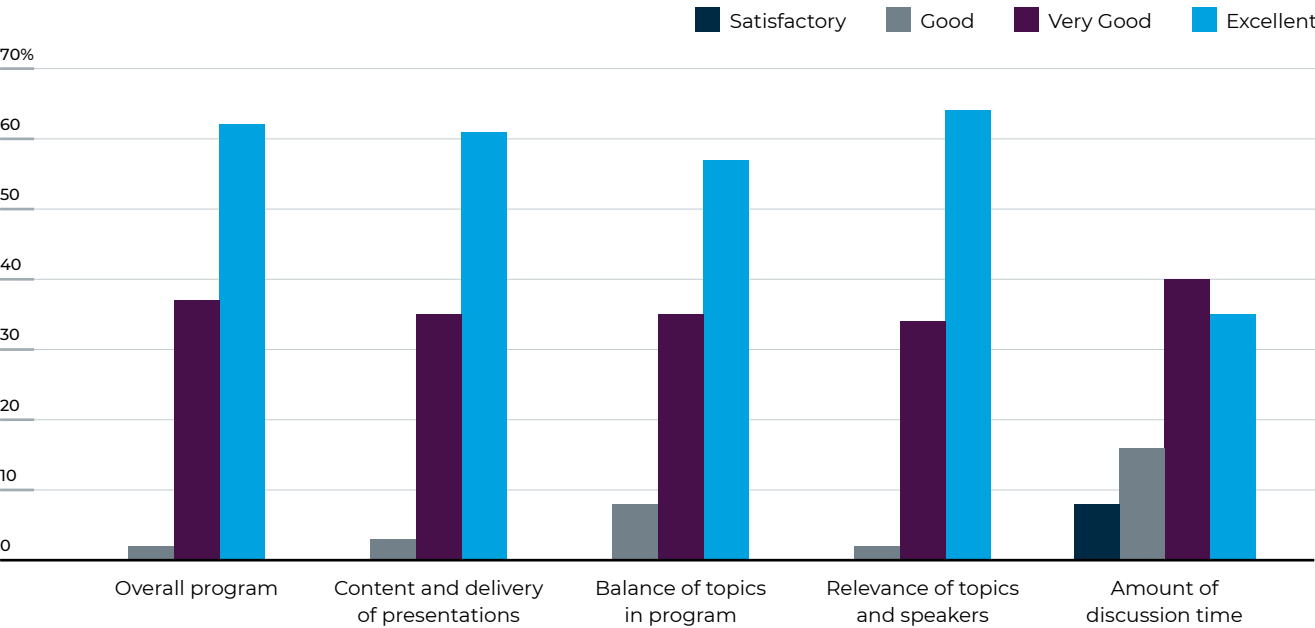
This high level of satisfaction with the program was reflected across all major evaluation topics, however almost a quarter of delegates were only moderately satisfied with the amount of discussion time allocated to each presentation.



**“Excellent speaker selection, breadth and relevance of program topics and phenomenally well-organized overall.”**



**“The programme had excellent variation and [was] relevant to the audience and kaupapa [topic, subject].”**



## SESSION FORMATS

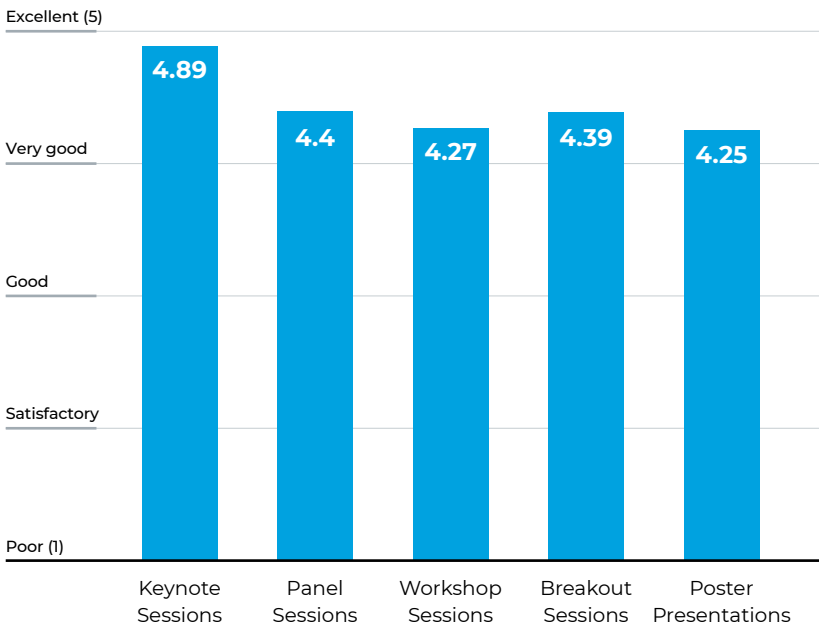
Delegates particularly enjoyed the Keynote Speakers and Panel sessions, with delegates rating them as very good to excellent at 99% and 89% respectively.

Feedback indicated that speakers delivered in an engaging way, and content was very relevant and interesting. Delegates noted that there was a good balance of presentations and timing of sessions was appropriate, however some delegates indicated they would have liked more question and answer time.



**“The conference was very well organised, and I have been challenged in my thinking.”**

**Please select the number which best describes your view of the following session formats**



### CULTURAL IMMERSION – ŌNUKU MARAE

Day 1 of the conference was held at Ōnuku Marae, which was a beautiful cultural experience and a wonderful start to the conference. This amazing day gave delegates the opportunity to be welcomed by the Māori people, share culture, stories, history and food. The day was overflowing with *manaakitanga* (hospitality) and included very special moments of remembering Uncle Waitai and Uncle Pere.

Delegates commented that the cultural immersion experience was a positive way to start the conference, providing insight into Māori culture in a beautiful location/ environment, and 99% (n=79) of respondents indicated that the experience at Ōnuku Marae was very good to excellent.



**“It was an amazing place and an amazing experience. A great way to begin the conference!”**

**If you attended the day at Ōnuku Marae please select the number that best describes your experience on the day?**

**(1) Poor**

**(5) Excellent**

**4.91**



**“Incredible opportunity to visit such a beautiful Marae, and to be made to feel so welcome. I felt it bonded us all together as a *whanau* for the rest of the conference. [It was] also very important to experience just a snippet of what the medical students experience.”**



### REASONS FOR ATTENDING

Delegates commonly reported that they attended the conference to network and share with current and emerging Indigenous health educators and students; to learn more about Indigenous health and best practice in Indigenous education and student support; to meet Indigenous doctors and surgeons from around the world; and to gauge where they sit in relation to other institutions in supporting quality medical education.

### HIGHLIGHTS

Highlights of the conference reported by delegates included: how well organised the conference was, the Keynote Speakers, the Specialist Medical Colleges sessions and the opportunities for networking. Delegates also reported that one of the most significant components of the conference was the cultural immersion experience at Ōnuku Marae. There were comments about the exceptional display of culture especially *manaakitanga* (hospitality), which set a strong foundation for the rest of the conference and the respect for Māori whose lands we were visitors on.



**“Plenary speakers...were all excellent, inspiring and made me excited to be working in this space.”**



**“The *whakawhanaungatanga* [making connections] – I can see the value of beginning relationships at LIME and how they’ll develop over time.”**



**“It was special to see the other attendees get involved and learn about our Māori culture. Given the nature of the conference, I also feel it was important to introduce concepts of *tikanga* [culture, custom] to our Indigenous brothers and sisters and I think having this experience on the first day was also fitting.”**

### Highlights cont.

The three keynote speakers were overwhelmingly described as the highlight of the conference.



**"The three keynote speakers were absolutely amazing!"**

#### Luke Pearson

Luke Pearson was considered a highlight at the conference and delegates described him as amazing and thought provoking. Luke was described as an engaging and energetic speaker and delegates remarked that it was good to hear someone speak frankly about racism and its impacts on Aboriginal people. Delegates from Aotearoa described his presentation as moving, as he spoke with honesty and truth and provided insight into issues in Australia.



**"Luke Pearson was amazing! Not only entertaining but truly challenging or thought provoking in his message."**

#### Moana Jackson

Moana Jackson's Keynote Speech on the final day was very insightful and delegates were appreciative and thankful to him for sharing his knowledge and wisdom. Delegates described him as a great storyteller and 'true orator', and they loved how he was able to share a story and take us on the journey with him. Moana was one of the most inspirational speakers at the conference. There was laughter and there were tears.



**"Moana Jackson... I am at a loss as to what to say about his presence and his words except that being able to hear them is something that I will always remember. What an inspiring individual."**

#### Nadine Caron

Likewise, Nadine Caron was described by delegates as brilliant and engaging, and that her work in the Indigenous space working as a surgeon and as an educator was inspiring. Nadine Caron challenged delegates to raise the bar, aim for excellence and not just be satisfied with 'closing the gap.' Her presentation was honest and strong with 'no punches pulled'.



**"Nadine Caron was brilliant in challenging assumptions and presented in a very engaging manner."**

#### Elana Curtis

Several plenary sessions, presentations and workshops were identified as being highlights at the conference, with special mention given to Elana Curtis's presentation on Cultural Safety. Elana's was identified as one of the most inspiring, challenging and stimulating sessions of the conference by a number of delegates. Delegates noted that the presentation encouraged them to think of this *kaupapa* (topic, subject) in a new light and delegates who had heard her speak many times took away something new.



**"I learnt a lot about the most current forward-thinking approaches to teaching Indigenous health and cultural safety."**

#### Specialist Medical College Sessions

Specialist Medical College sessions were noted by a number of delegates as highlights of the conference. Delegates were engaged and very interested in the workshop and appreciated the facilitators of the sessions. Delegates noted it was good to have a 'well-rounded long form discussion' and that the content was highly relevant.



**"The calibre of presenters was amazing and overall the conference speeches and sessions were extremely powerful."**

### SUGGESTED IMPROVEMENTS

Delegates suggested the following areas for improvement:

- More time allocated for questions and answers and discussion;
- Posters displayed in the food area;
- Larger room for some sessions;
- Clearer workshop outcomes;
- Consider prepared questions ready to make the most of the time for plenary sessions.

# THEMES, OUTCOMES AND FINDINGS

A number of key themes were identified by delegates throughout the conference including:

<b>Networks and Sharing Best Practice</b>
<b>Cultural Safety</b>
<b>Racism</b>
<b>Moving Beyond Closing the Gap</b>
<b>Resourcing</b>
<b>Indigenous Leadership and Voices</b>
<b>Teaching and Learning</b>
<b>Student Support</b>



**“Topics were relevant and interesting and mixing in culture and custom was beautiful.”**

## Networks and Sharing Best Practice

The importance of sharing knowledge and information was a key theme, and delegates reported that the conference provided a space for networking with others and providing an opportunity for collaboration. Many presentations created opportunities for learning from experts and developing an understanding of the complexities in teaching Indigenous health in medical education. There were interesting comparisons made between the medical space and allied health space and there are learnings from both sides.



**“[It was] great to see, hear and feel the shared values, passions and inspirations we have for improving health and education for our Indigenous people.”**

## Cultural Safety

Cultural safety emerged as a key theme at the conference particularly via Elana Curtis’ presentation, which challenged notions of cultural competence and acknowledged cultural safety as a skillset rather than only a value. Many delegates commented that the discussion around cultural safety helped them to envision improvements in curriculum development and design.



**“I have been able to shape my goals surrounding cultural safety and what my next steps are to implement it into [my] institution”**

## Racism

Racism was noted as a key theme by many delegates, with discussion around unconscious bias embedded in colonial structures and health systems; the importance of challenging racism and developing multi-dimensional approaches in addressing systematic racism; and recognising racism as a health issue to combat.



**“Anti-racism is a skill that should be ongoing professional development.”**

## Moving Beyond Closing the Gap

Dr Nadine Caron’s inspirational and challenging comments about going beyond ‘Closing the Gap’ and the need to establish best practices across nations resonated with many delegates. There was an acknowledgement by many that closing the gap is not enough, and as Indigenous health practitioners and medical educators we need to aim for excellence.

## Resourcing

Issues in relation to Indigenous health in medical education being reliant on good will and volunteering; being under resourced or under-funded; and a lack of institutional support within medical schools was also identified as a theme.

## Indigenous Leadership and Voices

Indigenous leadership and Indigenous voices in health education was another key theme. A number of delegates noted that changes in Indigenous medical education should be led by Indigenous people, and that there is a need not only to de-colonise, but to Indigenise, mainstream institutions. Delegates also commented on the strength of Indigenous people’s voices, ways of being and doing; ongoing resilience and self-determination; and that Indigenous health is in good hands. It was noted that there is a need to shift power structures and share power, rather than simply ‘receive advice’ from Indigenous communities.



**“[The conference highlighted] the importance of promoting and valuing Indigenous voices and leadership in our decision making and health practice.”**

### Teaching and Learning

Another key theme noted that there are challenges associated within teaching and learning, including when Indigenous educators have to provide education to inexperienced staff members as well as students, and find ways to promote self-reflection, particularly among non-Indigenous colleagues who are responsible for teaching students. The importance of community engagement in teaching and learning was also noted, as was the need to address the hidden curriculum, create transformative learning and continue to acknowledge the best practice outcomes being delivered in Indigenous health education.



**“While there are many common challenges, there are many pockets of innovation that can inform action at the local and national levels.”**

### Student Support

A number of delegates noted that Indigenous student support was a key theme of the conference, including around higher levels of Māori representation in medical schools in Aotearoa, compared to Aboriginal and Torres Strait Islander people represented in medical schools within Australian universities; ways to support Indigenous medical students and doctors; medical student connection to community engagement; and ideas for future recruitment and support initiatives within medical schools.

### BENEFITS OF ATTENDING

Networking and support were cited as the most common benefits of attending the conference. Delegates noted that they benefited from meeting mentors; being in a safe space to discuss challenging issues; as well as supporting colleagues in their conference presentations. Being inspired by others working in the field and being exposed to information about Indigenous excellence was reported as a major benefit of attendance, as was hearing a range of perspectives from around the world. Gaining new ideas for teaching and learning and having practical steps to implement in their roles was also cited as a benefit of the conference.



**“The opportunity to engage with the other medical colleges as there does not seem to be another effective forum to do that.”**



**“It was insightful to see the different ways in which specialist colleges support Indigenous students...the development of innovative ideas from these discussions clearly demonstrated the power of the LIME network and the teamwork that embodies it.”**

### FUTURE FOCUS

Delegates reported that for future LIME Connections they would like to see a focus on:

- Cultural safety;
- Continuing to look at ways Specialist Medical Colleges can work together;
- Curriculum implementation and how to embed Indigenous health education;
- Medical student support;
- Leadership; and
- More of the same from 2019.



Community Members seated for The Conference Dinner

# SOCIAL PROGRAM

## SOCIAL EVENTS



**“The opportunity to meet, talk and share with first Nations people from around Australia and New Zealand is the best way of learning from each other.”**

Social Events included:

- Welcome Reception, Otago University Medical School;
- LIMELight Awards Dinner, The Christchurch Art Gallery Te Puna o Waiwhetu;
- Closing Event, The Piazza.

Delegates indicated that LIME Connection VIII social events provided important opportunities for networking, sharing ideas and stories and collaborating outside of the formal conference program, as well as encouraging and supporting delegate engagement.

Delegates commented that the Welcome Reception provided a fantastic opportunity for visiting the Medical School and that the social program was essential to learning opportunities. The food and entertainment were also well regarded by delegates.

The LIMELight Awards Dinner at The Christchurch Art Gallery Te Puna o Waiwhetu was attended by 248 delegates. The Master of Ceremonies was Julian Wilcox and entertainment was provided by The Wolfpack.

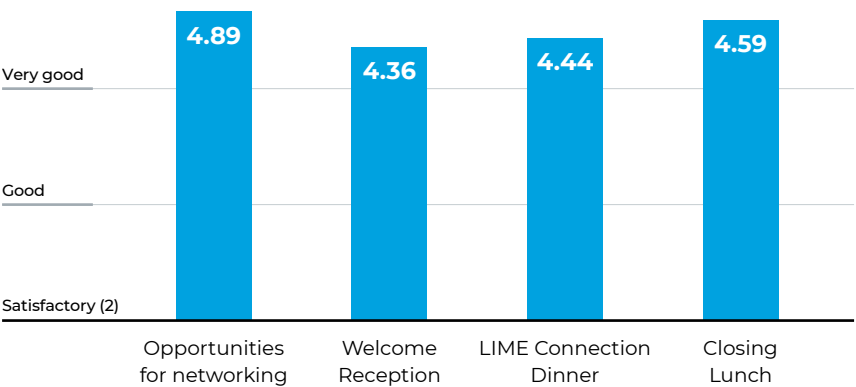
The closing event provided a relaxed atmosphere with food vans, beanbags and a casual closing lunch which was the most popular social program with 93% (n=68/73 respondents) rating it as very good to excellent.



**“It was great to have time and space to network.”**

### Please select the number which best corresponds to your opinion about Networking and the Social Program

Excellent (5)



The above figure shows the rating of the social program out of 5 with ‘opportunities for networking’ and the closing lunch receiving the highest ratings, which reflected evaluations of very good to excellent.

## VENUES

**Bursary Dinner**

Monday 4 November  
King of Snake

**Conference Day 1**

Tuesday 5 November  
Ōnuku Marae

**Welcome Reception**

Tuesday 5 November  
University of Otago School of Medicine

**Conference Day 2, 3, 4**

Wednesday 6 – Friday 8 November  
The Piano

**Conference Dinner**

Thursday 7 November  
Christchurch Art Gallery  
Te Puna o Waiwhetū

**Closing Event**

Friday 8 November, The Piazza

## LIMELIGHT AWARDS

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The LIMELight Awards are given in recognition of the significant and outstanding work staff, students and medical schools undertake in the teaching and learning of Indigenous health in medical education and Indigenous student recruitment and graduation.

The LIMELight Awards were designed and created by Morgan Mathews at Kaitiaki Studios and were presented by Professor Suzanne Pitama, University of Otago and Professor Shaun Ewen, The University of Melbourne.



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### LIMELIGHT AWARD WINNERS

#### **Excellence in Indigenous Health Education Leadership**

Miriam Cavanagh, The University of Notre Dame Australia, Sydney.

Miriam Cavanagh has led new and innovative health curriculum, in a sustained cultural mentoring role, from 2011, across the Schools of Medicine and Nursing. Over the past 8 years, Miriam has been the only Aboriginal and Torres Strait Islander staff member on the Darlinghurst Schools of Medicine and Nursing Campus. Miriam is guided by her cultural beliefs and values, maintains cultural connections and has effective respectful Aboriginal and Torres Strait Islander community engagement, providing a platform in her academic role to reflect community needs and voices.





**Excellence in the Development of  
New and Innovative Indigenous  
Health Curriculum**

Candice McKenzie and Joleen Ryan,  
School of Medicine,  
Deakin University

**Sustained Excellence in Indigenous  
Health Curriculum Implementation**

The C3 Team (Cultural Competency  
Curriculum Development),  
John A. Burns School of Medicine,  
University of Hawai'i at Mānoa



**Excellence in Developing New  
Indigenous Student Recruitment,  
Support and Graduation Initiatives**

The Indigenous Engagement Team,  
Faculty of Health Sciences,  
Curtin University



**Excellence in Developing New  
Indigenous Student Recruitment,  
Support and Graduation Initiatives**

Danielle Soucy, Director,  
Indigenous Students Health Sciences  
Program,  
McMaster University





Catrina Felton-Busch accepted two awards on behalf of JCU for;  
**Sustained Excellence in Indigenous Student Recruitment,  
Support and Graduation**

The Aboriginal and Torres Strait Islander Medical Students' Selection  
Committee, James Cook University

and **Excellence in Community Engagement**

The Aboriginal and Torres Strait Islander Medicine Strategic Working  
Committee, College of Medicine and Dentistry, James Cook University

**Excellence in Indigenous Health  
Education Student Leadership**

Chayce Glass,  
University of Otago



**Excellence in Indigenous Health  
Education Student Leadership**

DejaAnne Clanton,  
The University of Notre Dame Australia,  
Fremantle

Representatives from The University of Auckland  
accepting the award for;

**Excellence in Indigenous Health  
Education Research**

Dr Rhys Jones,  
The University of Auckland



**Excellence in Indigenous Health  
Education Research**

Māori/Indigenous Health Institute,  
University of Otago, Christchurch

# ADMINISTRATION

## CONFERENCE ORGANISATION

Delegate evaluations documented the overall success in the organisation of the conference.

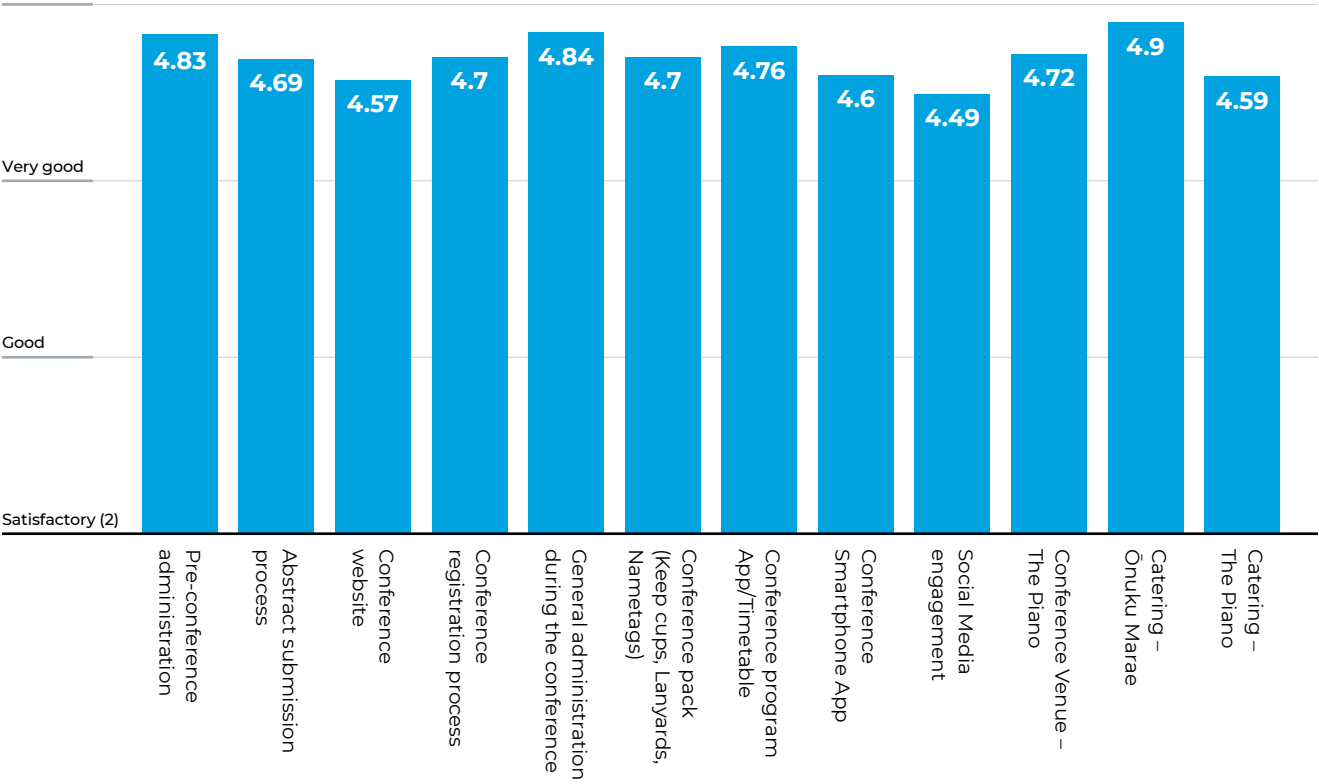
All aspects of the conference organisation were rated very good to excellent by over 90% of respondents, including abstract submission process 100% (n=55/55); pre-conference administration and general administration during the conference 98% (n=98/100); The Piano conference venue 96% (n=96/100), catering provided at the Ōnuku Marae 96% (n=80/83) and the conference app/timetable 95% (n=93/98).



**“It was very well managed with amazing speakers all very engaging. Brilliant balance, great presenters, great people.”**

**Please select the number which best corresponds to your opinion about the conference organisation**

Excellent (5)



**“With such a highly organized and dedicated team there is nothing I could comment on improvements.”**



**“It was all excellent. I particularly appreciated the sustainability aspect to the conference.”**



Service to LIME Network Award Odette Mazel and Caitlin Ryan



**“Thank you for such a well thought out conference and congratulations on delivering this with such pizzazz!”**



**“LIME is the best conference I ever attended. Thank you!”**

# MEDIA AND PROMOTION

## CONFERENCE APP

The LIME Connection VIII Smartphone App attracted big numbers during the conference. Delegates could view the program, speaker bios, abstracts, venues, maps, sponsors and attendee contact details. Of evaluation respondents who used the Smartphone App, 90% (n=74/82) rated it as very good to excellent.

### 203

#### Users

Total number of unique uses across devices

### 65.37%

#### Adoption rate

### 10.6K

#### All engagement

Total number of actions across all users taken with the app (i.e., sessions, speakers, exhibitors)

### 322

#### Users contributors

Total number of attendee messages and social shares

### 5.48K

#### Minutes open

Total time spent in minutes: users used the app

### 3.79K

#### Navigation icon taps

Total number of taps for all navigation icons

### 71

#### Banner taps

Total taps on sponsor banners

## SOCIAL MEDIA

Evaluation data indicates that 93% (n=62/67) of delegates found social media engagement during the conference to be very good to excellent. Around 33% of evaluation respondents indicated that they did not engage with social media.

LIME Network social media for the event included Facebook, Instagram and Twitter posts. As part of LIME Connection, LIME Staff also took over the IndigenousX Twitter page for one week in November. The account has 51,000 followers, and LIME publications, research, projects and information were shared with the followers throughout the week.

## PROMOTIONAL MATERIAL

The Connection VIII promotional material was written and designed by the LIME Project team and Svetlana Andrienko from Studio Eleveses. Material included:

- LIME Connection VIII flyers;
- Electronic banners (email, Facebook, Twitter, newsletters);
- Indigenous Student and Community Bursaries poster; and
- LIMELight Awards flyer.

LIME Connection was promoted via a number of other organisation newsletters, websites and social media profiles, including AIDA, the Lowitja Institute and Weenthunga Network.

## VIDEO AND PHOTOGRAPHY

The Connection VIII Photographer and videographers were from Ariki Design: photographer; Straun Purdie and videographers; Hori Mataki and Max Tiweka.



## WEBSITE

For the first time, a standalone LIME Connection website was developed and housed all information on LIME Connection VIII. Pages included:

- Registrations, Conference Program, Timetable;
- Venues and Accommodation;
- Ōtautahi (Christchurch) General Information;
- Sponsors;
- Call for Papers and Abstract Submission;
- LIMELight Awards Applications;
- Student and Community Bursaries Information and Applications; and
- Committee Information.

# INDIGENOUS MEDICAL STUDENT AND COMMUNITY MEMBER BURSARY REPORT



Student Bursary Recipients at The Conference Dinner

## PURPOSE

Indigenous Medical Student and Community Member Bursaries support participation of students and community members in LIME Connection VIII. Bursary places were offered to Aboriginal, Torres Strait Islander and Māori medical students, and community members working with medical schools, with a strong interest in Indigenous health. Each bursary covered the costs of the conference registration, travel, accommodation and meals.

The bursaries are designed to:

- Support and encourage those with a demonstrated interest in and experience with Aboriginal, Torres Strait Islander and Māori health to gain professional development and increased learning in the field;
- Provide financial support for students who are interested in presenting at the conference;
- Highlight the commitment of community members and students to improving Aboriginal, Torres Strait Islander and Māori health;
- Increase and support leadership opportunities for those involved with Indigenous health from the community sector and student cohort;
- Strengthen active involvement of students and community members;
- Encourage students to pursue a career in medical education through collegiality and inclusion.



**“I feel more empowered and encouraged after attending the conference as both a student and a proud Aboriginal woman. The conference turned parts of me that were points of insecurity into strength.”**



**“I loved all the keynotes because they challenged and sharpened my thinking. I was also inspired to take a role in medical education once I graduate.”**



Medical Students from The University of Otago at The Conference Dinner

### ELIGIBILITY AND SELECTION

To be eligible to apply, candidates needed to be:

- Aboriginal and/or Torres Strait Islander descent or whakapapa (Māori ancestry); and
- Current medical student from Australian or Aotearoa and a student member of AIDA or Te ORA (Student Bursary); or
- Actively working with a medical school (Community Members).

Bursaries are awarded by a committee from AIDA and Te ORA. LIME Reference Group members are consulted to ensure students are able to gain leave.

Successful recipients of the bursary were selected on the basis of their:

- Demonstrated interest and experience with Aboriginal, Torres Strait Islander and/or Māori health education;
- Commitment to improving Aboriginal, Torres Strait Islander and/or Māori health education in the future;
- Active involvement with medical schools, and;
- Approval of the relevant LIME Reference Group member.

Bursaries were awarded on the recommendation of a selection committee made up of a representative of the Australian Indigenous Doctors Association (AIDA) and Te Ohu Rata o Aotearoa Māori Medical Practitioners Association (Te ORA) and based on specific selection criteria.

### PROMOTION

The Bursaries were promoted via:

- Emails to LIME members;
- Posters sent to medical schools and supporting organisations;
- Facebook and Twitter posts;
- LIME Newsletter articles; and
- Articles in other organisations' newsletters.



### FUNDING

The Bursaries are funded by generous contributions from Medical Schools across Australia and Aotearoa, including:

- Australian National University
- Deakin University
- Flinders University
- Griffith University
- Macquarie University
- The University of Adelaide
- The University of Melbourne
- The University of New South Wales
- The University of Notre Dame, Fremantle
- The University of Queensland
- The University of Sydney
- The University of Western Australia
- University of Otago
- University of Wollongong
- Western Sydney University

### WELCOME DINNER

Bursary recipients, Reference Group Members and LIME Staff attended a Welcome Dinner on Monday 4th November at The King of Snake Restaurant. This event was a networking opportunity to ensure bursary recipients had the opportunity to meet one another and make connections with the Reference Group members and LIME Staff prior to the conference.



**"I think the bursary dinner held the night before the conference was also a good opportunity to meet like-minded students and make friends!"**

### RECIPIENTS

There were 29 bursary places awarded for LIME Connection VIII. Of the bursaries awarded:

- 23 went to Aboriginal, Torres Strait Islander and Māori medical students;
- 6 went to Aboriginal, Torres Strait Islander or Māori Community members;
- 21 were from Australia, 8 were from Aotearoa.



**"Attending LIME on a bursary honestly made me very grateful to be there and make the most of the opportunity to meet people and learn as much as I can."**

### STUDENT BURSARY RECIPIENTS

Piper Brown	Curtin University
Pedro Torrisheba	Curtin University
Byron Davis	Flinders University
Tia Gordon	Flinders University
Kamaia Pere	The University of Auckland
Emma Espiner	The University of Auckland
Pamela McCalman	The University of Melbourne
Benjamin Jones	University of New South Wales
Corey Dalton	The University of Notre Dame, Fremantle
Elizabeth Wholrab	The University of Notre Dame, Fremantle
DejaAnne Clanton	The University of Notre Dame, Fremantle
Kelly Reynolds	The University of Notre Dame, Fremantle
Cameron Howard	The University of Notre Dame, Fremantle
Jessica Chapman	The University of Notre Dame, Fremantle
Rosie Manolas	The University of Notre Dame, Fremantle
Narawi Boscott	The University of Queensland
Jordana Stanford	The University of Queensland
Robert Blackley	The University of Sydney
Nadine Houia-Ashwell	University of Otago
Tane Donovan	University of Otago
Logan Murray	University of Otago
Brooke Bridges	University of Otago
Brandon Kober-Brown	Western Sydney University

### COMMUNITY MEMBER BURSARY RECIPIENTS

Anne Martin	Australian National University
Philomena Love	Charles Sturt University
Julia Wade	The University of Auckland
Dolly Paul	The University of Auckland
Caroline Briggs	The University of Melbourne
Janatia Knapp	The University of Notre Dame, Fremantle

### LIME SQUAD

#### University of Otago Student Volunteers

- Courtney Sullivan
- Miriarangi Kapa
- Chloe Fuge
- Brittany Taylor
- Michelia McBride
- Lucy McHugh
- Matthew Sollis
- Toriana Murray
- Andrew Sampson



### BURSARY OUTCOMES

Bursary Recipients provided feedback on the benefits of attending Connection VIII, lessons learnt, key themes, challenges, relationships established and the situated learning day at Ōnuku Marae. They were also asked to provide general comments and recommendations.



**"The benefits are exponential and will benefit not only me but my community by what I have learnt."**

### BENEFITS OF ATTENDING

Bursary recipients reported that the benefits of attending included:

- Networking, creating connections with other students and Indigenous medical educators;
- Hearing from influential speakers in the field;
- Being in a safe space to talk about challenges and solutions, feeling like part of a supportive community.



**"It's reassuring to come together and feel you're not alone in your journey of being an Indigenous person entering or working in the medical field, not only within the country but in the world."**

Significantly, many bursary recipients noted that without the financial support they would not have been able to attend the event and expressed gratitude for the funding support.



**"As a student, attending LIME would not have been possible without a bursary, I am indebted and very grateful. The professional benefits, opportunities and impressions gained are priceless and will be with me lifelong and will help fashion and improve my practice as a future Indigenous doctor."**



**"I'm overwhelmed by the generosity of the bursary. Everything was accounted for and organised for us and I'm so grateful not to have had to do anything other than turn up and learn. All the barriers to attendance were removed for me."**

### KEY THEMES

Bursary recipients highlighted the following key themes that emerged from the conference:

- Improving health outcomes;
- Improving cultural safety;
- Importance of Indigenous voices and Indigenous-led initiatives;
- Supporting, recruiting and graduating Indigenous medical students;
- Supporting one another in the health education and clinical space;
- The place of Indigenous health curriculum in the medical schools;
- Community engagement.

### LESSONS LEARNT

Bursary recipients were asked to comment on their personal and professional learnings from the conference. Respondents overwhelmingly reported on:

- The discovery of common experiences, sharing and networking;
- Gaining knowledge related to Indigenous culture from around the world;
- Increasing self-confidence;
- Building professional relationships;
- Illuminating career pathways;
- Learning about curriculum development.



**“LIME was an eye-opening conference as it showed me just how far Indigenous education has come and just how much more work we have to do.”**



**“I learnt that there is not only nationwide but worldwide support and connections lifting me as a young Indigenous person into the world of medicine to break down systemic oppressions that have been too long weighing down our health and treatment.”**



**“I was able to gain more knowledge regarding Indigenous culture from many countries around the world along with a bit of their history. This is important as we will encounter many different cultures whilst working in the medical profession.”**



**“As a Māori medical student, I feel really proud of my predecessors and excited that one day I might be able to contribute to [medical education] too.”**



**“Attending LIME made me appreciate the huge amount of growth that can come from such engagements... beginning to build networks in a field I am so passionate about was invaluable.”**



**“I was able to become more confident in myself as an Indigenous person as it was so good to be surrounded by other like-minded people so passionate about our people and improving the health and wellbeing of others.”**



**“In terms of personal growth, it cemented my desire to choose a pathway of specialisation that aligns with the kaupapa [topic, subject] discussed.”**



**“I learnt more about the curriculum area for Indigenous health, as well as the place of Indigenous medical students and junior doctors in the hospital system and how important it is to be involved in teaching, lifting one another up and providing opportunities/support for those around us.”**

### CHALLENGES

Bursary Recipients identified some challenges during the event, including; hearing about the work that is being undertaken at other universities and feeling that their own university may be lacking in breadth and depth in relation to embedding Indigenous Health into the curriculum. Some Bursary Recipients expressed disappointment that the Medical Dean from their particular university did not attend the conference. Many Bursary Recipients felt inspired by the University of Otago Student Volunteers and felt they should have been doing more to help. There were also concerns by some Bursary Recipients that; clinicians are being credited as being “culturally competent” when in fact they may not be providing culturally safe spaces for Indigenous patients, which has the potential for harming our communities.

### RELATIONSHIPS

Bursary recipients were asked whether they built or developed new relationships at the conference, and why this is important to them. Responses overwhelmingly indicated that bursary recipients had developed new relationships, and this was important for:

- Establishing links with roles models, meeting intelligent people in the field including academics referenced in university essays;
- Making friends and developing support systems;
- Developing international connections;
- Feeling closer to students and staff from their own institutions;
- Meeting senior students ahead on the journey and learning from them;
- Discussing career pathways with peers, teachers and Specialist Medical College staff.



**“This was probably one of the many highlights of the *hui* for me, being able to build relationship and connections with other Indigenous brothers and sisters from across *Te Ao*, it certainly was a privilege and honour to be able to meet so many amazing *whanau* all on the same *waka* and journey together.”**



**“I felt I learnt a lot being able to discuss what to expect next year, as I enter my clinical training and the support networks available to me.”**



**“I used this opportunity to network with likeminded Indigenous students from other countries (e.g. Canada and Australia). We elaborated on how the matters discussed in the conference related to us as students and how we may contribute now and in the future.”**



**“I also enjoyed meeting Indigenous specialists and registrars, whom discussed at length with me the processes they went through to get to where they are today. I see these individuals as role models for myself and understanding their pathways is invaluable to me as I begin to pave my own.”**



**“Listening to the other student’s perspectives and the individual challenges they face as student doctors also broadened my own perspective on some of the issues faced in Aotearoa.”**



**“I developed the start of relationships with peers, and future mentors. This is important because it is when Indigenous people get together, support each other, connect and get regenerated through discussions and being together that we can go back to our everyday refreshed, ready to keep going and moving forward when we don’t have the privilege to be surrounded by mob.”**



**“Gaining a deeper understanding, through other’s interpretations of similar situations, can help create more robust solutions. I hope these relationships established will lead to working alongside such students in coming years.”**



**“I also got to meet heaps of other new medical students (mainly bursary recipients). This is important to me because I know I’m not alone as an Indigenous medical student and that our experiences are shared.”**

### SITUATED LEARNING – ŌNUKU MARAE

Bursary Recipients reported that they found the Situated Learning Day at Ōnuku Marae valuable and many noted that it was the highlight of the conference for them, that it set the tone for the rest of the conference by highlighting Indigenous spaces and voices, and that it was a privilege to be a part of.



**“[It] set the tone of the whole conference and was so memorable. Amazing to see culture on country, hear the stories and language.”**



**“This was an exceptional experience and I was very grateful for having the privilege to go to this Marae. I feel it gave the international visitors a beautiful snapshot of Aotearoa and the hospitality of our people.”**



**“I really enjoyed this day. It’s important to stop and think for a moment about why you are in the degree. For me, I wanted to go into medicine because of the health discrepancies that Indigenous people face. But as I get further and further into my degree, that original directive gets lost ...as a result, it was good to learn about Māori and reflect on my own [culture].”**



**“Fantastic experience. I found it so valuable as it allowed me to get a sense of the land and culture of Aotearoa before we began the conference. It was so special to be welcomed onto the land in such a gorgeous location and with such a friendly mob.”**



**“As a Māori student I was already familiar with the protocols for entering Marae but many of our international visitors were experiencing it for the first time and this cross-cultural exchange helps to celebrate the differences between our cultures.”**

### RECOMMENDATIONS

Recommendations for future conferences included:

- It would be great if all of the Deans from all universities could attend LIME Connection;
- Longer session times to allow for more discussion and interaction;
- More time for situated learning workshops and activities.



Delegates at Ōnuku Marae

## REFLECTIONS FROM BURSAY RECIPIENTS



"LIME Connection was an amazing and valuable trip to make as a medical student. It allowed me to develop new friendships and networks from many countries around the world which will benefit my time as a medical student where I can take back knowledge from the conference and share it amongst other medical students. It will also be beneficial throughout my entire career as a future doctor. I think this conference is really valuable and am fortunate to be a bursary recipient as without the bursary it is not something that I would [have] been able to afford to attend."



"As I have not yet chosen my avenue of specialisation, I found it extremely useful to see how Indigenous health education and practices are prioritised by different specialties... It certainly motivated me, as a student, to dive deeper into my own personal journey of learning about Indigenous cultures from around the [world] and how I can motivate others (both Indigenous and non-Indigenous) to do the same."



"As a third-year medical student, this was my first conference, and attending LIME made me appreciate the huge amount of growth that can come from such engagements."



"Beginning to build networks in a field I am so passionate about was invaluable."



"I found colleagues and potential mentors. This was so important to me because there are limited opportunities for Indigenous people to *whakawhanaungatanga* [making connections] in a safe space which is only for us. I saw how the senior leaders at LIME talked about their relationships with colleagues having developed over the years and I could see a clear path to doing that with my new friends."



"Meeting with colleagues working in the global Indigenous space means that I can draw from a broad collection of experience to navigate in the common systems we find ourselves working in."



"I have had such a fantastic experience at the LIME Connection this week where I have undertaken deep reflection and considerable thought about how I can use what I have learnt throughout the week and put into practice. Thank you so much for the opportunity!"



Bursary Recipients at The Welcome Reception

# REFLECTIONS FROM THE LIME NETWORK SECRETARIAT



**What an amazing experience we shared at LIME Connection VIII in Ōtautahi (Christchurch). There was so much to take in and so much to learn from each other about the importance of sharing our knowledge and ways to improve Indigenous health outcomes through higher education.**

Day one at Ōnuku Marae was a beautiful cultural experience and a wonderful start to the conference. Ōnuku Marae is set in the scenic Akaroa Harbour and is a place that represents the founding spirit of the past and nourishes our spirit and enriches our lives. We were welcomed to the spirit of Ōnuku and experienced a day of sharing and connecting. This amazing day gave delegates from Australia, Aotearoa, Hawai'i, Canada and mainland United States of America the opportunity to be welcomed by the Māori people of the land, share culture, stories, history and *kai* (food).

The following three days at The Piano was an opportunity to network, share and learn from each other and we experienced the incredible Keynote Speakers which was certainly a highlight. Luke Pearson, Nadine Caron and Moana Jackson shared their personal experiences and knowledge. They shared stories and teachings which will challenge, encourage and inspire us for a long time to come.

Many thanks to our hosts at The University of Otago for their expertise and providing leadership, curriculum innovation and collaboration in Indigenous health. This year's theme; Pouhine Poutama: Embedding Indigenous Health Education was developed by host university representatives Associate Professor Suzanne Pitama and Ms Tania Huria, who sought the support of Te Marino Lenihan (Ngāi Tūāhuriri, Ngati Huirapa, Ngaiti Huikai) and we thank you for translating the *whakatauki* (proverb) Pouhine Poutama into a conference theme.

It was great to have so many Aboriginal, Torres Strait Islander and Māori Elders, medical students and

community members who were supported with bursaries from their universities and involved as presenters and participants. We have to give a big shout out to the amazing LIME Squad from The University of Otago for being our everything, from cultural mentors, singers, waiters, advisers, chaperones, app experts, supporters and presenters and for tearing up the dance floor at the Conference dinner.

The LIME Network would like to acknowledge and thank each and every person who attended and presented at LIME Connection VIII and we look forward to seeing you in Western Australia. The message stick has been handed over to universities in Western Australia to host LIME Connection IX in 2021: The University of Notre Dame, Fremantle, Curtin University and The University of Western Australia.

## Message Stick



Photograph by Peta Phelan

A new LIME Connection Message Stick was designed in 2019. Message Sticks are passed between different clans and language groups to establish information and transmit messages. The LIME Connection Message Stick has combined elements designed by Mick Harding, Bernard Singleton, Raymond Austin, Paul Graham and Josh and Tara Stephens, and incorporates elements from Aboriginal, Torres Strait Islander and Māori culture.

# COMMITTEES

## The LIME Network Secretariat

Shaun Ewen	Program Lead
Lilon Bandler	LIME Network Principle Research Fellow
Odette Mazel	LIME Network Research Fellow & Senior Program Manager
Caitlin Ryan	LIME Network Project Manager
Cindy Ahearn	LIME Network Research Fellow
Tarneen Callope	LIME Network Project and Events Co-ordinator
Jasmin Boys	LIME Network Project and Communications Officer
Shanel Cubillo	LIME Network Project and Communications Officer

With assistance during the conference from: Suzanne Pitama, Tania Huria, Amber Philpott and the LIME Squad – (Māori Medical Students) from The University of Otago. Jenn Johnson, Jo Johnson, Warwick Padgham and Josh Cubillo from The University of Melbourne and Djunajur Callope from The Victorian Aboriginal Community Controlled Health Organisation.

## Organising Committee

Jasmin Boys	The LIME Network
Tarneen Callope	The LIME Network
Dylan Coleman	The University of Adelaide
Elana Curtis	The University of Auckland
Kerrie Hogan	Australian National University
Tania Huria	University of Otago
Candice McKenzie	Deakin University
David Murdoch	University of Otago
Amber Philpott	University of Otago
Te Oraiti Reedy	Te Ora Māori Medical Practitioners Association
Caitlin Ryan	The LIME Network
Tanya Schramm	University of Tasmania

## Scientific Committee

Lilon Bandler	The University of Melbourne
Tarneen Callope	The LIME Network
Elana Curtis	The University of Auckland
Cheryl Davis	Curtin University
Shaun Ewen	The University of Melbourne
Tania Huria	University of Otago
Scott McCoombe	Deakin University
David Paul	The University of Notre Dame, Fremantle
Caitlin Ryan	The LIME Network
LIME Secretariat	(Support)

## LIMElight Awards Committee

Peter Crampton	Former Dean Otago University
Elana Curtis	The University of Auckland
Shaun Ewen	The University of Melbourne
Suzanne Pitama	University of Otago
Melissa Lewis	The University of Missouri
LIME Secretariat	(Support)

## Bursary Committee

Te Oraiti Reedy	Te Ora Māori Medical Practitioners Association
Raegina Taylor	Australian Indigenous Doctors' Association
LIME Secretariat	(Support)



Delegates with Dr Kelvin Kong & Dr Nadine Caron (centre)

# SPONSORS

## Support organisations



## Host university



## Major sponsors



## Sponsors



Members of the LIME Reference Group

## BACKGROUND

**The LIME Network is a dynamic network dedicated to ensuring the quality and effectiveness of teaching and learning of Indigenous health in medical education, as well as best practice in the recruitment and retention of Indigenous medical students and trainees.**

We do this through establishing a continuing bi-national presence that encourages and supports collaboration within and between medical education institutions in Australia and Aotearoa/New Zealand and by building linkages with local Indigenous communities and with other health science sectors.

The LIME Network is a program of Medical Deans Australia and New Zealand and receives funding from the Australian Government Department of Health.



The LIME Network Team



Staff and Bursary Recipients from The University of Notre Dame, Western Australia



Staff and students from the University of Otago

Photographs in this document were taken by Struan Purdie unless noted.

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