



# THE LIME NETWORK

Leaders in Indigenous Medical Education

## LIME ACTIVITY MEMBER SURVEY 2019 REPORT

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### LIME NETWORK PROGRAM OUTCOMES

The LIME Network Program has achieved significant outcomes including:

- The facilitation of bi-annual Reference Group meetings to provide the opportunity for those working in Indigenous health within medical schools to collaborate, share information, provide feedback and network
- The biennial LIME Connection conference to provide a forum for knowledge transfer and dissemination
- Publication of the tri-annual LIME Network Newsletter promoting best practice and sharing successes in the field
- Maintaining the LIME Network Website housing information on LIME Network projects and other news and events
- Building the evidence base of the efficacy of Indigenous health curriculum development and implementation as well as Indigenous student recruitment and retention initiatives through publications such as the Good Practice Case Studies.
- Developing and implementing internal review tools to support medical schools to reflect and evaluate their performance
- Supporting Indigenous high school students to understand the pathways to studying medicine through the online Pathways into Medicine Resource
- Building linkages across health disciplines and with medical colleges through networking and information sharing
- Supporting collaboration between medical schools and their local Indigenous Community Controlled Health Organisations through the facilitation of Regional Meetings.

### LIME NETWORK MEMBERS

The LIME Network consists of participants from key stakeholder groups including medical educators, specialists, policy makers, medical students and community members engaged with Indigenous health and health professional education.

## PROJECT SUMMARY

The Leaders in Indigenous Medical Education (LIME) Network have conducted two member surveys, in 2016 and 2019, to enable members of the network to provide feedback on the resources and activities provided by the LIME Network. The surveys were conducted with LIME Network members when they came together at the LIME Connection conference.

The information for this LIME Activity Survey Report was collected following the eighth biennial LIME Connection hosted by the University of Otago in Ōtautahi (Christchurch), Aotearoa (New Zealand) from 5–8 November 2019.

The results from the survey will be used to:

- Develop strategies to ensure engagement with all members within the LIME Network;
- Drive change and improvements to the LIME Communication Strategy;
- Evaluate the progress of the Program's outcomes.

## RESPONDENTS

# 105

people took part in the survey  
(45.6% of people who attended the conference)

The demographics of respondents in the 2019 was similar to those in 2016

**68%** Indigenous  
**32%** Non-Indigenous

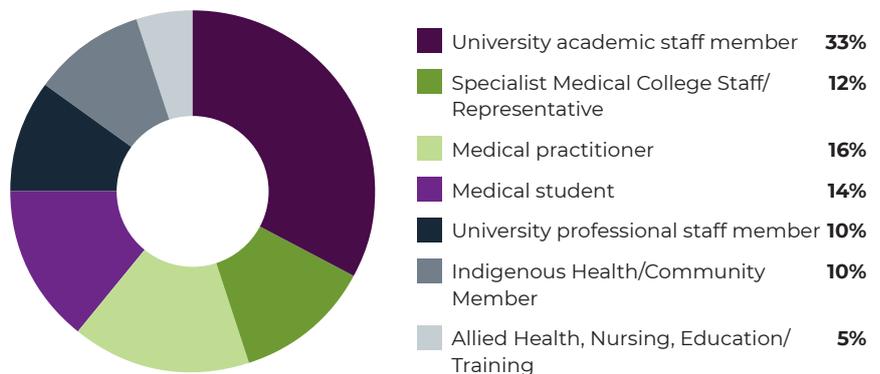
**53%** of respondents from Australia  
**38%** from Aotearoa

**77%** Female  
**23%** Male

**5%** from Canada  
**3%** from USA & Hawaii

### Respondents by profession

University academic staff members accounted for the largest proportion of respondents (33%), followed by medical practitioners (16%), and medical students (14%). Specialist Medical College representatives increased from 8% in 2016 to 12% in 2019.



## RESPONSES

### What was your main reason for becoming a member of LIME Network?

Respondents indicated that they became a member of the LIME Network to:

- Collaborate and maintain connections with others who work within the Indigenous medical education space;
- Develop research partnerships, share ideas and network with like-minded educators;
- Network with other professionals to better support students and improve curriculum;
- Access the opportunity for knowledge exchange and professional learning in a community of practice;
- Gain support, guidance and understanding in the space of Indigenous education;
- Gain professional and personal development and learning from other Indigenous health educators;
- Build an inspirational landscape to keep motivated and be an agent of change;
- Provide excellence in health care and health outcomes and to increase the number of Indigenous doctors;
- Work collegially with a network which is highly relevant to the development and implementation of Indigenous health within medical schools;
- Have access to ideas and initiatives, connection, inspiration, leadership and intergenerational support.



**“I’m a member of LIME to be connected to some of the most exciting and innovative medical educators on the planet.”**



**“LIME is an amazing network providing support, effective cultural relationships, connections, inspiration and ongoing learning.”**

### What do you gain through your LIME Network membership and what are the benefits for you?

Respondents overwhelmingly indicated that the LIME Network provides connections, support and important networking opportunities to collaborate and share a range of experiences, information and perspectives. Respondents advised they benefit from having access to resources, a conference, webinars and the opportunity to share best practice with other teachers and scholars.

Respondents advised that being a member of the LIME Network provides an opportunity to share knowledge and to gain an insight into Indigenous defined and led changes in medical education. The LIME Network also provides excellence in research and scholarship and access to the discussions which provide educators with new ways of thinking and building a new discourse for language and thinking. Other benefits of being a member included:

- Maintaining networks with other Indigenous academic and professional staff, learning from each other and comparing how universities assist Indigenous/First Nations students;
- Opportunities to develop skills in medical education as related to cultural safety and health equity and support of Indigenous trainees and doctors;
- Support, networking, building connections and liaison with other Indigenous peoples/whanau;
- Access to information with particular reference to improving curriculum development by providing evidence-based solutions to embedding Indigenous knowledge and equity in medical education;
- Raising critical consciousness and developing professional connections and learning opportunities;
- Being connected to an Indigenous international network of innovative change makers and exposure to a wider range of research and programming;
- A culturally safe space and network to be Indigenous and challenging the constructs of health delivery to Indigenous people.



**“LIME provides connectedness to a community, as it can be isolating being the only Aboriginal person in a medical school.”**



**“I am a LIME Network member through the Medical School, it has provided great resources for improvement in curriculum development and achieving positive learning outcomes.”**

### How has your attendance at LIME Connection(s) or your engagement with the LIME Network influenced your thinking and/or work in the area?

Respondents found attendance at LIME Connection was inspiring and reinvigorating and has contributed to every level of work within medical schools and more broadly across the health sciences.

Many respondents felt that the learnings from attending ConnectionVIII will influence their teaching and research practices due to the development of increased knowledge within the Indigenous health space.

Cultural safety emerged as a key theme at the conference and respondents commented the discussion helped them to envision improvements in curriculum development and design. Respondents also noted that their engagement with the LIME Network has:

- Formed connections and lasting professional relationships which has provided amazing mentors, peer support and review;
- Provided an in-depth understanding of the value and impacts (negative and positive) of work to advance cultural safety;
- Emphasised the importance of connecting with Indigenous people, relationship building and community engagement;
- Raised awareness about the importance of involving the Indigenous community in decision making and educating non-Indigenous people on why this is important;
- Increased understanding, pushing boundaries and challenging imposed definitions and expectations for Indigenous people;
- Supported challenging and responding to racism, raising awareness and developing culturally safe spaces within medical schools and universities.



**"I have come away from the conference with lots of ideas to work on with my colleagues, to improve what our organisation does to support optimal health for Maori, Aboriginal, and Torres Strait Islander communities."**



**"Challenging and allowing for both personal and professional growth. It affects me not just as a doctor, an educator and a professional, but as a person."**

### How has your participation at LIME Connection(s) or your engagement with the LIME Network had an influence on your workplace or organisation?

Respondents advised that participation in LIME Connection has influenced their medical school to initiate discussions on practical ideas to increase Indigenous content in the curriculum and develop cultural safety initiatives. They also reported that LIME:

- Provides the latest evidence in Indigenous health to contribute to discussion and curriculum development across the faculty and with broader committees across the university;
- Provides new resources and great ideas to take back and share within the workplace;
- Shares information about student pathways, sharing student experiences and developing better ways to recruit and support Indigenous medical students;
- Leads and initiates discussions on practical ideas to increase Indigenous content in the curriculum and cultural safety initiatives;
- Raises awareness and understanding about the importance of Indigenous health and provides best practice and evidence-based research within the medical education space.



**"It has reinvigorated my thinking, broadened my knowledge and connections and encouraged me to continue to work harder towards creating a culturally safe environment for our first Nations people their families and community."**

Respondents from medical colleges advised that they have begun to engage directly with LIME this year on a number of levels and through their involvement they have a path of action. They also reported that:

- LIME has created the space to contemplate important issues in Indigenous medical education that were previously not on the radar.
- LIME has been leading medical colleges on a measured journey to work, learn and progress together.



**"For me, the more fundamental level is probably personal reflection on the material I am exposed to through LIME. I always come away with so much to process and contemplate, discuss and then act on!"**

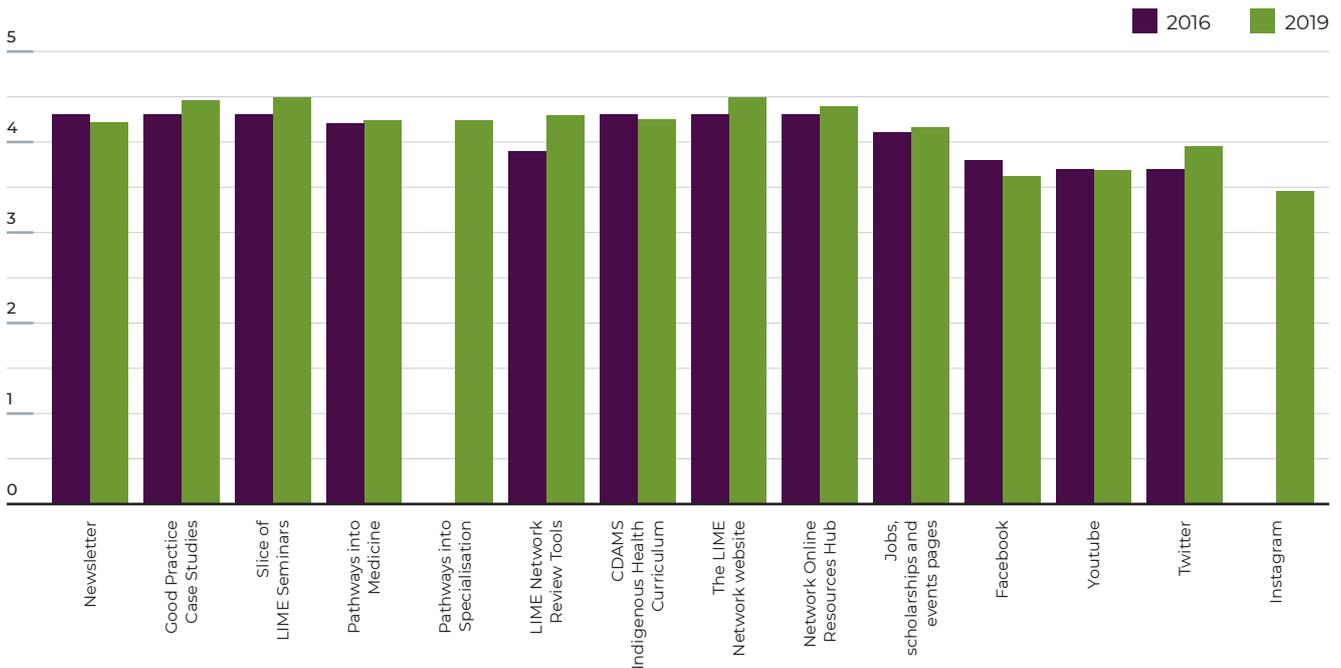
## Responses cont.

### As well as running the LIME Connection, the LIME Network Program has a range of other activities and resources.

The LIME Network collected data on which resources our members find most useful via the 2016 and 2019 LIME Connection Evaluation Surveys. The weighted average of member responses (1 = not particularly useful; and 5 = very useful). The resources members found most useful in both 2016 and 2019 were rated between 4 and 4.5 including; the Newsletter, Good Practice Case Studies,

the Slice of LIME Seminars, Pathways into Medicine, Pathways into Specialisation, LIME Network Review Tools, CDAMS Indigenous Health Curriculum Framework, the LIME Network Website, and the On-line Resources Hub and the Jobs, Scholarships and Events pages. The least accessed resources rated between 3 and 4 included; Facebook, Youtube, Twitter and Instagram.

After 2016, two new resources were developed by the LIME Network – Pathways into Specialisation and Instagram.



### Please provide any comments on these activities, or suggestions for future activities/resources, that would support 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.

The importance of embedding Traditional Knowledge into Indigenous Health Education was listed as priority including:

- Traditional fire-burning;
- Looking after Country;
- Learning Indigenous History, language/s, traditional foods and plants for Medicinal use;
- Respondents were excited to learn more about the pathways into specialisation and would like to see more inspiring videos from Indigenous doctors;
- Recruitment and retention of Aboriginal and Torres Strait Islander staff and students was highlighted as a priority as well as mentoring and culturally safe student support programs;

- Ongoing workshops amongst medical colleges for collaboration;
- Past medical students providing feedback about their experience in transitioning into the world of practice or academia;
- More training is required for educators about definitions of cultural safety and expanded views and understanding of critical cultural consciousness.



**“Love all that you are doing, fabulous to have a range of options activities”**



**“You guys do a great job.”**

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