



THE LIMENETWORK
Leaders in Indigenous Medical Education

NEWSLETTER

ISSUE NO. 23 / March 2017

LIME WELCOME

Welcome to the 23rd edition of the Leaders in Indigenous Medical Education (LIME) Network Newsletter.

In this edition we are pleased to bring readers information about current LIME activities, including a feature on the upcoming LIME Connection VII - The future of Indigenous Health Education: Leadership, Collaboration, Curriculum (see page 09).

We profile a number of teaching and learning initiatives, have information for clinicians and students, and highlight scholarships available. Our profile features LIME Reference Group Member Vicki Holliday (see page 07), who is a lecturer in Aboriginal and Torres Strait Islander Health in the School of Medicine and Public Health at The University of Newcastle, and PhD candidate.

We hope you enjoy the Newsletter, and encourage your contributions for our future publications.

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LIME CONNECTION VII
The Future of Indigenous Health Education:
Leadership, Collaboration, Curriculum
4-7 April 2017 | Melbourne, Australia | limenetwork.net.au

The LIME Network Newsletter is published in March, July and November. It includes information about Indigenous health education and is designed as a resource for Indigenous and non-Indigenous health educators, students, practitioners, policy makers, community members and all those interested in improving Indigenous health outcomes.

The Newsletter is a collaborative publication that encourages information sharing between LIME

Network members, celebrating the many successes occurring in Indigenous health, and contributing positively to areas in which improvement is necessary.

If you have an article, story, picture or information about a project or an event, we would love to hear from you. Please contact us via **W:** limenetwork.net.au/contact.

ENCOURAGE A COLLEAGUE TO SIGN UP AS A LIME MEMBER TODAY!

LOGO AND ARTWORK
by Michelle Smith
and Kevin Murray

NEWSLETTER DESIGN
by Justice Nelson
and Inprint Design

LIME NETWORK UPDATE

LIME NETWORK TEAM

The Project Team includes Professor Shaun Ewen, Ms Odette Mazel, Ms Justice Nelson and Ms Samantha Smith.

If you have questions, queries or good ideas, please contact us on T: +61 3 8344 9160 or E: lime-network@unimelb.edu.au.

GOOD PRACTICE CASE STUDIES PUBLICATIONS

Volume Four of the LIME Good Practice Case Studies Resource is now available. The papers are based on presentations from LIME Connection VI (2015), and have been peer reviewed by a committee of LIME Reference Group Members.

To date, the three volumes of the Good Practice Case Studies Resource have been distributed to around 3000 people, including via online downloads of PDF versions.

See pages 4-6 for more.

If you would like a hard copy, please get in touch with us.

W: limenetwork.net.au/resources-and-publications/good-practice-case-studies.

LIME NETWORK WEBSITE

The LIME Network website provides resources for members. It houses information on [News](#), [Events](#), [Jobs and Scholarships](#).

The [resources](#) section houses publications relevant to LIME Network members and a range of tools to assist schools to review and map their Indigenous health initiatives across the areas of workforce development, student recruitment and retention, research, community partnerships, and curriculum development and implementation.

If you know about resources, projects, news and events that we should highlight, or have feedback, please contact us via E: lime-network@unimelb.edu.au or T: +61 3 8344 9160.



*Photo: Samantha Smith
LIME Project Coordinator*

FAREWELL CAITLIN AND WELCOME SAMANTHA

Caitlin Ryan who has been on maternity leave from February has had a baby boy! Welcome to the world Toby Ryan Sforcina and congratulations Caitlin and Rohan. We would also like to take this opportunity to acknowledge all that Caitlin contributes to the LIME Network – her wide-ranging skills, her innovative approach and her dedication to the project.

Samantha has joined the LIME team and will fill the role of LIME Project Coordinator while Caitlin is on leave. Samantha has a Bachelor of Health Sciences – Aboriginal health and community development and a Graduate Diploma in Indigenous health promotion from the University of Sydney. Her work history includes roles in both health and justice settings working with Aboriginal youth, victims of crime, and children and families. Immediately prior to joining the LIME Network, Samantha worked on projects relating to the role of psychology in reconciliation and supporting the social and emotional wellbeing of Aboriginal children in schools and early learning services. Samantha will be working alongside Odette and Justice to implement LIME Connection VII and contribute to the development of other LIME Network activities. You can contact Samantha via E: Samantha.smith@unimelb.edu.au or PH: +61 383448713

SLICE OF LIME SEMINARS

Slice of LIME Seminars are professional development events for LIME members, on topics of interest. They are recorded and uploaded to [YouTube](#) for viewing.



Slice of LIME Seminars at:

W: <http://www.limenetwork.net.au/resources/slice-lime-seminars>

Contact us if you would like to host a Slice of LIME Seminar at your workplace, and see page 5 for more information.

THE LIME NETWORK REFERENCE GROUP

Central to the success of the LIME Network is the [Reference Group](#), consisting of medical educators from each medical school in Australia and Aotearoa/ New Zealand, who aim to improve Aboriginal, Torres Strait and Māori health through medical education, as well as Indigenous medical student recruitment and support.

You can download and read the [biographies](#) for each of our Reference Group Members on the LIME Network website.

WE HAVE MOVED

We have now moved to:

**Building 390,
141 Barry St,
CARLTON
The University of Melbourne
Victoria 3010**

If you are sending mail please make sure you note the building number as well as the street address.

All other contact details remain the same.

INDIGENOUS PATHWAYS INTO MEDICINE ONLINE RESOURCE AND VIDEOS

The Indigenous Pathways into Medicine Online Resource is a database indentifying pathways into medicine for universities in Australia and Aotearoa/ New Zealand, to help future Indigenous students determine which university will be the best fit for them as they study to become a doctor.

The Indigenous Pathways into Medicine Videos are available as part of the resource.

W: limenetwork.net.au/pathways.

LIME ON YOUTUBE



Our YouTube channel hosts Slice of LIME seminars and our Pathways into Medicine videos profiling Indigenous doctors and students talking about their own pathways into medicine. W: youtube.com/LIMENetworkProgram

LIME ON TWITTER



The LIME Network is on Twitter. Join us [@LIME__Network](#) for the latest news and updates on projects relevant to LIME Network members.

LIME ON FACEBOOK



Join us on Facebook to see updates on LIME projects, including student related news, and scholarship opportunities at W: facebook.com/LIMENetwork.

TEACHING AND LEARNING

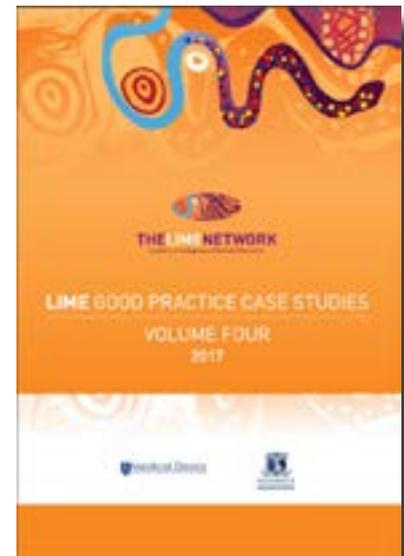
LIME: GOOD PRACTICE CASE STUDIES VOLUME FOUR

We are pleased to advise that Volume Four of the LIME Good Practise Case Studies is now available! This edition builds on the papers included in Volumes One (2012), Two (2013) and Three (2015) to showcase examples of good practise in Indigenous health and health professional education internationally. This fourth edition includes a collection of papers that were first presented at LIME Connection VI 'Knowledge Systems, Social Justice and Racism in Health Professional Education' and includes reflections on race and

racism in health professional education, immersion as a pedagogical approach to Indigenous health curriculum, teaching innovations and professional development.

The Good Practice Case Studies will be launched at the LIME Connection VII in April 2017. They are now available for download or you can contact us for hard copies.

W: <http://www.limenetwork.net.au/resources/good-practice-case-studies>



GOOD PRACTICE CASE STUDY PAPERS

RACE AND RACISM

Keynote Presentation: 'Race is real and so is racism – Making the case for teaching race in Indigenous health curriculum' by Dr Chelsea Bond, The University of Queensland, Australia

Keynote Presentation: 'Externalising a complicated situation – Teaching racism in an Indigenous curriculum': A case study by Ms Tania Huria, Dr Cameron Lacey, Dr Maia Melbourne-Wilcox and Associate Professor Suzanne Pitama, University of Otago, Aotearoa/ New Zealand

Unsafe learning environments: 'Indigenous medical students' experiences of racism,' by Dr Marcia Anderson DeCoteau, Ms Amanda Woods, Dr Barry Lavallee and Dr Catherine Cook, University of Manitoba, Canada

IMMERSION AS A PEDAGOGICAL APPROACH TO INDIGENOUS HEALTH CURRICULUM

Shifting understandings: 'Do scenario-based clinical decisions change with immersion?' by Associate Professor Deb Askew, Southern Queensland Centre of Excellence in Aboriginal and Torres Strait Islander Primary Health Care (Inala Indigenous Health Service), Professor Shaun Ewen, The University of Melbourne and Professor David Paul, The University of Notre Dame Australia, Australia

'An immersive model of learning in Aboriginal Community Control Services for MBBS students,' by Ms Christine Carriage, Ms Jenny Akers and Ms Kristy Payne, Western Sydney University, Australia

TEACHING INNOVATIONS

Judging a book by its cover: 'A visual artwork assessment for medical students' by Assistant Professor Craig Allen, Dr Christine Clinch and Dr Paula Edgill, University of Western Australia, Australia

Collaborative academic strengthening in Indigenous health: An interdisciplinary experience by Ms Alison Francis-Cracknell, Ms Rose Gilby and Associate Professor Karen Adams, Monash University, Australia

PROFESSIONAL DEVELOPMENT

'The impacts of being a 'Roadshow facilitator' on Indigenous health tertiary students', by Dr Kennedy Sarich and Associate Professor Suzanne Pitama, University of Otago, Aotearoa/New Zealand.

A CAPABILITY APPROACH TO ASSESSMENT FOR INDIGENOUS HEALTH EDUCATION

A/Prof Clare Delany

E: c.delany@unimelb.edu.au

Over the past two years, a group of academics involved in higher education research and/or Indigenous health teaching and research have collaborated on a project examining teaching and assessment in the specific area of Indigenous Health education for health professional students. The project was funded by an Australian Office of Learning and Teaching (OLT) grant. Using qualitative methodology, the research involved interviewing 41 academics involved in Indigenous health education in health programs across Australia and New Zealand. The key project outcome is the development of a resource: *A capability approach to assessment for Indigenous health education*. The resource will be published on the OLT website, and some of the key findings in a forthcoming edition of the Higher Education (in press). The project will also be presented at the forthcoming LIME Connection in Melbourne.

Within the interviews, participants identified learning goals to transform students' understanding of their future role working in healthcare with people from Indigenous backgrounds. This was expressed as wanting to foster a capacity in students to be both critical in their thinking and to use that thinking to be agents of change in this area of health practice.

Assessment tasks, in contrast, encouraged students to synthesise and analyse information about specific historical and sociocultural factors contributing to the health of Indigenous people. The majority of

assessment tasks had defined and pre-set parameters leaving relatively little room for students to identify, critique and build on their own understanding and perspectives. This had the effect of rendering the complexity of academics' desired learning goals invisible to students.

However participants also described a range of forces which directly impacted their agency (capacity to act) as curriculum developers and educators. These included structural forces (arising from their institution and set health curriculum) and cultural forces (arising from both explicit and implicit values about what matters in health education and the place of Indigenous health content). They also highlighted student reactions within the classroom and their own levels of self-efficacy as influential factors which either inhibited or assisted them in their work.

Analysis of these findings highlighted that the desired student attributes identified in the research did not fit neatly into discrete silos of specific Indigenous health knowledge and skills. Instead the learning goals aligned more closely with notions of building capability in students. 'Capability' in health education contexts is the 'extent to which individuals can adapt to change, generate new knowledge, and continue to improve their performance' (Fraser & Greenhalgh, 2001, p. 799).

The 'capability' resource describes three overlapping capabilities; (1) wide critical thinking; (2) critical action and (3) critical being, as an underpinning framework to guide learning, teaching and assessment in Indigenous health.

Fraser, S., & Greenhalgh, T. (2001). Coping with complexity: educating for capability. *BMJ*, 323, 799.

Project Team

- Associate Professor Clare Delany, co-project lead, The University of Melbourne
- Professor Shaun Ewen, co-project lead, The University of Melbourne
- Professor Louise Harms, project investigator, The University of Melbourne
- Associate Professor Louisa Remedios, Project investigator, The University of Melbourne
- Associate Professor Patricia Nicholson, Project investigator, Deakin University
- Ms Shawana Andrews, project investigator, The University of Melbourne
- Ms Lauren Kosta, project investigator, The University of Melbourne
- Professor Michael McCullough, project investigator, The University of Melbourne
- Associate Professor Wendy Edmondson, project investigator, Flinders University
- Associate Professor Lilon Bandler, project investigator, The University of Sydney
- Professor Cindy Shannon, project investigator, The University of Queensland
- Associate Professor Jon Willis, project investigator, The University of Queensland
- Associate Professor Papaarangi Reid, project investigator, The University of Auckland
- Dr Lachlan Doughney, project manager, The University of Melbourne

TEACHING AND LEARNING

NIH MANJAREE – 'LISTEN ... A MEETING PLACE'

David Paul and Clive Walley
Aboriginal Health Team
School of Medicine, Fremantle
E: david.paul@nd.edu.au

The Aboriginal Health Team within the School of Medicine Fremantle at University of Notre Dame Australia have just completed *Nih Manjaree*, a film project which is a part of a suite of recruitment strategies aimed at increasing Aboriginal student enrolment and graduation across all programs at Notre Dame, with a particular focus on health professional courses.

Filmed on location in Wadjuk Nyungah Boodja Walyalup (Fremantle), the film recognises: the importance of living and learning on country; provides an introduction to the past and present history of the location of the university; celebrates the inclusion of Nyungah elders in learning and teaching on campus; and, includes reflections by Aboriginal graduates on their experiences studying at Notre Dame.

The film will be used during recruitment events as well as being available to view via the Aboriginal portal on the university website (W: <https://www.nd.edu.au/indigenous-portal>). In addition to *Nih Manjaree* the Aboriginal Health Team are also producing a film that can be used in teaching and learning contexts which highlights traditional knowledge, culture, as well as foods and medicines still available, and used, in Walyalup. Editing of the second film will be completed in the middle of 2017.

The creation of these films has been made possible by a grant from the Aboriginal Health Policy Directorate of the Department of Health in Western Australia.



LIME NETWORK PROFILE

VICKI HOLLIDAY, UNIVERSITY OF NEWCASTLE

Vicki Holliday - Lecturer in Aboriginal and Torres Strait Islander Health in the School of Medicine and Public Health at the University of Newcastle, and PhD candidate.

My name is Vicki Holliday and I am a Kamilaroi woman with extensive experience working in government and academic environments. I am a PhD candidate with my research titled 'Pursuing the dream: Graduating more Aboriginal and Torres Strait Islander Doctors'. I am a former NSW Director on the Board of the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives and held an appointment as their representative on the NSW Nurses and Midwives Board, Nurses Practice Committee for a period of eight years.

As Lecturer in Aboriginal and Torres Strait Islander Health at the University of Newcastle, I teach into the disciplines of Medicine, Nursing and Midwifery. My role also includes the development, implementation and evaluation of the Miroma Bunbilla Program for Aboriginal and Torres Strait Islander medical students; Indigenous health curriculum development in the Schools of Medicine, Nursing and Midwifery; as well as student support and engagement across the School of Medicine and Public Health.

Interest in Indigenous Health

My interest in health, and later Aboriginal health, started when

my father became ill at a very young age and passed away at the age of 58 with chronic heart disease. I have been working in Aboriginal health for more than 20 years, where I contributed to establishing Aboriginal Health Services including as a founding member of the Yerin Aboriginal Health Services Inc. on the Central Coast of NSW.

Indigenous health and medical education projects

I have worked on the Miroma Bunbilla Pre Entry to Medicine Program at the University of Newcastle which is offered to Aboriginal and Torres Strait Islander people applying to medicine. Since the first program was offered in 2012, the number of students commencing and continuing toward graduation has increased. In 2017 there will be students from the first cohort completing the program.

Over the past three years as part of the Discipline of Aboriginal and Torres Strait Islander health I have been working collaboratively with the School of Medicine to strengthen the Aboriginal and Torres Strait Islander health content in the revised curriculum in the new program which commenced in 2017.

History with the LIME Network

My history with the LIME Network has involved attending LIME Reference Group meetings for approximately two years where I have learned a lot from



the many knowledgeable people in the group. I also attended LIME Connection V in Darwin.

Highlights of working in medical education and the LIME Network

For me the resources that are available through the LIME Network, which I access often, are an important part of what the Network provides. One of the highlights of working in medical education is my engagement with Aboriginal and Torres Strait students, observing their journey from first year to their clinical years, their highs and lows and their determination to complete the program.

I think a very important role of the LIME Network is to promote and reinforce the need for Aboriginal and Torres Strait Islander content in the curriculum and to provide information to future applicants to medical programs.

Continued next page..

LIME NETWORK PROFILE

AMEE Conference highlights

This year I attended the Association for Medical Education in Europe (AMEE) Conference in Barcelona. Firstly, I would like to thank the LIME Network, the Medical Deans Australia and New Zealand Inc., and the School of Medicine and Public Health for the opportunity to attend and represent the LIME Reference Group to receive the AMEE Aspire Award for Social Accountability. It was an honour to be there.

Whilst I have attended LIME Connection V in Darwin, and the AIDA and the Aboriginal Cardiac Conference in Alice Springs, this was the first time that I have travelled internationally to participate in a medical education conference. There were over 3000 people from across the world who attended the conference. The human tower group that performed at the opening was amazing.

The sessions that I attended were predominantly about assessment, flipped classrooms and diversity. All three topics had their own learning opportunities. The presentations on student feedback resonated in terms of the benefit of high quality feedback to the student and how, if the feedback is of high quality, student engagement increases. Pass/fail was not seen as recommended grading and was viewed as punitive. Whilst the nature of diversity is different in every country, cultural safety is always an imperative.

"I think a very important role of the LIME Network is to promote and reinforce the need for Aboriginal and Torres Strait Islander content in the curriculum and to provide information to future applicants to medical programs"

Advice for Indigenous people thinking about a career in medicine or medical education?

It is never too late to think about a career in medicine. In fact, many of our Aboriginal and Torres Strait Islander students and graduates have had varying careers before beginning their career in medicine.

If you are still at school give careful consideration to the subjects you take in Years 11 and 12 so that you are awarded an ATAR (or the equivalent for other states) that includes science and maths subjects.

FEATURE: LIME CONNECTION VII -

THE FUTURE OF INDIGENOUS HEALTH EDUCATION: LEADERSHIP, COLLABORATION, CURRICULUM



THE LIMENETWORK
Leaders in Indigenous Medical Education

LIME CONNECTION VII

The Future of Indigenous Health Education:
Leadership, Collaboration, Curriculum
4-7 April 2017 | Melbourne, Australia

REGISTER NOW!

Visit the LIME Network website for more details
www.limenetwork.net.au

The seventh biennial Leaders in Indigenous Medical Education (LIME) Network **LIME CONNECTION** will be held in Melbourne, Australia in 2017. The event will be co-hosted by Deakin University, Monash University and the University of Melbourne.

The conference will encourage strengths based presentations relating to Indigenous health teaching and learning, curriculum development and research; community engagement; and the recruitment and graduation of Indigenous students in the health professions.

Hosts	Auspiced by	Major Sponsors	Sponsors
  	  	      	     

There is still time for you to register for the LIME Connection VII 2017 in Melbourne! Full and two-day registration options are available. The full registration fee includes:

- Tues 4 April: Conference (Situated Learning Day) transport, morning tea, lunch, afternoon tea – You Yangs Regional Park, Victoria
- Tues 4 April: Welcome Reception – Berth Restaurant, Docklands
- Wed 5 to Fri 7 April: Conference Sessions, morning tea, lunch and afternoon tea – Etihad Stadium, Docklands
- Thurs 6 April: LIMEight Awards Dinner – Melbourne Museum, Carlton
- LIME Connection VII Conference Pack and T-shirt

Register online now by visiting: <http://www.limenetwork.net.au/conference/lime-connection-vii-new/registration>

KEYNOTE SPEAKERS:

Tuesday, April 4th

Associate Professor Richard J Frankland,

Associate Dean Inclusion and Diversity,
Head of Curriculum and Programs,
Willin Centre for Indigenous Arts and
Cultural Development, The University of
Melbourne

A Perspective on Cultural Loads, Cultural Safety and Cultural Capacity Building

Cultural Safety has been described as a place where you can practise your culture and language without fear of ridicule or condemnation, but is that all it is? What type of impact does the carrying of negative cultural loads have on cultural safety? And what does cultural capacity building provide in a healing context?

For the past 25 years Richard has worked on the frontline of Aboriginal affairs, in prisons, schools, in the field

in communities, with NGOs and with government departments and agencies. He has also had the honour of working with some great heroes – child care workers, CEOs, program managers, counsellors... the list goes on – and needless to say has learnt a lot from all of those people.

About seven years ago, Richard co-authored a report in which our team interviewed some 131 people in six communities asking 90 questions about and around cultural safety, lateral violence and cultural capacity

building. The data collated and analysed were amazing, inspiring, encouraging and intimidating.

Richard regularly uses these data in cultural awareness programs, in creating awareness about Indigenous cultural loads (to both Indigenous and non-

Indigenous people) and in cultural capacity building. The journey to creating 'This is "Forever Business": A Framework for Maintaining and Restoring Cultural Safety in Aboriginal Victoria' has had a major impact on our lives as authors, and also on many of the readers.

This keynote address will be on accessing the wealth and power of cultural safety, determining what are cultural loads and a touch about what is cultural capacity building (mainly anecdotes).



Wednesday, April 5th

Professor Juli Coffin

Head of Campus and Director, The
University of Notre Dame, Australia,
Broome

Why Aren't We There Yet?

If we are in an age where everybody is on the same page around the importance of culture to health care for Aboriginal people, why aren't we there yet?

In this keynote address, Juli will explore some of the misconceptions around terminology, and the importance of utilising a framework to encompass and map out the ways in which we proceed in this vitally important area. After recently completing a five-year NHMRC grant for a Centre of Excellence around culture in health care, Juli has also explored and applied a model to predict and create community accountability within health services.

Some Aboriginal people have suggested there should be a new category on the death certificate, one which reads 'Death by racism'. To this very day we have countless examples of Aboriginal people not receiving adequate treatment due to judgments and bigoted behaviour from many of those who would not consider themselves racist – preconceived and outdated stereotypes are still alive and well within many health services. This has many applications to teaching and how we contextualise and utilise the current Aboriginal and Torres Strait Islander Health Curriculum Framework and other resources to truly meet the needs of all those involved in health care provision.

At the university level there is much we can do to create a more enriching experience of education around culture and ways of working, but what often happens is the disconnect from training to practice. Juli explores how we can get that disconnect into a space where it can be reconnected again and the reasoning around why we must provide more appropriate health care to Aboriginal Australia.



Thursday, April 6th

Dr Evan Adams

First Nations Health Authority, Chief Medical Officer, Canada

Two-Eyed Seeing

In this keynote address, Evan will discuss the importance of ensconcing an Indigenous perspective into medical education, including a traditional perspective on wellness and service. He will also discuss how the First Nations Health Authority (FNHA) is working to embed this Indigenous perspective, as well as cultural safety and humility, and quality measures, into the British Columbia health care system. He will explain the origin and concept of Two-Eyed Seeing – with its overarching message of learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing – and learning to

use both eyes together in a balanced and good way for the benefit of all. He will also explore other applications of Two-Eyed Seeing within this larger meaning, including learning how to look forward and back, and inwards and outwards at once.

Evan will go on to describe actions that the FNHA is taking in British Columbia to reframe and support addressing Indigenous health. More specifically and personally, he will describe growing up in Canada with the dichotomy of Indigenous roots and a Western trajectory, and learning how to balance them. He will extrapolate this to a vibrant and holistic vision of health and health systems, and healthy Indigenous individuals, families and communities.

As the Chief Medical Officer in a large First Nations health organisation of more than 600 staff, Evan's work

focuses on improving the quality of health care programs for First Nations and other Indigenous people through wide-scale health system transformation. He is also responsible for supporting the health and wellness of communities as dictated by First Nations culture. In this address, Evan will examine how the FNHA is achieving these strategic priorities through collaboration, partnership and investment, and, equally importantly, through incorporating traditional approaches to practice, seeking culture as intervention and seeing culture as a social determinant of health.



Friday, April 7th

Dr Rhys Jones, Senior Lecturer,

Te Kupenga Hauora Māori, The University of Auckland

Constructively Aligned Curricula, Culturally Safe Clinicians...and World Peace!

To unlock the potential of medical education to improve Indigenous health outcomes, Indigenous health curricula need to be about more than simply creating culturally competent or safe clinicians

They must strive to promote learners' development as agents of change, while also contributing to a broader agenda of transformation – in our institutions, in the medical profession, and in the systems in which we are embedded.

If these are the outcomes we are seeking to achieve, what does it mean for our work in Indigenous health education.

In this keynote address, Rhys will discuss the implications for Indigenous health leadership, collaboration and pedagogical development. How might we need to (re)design our teaching, learning and assessment? How should Indigenous health be positioned in medical curricula and what is its role at an institutional level? What does this mean for the ways in which we need to collaborate, both within and beyond our institutions, to achieve the 'big picture' outcomes?



SITUATED LEARNING AT THE YOU YANGS REGIONAL PARK

The purpose of Day One, April 4 is to provide an opportunity for delegates to participate in a situated learning activities on Country. The day will begin with a Welcome to Country and following the keynote address and panel discussion, delegates will have the opportunity to participate in a number of activities run by Victorian Aboriginal community members. These will include: Walking the Journey to Big Rock Lookout; a koala tour; basket weaving; boomerang throwing; a bushfoods workshop; and traditional ochre painting.

Buses will leave from Peppers Hotel, Docklands at 8:30am sharp on Tues 4 April and will take all participating delegates to the You Yangs Regional

Park. Morning tea, lunch and afternoon tea will be provided.

Delegates are asked to wear respectful clothing, appropriate walking shoes, bring sunscreen, hats and light rain jackets, and stay hydrated throughout the day.

Note that there are NO ATMs at the You Yangs, and we recommend delegates bring cash if necessary.

The Traditional Owners of the region are the Wadawurrung People.



Photo: The Deadly Dancers shown above will be performing on the day

PANEL SESSIONS

The LIME Connection VII program will feature three panel sessions exploring the topics of community engagement in Indigenous health and health professional education; leadership and influencing change and medical student and graduate reflections

Inclusion of Indigenous Knowledge in the Curriculum (4 April)

The panellists will share information and insights on the inclusion of Indigenous knowledge in health professional education, and the importance of engaging local community in curriculum design and implementation. They will discuss the varying approaches to community engagement and unpack some of the benefits and challenges.

Panellists include:

- Ms Petah Atkinson, Lecturer, Monash University;
- Ms Rose Gilby, Lecturer, Monash University;
- Dr Glenn Harrison, Specialist Emergency Physician, Royal Melbourne Hospital and Epworth Hospital Geelong;
- Mr Rod Jackson, CEO, Wathaurong Aboriginal Co-operative;
- Ms Sharelle McGuirk, Koorie Workforce Talent Acquisition Officer, Barwon Health;
- Mr Tyson Yunkaporta, Senior Lecturer, Monash University



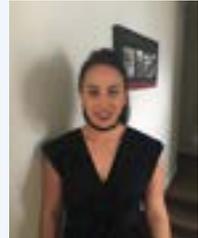
Photo: The Deadly Duo, Emily Hutchinson & Renee Howell will be performing on the day

**Students and Recent Graduates
(5 April)**

The panel of Indigenous medical students and recent graduates will discuss their experiences, and the journey from student to graduate. They will share their perspectives on strategic support for Indigenous health teaching within the curriculum, and barriers to engagement. Panellists will also share some key principles they believe would support Indigenous health curriculum development into the future.

Panellists include:

- Mr Ryan Bulger, Student, The University of Sydney;
- Dr Justin Gladman, Junior Medical Officer, Far West Local Health District Broken Hill;
- Dr Andrea McKivett, Clinical Research Associate, South Australian Health and Medical Research Institute;
- Ms Keriana Nepe, Student, The University of Auckland;
- Dr Kennedy Sarich, PGY1 House Officer, Canterbury District Health Board

**Reflections from the Field:
Influencing Change (6 April)**

This panel will bring together leaders from across the health science sectors to discuss their experience of the factors that are important to ensuring positive change in the fields of Indigenous health and education. They will reflect on their own motivations to be a change agent and the influences that have helped and hindered them pursue their professional goals.

Panellists include:

- Mr Adrian Carson, Chief Executive Officer, Institute for Urban Indigenous Health
- Mr Craig Dukes, Chief Executive Officer, Australian Indigenous Doctors' Association

- Professor Jacinta Elston, Associate Dean, Australian Aboriginal and Torres Strait Islander Education and Strategy, James Cook University
- Associate Professor Paparrangi Reid, Tumuaki, Deputy Dean Māori, Te Kupenga Hauora Māori / Faculty of Medical and Health Sciences, The University of Auckland



SOCIAL EVENTS

Bursary and Reference Group Dinner

On Monday 3rd of April, the LIME Network will host a dinner for all Indigenous Student and Community Bursary participants at Mama Rumaan, Docklands. The evening will provide an opportunity for all recipients of a LIME Bursary to be introduced to one another and to network with LIME Reference Group and Connection Committee members (dinner by invitation only).

Welcome Reception at Berth

The Welcome Reception will be held at Berth Restaurant, Docklands. This will give all delegates the opportunity to connect with other LIME Network members and enjoy the views across the harbour.

LIME Connection Dinner and LIMELights Awards – Melbourne Museum

The Connection dinner and LIMELight Awards will be held at the Melbourne Museum. Delegates will have the opportunity to visit the national and global award winning 'First Peoples' exhibition at Bunjilaka Aboriginal Cultural Centre and experience the rich and diverse histories and cultures of Aboriginal Victoria.

During the evening, the 2017 LIMELight Awards will be presented by Aunty Di Kerr and Aunty Carolyn Briggs. The awards recognise the significant and outstanding work of staff, students and medical schools in the teaching and learning of Indigenous health in medical education, community engagement, research and Indigenous student recruitment and support.

Culture, Practice and Performances

Throughout the conference, the rich culture of Victorian Aboriginal communities will be highlighted and celebrated. The program features traditional and contemporary aspects of cultural practice and will include performances by Traditional Owners, Elders and talented Indigenous artists. Delegates will be Welcomed to Country and invited to participate in smoking ceremonies at conference venues by the Wadawurrung, Wurrundjeri and Boonwurrung Traditional Owners.

Indigenous Artists

The conference will showcase performances by Indigenous singers, dancers and musicians including Shantai Batkze, Ngargee Murmindik Yan Yan Dancers, Dylan Clark (DJ Sadge), Deadly Dancers, The Deadly Duo – Emily Hutchinson and Renee Howell, Djirri Djirri Dancers and Ian Tambo. Indigenous artists Mick Harding, Leticia Ross, Robert Kelly (Baluk Arts) and Marbeangrook artists have designed and created all conference awards and speaker gifts, and photographer Marley Holloway-Clarke will be capturing images at the conference.



Photo: DJ Sadge & Shauntai Batzke

The LIME Network is appreciative of the generous sponsorship, both financial and in-kind, that all sponsoring organisations have provided LIME Connection VII. The event is made possible with support from the following organisations:



Auspice Organisations



Host Universities



Major Sponsors



LIME Sponsors



INDIGENOUS MEDICAL STUDENT AND COMMUNITY BURSARIES

To support the participation of students and community members in LIME Connection VII, bursary places were offered to Aboriginal, Torres Strait Islander and Māori medical students, as well as to community members who work with medical schools and have a strong interest in Indigenous health. This was a competitive process and covers the costs of conference registration, travel, accommodation and meals.

This year, bursary places were offered to:

- 31 Aboriginal, Torres Strait Islander and Māori medical students
- 4 Aboriginal, Torres Strait Islander and Māori community members

LIME Connection VII student and community bursaries have been funded by medical schools and departments in the following Australian and Aotearoa/ New Zealand universities:

Australian National University, Curtin University, Flinders University, Griffith University, James Cook University, The University of Adelaide, The University of Auckland, The University of New South Wales, The University of Notre Dame Australia, Fremantle, The University of Queensland, The University of Sydney, University of Otago and Western Sydney University. Other universities may have contributed to funding their own students.

LIME CONNECTION VII - SOCIAL MEDIA

The LIME Network encourages delegates and LIME Network members to engage with LIME Connection VII via social media.

On Twitter: Delegates are encouraged to tweet during the conference, using #LIME2017 – you can follow us @LIME__Network. During the event, we will be running a competition for the best conference photos. Tag your photos on Twitter with #LIME2017 to be in the running to win!

On Facebook: Join us now to see the latest updates on LIME projects, including the LIME Connection VII!
<https://www.facebook.com/LIMENetwork>

LIME CONNECTION VII - APP

This year the LIME Connection Program will be available via an online App. We encourage all delegates to access the app to view the program, presentation abstracts, author biographies, information on social events, maps, and contact details for delegates. Printed copies of the full Program are available to those who requested one at registration.

To get the App on your phone or tablet, visit your app store and search for LIME2017 or LIME Connection. If you're using a Blackberry or Windows phone, you'll need to use the web version of the App, found at W: <https://crowd.cc/s/wsnG>.

GRADUATES AND CLINICIANS

Melbourne Poche Centre for Indigenous Health Advanced Clinical Research Training

In collaboration with the Melbourne Medical School, the Melbourne Poche Centre for Indigenous Health is offering the opportunity to support clinical research training for Indigenous clinicians and health professionals from a variety of disciplines.

The Graduate Certificate in Clinical Research is delivered over the course of one or two years. It provides training on designing clinical research studies, evaluating research literature, statistical analysis, and ethics in clinical research practice.

In addition to the Graduate Certificate, participants also receive further training on graduate research study preparation, exploring issues relevant for navigating a PhD, articulating pathways into research and academia, and access to some of Australia's leading research institutes, such as the Victorian Comprehensive Cancer Centre, the Peter Doherty Institute for Infection and Immunity, and the Walter and Eliza Hall Institute of Medical Research.

The Graduate Certificate comprises four intensive subjects, preparing students who may be seeking a career in research, through intensive workshops and seminar formats, supported by online content.

In addition to the Graduate Certificate, the Melbourne Poche Centre will work with you one on one to support you in achieving your research goals. This is accomplished through engagement with prospective PhD supervisors, research proposal preparation support and access to scholarships and additional academic research training.

To express your interest in participating in the Advanced Clinical Research Training, please contact Warwick Padgham via T: 03 8344 0828 or E: padghamw@unimel.edu.au

ANU INDIGENOUS AUSTRALIAN POSTDOCTORAL FELLOWSHIPS PROGRAM APPLICATIONS CLOSE MIDNIGHT ON 28TH APRIL 2017

Australian National University (ANU) aspires to be the university of choice for Indigenous Australians, whether they be students or academics. To fulfil this aspiration, ANU will build a substantial Indigenous research and education community that can generate world-leading and influential Indigenous-led research which informs policy and practice and contributes to our understanding of the world.

The Indigenous Postdoctoral Fellowships Program is an important initiative in this community building exercise. These fellowships aim to

attract talented, recent Australian Aboriginal and Torres Strait Islander doctoral graduates across all the academic disciplines of the University. This program aims to recruit Early Career Academics who have the potential to become academic leaders in their discipline area.

Fellows will undertake both teaching and research during the fellowship. Applicants must present a plan for the post-doctoral research they propose to do at ANU as part of their application. As part of the process of developing their application, applicants are strongly encouraged to make contact with heads of ANU academic areas they would like to work in to discuss their planned research projects.

Applicants will be expected to commence their fellowship between July and December 2017.

W: <https://services.anu.edu.au/human-resources/respect-inclusion/indigenous-postdoctoral-guidelines>

STUDENT INFORMATION

ANU Welcomes New Medical Students

Gaye Doolan, ANUMS

The Australian National University Medical School (ANUMS) welcomed its incoming cohort of Year 1 students on Monday, 30 January 2017 and there to welcome them was Year 2 Indigenous medical student, Jordan Savage with a range of his home baked cupcakes.

Jordan is known among his peers for the many home baked delights he provides for his problem-based learning group.

He undoubtedly is the uncrowned king of baking at the ANUMS.

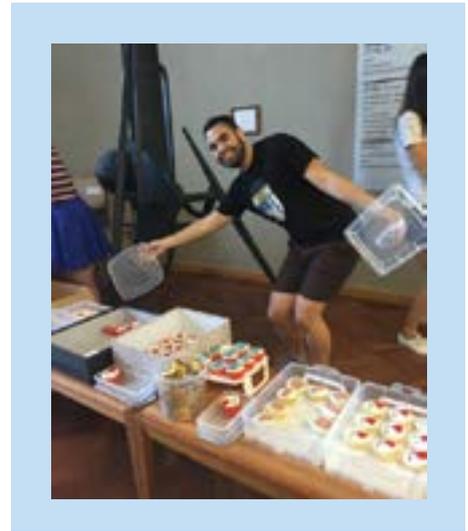


Photo: Jordan Savage

The University of Tasmania Aboriginal Health Careers Promotion Project

The University of Tasmania (UTAS) Rural Clinical School (RCS) has commenced a new project to increase the number of Aboriginal and Torres Strait Islander people enrolled in and graduating from Bachelor Medicine/ Bachelor Surgery at UTAS.

A key aim of the project is to trial ways to increase the rate of Year 12 completion among Aboriginal and Torres Strait Islander people in Tasmania, and to work with schools to raise awareness and aspirations towards a health career, among students.

Tasmanian students, especially those who live outside the greater Hobart region, face several challenges if they are accepted into the UTAS School of Medicine. Financial costs associated with living away from home and the disconnectedness from family and community are both factors which often prove difficult to overcome.

The project will work with schools, Aboriginal organisations and other community organisations to build aspirations for high school completion and higher education among Aboriginal and Torres Strait Islander primary and secondary school students. It will also work with parents and other family members to provide information and tangible support that will assist families to overcome the barriers they face.

The project will provide subject selection advice, mentoring and, where funding permits, tutoring in core subjects, for Aboriginal and Torres Strait Islander students in Years 10 -12, who are interested in a health career.

Students accepted into the MBBS via the Aboriginal Pathway will also be eligible to apply for a scholarship, for up to \$15,000 per annum, (subject to available funding) for the first two years initially. They will also be offered the opportunity to work with the RCS Aboriginal Health Careers Promotion Officers, to identify and

address barriers to their success, where possible.

The Aboriginal Health Careers Project, builds on the work undertaken by UTAS Student Recruitment, the RCS Community Engagement project, University College and the Riawunna Aboriginal Education Centre to increase the recruitment of Aboriginal students, while recognising the unique challenges and barriers to be overcome by Aboriginal people wanting to pursue health careers, particularly Medicine, in Tasmania

For more information regarding the University of Tasmania, Aboriginal Health Careers Promotion Project, please contact RCS School & Community Manager, Elvie Jean via elvie.jean@utas.edu.au

'DEBUNKING THE MYTHS' - AIDA SRC PROJECT 2016

These videos created by the Student Representative Committee address some of the challenges that Aboriginal and Torres Strait Islander medical students encounter during their university studies. Senior AIDA members and leaders answer questions based on their own experiences, offering insight, wisdom and useful advice for AIDA student members, as well as broader mainstream audiences.

[AIDA SRC Project 2016: You don't look Aboriginal](#)

In this video: Dr Chelsea Bond (Senior Lecturer, the University of Queensland); Associate Professor Mark Wenitong (Past AIDA President and Founding Member); Dr Tammy Kimpton (Past AIDA Director and President); Dr Benjamin Armstrong (AIDA Director); Dr Kali Hayward (AIDA President); Dr Joel Wenitong (Lecturer, the University of Newcastle); Dr Dana Slape (AIDA Director); and Associate Professor Peter O'Mara (Past AIDA President).

[AIDA SRC Project 2016: Why do you get a different entry into medicine?](#)

In this video: Dr Chelsea Bond (Senior Lecturer, the University of Queensland); Associate Professor Mark Wenitong (Past AIDA President and Founding Member); Dr Tammy Kimpton (Past AIDA Director and President); Dr Benjamin Armstrong (AIDA Director); Dr Kali Hayward (AIDA President); Dr Joel Wenitong (Lecturer, the University of Newcastle); Dr Dana Slape (AIDA Director); and Associate Professor Peter O'Mara (Past AIDA President).

[AIDA SRC Project 2016: Why do you get scholarships?](#)

In this video: Dr Chelsea Bond (Senior Lecturer, the University of Queensland); Associate Professor Mark Wenitong (Past AIDA President and Founding Member); Dr Tammy Kimpton (Past AIDA Director and President); Dr Benjamin Armstrong (AIDA Director); Dr Kali Hayward (AIDA President); Dr Joel Wenitong (Lecturer, the University of Newcastle); Dr Dana Slape (AIDA Director); and Associate Professor Peter O'Mara (Past AIDA President).

[AIDA SRC Project 2016: Why do medical students need to know about Indigenous culture?](#)

In this video: Dr Chelsea Bond (Senior Lecturer, the University of Queensland); Associate Professor Mark Wenitong (Past AIDA President and Founding Member); Dr Tammy Kimpton (Past AIDA Director and President); Dr Benjamin Armstrong (AIDA Director); Dr Kali Hayward (AIDA President); Dr Joel Wenitong (Lecturer, the University of Newcastle); Dr Dana Slape (AIDA Director); and Associate Professor Peter O'Mara (Past AIDA President).

[AIDA SRC 2016 Project HD: Highlights](#)

This video contains the highlights from a video project created by the 2016 Student Representative Committee at the Australian Indigenous Doctors' Association (AIDA). The project addresses some of the challenges that Aboriginal and Torres Strait Islander medical students encounter during their university studies with senior AIDA members and leaders answering questions based on their own experiences, offering insight, wisdom and useful advice for AIDA student members, as well as broader mainstream audiences.



Australian Indigenous Doctors' Association

SCHOLARSHIPS AND GRANTS

RACS Aboriginal and Torres Strait Islander SET Trainee One Year Scholarship

Application is due 26 April 2017

This scholarship was established by the Royal Australasian College of Surgeons Indigenous Health Committee to support Trainees who identify as Aboriginal and/or Torres Strait Islander, and could be used to cover one or more of the following:

- Surgical Education and Training registration fees
- Surgical Education and Training course fees
- Surgical Education and Training examination fees
- Research projects
- Mentoring Programs
- Travel, accommodation and registration fees to attend conferences
- Other relevant professional development activities

Who can apply

Surgical Education and Training Trainees who identify as being Aboriginal or Torres Strait Islander.

Conditions

To be eligible for the Scholarship an applicant needs to fulfil the eligibility requirements for membership of the Australian Indigenous Doctors' Association (AIDA). Details can be found on W: www.aida.org.com.au/membership/eligibility/.

All scholarships are conditional upon the applicant being a permanent resident or citizen of Australia or New Zealand.

For further information and to apply, please go to the RACS scholarship website at W: www.surgeons.org/

[scholarships](#) or *directly to Research Scholarship web page.*

2018 NSW Rural Resident Medical Officer Cadetships for Indigenous Medical Students

Applications close Monday 7 August 2017.

NSW Rural Doctors Network (RDN), on behalf of the NSW Ministry of Health, is offering up to two Cadetships to Indigenous medical students interested in a career in rural NSW.

Successful applicants receive a scholarship of \$30,000 during the final two or three years of their degree. In return, they agree to work for two years in an eligible NSW rural hospital within the first three years following graduation.

Additional benefits include a relocation grant when moving to a rural location, attendance at RDN conferences, attendance at the annual RDN cadet weekend at one of the locations for rural service, and mentoring and support through RDN.

Applications are open to Indigenous medical students studying in NSW in the first or second year of a postgraduate degree, second or third year of a five-year degree or third or fourth year of a six-year degree. Indigenous students who completed Year 12 in NSW and are currently studying medicine at an interstate university or in New Zealand are also eligible to apply.

Further information is available from the RDN website at www.nswrdn.com.au/students or call 02 8337 8100.

ACEM Foundation Conference Grant: Promoting Future Indigenous Leaders in Emergency Medicine

Applications close 9 April 2017 for the Winter Symposium and 2 July for the Annual Scientific Meeting

The ACEM Foundation is currently seeking applications for the [ACEM Foundation Conference Grant](#). The Conference Grant supports Aboriginal, Torres Strait Islander and Māori medical practitioners, medical students and other health professionals in attending the ACEM Winter Symposium or the ACEM Annual Scientific Meeting.

Marilyn Godley Scholarship for an Indigenous Undergraduate

Applications close midnight March 31 2017

The Marilyn Godley Scholarship, valued at \$5000, is offered to an Aboriginal or Torres Strait Islander undergraduate.

To be eligible for this award, this must meet the following criteria:

- Aboriginal or Torres Strait Islander
- Female gender
- Enrolled in an undergraduate degree on 31 March in the year of application
- Enrolled at a Victorian university or a Victorian campus of the Australian Catholic University on 31 March in the year of application
- Normally resident in Victoria

W: www.gradwomenvic.org.au

Roberta Sykes Bursaries to Harvard

The Roberta Sykes Indigenous Education Foundation has partnered with Harvard Business School and Harvard Kennedy School to offer bursaries to Aboriginal and Torres Strait Islander people to undertake short executive programs in 2017. Applications close on Monday 13 March, to apply please click here – W: <https://www.indigenousscholarships.com.au/#/nav/landing-page>.

SCHOLARSHIP AND BURSARIES FOR RESEARCH HIGHER DEGREE STUDENTS (not Indigenous specific)

Applications close midnight 31 March 2017

Two scholarships and four bursaries are offered to female students undertaking a PhD or doctoral degree course at a Victorian University. The William And Elizabeth Fisher Scholarship and the Yvonne Aitken Scholarship are valued at \$7000 each.

The Nancy Millis Bursary, the Madeleine Capicchiano Bursary and two Bursaries in Memory of Feminist Fathers are valued at \$3500 each.

One Bursary is named to honour the memory of the late Nancy Millis, a long term member of Graduate Women Victoria and a distinguished scientist.

For the Madeleine Capicchiano Bursary, preference will be given to an applicant who is conducting research on issues of human rights and/or social justice at the local, national or international level. Madeleine Capicchiano was a scholarship winner in 2007, who died suddenly and unexpectedly a few months after receiving her

scholarship; she was working in the area of human rights.

The other two Bursaries are named 'In Memory of Feminist Fathers', as requested by the donors.

W: www.gradwomenvic.org.au

Centre of Research Excellence in Indigenous Children's Healthy Ears – CRE ICHEAR

The CRE ICHEAR is a national research collaboration dedicated to improving ear and hearing health of Indigenous children, through high quality innovative research, Indigenous leadership, and more effective and sustainable research translation.

In particular, the CRE collaboration encompasses expertise in health promotion research, evaluation of Government initiatives such as housing, vaccine trials for otitis media (OM) prevention, antibiotic trials for treatment of acute otitis media (AOM) and chronic suppurative otitis media (CSOM), surgical trials for hearing restoration, clinical trials of novel therapeutics, and data linkage with education outcomes, expanded analyses and mathematical modelling of combined data over a 20 year period.

Our mission is to 'close the gap' in educational and social disadvantage associated with the high prevalence of OM and conductive hearing loss in Australian Indigenous children.

The CRE ICHEAR is funded by the National Health and Medical Research Council.

Expressions of interest for scholarships and fellowship are currently open, and small grants are available all year.

W: <http://www.earandhearinghealth.org.au/opportunities>

CONFERENCES AND EVENTS

LIME Connection VII – Melbourne, Vic, 4 -7 April

The seventh biennial LIME Connection will be co-hosted by Deakin University, Monash University and The University of Melbourne.

The conference will encourage strengths based presentations relating to Indigenous health teaching and learning, curriculum development and research in health professional education; as well as models for community engagement and the recruitment and graduation of Indigenous students. See earlier pages for more information.

W: www.limenetwork.net.au

Save the date! AIDA Conference 2017 – Family. Unity. Success. 20 years strong

20 – 23rd September 2017 at the Oaks Cyprus Lakes Resort, Hunter Valley NSW.

Sponsorship opportunities and abstracts will open soon

W: <https://www.aida.org.au/>

RACMA Winter Forum – Melbourne 14 – 17 June 2017

The Royal Australasian College of Medical Administrators Spring Forum will be held on the 14 – 17 June 2017.

More information will be provided closer to the date, please check the RACMA website.

W: www.racmacme.com.au

Race, Whiteness and Indigeneity: An International Conference – Gold Coast, QLD, 6 – 8 June, 2017

This conference begins an interdisciplinary conversation focusing on race, whiteness and Indigeneity within the context of settler colonialisms in the USA, Canada, New Zealand, Australia and Hawaii. It offers an opportunity to participate in increasingly voluble and global conversations about the denial and significance of race, whiteness and Indigeneity in the 21st century.

W: www.nirakn.edu.au

14th World Rural Health Conference – Cairns, QLD, 29 April – 2 May, 2017

The Australian College of Rural and Remote Medicine (ACRRM) and the International WONCA Working Party on Rural Practice invite you to participate in one of 2017's most significant rural medical events - the 14th World Rural Health Conference to be held at the Cairns Convention Centre from 29 April to 2 May. The program features streams based on themes relevant to all rural and remote health practitioners:

- Social and environmental determinants of health
- Leadership, Education and Workforce
- Social Accountability and Social Capital

- Rural Clinical Practices: people and services

The call for abstracts closes on 30 November

For further info visit the [website](#).

GPRA Future of General Practice Conference – Sydney, NSW 1 – 2 April 2017

General Practice Registrars Australia (GPRA) annual flagship conference, Future of General Practice 2017 (#fgp17) will be held in Sydney on Saturday 1 and Sunday 2 April at the Rydges World Square Hotel.

#fgp17 will bring together medical students, junior doctors and registrars from around Australia to deliver another exceptional educational program. A range of outstanding speakers will present their views and opinions of general practice and the direction it is taking providing a nationally connected program, that will incorporate a trade exhibition.

W: <http://www.fgp.org.au/>

ACEM Annual Scientific Meeting, Sydney, NSW 19 – 23 November

The ACEM Annual Scientific Meeting aims to enhance the knowledge and skills of Australasian emergency physicians in an environment which facilitates professional networking. The meeting rotates around cities of Australia and New Zealand, and is organised by a local committee of FACEMs and trainees.

The Annual General Meeting of ACEM and College Ceremony both precede the Scientific meeting, including the presentation of prizes, awards and honours.

W: www.acem.org.au

ACEM Winter Symposium – Barossa Valley, SA, 26 – 29 July 2017

The Winter Symposium is held every second year, in a regional location of either Australia or New Zealand. This event is smaller than the Annual Scientific Meeting so allows for more interactive sessions and networking opportunities. Delegates often come early or stay-on to enjoy what the hosting region has to offer.

W: www.acem.org.au

RACP CONGRESS, MELBOURNE, VIC, 8 – 10 MAY, 2017

RACP Congress 2017 marks the beginning of a new era for Congress, a flagship event and meeting place for all physicians. Congress has been the College's 'stand-out' annual event since 1939, bringing physicians together to celebrate medical progress and achievement, shape healthcare policy, accelerate education and training and enhance patient care.

W: www.racpcongress.com.au

IRANZCP 2017 Congress, Adelaide, SA, 30 April – 4 May, 2017

The Royal Australian and New Zealand College of Psychiatrists RANZCP 2017 Congress draft program features local and international keynote speakers and a wide range of parallel sessions and pre-Congress workshops. The theme Speaking our Minds. Telling our Stories will set the scene for a broad and interesting scientific program discussing the latest developments in psychiatry.

W: www.ranzcp2017.com

International Council of Nurses Congress, Barcelona, Spain, 27 May – 1 June

This international gathering of thousands of nurses will explore nurses' leading role in the transformation of care, with a particular focus on universal health coverage, the Sustainable Development Goals and human resources for health. The Congress will provide opportunities for nurses to build relationships and to disseminate nursing knowledge and leadership across specialties, cultures and countries. The three ICN pillars – Professional Practice, Regulation and Socio-Economic Welfare – will frame the scientific programme and the dynamic exchange of experiences and expertise.

W: www.icnbarcelona2017.com

PUBLICATIONS AND RESOURCES

For more publications visit the [LIME Network Resources Hub](#).

The Aboriginal Cultural Safety Initiative: An Innovative Health Sciences Curriculum in Ontario Colleges and Universities.

Shah, Chandrakant; Reeves, Allison.

International Journal of Indigenous Health, Dec 2015, Vol. 10 Issue 2

This paper looks at the Aboriginal Cultural Safety Initiative (ACSI) which was created in Anishnawbe Health Toronto. The ACSI offers an innovative curriculum to address gaps in postsecondary health sciences curricula for future healthcare providers.

W: <https://journals.uvic.ca/index.php/ijih/article/view/14388>

A brief experience for medical students in a remote Aboriginal community

Benson, J; Ryder, C; Gill, M; Balabanski, A.

Australian Family Physician, Vol. 44, No. 10, Oct 2015

This research examines the expectations and outcomes of medical students who went on a 2-day trip to a remote Aboriginal community. It looks at how incorporating short trips to remote Indigenous communities into medical curriculum can build a culturally appropriate workforce.

W: www.racgp.org.au/afp/2015/october

Enhancing cultural awareness education for undergraduate medical students: Initial findings from a unique cultural immersion activity

Sargeant, S; Smith, J Dade; Springer, S.

Australasian Medical Journal, 2016, Vol. 9 Issue 7

This paper presents the development and delivery of a cultural immersion activity for first year undergraduate medical students. It explores how this type of activity may improve attitudes, comprehension and perceived competence relating to working with and understanding people of different cultures.

W: www.amj.net.au

'Stereotypes are reality': addressing stereotyping in Canadian Aboriginal medical education.

Ly, A; Crowshoe, L.

Medical Education, Jun 2015, Vol. 49 Issue 6

This case study examines the views of undergraduate medical students regarding Canadian Aboriginal stereotypes and how they potentially affect Aboriginal peoples' health.

W: <http://onlinelibrary.wiley.com/doi/10.1111/medu.2015.49.issue-6/issuetoc>

"Unwell while Aboriginal": iatrogenesis in Australian medical education and clinical case management

Ewen SC; Hollinsworth D.

Advances in Medical Education and Practice, Vol 2016, Issue 1

Understanding how to most effectively embed Aboriginal content and perspectives in curriculum and how to best teach and assess these remains contested. This review canvasses these debates, arguing that well intentioned efforts in medical education and clinical management can have iatrogenic impacts.

W: <https://www.dovepress.com/advances-in-medical-education-and-practice-i1130-j92>

Ms Dhu coronial findings show importance of teaching doctors and nurses about unconscious bias

Phillips A, The Conversation (online), December 20, 2016

In delivering her findings of the coronial inquest into the death of 22-year-old Ms Dhu during time spent in a Western Australian jail cell, state coroner Ros Fogliani was highly critical of some actions of police and medical staff. She reportedly said Ms Dhu's medical care in one instance was "deficient" and both police and hospital staff were influenced by preconceived notions about Aboriginal people.

W: www.theconversation.com

The Leaders in Indigenous Medical Education (LIME) Network Program 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 graduation of Indigenous medical students.

We do this through a bi-national presence that encourages and supports collaboration within and between medical schools in Australia and Aotearoa/New Zealand, and by building linkages with the community and other health science sectors.

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

It was developed as a stand alone project in 2008 and stemmed from the Indigenous Health Project (2002-2008). Major outcomes of this Project included the Indigenous Health Curriculum Framework and the Critical Reflection Tool, which remain important resources.

The LIME Network Program's significant outcomes include:

- Facilitation of bi-annual **Reference Group** meetings to provide opportunities for those working in Indigenous health & medical schools to collaborate, share information, provide feedback & network;
- The biennial **LIME Connection** conference, providing a forum for knowledge transfer & dissemination, also including the **LIMELight Awards** to celebrate successes;
- The **Indigenous Student and Community Bursary Scheme**, providing the opportunity for student networking & peer support at LIME Connection;
- Publication of the tri-annual **LIME Network Newsletter** promoting best practice & sharing successes in the field;
- Maintaining the **LIME Network Website**, housing information on LIME Network projects, news & events;
- Building the evidence base of Indigenous health curriculum & student recruitment & support, through publishing **Good Practice Case Studies Booklets** & a Special Edition of the **ANZAHPE Focus on Health Professional Education Journal**;
- Developing & implementing **internal review tools**, supporting medical schools to reflect & evaluate performance;
- Supporting Indigenous people to explore pathways to studying medicine, through the **Indigenous Pathways into Medicine Online Resource & Video Profiles**;
- Strengthening capacity & sharing knowledge among network membership through **Slice of LIME Seminars**;
- Developing a **Peer Support Statement and Strategy** that operates across universities;
- Building linkages across health disciplines & with medical colleges through **networking and information sharing**;
- Supporting collaboration between medical schools & Indigenous Community Controlled Health Organisations through **Regional Meeting facilitation**; and
- Hosting meetings with **medical school Deans**, to introduce the LIME Network & update existing medical & health science staff on program activities.

CONTACT DETAILS

If you would like more information regarding LIME Network activities, would like to become a member, or have something you would like to contribute to the next Newsletter, please contact us:

T: +61 3 8344 9160

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Website: limenetwork.net.au

Facebook: facebook.com/LIMENetwork

Twitter: twitter.com/LIME__Network

YouTube: youtube.com/LIMENetworkProgram



THE LIMENETWORK