



BULLETIN

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Message from the Editors

At this time of the Japanese Earthquake our prayers, thoughts and support to our friends and colleagues in Japan are sent from CAIPE to colleagues who have developed partnership / collaborative arrangements with UK universities.

The Bulletin attempts to publish to its members three times per year, to share examples of good practice, national and international news and report on CAIPE Board Meetings, AGM and Corporate Forum. Occasionally, where reports have been less available, as was the position this year; the Bulletin is published twice. It is emailed to CAIPE members, and we encourage our members to forward it onto colleagues, including service users, with an interest in interprofessional learning and working. It is through this networking process that we reach out to people not only to inform them about what is happening around interprofessional education, but who we rely on to send us documentation about IPE that we can then publish and share with the wider community. We feel that our potential readership is wide, from an Interprofessional Education novice, to someone who has been involved with IPE for many years. Bearing this in mind, we would like the Bulletin to include something for everyone. Please keep your reports coming in.

Contributing to the CAIPE Bulletin

We welcome contributions from:

- Staff in Further and Higher Education Institutions, giving examples of planning, using or evaluating interprofessional education in courses, on campus and in practice, at all levels. (For example, modules, programmes or short courses).
- Corporate Forum Members.
- Staff in practice, with examples of interprofessional education from initial entry to continued professional development and lifelong learning.
- Students' views of their involvement with interprofessional education and how they have benefited.
- Service users or carers, discussing occasions when interprofessional working has gone well, how it may be improved or how they have been involved with interprofessional education or practice.
- The international interprofessional education and collaborative working community.
- Research information or updates on work in progress, latest publications etc.
- Collaborative working in the community

We plan to have a THEME for each edition of the bulletin. In our next publications in June will focus on E-Learning and in October focus on Simulation. Please send your related articles so that we have time to edit and prepare the Bulletins. The copy deadline for June 2011 is 13th June and for October is 17th October 2011.

Articles should be between 500 and 800 words using the Harvard referencing style and Arial 10 font size. Illustrations are most welcome but permission must be sought for photographs etc. Please indicate that permission has been obtained when submitting. Please send your articles or items for the events column to: Lesley Hughes, L.A.Hughes@Hull.ac.uk or Richard Pitt, Richard.Pitt@nottingham.ac.uk

Message from CAIPE CHAIR:

Elizabeth Howkins

Message from Elizabeth Howkins (Chair of CAIPE)

. As I write this message the world is in turmoil, earthquakes in Japan and New Zealand, potential war in Libya and continuing bloodshed in Bahrain. At home the NHS is being re-structured under the guise of patient centred care, but critics are more in favour of creeping privatisation. There are also swingeing public sector cuts, pension reductions and escalating unemployment. Seldom has there been a greater need to work together, to draw on our strong networks at here and overseas to support each other in these times of great turmoil and loss.

In contrast to the depressing UK events and the sad world news CAIPE continues to expand and develop. In spite of the reductions to university funding and public spending cuts, our corporate and student membership has increased. The importance and benefits of being part of an independent think tank which works with organisations to improve collaborative practice and thereby the quality of care by professions learning and working together continues to be essential.

Encouraging the next generation of people to lead and inspire the values of interprofessional education has to come through students as they learn to become practitioners ready to promote collaborative practice. I would like to thank Debbie Craddock and Suzanne Lindqvist for taking on this challenge for CAIPE and making it a reality. The student membership numbers are now 239, the website for the students is active and there will be a student conference on July 4th at Southampton University. The title for the day is:

Championing Interprofessional Education and Collaborative Practice

The CAIPE Board have become increasingly aware that we should offer more to our individual members. We decided to run an event titled the 'Chair's Event', it was held in London in November 2010. This was a day free for individual members of CAIPE. The focus was on Interprofessional Research and the theme was '**Challenging Interprofessional Research**'. It was a very enjoyable day with an international flavour. There were 36 attendees who included members from all parts of the UK, Malta, Holland and the Republic of Ireland and invited guests from Australia, New Zealand and Japan. Everyone who attended took part in the discussions following the interesting and stimulating presentations and throughout the day there was a real 'buzz' to the proceedings. There was so much to discuss, share and ask questions about and a huge amount of networking went on. The aim is to make this an annual event.

In my last news letter I stated that it is a CAIPE aim to influence government and policy makers by responding to the most significant consultation papers.



CAIPE board members have continued to be very active and responded to these government consultation papers: Liberating the NHS, Healthy Lives, Public health strategy and developing the Health Care Workforce. Also we have made a CAIPE response to the additional papers from the GMC relating the 'Tomorrow's Doctors'. Please see the website for full details.

I would like to encourage members both corporate and individual to give serious thought to becoming a CAIPE Board member. Due to the rotation of Board members there is this year an opportunity to have several new members. There are few opportunities that offer more to advance the cause of interprofessional education than serving on the CAIPE Board. Please do consider putting your name forward as a Board member or nominating a colleague. We warmly welcome new people with new ideas to influence the direction of CAIPE. The CAIPE AGM is on June 23rd and it is to be held in London at the NCVO Centre near King's Cross.

Elizabeth Howkins March 2011

CAIPE POLICY STATEMENT RESPONSE

CAIPE: Statement on the World Health Publication: *'Framework for Action on Interprofessional Education & Collaborative practice'*.

The CAIPE community in the UK welcomes the report prepared for the World Health Organisation (WHO) published as a framework for action on interprofessional education (IPE) (WHO, 2010). The report describes a vision for IPE to shape a future workforce that can work collaboratively to address national and international health problems thereby improving health outcomes.

Seen as a comprehensive document aimed at policy makers, the report is positively received within the UK at a time when persuasive argument for the advantages of IPE will be required to influence future policy developments. The document is perceived to have additional authority because it was shaped by a global interprofessional community. Of particular importance are sections which cite evidence that effective IPE firmly established within professional education can shape a *'collaborative practice ready workforce'*. These claims are substantiated with referenced educational research from around the world on improved health outcomes. Such endorsement of IPE is seen as vital.

CAIPE is perceived as having a significant role in the next step of influencing policy makers and Higher Education Institutions at a time of emerging new management structures and resource pressures. Additional thinking is required to convince many of the need to enhance IPE. The report, written for global influence, does not provide clear solutions to the obstacles experienced in establishing effective IPE within professional education. Similarly work is required in the UK to ensure more rigorous educational research, to tackle many profession specific cultures, to embrace students and users and to support those who are implementing IPE.

Perceived as a positive document of clarity, the vision expressed is welcomed at this time of opportunity within the UK. CAIPE will work with the interprofessional community to support the need for IPE and its potential in order to shape a *'collaborative practice ready workforce'*.

Reference

World Health organisation (2010). *Framework for Action on Interprofessional Education & Collaborative Practice*. Geneva: WHO.

See also: responses to the WHO document in the Journal of Interprofessional Care September 2010.

Go to: <http://informahealthcare.com/jic>

CAIPE POLICY STATEMENT RESPONSE

CAIPE's Response to the Health Professions Council Consultation on proposed changes to the generic standards of proficiency

CAIPE welcomes the consultation by the Health Professions Council on the proposed changes to the generic standards of proficiency and is pleased to have the opportunity to comment.

We note that the standards complement and are complemented by the profession specific standards as well as policies and protocols developed by employers and guidance or codes of conduct produced by professional bodies. These are not under review at this time, so we note that our comments are made in isolation from these other documents.

CAIPE applauds the process by which the standard statements are being formulated and agreed between the professions, rather than imposed.

Q1. Do you agree that generic standards of proficiency should be retained?

CAIPE supports the retention of generic standards as a set of expectations of all the HPC regulated professions. We agree with the conclusions of the review that there are commonalities shared by all these professions. Many of them are fundamental to interprofessional practice.

Q2. Do you agree with the proposed new structure of the generic Standards of Proficiency?

The proposed changes reduce the current 26 overarching generic standards and 53 detailed generic standards to 15 generic standards. We recognise that this is intended to make it easier for professionals to view and understand them, but this simplification sacrifices precision and clarity of application.

The structure of the current standards is helpful to practitioners and students in that it clearly states what is required of all professionals. The level of generality and the lack of explanatory subtext in the proposed version leaves the standards open to unacceptable differences of interpretation within and between professions.

Q3. Do you agree with the proposed new wording of the generic Standards of Proficiency?

The proposed new wording of a number of generic Standards of Proficiency lacks sufficient clarity and depth, made worse by the loss of any supporting sub text. We welcome succinct statements provided they are explicit.

We have particular concerns regarding the proposed new standards 8 and 9 intended to replace the current Standards 1b.1, 1b.2 and 1b.3. These 3 current standards focus importantly, on the way in which professions should work together.

CAIPE views with grave concern the removal of direct reference to the way in which professionals relate to each other and work together, to be replaced by a standard which is devoid of significant meaning. CAIPE is at a loss to identify any profession regulated by the HPC which does not need to collaborate with other professions to fulfill its duties effectively and responsibly. Working with service users and carers is integral to interprofessional practice. A small minority of some professions regulated may not have direct contact with service users, relatives and carers, leading to the objection that standard 1b.1 is not applicable to all professions and therefore not generic, but the qualifier "where appropriate" covers that eventuality.

CAIPE POLICY STATEMENT RESPONSE

CAIPE's Response to the Health Professions Council Consultation on proposed changes to the generic standards of proficiency

Q4. Do you agree with the proposed order of the generic statements?

We make no comment on the proposed order.

Q5. Do you have any additional comments?

CAIPE advocates most strongly the inclusion of an explicit and unequivocal reference to collaboration with other professions, including interprofessional teamwork, for effective patient care and safe practice. The existing standards refer to 'partnership' and work in 'multi-disciplinary teams' and in CAIPE's view, this must be retained, in line with requirements for professions outside the HPC remit and the expectations of government and employers (GMC, 2009; NMC, 2010; DH, 2010).

We encourage the HPC to adopt formulations to which professions beyond its remit might also opt to subscribe.

CAIPE would welcome an invitation from the HPC to work with it to draft generic statements which capture the core elements of interprofessional practice, in terms designed to enjoy broad support across professions.

References;

Department of Health (2010) Equity and Excellence: Liberating the NHS. The Stationary Office

General Medical Council (2009). Tomorrow's Doctors: Outcomes and standards for undergraduate medical education

http://www.gmc-uk.org/education/undergraduate/tomorrows_doctors_2009.asp

Nursing and Midwifery Council (2010) Review of Pre registration Nursing

<http://standards.nmc-uk.org/Pages/Downloads.aspx>



CHAIR'S EVENT 2010

19th November 2010

'Challenging Interprofessional Education'

What are the current challenges in Interprofessional Education Research?

Have you been challenged or are you challenging?

Report of the Chair's Event 19th November 2010 at King's College London,

Courtesy of the HEA Health Sciences and Practice Subject Centre

The Chair's Event held on November 19th 2010 was the first event designed primarily for the benefit of CAIPE's individual members, and as such was a special occasion. It will be an annual event and free to individual members. This year, the focus was on Interprofessional Research and the theme was '**Challenging Interprofessional Research**'. Presenters included invited speakers and individual members who had submitted their research for inclusion in the day. They were all asked to consider the current challenges in IP research and to answer the question '**Have you been challenged or are you challenging?**'

It was a very enjoyable day with an international flavour. There were 36 attendees who included members from all parts of the UK, Malta, Holland and the Republic of Ireland and invited guests from Australia, New Zealand and Japan. Everyone who attended took part in the discussions following the interesting and stimulating presentations and throughout the day there was a real 'buzz' to the proceedings. There was so much to discuss, share and ask questions about and a huge amount of networking went on.

Morning and afternoon sessions began with a keynote speaker. The morning presentations were from invited speakers. The afternoon presenters were those who had submitted their work for inclusion in the Event.

Chris Green's (*PhD student, University of Essex*) **keynote presentation 'Relative Distancing in Interprofessional Education and Collaborative Practice'** used the sky at night as a powerful metaphor to show how *Relative distancing* provides a handle with which to grasp the complexity of interprofessional education and collaborative practice and how it generates some valuable insights into the processes that produce and maintain taken-for-granted constructions and actions.

Margaret Boushel (*PhD student, University of Sussex*) **presented** the initial findings of a PhD study '**Making sense of children's rights in interprofessional settings**'. Her presentation focused on the meanings attached to children's rights by professional and para - professional participants and their impact on practice approaches. She showed that Respondents did not talk about their rights from a child's perspective but only drew on what they thought as adults.

Dr Richard Gray's, (*Faculty Fellow University of Brighton*) presentation was on **The preparation and support of teachers involved with IPE**. His research indicated that of particular importance and fundamental to the whole concept of IPE is the need for teachers to develop their own interprofessional teaching identity, built upon firm foundations of professional, mono-professional teaching and interprofessional identities.

Dr Hans Schumann, (*Lector Interdisciplinair werken, Fontys OSO, Stichting Helioscoop / Heliomare Revalidatie*) in his presentation **Challenges in co-coordinating research in interprofessional and interdisciplinary collaboration** described a joint initiative of Fontys OSO, a university of Applied Sciences, four special schools and a rehabilitation centre. This Lectoraten, (a research group normally composed of lecturers at a university, with a remit to undertake practice oriented and practice relevant research) is unique in that it accommodates seven professionals working in one of the four special schools or in the rehabilitation centre. Hans' presentation addressed the challenges of coordinating such research activities.



CHAIR'S EVENT 2010

19th November 2010

'Challenging Interprofessional Education'

The presentations were followed by a lively panel discussion on issues and questions arising from the presentations. Discussion themes included:

- How can one person carry out interprofessional research?
- What is the identity of the IPE researcher
- How do you conceptualise the IPE identity?
- Relative challenges of different research approaches
- How can IPE research be built in to the teaching programme?
- how is the theory /practice gap to be breached
- How to put research in to practice.

Can the development of interprofessional teaching identities be facilitated in participants attending IPE teacher preparation sessions?

Over lunch, there was opportunity to look at the exhibition of posters submitted by members, who were able to answer questions and talk informally about their work. They then had one minute each to present their poster to the group, who were later asked to vote on the poster they deemed to be the best. (Poster presenters listed at end)

The afternoon began with **Dr Kathy Pollard's key note presentation 'Interprofessional Research – A complex process'**. The factors influencing interprofessional research include wider social and political agendas, professional and occupational perspectives and priorities, and personal and individual issues. She discussed how these can both help and hinder researchers to conduct robust studies which add to the knowledge-base about interprofessional collaboration and education.

Kathy's presentation led neatly to the afternoon research presentations, which all included an element of the challenges and related solutions inherent in researching Interprofessional Education'

For **Dr Sundari Joseph**, her presentation '**The challenges involved with IPE research in Aberdeen, Scotland**', highlighted the importance of addressing the differences in culture when two universities are involved. This challenge was overcome by the formation of a strong research team to develop a strategy for educational research linking to clinical practice for graduates.

Sezer Domac's challenge lay in the assessment interprofessional competence. His presentation, '**Using Portfolios to Assess Interprofessional Competence at Pre-registration Level**' highlighted issues around qualitative analysis of reflective Portfolios of students from four professions.

Dr Sarah Hean, examined interagency working between the criminal justice system and mental health services. Her findings in '**Exploring the potential for joint training between legal professionals in the Criminal Justice System and health and social care professionals in the Mental-Health Services**' suggest there is scope to develop interprofessional training programmes to improve interagency working and eventually impact on the quality of defendants' lives.

An Open Discussion followed, providing opportunities for 'critical friend' feedback from the audience as well as debate on a range of different research approaches and issues. These included:

- Should IPE research be done by IP team or can it be single profession?
- How can you sell IPE in capitalist society?
- How do you cross the research / practice divide?
- How do you involve the public as part of the research team?
- Does IPE research impact on the service user experience?
- IPE Research agenda must include the political context

Quantitative techniques are more greatly valued as evidence in practice. However, some evidence is better suited to qualitative means of data collection. There was a feeling that the complexity of IPE brings greater depth and more insight, so is more positive. Embrace complexity but produce simple solutions to put in to practice.



CHAIR'S EVENT 2010

19th November 2010

'Challenging Interprofessional Education'

At the end of the afternoon, the winner of the poster competition was announced as Dr Sarah Layzell who received a book token.

Concluding comments at the end of the day took the view that the field of IPE research has changed. Several years ago there was need to prove the effectiveness of IPE since then there has been greater levels of research in this field from many different approaches. IPE research has most definitely risen to the challenge.

Poster Presenters:



Sarah Layzell Nor Azura Azmi Andrew Papanikitas Linda Harris Melissa Owens



CHAIR'S EVENT 2010

19th November 2010

'Challenging Interprofessional Education'

Posters were presented by:

Nor Azura Azmi – *International MSc in Health and Rehabilitation Student, University of Southampton*: 'Final year allied health professional, midwifery and nursing students' attitudes towards interprofessional education'

Marjorie Bonello - *PhD, 1st Year student University of Malta*. 'Interprofessional Health Education in Malta: Finding common ground'

Linda Harris - *Postgraduate Research Student, Coventry University* 'The integration of health and social care – An analysis of joint working in the community with particular focus on the single point of access'

Dr Sarah Layzell - *Programme Director, GP training programme (East Midlands Healthcare Workforce Deanery), De Montfort University* 'Evaluation of a Multiprofessional Learning Organisation: Use of a questionnaire to investigate the learning experiences of a group of undergraduate pharmacy students attached to Primary Care'

Dr Andrew Papanikitas, *PhD Student, Centre for Biomedicine and Society, King's College London*. 'Primary Care Ethics – Gathering resources for an optional module on an MSc in Primary Healthcare'

Melissa Owens *EdD Student University of Bradford* 'An exploration of interprofessional working practices in the primary care setting and the processes by which medical and nursing students attain interprofessional working skills in this setting'

Helena Low

CAIPE



Teamwork training to save lives in tomorrow's hospitals

The University of Leicester, De Montfort University and University of Northampton are celebrating a major milestone in innovative interprofessional training for health and social care students, which will lead to improved healthcare for patients.

Cases of fatalities in our hospitals, fortunately extremely rare, receive major headlines in the national press. Some of these cases may be attributed to a breakdown in communication or lack of understanding between the different healthcare professionals involved.

However, the incorporation of interprofessional education into the training of students in all areas of health and social care will mean a better understanding of the roles each of them play in caring for patients, better communications between them, greater awareness of patient needs and less room for error.

Through the project more than 10,000 health and social care students have been brought together during their professional training over the past five years, to prepare to work in teams.

The three universities have worked together to design joined up learning for trainee nurses, doctors, pharmacists, social workers, speech and language therapists, and other related professionals, ensuring that newly qualified health and social care professionals understand how to work effectively together, sharing information and skills.

Dr Elizabeth Anderson, Project Leader, who is Senior Lecturer in Shared Learning, University of Leicester, commented: "The vast majority of the general public access health and social care services infrequently. However, these encounters normally involve meeting more than one person. Medical teams can consist of receptionists, doctors, nurses, therapists and social workers, either in the community or in hospital.

"With the expansion of knowledge we have seen an expansion in new team members, often making effective team-working difficult. All too often vital information fails to be shared, possibly influencing our care and causing, for example, delays in referrals."

The Interprofessional Education programme developed by the three universities has helped to improve the knowledge and communication between health and social care professionals and emphasise the need for acquiring the right skills and attitude for care centred on clients and service-users.

This is expected to improve, not just lack of understanding between health care workers, but also lack of collaboration and lack of recognition between the professions of what contribution each healthcare professional can make to patient care.

Developing this new learning across ten programmes started in 2005, setting targets for 2010. It has been complex to organise and resource-intensive but today the three universities celebrate reaching their first strategic milestone.

CAIPE

CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION

HAVE YOU CONSIDERED BECOMING A CAIPE BOARD MEMBER?

Becoming a CAIPE Board member: Weighing the responsibilities

Like many small charities, CAIPE depends upon its Board members as volunteers. It owes much to their endeavours especially over the last four years in helping to rebuild the organisation. In June 2010 CAIPE was able to support the costs of employing an administrative assistant and membership secretary for one day only a week. The voluntary work of the Board members continues to be important and newly elected colleagues would be expected to take their share of the work.

The Board normally meets four times a year including the AGM and an away day. Regular attendance is critical to maintain a cohesive and committed group. In accordance with CAIPE's constitution, a member missing three successive meetings without explanation may be asked to stand down.

On election as a CAIPE Board member you would become a Director of the Company Limited by Guarantee and a Trustee of the Charity. Before agreeing to become a Board member you should read the most helpful leaflet from the Charities Commission on legal rights and responsibilities of a Trustee. CC3 The Essential Trustee: 'What you need to know' which can be downloaded from the Charity Commission website.

http://www.charity-commission.gov.uk/Charity_requirements_guidance/Charity_essentials/The_essential_truste_e.aspx

Roles and responsibilities

Board members are expected to take on at least one role, either individually or in pairs.

- Manage corporate membership
- All members to undertake the Link role ,working with their allocated corporate member
- Edit the Bulletin
- Generate copy for the Bulletin and send to the Editors
- Update and augment the website
- Send updates to website managers
- Organise and support the CAIPE student network
- Promote CAIPE within the international network of IPE
- Represent CAIPE on committees and working groups
- Draft responses to consultations
- Help organise the twice yearly corporate members forum
- Help organise the AGM and other events
- All members to promote CAIPE with publicity material and networking

HAVE YOU CONSIDERED BECOMING A CAIPE BOARD MEMBER?

Some Board members also undertake speaking engagements and/or run workshops on behalf of CAIPE, donating all or part of their fees towards its running costs.

Since July 2009 CAIPE has been able to pay the travel expenses of Board members unable to claim from their current employer. CAIPE is extremely grateful to employers for continuing to meet some of the expenses of some members.

Few opportunities offer more to advance the interprofessional cause than serving on the CAIPE Board, but it is no sinecure! We do hope that after weighing the responsibilities, you will put your name forward for election.

Please feel free to contact us to discuss CAIPE and ways in which you could optimise your contribution to its work as a Board Member

Elizabeth Howkins, Chair elizabeth.howkins@ntlworld.com

Hugh Barr, President barrh@wmin.ac.uk

Angus McFadyen, Vice Chair akm7123@graffiti.net

Helena Low, Vice Chair peter_helenalow@hotmail.com

Send nominations by **13th May 2011** via e-mail to awens@brookes.ac.uk

NOMINATION TO THE BOARD OF CAIPE

Eligibility to nominate

All CAIPE members are invited to exercise their right to nominate provided they are over 18 and have been fully paid up members for 40 days before the AGM. The AGM is scheduled to take place on Thursday 23rd June 2011 therefore paid up membership must be in place by Friday 13th May 2011. Please note that the right to nominate applies to both individual members and corporate members.

Eligibility to be nominated

All those nominated should be fully paid up members of CAIPE for a minimum of 40 days prior to the AGM. Any member wishing to be nominated for Board membership must be fully paid up by Friday 13th May 2011.

The nomination process

Each CAIPE member has the right to nominate one other CAIPE member. Corporate members may nominate only one named person from their organisation to stand for the Board.

Choose who you want to nominate and get their agreement to being nominated. Check that the person you nominate is a paid up member before completing the nomination form. Complete the attached nomination form, sign and date it.

Seconding your nomination

Find a CAIPE member willing to second your proposal. Corporate members should obtain a seconder from the CAIPE membership outside of their organisation. Complete the space on the nomination form for details of the seconder – no signature is necessary at this stage but the seconding proposer will be verified later.

A short profile/ CV of approximately half a page must accompany the nomination form. This should include a brief career summary saying why the person nominated wants to be a CAIPE Board member and what they think they could contribute to CAIPE.

Returning the nomination form

Post or e-mail the completed nomination form and profile/CV to reach the address at the end of this notification no later than 13th May 2011. Please note that the address below is not the CAIPE offices and is to be used for the purpose of this nomination process **only**. Confirmation of receipt of nominations will be sent by e-mail therefore please ensure you include an e-mail address on the nomination form.

Voting

In the event that there are more than 8 nominations, voting slips will be distributed to the CAIPE membership on 16th May 2011 and to be returned by 16th June 2011.

Annual General Meeting

Appointments to the Board will be notified to members at the CAIPE AGM on Thursday 23rd June 2011.

Please don't hesitate to contact me if you would like any further information

Yours sincerely

Dr Ann Ewens
CAIPE Board Member

Send nominations by **13th May 2011** to:

via e-mail to aewens@brookes.ac.uk

via post to:

Dr Ann Ewens
Head of Department Sports and Health Sciences (CAIPE nomination)
Faculty of Health and Life Sciences
Oxford Brookes University
Jack Straws Lane
Marston
Oxford OX3 0FL

Tel: 01865 482566

CAIPE
FORTHCOMING
EVENTS

Annual General Meeting

Thursday 23rd June 2011

ANNUAL GENERAL MEETING

of the

Centre for the Advancement of Interprofessional Education

Will be held On

23rd June 2011 from 10-30 am – 4-00 pm

at

National Council for Voluntary Organisations

Regent's Wharf, 8 All Saints Street

London

N1 9RL

Keynote Speaker:

Scott Reeves, Editor in Chief Journal of Interprofessional Care

'Employing the sociological imagination in Interprofessional Education.'

Guest Speakers:

Rob Parkinson Chief Executive, 'Action Homeless'

and an ethics lecture, Leicester University

'Destroying the myth of homelessness'

<http://www.actionhomeless.org.uk/>

**CAIPE
FORTHCOMING
EVENTS**

5th Annual John Horder Lecture

The Journal of Interprofessional Care
5th Annual John Horder Lecture

Professional education in a changing world

Lord Crisp KCB

Independent cross bench member of the
House of Lords; NHS Chief Executive and
Permanent Secretary of the
Department of Health 2000-2006

**Wednesday, 22 June 2011
at 17:30**

followed by a wine reception at:
St George's, University of London
Boardrooms 3 & 4, Level 2 Hunter Wing
Cranmer Terrace
LONDON SW17 0RE

RSVP Jeremy Smith
T: +44 (0)20 8725 0816 F: +44 (0)20 8725 0806
Email: jsmith@sgul.ac.uk

Sponsored jointly by Informa, CAIPE, St George's, University of London and Kingston University

informa
healthcare


St George's
University of London
Kingston University London

CAIPE

CAIPE
FORTHCOMING
EVENTS

CAIPE National Student Conference: Championing Interprofessional Education & Collaborative Practice

at the
Faculty of Health Sciences,
University of Southampton

4th July 2011 10-4pm

CAIPE

CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION

CAIPE

CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION

Calling all Health & Social Care Students

**To join a
National Student Conference:
Championing Interprofessional Education and Collaborative Practice
at the Faculty of Health Sciences, University of Southampton
4th July 2011 10-4pm**

The Centre for the Advancement of Interprofessional Education (CAIPE) Student Network invites you to join a National Student Conference where you will be given:

- key note presentations from leading experts in the field of interprofessional education & collaborative practice
- presentations by students about their inspiring experiences of interprofessional learning
- an opportunity to work with students from other universities in the UK, exploring ways of improving interprofessional learning and collaborative practice
- an overview of national and international student interprofessional education networks
- a great opportunity to create or extend your own network of contacts with health and social care students across the UK

**To join this conference you need to be a member of the
CAIPE Student Network**

If you are not a member, for £5 only, you can join now at <http://www.caipe.org.uk/students/>

There is no registration fee for this conference

Refreshments and lunch will be provided & CAIPE will contribute towards your travel costs

The CAIPE Student Network is currently in the process of finalising the programme for the conference, which will be published on the dedicated student pages on the CAIPE website

**Register for the conference NOW by contacting
admin@caipe.org.uk**

Deadline for registration is 30th May 2011



European
Interprofessional
Practice &
Education
Network

for Health & Social Care

Health care practitioners,
institutions & policy makers
Health scientists
Therapists and Social workers
Educators & teachers

Proposals for presentations, posters, and workshops can be submitted until May 1st.

Registration at reduced fee closes June 1st, late registration closes September 1st.

Online submission and registration is possible online from March 5th.

Requests for other information can be sent to info@eipen.eu or info@prose.be

www.eipen.eu

An innovative program

with workshops, presentations, and roundtables

The two-days programme is organized in such a way that participants don't have to choose between parallel activities of a similar kind. Oral presentations are entitled to have a broad audience. We also stimulate the creative use of audiovisuals. The selection of submitted proposals will be based on criteria in which the quality of the method of presentation and its heuristic and innovative value will be an important aspect for the scientific committee. Focus will be on interactive presentations with discussions, workshops focusing on skills and methods in IPE, presentations of newly developed instruments and tools, and in-depth roundtable discussions on the basis of research and policy issues. Unlike in other conferences we give the opportunity to participants to submit proposals in a format they see themselves as the most suitable, rather than put every intervention in a predefined format.

Conference programme

Wednesday Sep 14th 15-21h

Pre-conference meetings of EIPEN members. Evening reception in the Town Hall and dinner in charming restaurants in the old medieval city.

Thursday Sep 15th 9-12h and 15-17h

Opening keynote addresses, workshops, posters, and roundtables. In-between visits to hidden cultural historical heritage in the domain of health & social care.

Evening dinner (buffet and roundtables) in an authentic medieval setting.

Friday Sep 16th 9-12h and 15-17h

Oral presentations, workshops, roundtables, and press events in-between.

CAIPE Member Participation

Survey of current provision of undergraduate interprofessional education in health and social care

Warwick Medical School and St George's, University of London with the UK Centre for the Advancement of Interprofessional Education (CAIPE) have launched a UK wide survey of the provision of interprofessional education (IPE) during 2010/2011 within and between two or more UK-based, approved, pre-registration courses for medicine, health, social care or related professions. Invitations to complete an online survey have been sent to universities and colleges teaching qualifying higher education courses in England, Scotland, Wales and Northern Ireland during the week beginning 14 March 2011. The survey is one of the strands of a research project to investigate developments in the IPE in the UK since 1997. Other strands include exploration of key themes and trends which will be published later in 2011 and case study research of selected sites.

If you would like to complete the survey, or wish for further information please contact

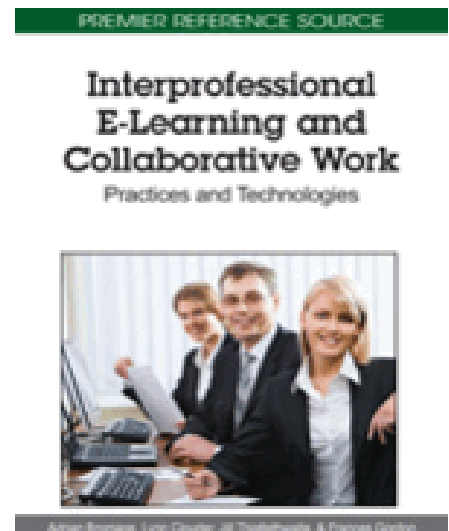
Georgia Leith : G.Leith@warwick.ac.uk or Marion Helme: marion.helme@gmail.com

CAIPE MEMBER BOOK REVIEW

A new feature for the bulletin is the 'Book Review' where we will offer a complimentary text to a CAIPE member to review for the bulletin. In preparation for the next edition of the Bulletin that will focus on E-Learning and IPL we have a publication; *Interprofessional E-Learning and Collaborative Work: Practices and Technologies*, edited by Adrian Bromage (Coventry University, UK); Lynn Clouder (Coventry University, UK); Jill Thistlethwaite (University of Warwick, UK); and Frances Gordon (Sheffield Hallam University, UK).

This book published in 2010 focuses on how interprofessionalism can be promoted and enhanced at various levels in learners' educational experiences, particularly with regard to e-learning and reusable learning objects, given the potential to cross boundaries of time, location and academic disciplines. Overall, it provides relevant theoretical frameworks and the latest case driven research findings to improve understanding of interprofessional possibilities through e-learning at the level of universities, networks and organizations, teams and work groups, information systems and at the level of individuals as actors in the networked environments.

If you are interested in reviewing the book and writing a brief summary review (approximately 750-1000 words) for the next of the CAIPE bulletin you will receive the book to keep. Please contact Lynn Clouder on d.l.clouder@coventry.ac.uk who will dispatch the book on a first come first served basis.





Publications by CAIPE Members

A qualitative study of an interprofessional narrative-based course in palliative care

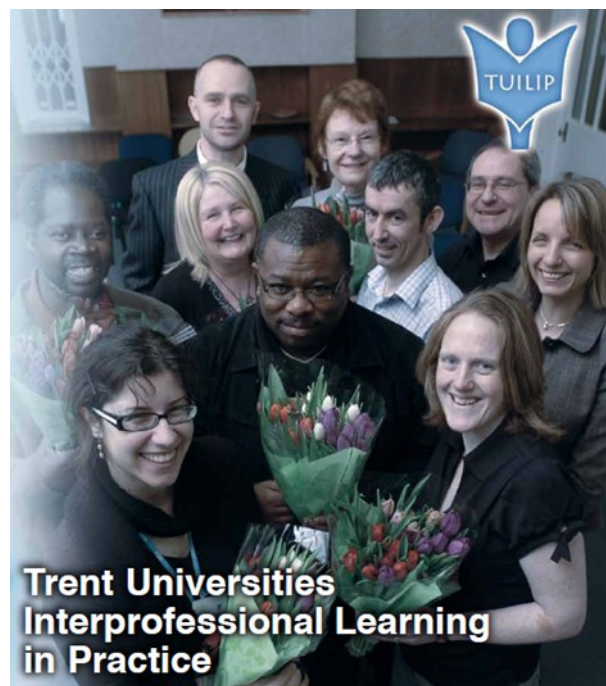
A paper by Board member Charles Champion-Smith and colleagues in Dorset describing the qualitative evaluation of an interprofessional narrative-based course in palliative care is published in the March issue of the Journal of Interprofessional Care. The course, which was run over six months involved doctors - mainly from primary care, nurses, social workers and an ambulance service Emergency Care Practitioner. It was largely based on small group discussion of participants' experience from their everyday practice with additional specialist input. The evaluation, by telephone interview heard reports of improved confidence, better knowledge of fellow professionals' skills and roles, changed behaviours and better outcomes for patients. Qualitative evaluation has shown that this interprofessional narrative-based course was perceived by the majority of respondents as an effective way of interested professionals learning with, about and from each other. The power of reflection on practice and sharing stories including subjective reactions in safe facilitated interprofessional groups was valued, as was learning practical strategies that could be applied in practice. The learning was seen as relevant to clinical, ethically sound professional practice, and evaluation showed that professionals' behaviours did change with reports of altered behaviour and improved palliative care for patients as well as interest in and enjoyment of the course. This was a small-scale local course with motivated participants; further study is needed to see if the success achieved can be replicated in other settings.

Journal of Interprofessional Care 25 (2), pp. 105-111

An evaluation of practice-based interprofessional education initiatives involving service users

Richard Pitt, Board member and colleagues from the Trent Universities Interprofessional Learning In Practice (TUILIP) project recognising that there is little published evidence regarding the impact of service-user focused interprofessional education in the practice setting, provide evaluative case studies of two practice-based interprofessional initiatives, in which service users played a central role. These initiatives formed part of the TUILIP project (<http://tuilip.hwb.shu.ac.uk>), a collaboration between Sheffield Hallam University and the University of Nottingham. Practice settings were an acute mental health service and a community organisation offering care and services to adults with learning disabilities. Interprofessional initiatives were developed by facilitators, and empirically studied at each site. Facilitators, managers, practitioners, students and service users took part in interviews and focus groups to discuss their perceptions of the initiative in their practice setting. The study revealed participants' perceptions of the projects' aims, process and outcomes, factors which facilitated success or proved challenging, and their impact upon individuals, clinical practice and the organisations involved.

Journal of Interprofessional Care 25 (1), pp. 46-52



CAIPE Forum for Corporate Members

Helena Low

In each copy of the Bulletin we will highlight the work of corporate members.

CAIPE
FORUM

Summary Notes of the meeting of the CAIPE Forum for Corporate members held at Bournemouth University on 19th October 2010

Clive Matthews Deputy Dean (Education) School of Health and Social Care welcomed all to Bournemouth University.

Elizabeth Howkins welcomed everyone on behalf of CAIPE, especially those attending for the first time.

The notes of the meeting held on March 4th 2010 were agreed.

There followed a presentation on **IPE & Research at Bournemouth University** by Anne Quinney, Barbara Dwyer, Maggie Hutchings and Sarah Hean.

This included:

- an overview of the development of IPE at Bournemouth University
- The current curriculum and the undergraduate framework
- Bournemouth's work in evolving theory in interprofessional education and hosting the international IP theory Network
- Reports on two research projects
- Interprofessional attitudes of health care students: a longitudinal study (Martin Hind PhD thesis)
- Interagency working between the Criminal Justice System and Mental Health Services (Sarah Hean)
- A move towards Intergroup working and education with older people
- Wessex Bay - Innovative blended learning with a virtual community
- From interprofessional to transprofessional learning through humanising evidence based practice

One of the key points highlighted by the Bournemouth team was that taking forward IPE had changed the culture of the school for the better. Other key points discussed by Forum members were: the importance of staff integration, development and support, the need to develop a clinical placement strategy which maximises IP learning and working in practice; the need to build a wider professional identity into curricula to reduce interprofessional tensions; the expansion of an IP approach to the community.

Clarification and rationalization of the Link Board member role.

This was a tabled paper, produced in response to the request by members at the meeting in March. Angus McFadyen and Helena Low emphasised that whilst the paper was intended to clarify the role of Link Board members, the way in which a corporate member worked with its Link member was based on individual corporate preference.

Student Network

Deborah Craddock, one of the Board members responsible for taking forward the student network, outlined the plans for strengthening and developing the network. Members present promised support, some HEIs had already identified students to lead on this.

Liz Westcott from Oxford Brookes University led the afternoon seminar, **Challenges and Opportunities for IPE in Simulation Settings**.

Her presentation focussed on:

- Identifying current practice
- What students can gain from IPE in simulation
- Identifying barriers to simulation and how these can be overcome
- The future of IPL in simulation and ways in which we can influence this.

Members worked in groups to consider the issues under each heading and then as a whole group discussed the challenges and shared their experiences. Those with less involvement with simulation expressed surprise at the very broad approach taken in simulation activities and the debate linked to the morning's discussion on e-learning and virtual patients / communities. The discussion was lively and stimulating.

Elizabeth Howkins updated the forum on CAIPE's recent responses to:

- The NHS White Paper July 2010 'Equity and Excellence: Liberating the NHS'
- General Medical Council Consultation document 'Call for evidence on the role of doctors in Child protection'
- Health Professions Council Consultation on proposed changes to the generic standards of proficiency
- WHO Framework for Action on Interprofessional Education and Collaborative Practice

Members were thanked for their contributions.

The School of Health and Social Care at Bournemouth University and staff were thanked for their kind hospitality.

CAIPE

Student

Network

Join the Student Network

Are you interested in joining the student Network?

Yes, then visit the CAIPE website www.caipe.org.uk select Join CAIPE and complete the on-line registration form and become a member today!

For Only £5 for the duration of your course

Are you a research student with an interest in interprofessional education and practice?

Does your research dissertation or thesis cover aspects of professional collaboration?

If yes then the research network will link researchers with one another as well as with other national and international IPE network groups. If you are interested in being involved in this network, or simply want to find out more, please contact Chris

Green on cmgreeb@essex.ac.uk.



Raising Funds for CAIPE

Become a Member of CAIPE

If you would like to become a member of CAIPE please visit the CAIPE website at www.caipe.org.uk. Click on 'Join CAIPE' on the menu bar.

Gift Aid

When becoming a member complete the Gift Aid form as this increases the amount CAIPE receives

Shop Online Via 'Easy Fundraising'

Shop on line via 'Easy Fund Raising' and a donation is made every time you purchase **at no extra cost** to yourself. Please register at <http://www.easyfundraising.org.uk/> for further information. Using this website as the front page to any future on line purchases will mean that a donation is made to CAIPE for every purchase you make and Easy Fundraising will NOT charge you a penny.

Quick tip when selecting which charity you would like donations to go to, CAIPE is listed under 'Centre for the Advancement of Interprofessional Education'.

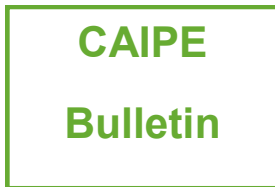
TO FIND OUT MORE AND TO JOIN CAIPE

Email: admin@caipe.org.uk

Website: www.caipe.org.uk

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And Finally.....

You may have noticed some changes to this edition of the CAIPE bulletin?

We would welcome your comments as to whether the structure of the bulletin is improved or not?

Is there something you were expecting and it's gone?

We have introduced a section on book and web site reviews, could you contribute?

We would like to introduce abstract reviews of key peer reviewed publications, could you contribute?

Are three publications a year sufficient for your needs?

We would consider continuing to publish on the last Friday of March, June and October, would this be appropriate?

We would like to give each bulletin a theme and encourage readers to submit longer articles to share experiences and developments.

The June Edition will focus on E-learning and IPL– send us your experiences, abstracts and developments by 13th June 2011

We will provide some hard copies of the bulletin especially for life members but would like to encourage greater accessing of the web site

PLEASE E-MAIL US YOUR VIEWS AND COMMENTS:

Lesley Hughes, L.A.Hughes@Hull.ac.uk or Richard Pitt, Richard.Pitt@nottingham.ac.uk