



BULLETIN

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

May 2009 Issue Number :34 ISSN: 1350-9160

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Message from the Editors

The Bulletin is published three times year on the last Friday of January, May, and September. 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. We feel that our potential readership is wide, from an Interprofessional Education novice to someone who has been involved with IPE for many years and bearing this in mind, we would like the Bulletin to include something for everyone.

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).
- 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

Please send your articles so that we have time to edit and prepare the September Bulletin. The copy deadline for the next Bulletin is Friday September 25th 2009.

Articles should be between 400 and 500 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

We look forward to hearing from you.

With very best wishes Lesley and Richard (Co-editors).



The Changing Face of CAIPE

An update on CAIPE’s activities and vision for the future

From Bryony Lamb, Chair of CAIPE

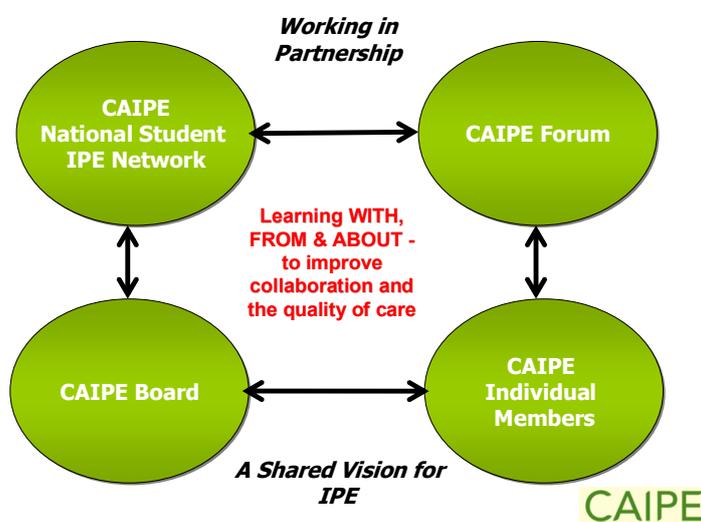
CAIPE is as a membership organisation dedicated to the improvement of interprofessional education and practice continues to develop interprofessional theory and practice, its contribution recognised world wide by colleagues within international, interprofessional communities of practice. Recent publications include three new books in the Wiley / CAIPE series (promoted elsewhere in the Bulletin) and CAIPE has been invited to contribute to various consultations this year: by the GMC for Tomorrow’s Doctors’ 2009; the Health Professions Council for their review of professional standards; and the Nursing and Midwifery Council for modernising nursing careers; as well as advising the Regional Teaching Public Health Networks.

However, organisations have to meet the changing demands of members and adapt to the current economic and political climate in order to survive. The face of CAIPE over the last two years has therefore changed, literally from red to a fresher image of green; more substantially from London based offices to a virtual organisation with a more vibrant web-site; and from employing staff to a Board working together on a voluntary basis through an executive team, with help from a volunteer administrator, to manage the organisation.

Such changes demand interprofessional teamwork, which CAIPE has demonstrated through the ability of the Board to learn to work together to provide a range of services for members and take CAIPE forward into the 21st Century. These new services include the development of the CAIPE Student IPE Network; the CAIPE Forum for corporate members, largely universities; and CAIPE Ireland. Indeed students, corporate members and others are driving forward many of the initiatives with a great deal of enthusiasm and commitment, working in partnership with the Board and clearly demonstrating a shared vision for IPE.

Diagram 1. Working To-

gether



CAIPE Forum

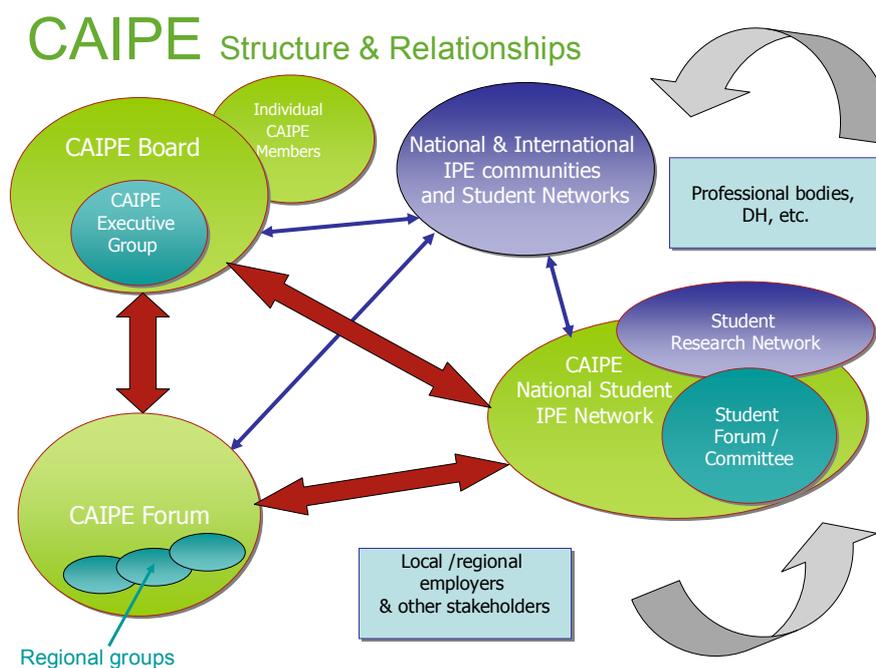
The CAIPE Forum is for corporate members, attracting so far 18 universities and one Strategic Health Authority (SHA). Regular Forum meetings have provided networking opportunities for corporate members to share experiences and learn from each other, which has led to the planning of joint conferences with CAIPE, e.g. Birmingham City University will host a conference in 2011 on students and faculty staff working in partnership and Robert Gordon University in Aberdeen are planning a Scotland wide IPE conference in 2010. CAIPE regional groups are also being established in some areas e.g. the Trent Region, to work collaboratively to meet local needs.

Strategies to involve local employers, strategic health and local authorities have been developed, and national and regional action is being taken to progress this. Universities and their practice partners have taken advantage of the opportunities CAIPE provides to work across and learn from European and international boundaries, to broaden international links and arrange visits for international colleagues.

CAIPE National IPE Student Network

Students are represented on the CAIPE Board and are increasingly taking a central part in CAIPE activities towards influencing and contributing to curriculum development in both theory and practice. The students have dedicated pages on the CAIPE website, providing learning resources and the opportunity to network. The students are currently working on a strategy for the Student Network to raise awareness of IPE; putting fun into education and learning activities to develop particular skills in interprofessional learning and collaborative practice; creating opportunities for projects and learning initiatives; and building an infrastructure for the Student Network (Contact Andy Carson-Stevens andypcs@gmail.com) Diagram 2 below illustrates the relationship between the student network and the organisational structure of CAIPE:

Diagram 2. Structure and Relationships Within CAIPE



A network for postgraduate students conducting research, focusing on collaboration and IPE, has been established as shown above (contact Chris Green gmgreeb@essex.ac.uk). Some of the students' work is being presented at the CAIPE AGM on 24th June at Kings College London. A student poster competition is also being held at the AGM focusing on any aspect of interprofessional learning or working. (Further information on the AGM can be found within this issue of the Bulletin.) As identified in diagram 2, the Student Network has developed links with a number of existing regional and international IPE student networks and will work with the CAIPE Forum regional groups. Corporate members are identifying students to participate in a national student committee which will work closely with the CAIPE Board.

CAIPE Ireland

The Institute of Technology, Tralee (ITT), a corporate member of CAIPE, and is developing CAIPE Ireland, following the establishment of a Forum within the Republic, with practice partners and universities. A series of conferences have been held in Ireland to promote IP learning and working, the next being held at ITT on 2nd June (contact Siobhan Ni Mhaolrunaigh Siobhan.NiMhaolrunaigh@staff.ittralee.ie) when colleagues from the CAIPE Forum UK will contribute to the programme and provide workshops.

Building Relationships, nationally and internationally

The CAIPE Board and members have been working collaboratively, strengthening relationships within the IPE community in the UK, e.g. with the Higher Education Academy Subject Centres (Health Sciences and Practice; Medicine, Dentistry & Veterinary Medicine; Social Policy and Social Work), as well as internationally with the following: The Network Towards Unity For Health; CIHC, the Canadian Interprofessional Health Collaborative; JAIFE, the Japanese Association for Inter-Professional Education; EIPEN, European Inter-Professional Education Network in Health & Social Care; NIPNET, the Nordic Inter-Professional Network; and AIPPEN, the "Australasian" Inter-Professional Practice and Education Network. Many CAIPE Board members take leading roles in the steering groups for these overseas organisations. Helena Low reports elsewhere in this issue on a series of successful IPE workshops which she and Dawn Forman recently delivered on behalf of CAIPE across Australia and New Zealand.

CAIPE welcomes the increasing opportunities to work with partner organisations to increase national and international influence of IPE both in theory and practice. Beyond the IPE community, CAIPE aims to work more strategically with government bodies and local agencies to influence interprofessional learning and working.

Participating in realising CAIPE's vision for the future

Strategies to realise CAIPE's vision which includes sustainability of recent changes and initiatives have been developed by the Board in partnership with the students and our corporate members. These will be taken forward by Elizabeth Howkins, who we welcome as the new Chair elected earlier this year. Elizabeth will take over from me at the AGM in June.

Important challenges for CAIPE include listening more acutely to our members, especially individual members, and involving them more in shaping the organisation of CAIPE to meet their needs. CAIPE also recognises the need to look beyond the health and social care workforce and reach out to new partners to raise awareness of the importance of interprofessional education, interprofessional teamwork and leadership.

We welcome your feedback and suggestions on how CAIPE can realise this vision and how you would like to contribute. Please contact admin@caipe.org.uk stating *suggestions for CAIPE's vision*. **Thank you**

The CAIPE Forum for Corporate Members

Helena Low

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

In this issue, Sheffield Hallam University and Coventry University, Kings College London, the University of East Anglia, Nottingham University, and University of Portsmouth present some of their activities.

These brief reports reflect the diversity of developments in interprofessional education in academic institutions and in practice across the country

The Centre for Interprofessional e-Learning Sheffield Hallam University and Coventry University

Dilemmas in Moving and Handling; A resource to support and enhance teaching and learning.

This resource supports and enhances teaching and learning for healthcare professionals involved in moving and handling. It is designed for use by teachers and facilitators of this subject and offers a flexible approach to enhancing conventional moving and handling training.

The resource attempts to address theoretical and practical issues which often present barriers to best practice but are not encountered when practising in a skills laboratory. It adopts an interprofessional perspective to reflect the contribution of many disciplines to this activity and the need for effective collaborative working. The overall aim of the resource is to increase the value and impact of teaching and learning in this field by acknowledging the complexities of real life practice.

Central to the resource is a video clip of clinical scenario which exemplifies typical dilemmas in moving and handling situations. It is intended to promote discussion, reflection and clinical reasoning around barriers and enablers to effective practice. A range of accompanying activities is presented for the facilitator to select and use to meet relevant requirements and anticipated outcomes. This flexible approach enables the materials to be applied in a variety of contexts and learning environments.

The Blancmange in the Biscuit Tin

This learning object is about Simon who sustained a serious head injury in 1991. When Simon talks about his experiences he uses an analogy of the head injury to that of a blancmange in a biscuit tin that is dropped on the floor. The blancmange becomes "shook up" and damaged but cannot escape the tin. If the tin remains unopened the pressure builds up until it explodes. If the tin is opened the blancmange is found to be mushy.

During the long journey to recovery Simon has received a lot of professional health and social care. His journey will enable exploration of aspects of Interprofessional working. The blancmange in the biscuit tin is about a real patient who wants you to reflect on his experiences. He is also anxious for you to understand that "it could happen to you" and that survivors of serious brain injuries experience discrimination from society because of their injuries.

Learners are required to write up their notes and to discuss the issues in an online or face to face forum raised in the journey around team-working, communication and healthcare. Knowledge of own and others roles are explored in relation to impact on patient care, as well as identifying opportunities for integrated assessment/care planning. Discrimination is another area that is discussed and the effect of this on the patient.



New Learning Objects!

Bob's Story...

This is a complex learning scenario in four parts, used within a level 6 (year 3) interprofessional learning module - *Collaborative Working in Professional Practice* at Sheffield Hallam University.

The scenario raises issues around the needs of a man labelled with learning disabilities who has had a stroke and is being cared for in an acute setting. His changing health status raises problems concerning his housing situation and dilemmas because of his needs and wishes to return to the housing association residence that is his home. These issues are 'teased out' of the scenarios by examination and discussion.

Each part contains graphical illustrations with voiceovers providing narrative and conversations between characters. It is aimed primarily at students from: adult nursing, social work, learning disability nursing and social work, occupational therapy and physiotherapy. However, this scenario is adaptable to a variety of disciplines and some providers including housing and other community services.

This e-learning programme aims to move students along a learning journey, starting at a point of knowledge acquisition and moving to knowledge construction by reflective and collaborative processes. In working together on the scenarios, students reflect on their own individual knowledge and experience and build new knowledge from the contributions and perspectives of other students. This process encourages a re-evaluation of their own values and assumptions and enables students to see their own alongside other professional roles, in contributing to the care and welfare of the service user.

The Street

We have also launched the 'new look' e-learning resources to support the integrated common core module for year one students at Coventry University. The resources illustrate a number of families living on a street in a comic strip format, who start off by introducing themselves and their social situations. The resource takes learners through four narrated stories that are accompanied by text only versions. They aim to enable students to discuss issues around attitudes, values and beliefs to the different scenarios which include topical concerns around racism, language barriers, family nutrition, stereotypical roles and immigration.

Students discuss their professional role and how they could effectively work with others in these situations.

The Centre for Interprofessional e-Learning CETL www.cipel.ac.uk, have been busy creating a range of new learning objects for the CIPeL @ CURVE repository. Our learning objects are freely available for use by the following: UK Higher Education, UK Further Education, Non UK Education Institutions, NHS, Independent Health and Social Care Sectors, UK Social Care Services, Non UK Health/Social Care Providers, Charitable Organisations.

Interested in these resources?

To register to use these learning resources and see over 70 others we have created, please visit http://www.cipel.ac.uk/learning_objects/equilla_access_form.htm and register your details. We will then send you further instructions, plus your username and password. Alternatively you can email marie.krumins@coventry.ac.uk



Interprofessional Education Strategy Report

Kings College London: Progress and Development 2008

From Jayne Slonina October 2008

The interprofessional education programme within Kings College London involves the following pre qualification health care disciplines: dietetic, medical, midwifery, nursing (adult, child and mental health branches), pharmacy and physiotherapy students.

Kings College London adheres to the CAIPE (2007) definition of interprofessional education:

‘Occasions when two or more professions learn *with, from* and *about* each other to improve collaboration and the quality of care.’

Thereby the interprofessional learning opportunities provided have a focus upon interaction between health care professional students with specific emphasis on patient centered care.

Interprofessional education forms a vertical strand throughout the pre qualification health care disciplines’ curricula. Formal opportunities for interprofessional learning occur at strategic points throughout the students’ programmes. As students progress through their programmes they will revisit principles considered in previous sessions and ultimately consider all 3 foci of interprofessional education (Barr 2005).

The tables below outline current IPE initiatives and those under development, identifying disciplines and approximate numbers involved.

Year One

Table 1.

Initiative	Activity	Approximate Number of Students
Clinical Communication and Ethical Considerations in Patient Centred Care.	Enquiry based learning activity, supported by an e learning package.	40 Dietetics Students 450 Medical Students 40 Midwifery Students 450 Nursing Students 100 Pharmacy Students 100 Physiotherapy Students

Middle Years Students

Learning activities identified below take place in clinical areas. KCL students are focused upon; however opportunistic inclusion of students from other HEIs helps the interdisciplinary mix on occasions.

The aim is to increase opportunities so ultimately all KCL health care students will be invited. Estimated time frame: Two years.

Middle Year Students

Table 2.

Initiative	Venue	Approximate numbers of Students
Interprofessional Learning in Practice: Patient Journey Exercise 4 half day sessions October – June 2009	University Hospital Lewisham	<ul style="list-style-type: none"> ●35 2nd yr. Adult Branch nursing (KCL) ●6 2nd yr. Child branch nursing (KCL) ●10 2nd Year Adult Branch nursing (UoG) ●24 3rd year medical (KCL) ●10 physiotherapy (KCL) ●5 physiotherapy (Brunel/St. Georges) ●2 post graduate dietetics (KCL) 8 2nd yr midwives (KCL) Total = 100
Interprofessional Learning in Practice: Patient Journey Exercise 4 half day sessions November – July 2009	Bromley Hospitals NHS Trust	<ul style="list-style-type: none"> ●20 2nd yr. adult Branch nursing (KCL) ●2 2nd year child Branch nursing (KCL) ●6 2nd Year Adult Branch nursing (UoG) ●10 physiotherapy (KCL) ●4 post graduate dietetics (KCL) 4 2nd yr midwives (KCL) Total = 46
Interprofessional Learning in Practice: Patient Journey Exercise 4 half day sessions November – July 2009	Kings College Hospital	<ul style="list-style-type: none"> ●34 2nd yr. adult Branch nursing (KCL) ●32 3rd year medical (KCL) 21 Physiotherapy (KCL) Total = 87
Interprofessional Learning in Practice: Mixed Discipline Patient Focused Seminar 6 half day sessions October – June 2009	Guys and St Thomas, Lane Fox Unit	<ul style="list-style-type: none"> ●36 2nd & 3rd yr Adult Branch Nursing (KCL +LSBU) ●36 3rd yr Medicine (KCL) ●10 Postgraduate Dietetics (KCL) ●10 Undergraduate Dietetics (KCL) ●24 Physiotherapy (KCL + others) Pharmacy Volunteers Total = 116
Discussions currently taking place Interprofessional Learning in Practice: Mixed Discipline Patient Focused Seminar	Evelina Children's Hospital	<ul style="list-style-type: none"> ●Child Branch Nursing ●4th year Medical Physiotherapy
Discussions currently taking place	South London and Maudsley	<ul style="list-style-type: none"> ●Mental Health Branch Nursing (KCL +LSBU) ●3rd year Medical ●Occupational Therapy

Learning activities identified below take place within college and are also aimed at middle years students

Table 3.

Initiative	Venue	Students
Joint Clinical Skills Programme Female Urinary Catheterization, utilizing patient educators	KCL Skills Centre	Year 2 nursing students and phase 4 medical students. (Approximately 160 students to participate this year) <i>Will extend to midwives in the near future</i>
SSM: Long Term Conditions: a patient centred and team approach	KCL	Phase 2 medical students
SSM / Option Module: Interprofessional Working; Implications for Patient Centred Care	KCL	Phase 4 medical students, year 3 nursing students

Final Years Students

The IPE Working and Strategy group are currently exploring opportunities to develop an interprofessional learning activity considering patient safety issues for final year students.

Portfolio

The students are expected to produce a portfolio during the year 1 course, reflecting upon the learning that has taken place in relation to the team processes and their personal development as a team member. It is envisaged that the students could continue to build this portfolio throughout their training reflecting upon further interprofessional learning opportunities. Some of these will be formal events as identified above, others may be informal 'ad hoc' learning of an interprofessional nature that may occur in the practice areas.



The University of
Nottingham

Introducing the Centre for Interprofessional Education and Learning

The Centre for Interprofessional Education and Learning at the University of Nottingham hosted the recent CAIPE Corporate Forum. The new Centre for Interprofessional Education and Learning (CIEL) at the University of Nottingham has started to put in place a programme of Interprofessional learning which will see every student in medicine, nursing, midwifery, physiotherapy, pharmacy, dietetics and social work assigned to a "learning set" with colleagues from at least 2 other professions from their first year and throughout their course.

Since 2002, the University has focused on the development of interprofessional learning through the work of the FAGILE Group (Faculty Advisory Group on Interprofessional Learning and Education) set up by the Faculty of Medicine and Health Sciences. Funding was released in 2008 by the Faculties of Medicine and Health Sciences, Science and Law and Social Sciences for the development of CIEL. A Director of Interprofessional Learning [0.4 wte] and administrator [0.6 wte] are now in post. CIEL represents the professions of Dietetics, Medicine, Midwifery, Nursing [four branches Bsc/Diploma, undergraduate Masters and Post Graduate Diploma], Pharmacy, Physiotherapy and Social Work. In addition there is active involvement from representatives of the NHS East Midlands Healthcare Workforce Deanery and the three Health Communities through their Interprofessional Practice Learning Units.

Establishing pre-registration, undergraduate interprofessional learning continues to be a complex and challenging process as we navigate our way around organisational barriers such as merging separate timetables of eleven different programmes that are delivered over five main geographical sites and securing sufficient teaching space to accommodate over 1800 students from a geographical area of 3, 500 square miles. The support received from Heads of Schools and programme coordinators has been very encouraging and we ran a pilot programme of learning sets in the spring of 2009. Two groups of 10 students explored interprofessional learning activities supported by different methods: face to face meetings; e-mail and WebCT. This enabled us to explore the most effective support framework for the learning sets and the development of blended and e-learning. Each group was supported by a facilitator and they explored their own profession's role, qualities and values sharing this with the other professions in their learning sets thus learning about each other and their contribution to health and social care. This was supported by completion of a scenario in *Values Exchange*, an e-learning tool that will explore student's individual and professional values, beliefs and attitudes.

CIEL will introduce Interprofessional learning to undergraduate students early in the first semester by putting in place Interprofessional learning sets featuring students from at least three disciplines from nursing, midwifery, medicine, dietetics, physiotherapy, pharmacy and social work. Students will be assigned IPL tasks the first utilising a scenario within the *Values-Exchange* e-learning tool to explore values and beliefs [www.ciel.nottingham.values-exchange.com]. It is suggested that students will belong to the same set for the remainder of their course, meeting physically now and again and working together virtually too. This will involve facilitators using webCT as a forum for discussion with the learning sets. The first meeting they have needs to be face to face and we have identified time in the numerous timetables for this. Students will then explore a scenario from value-exchange discussing over the next four weeks issues of interprofessional working concluding with a face-face presentation.

In addition to planning ahead for 2009/10, we continue to develop a dialogue with the different curriculum management groups to identify and develop IPL opportunities both within modules and clinical attachments across curricula. Our annual student conferences for final year students are again planned for October/November 2009.

CIEL is committed to the integration of interprofessional education at Nottingham and the belief that interprofessional practice will lead to better health and social care outcomes.

Richard Pitt, Director

Further information

www.nottingham.ac.uk/ciel Centre for Interprofessional Education and Learning, University of Nottingham

<http://www.values-exchange.com/> The Values Exchange



International News

Helena Low

In each copy of the Bulletin we will highlight information from members on the work of the of international organisations.

In this issue, we present some of the activities from Interprofessional Health Education in Australia, Curtin University, The Network: Towards Unity for Health

These brief reports reflect the diversity of developments in Interprofessional Education in academic institutions and in practice across the country

International News on Interprofessional Education: L-IPP(Aus) project and meeting.

Jill Thistlethwaite, Director of the Institute of Clinical Education University of Warwick

Widespread backing for national health sector education reform

National consultation with health providers, government and educators has backed establishing interprofessional teamwork and collaboration as a core component in all medical, nursing and allied health education in Australia. The proposal, *Interprofessional Health Education in Australia: the Way Forward*, was launched at University of Technology Sydney last week by New South Wales Governor Professor Marie Bashir at the end of an Australia-wide consultation process that has involved 155 peak bodies and focus groups from the health, higher education and government sectors.

Led by UTS and The University of Sydney, and funded by the Australian Learning and Teaching Council, the Learning & Teaching for Interprofessional Practice, Australia project (L-TIPP, Aus) has involved a team of high level academics from both universities and practicing health care professionals advised by a reference group of renowned national and international health care and higher education professionals.

Co-Leader of L-TIPP, Aus, Professor Alison Lee from UTS, said, "integrating interprofessional teamwork and collaboration into health education is accepted almost universally as urgently required and long overdue." Project Co-Leader, Professor Jill Thistlethwaite from the University of Warwick (formerly of the University of Sydney), commented, "This is the first time information like this has been collected by Australians for Australians and this report lays a strong foundation for change in the health and higher education sectors."

Professor Thistlethwaite noted that the L-TIPP, Aus recommendations set a national development agenda in four areas:

- informing and resourcing curriculum development
- embedding interprofessional practice as a core component of health professional standards
- establishing and implementing a program of research to support and inform development
- establishing a knowledge management system for interprofessional education, learning and practice.

Professor Lee said the next stage of the development process would involve a series of stakeholder forums to take forward 'key actions' proposed by the *Way Forward* proposal.

The L-TIPP, Aus final proposal, *Interprofessional Health Education in Australia: The Way Forward* can be downloaded from the [L-TIPP, Aus website](#)

The AIPPEN website now operational <http://www.aippen.net/>



A CAIPE Interprofessional Learning Workshop Tour of Australia and New Zealand

By Helena Low and Dawn Forman

Background

Australia and New Zealand have been undergoing the same processes of modernization and change in health and social care services as elsewhere in the world (Meads, G & Ashcroft, J. et al 2005) and in both countries policies focus on workforce development and reforms in service delivery. This has increased interest in, and raised the profile of inter-professional education (IPE) as a means of preparing health and social care professionals to work more collaboratively to improve services and the quality of care. Despite interprofessional learning (IPL) having been on the Australasian agenda for a number of years, comprehensive institutional resources in IPL teaching and learning have yet to be fully developed and there is still a shortage of experienced facilitators for IPL, particularly those who have experience in working with qualified health professionals, policy makers and health educators who wish to apply IPL to their workplace environments. Two workshops were commissioned in 2008 by Australia Capital Territory (ACT) Health for practicing health professionals, reported in an earlier Bulletin (Low, H. & Stone, J. July 2008) and proved to be a successful international collaborative initiative.

Interest was expressed at that time by academics for similar workshops to help take forward interprofessional education within universities. ACT Health, based in Canberra, is the public health service for the Australian Capital Territory and its immediate surrounds. It agreed to organise a follow-up tour to develop local facilitation skills, stimulate IPE initiatives in universities and to promote IPE networks both nationally and internationally. The link with CAIPE having already been established, and as CAIPE offers Interprofessional Learning workshops for universities, Dawn Forman and I were invited to deliver a series of ten workshops across Australia and New Zealand during a 4 week period in February and March this year.

The tour was arranged, co-ordinated and supported financially by ACT Health. Education Institutions and health organisations responded to an invitation by ACT Health to take part in the tour. As well as ACT Health, the institutions and organisations involved were: Monash University, at three locations in Melbourne, Bendigo and Gippsland (the latter two situated in Rural Victoria); Canterbury District Health Board in Christchurch; Otago University Wellington; Auckland University of Technology (AUT); Canberra University, Canberra Institute of Technology; Curtin University of Technology and the University of Western Australia, Perth.

Preparation and Planning

General planning started almost a year in advance, but detailed planning began about six months before the workshops tour. Dawn and I are committed to interprofessional education, (we are both Vice Chairs of CAIPE); we are also both experienced facilitators and have had extensive experience in providing IPE workshops to university staff, policy makers and practitioners nationally and internationally. We combined our different perspectives and approaches in the preparation and delivery of the workshops to maximise the benefit to the participants.

The original intention had been to deliver a standard workshop on IPE for universities, with some modifications to take into account different institution requirements. However, we soon realised that standard workshops would not be feasible as institutions wished to take advantage of the visit to extend invitations beyond the original target groups of university staff and clinical educators, to representatives from other organisations, other universities and professional bodies, to service providers, managers, policymakers at state and local levels and potential funders. Initially, numbers of participants for the workshops were limited to 20 -24 to ensure the maximum possible level of interactivity; but some institutions wanted to include as many individuals as wished to attend – mostly 24 – 40, with one group of 74.

Preparation was therefore crucial. Whilst taking place within a national framework, the way in which IPE is developed and delivered is dependent on the local context, influenced by local resources, issues and stakeholders. In Australasia, as elsewhere, the emphasis on collaborative working has meant that key stakeholders are wide ranging and varied, often with different agendas, different levels of understanding of interprofessional education, different reasons for being involved and different levels of commitment. The commissioning institutions were also at different developmental stages in taking forward IPE.

The importance of having as much information about the local situation of each institution / organisation has been highlighted (Howkins & Bray 2008). So as well as the overarching Australasian context, it was necessary to be aware of each one's expectations and stated objectives for the workshop, together with a sense of why those attending wished to take part. All institutions were asked to complete an Institution Profile and participants were asked to complete a profile form as well as a pre-workshop reflection form in advance of the workshops. As well as providing us with the necessary data to plan the workshops, completion of the forms was intended to stimulate those commissioning the workshop and participants to review their knowledge and experience of interprofessional teaching, learning and working, to identify relevant issues and to consider their own expectations of the workshop.

Planning also involved working with staff at each institution, through email discussions, 'skype' discussions, sharing with us notes of their meetings, and in one instance by holding a teleconference. Prior to the workshops each institution was provided with a programme and summary Power Point slides. A substantial workshop resource pack was also compiled and sent out to participants in advance. It contained a variety of information and included handouts, scenarios for group discussions, examples of models and approaches used in the UK and elsewhere. Additional resources, such as policy documents, articles and newsletters were made available at each workshop.

The workshops

An overarching, comprehensive approach to the workshops was taken, but each had a different emphasis, based on the Institution and group objectives and expressed needs as far as was possible. However some themes were common to all workshops and included for example: understanding the concept of IPE / IPL; challenges and benefits; the evidence base; strategies and guidance for developing IPE initiatives; facilitation of IPE; models and approaches used from an international perspective. Each workshop also provide an opportunity for participants to work together collaboratively on a relevant work related issue.

The workshops were underpinned by and reflected the principles of interprofessional education (CAIPE 2006) which are grounded in adult learning. Howkins, E and Bray, J (2008) describe these as collaborative learning, egalitarian learning, group directed learning, experiential learning, reflective learning and applied learning. The format was planned so that participants experienced the same process as students undertaking interprofessional learning - the facilitators modeling that learning experience. Interactive individual and group activities were used, including role play scenarios, interprofessional e-learning exercises, case studies, group exercises and reflections.

In total, 301 people attended the 10 workshops. Attendees ranged from policy makers at national, regional and state level e.g. Ministry of Health NZ, State Department of Health and State Department of Human Resources ; strategic planners, senior academics, lecturers, clinical educators, senior managers and service providers and practitioners. There were also representatives from the professional bodies such as the Australian Nursing Council, the Australian Medical Council, Royal New Zealand College of General Practitioners; Nursing Council of New Zealand.

Attendees were from 35 different professional backgrounds. At each venue, participants from other universities attended, some by invitation, others out of interest and some having traveled considerable distances. Eight universities additional to those which hosted workshops were represented. A number of individuals attended more than one workshop at more than one location, e.g. 2 people from Auckland went to Otago University at Wellington and then attended the workshop at AUT Auckland. Others attended both workshops in Canberra and others all 3 Monash University workshops in different locations in Victoria. One person attended the 3 Monash workshops and that at AUT. Advantage was taken by many of the opportunities for networking provided by the workshops.

The workshops were all well evaluated with 83.6% of respondents who completed evaluation forms indicating that they felt they had had the time during the workshop to learn from, with and about the other professionals. 89.6% indicated they had made new contacts or networks and 91.4% indicated they had new ideas on how to work across professional, agency and service boundaries. Comments highlighted the need for more time to discuss topics raised in the workshop and for more practical examples. Needless to say, as well as the interested and enthusiastic, we met those who were challenging and sceptical and (quite rightly) demanded more evidence than we could give in the time available, or than exists at present. We hope that we did at least give them a greater insight and new perspectives on the issues raised.

Post workshop feedback

At the time of writing, less than three months after the tour, we have been receiving feedback about the impact so far, of the workshops on individuals, institutions, in education and practice. The workshops appear to have acted as a catalyst for moving IPE forward in education and practice. Raising awareness of and promoting IPE has led to a greater understanding of its benefits and challenges to key stakeholders and the networking opportunities offered by these workshops have led to the initiation of many relationships which would otherwise not have happened. We have received reports of unexpected funding for an IPE initiative, developing collaborative partnerships between universities and service providers, between individuals both within and across Australia and New Zealand. We have also received reports of individual professional and role development. It is interesting to note that most of the changes have taken place where there are individuals who have a designated lead role in interprofessional education, and who therefore have more time and resources to lead, develop and support interprofessional education.

There is encouraging evidence that interprofessional education can produce positive changes (Barr et al 2005, Freeth et al 2005). However, Barr points out that locally focused initiatives are often effective and achieve short term outcomes because they 'grow from and meet the needs of those involved'. It is too early to tell whether long term, the initiatives resulting from the workshops are sustainable, but it is clear that there is a growing critical mass of those committed to IPE in Australasia which can create a momentum, and if this momentum can be maintained then it will help create sustainability. The next All Together Better Health Conference in Sydney next year should help maintain the momentum as will the creation of the Australasian Interprofessional Practice and Education Network (AIPPEN).

Conclusion

Dawn and I were fortunate to have had this opportunity to meet and work with some extremely committed, energetic and enthusiastic individuals, supported by organisations which are determined to take forward leading roles in interprofessional education, interprofessional learning and collaborative practice. The schedule was hectic and tiring at times - 10 workshops in 26 days with meetings and travel in between; but it was also exciting, energising and enjoyable. We greatly appreciated the kindness and hospitality shown to us at every venue. We felt we were among friends as indeed we were, - at every venue we found that either Dawn or I knew someone. The community of interprofessional education and practice is far reaching. Our special thanks go to Judy Stone from ACT Health who worked tirelessly to make the tour possible and a success.

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Interprofessional Education at the University of Curtin Australia

Dawn Forman and Helena Lowe

Overview

The provision of quality of health care throughout the world is of increasing concern with changes being driven by economic and social trends, advances in technology and increasing public expectations. The ability to meet these demands is exacerbated by the shortage of health professionals available.

Curtin University of Technology Faculty of Health Sciences is tackling this shortage through the implementation of interprofessional education practices throughout the Faculty.

The Dean of Teaching and Learning Sue Jones said that IPE had been identified by the World Health Organisation as critical to ensure continued advances in primary health care. "The findings of the World Health Organisation were further supported in 2006 by COAG's National Health Workforce Taskforce, who subsequently developed a number of initiatives relative to preparing health professionals to enter the workforce."

Miss Jones added, "These included developing strategies to ensure that education and training is appropriate, responsive and relevant to changing health system needs and that it supports innovation and reform in the workforce". "It is an exciting time for interprofessional education and for increased collaboration in both the training and practice of health professionals".

Curtin's Faculty of Health Sciences has recognized the importance of IPE early on and established an Interprofessional Education Project within the Faculty. In keeping with the new drive towards increasing collaboration Curtin joined with the University of Western Australia to make this international visit possible. Staff from Notre Dame University were also invited to attend.

Miss Jones reported on how, "In February we welcomed world leaders in IPE, Professor Dawn Forman and Helena Low to Curtin to present two workshops on IPE for both academic and community health professionals.

Strengthening Interprofessional Education with International Colleagues

From Helena Low

The 4th Saitama Prefectural University (SPU) International Seminar on Interprofessional Education was held in November 2008. As in previous years, academics from universities across Japan joined with colleagues in practice and others from overseas to make this a very stimulating and successful event. Over the past four years, SPU has been a driving force in moving interprofessional education forward both within the university and across the country as a whole. Mr Sato, the President, in his opening address emphasised the importance of the university as part of the community and taking a lead role in supporting collaboration between professions and the integration of services in health and welfare. He also reflected on the links with CAIPE and the benefits of international collaboration and mutual exchange and support.

The key presentations were:

'International Perspectives for the Advancement of Interprofessional Education and Interprofessional Working', Helena Low, (Vice Chair CAIPE);

'Future aspect of IPE for the education of health and welfare personnel based on the experience in Asia', Samantha Mei-che Pang, (Professor and Head of School of Nursing, Hong Kong Polytechnic University);



Strengthening Interprofessional Education with International Colleagues

From Helena Low

Interprofessional Education at Saitama Prefectural University and Interprofessional Working in the Community', Dr Kazunori Kayaba, (Professor at the School of Health and Social Services, SPU).

1. clients, fields of practice and the community
2. students and graduates
3. undergraduate education. These stimulated much discussion and the active and enthusiastic participation of service staff and students was an indication of the extent of progress in the collaboration between education and practice in taking forward IPE. The articulate and enthusiastic student group bode well for ongoing work and the sustainability of interprofessional education at SPU.

On the second day, concurrent sessions disseminated interprofessional education developments for

The Launch of the Japan Association of Interprofessional Education (JAIFE)

The launch and first conference of JAIFE followed the International Seminar at Saitama Prefectural University, the first Chair / Chief Director Mr Takahashi has written a short article about this important and significant occasion. CAIPE has been pleased to have been invited to play a significant part in the development of IPE across Japan over the past five years. We look forward to working in partnership with a sister organisation based on a sound foundation of friendship and collaboration.

Visits to the UK

Niigata University of Health and Welfare Japan

In December 2008, a party of seven from Niigata University of Health and Welfare, led by the President, (Vice Chancellor) Mr Takahashi visited a number of universities in the UK. The purpose of the visit was to examine different aspects of interprofessional education and to discover how universities in the UK were taking these forward. They were kindly hosted by St George's London; the Centre for Interprofessional e-Learning, Coventry University; University of Leicester; Oxford Brookes University and King's College London. They valued the opportunity to see different approaches to IPE in action, and particularly valued meeting and talking to students.

Szechnyi Istvan University, Gyor, Hungary

In January, as part of the work of the EIPEN project, (of which CAIPE is a partner), Professor Istvan Budai and four colleagues from the Institute of Health and Social Studies, Szechnyi Istvan University, Gyor, visited the UK to look at IPE initiatives involving social work. Bournemouth University, University of Southampton and King's College London hosted visits and the group also met the Senior Adviser (International Issues) at the General Social Care Council. The IPE work at Szechnyi Istvan University has been led by the Social Work team.

Saitama Prefectural University Japan

Chiba University Japan

Staff from both universities visited the University of Leicester in February 2009 (SPU) and March 2009 (Chiba) where strong links have been forged over the past three years.

Yamanashi Prefecture University Japan

A group of ten academics and researchers from Yamanashi Prefecture University visited the UK in March. The university had been awarded government funding to undertake research into interprofessional education. The research project focussed on interprofessional education and interprofessional working in the UK in order to inform the development of IPE within the university. The team were led by Dr Hiromi Kamiyama and visited King's College London and Oxford Brookes University, both institutions providing valuable information, help and support to the research project. They also met with Professor Hugh Barr and Helena Low. Dr Kamiyama, on behalf of Yamanashi University, very kindly made a generous donation to CAIPE in gratitude for all the assistance given to the project.

The research grant is for two years so the group hope to visit more universities in the UK.

Student
Network

Join the Student Network

Are you interested in joining the student Network?

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 you are studying a for a Doctorate, MPhil or Masters by dissertation in the area of interprofessional education and practice then we would like to hear from you. We are looking to create a **National Research Student Network** in tandem with the **National IPE Student Network**. This is an invitation to all research students and interested staff who would like to be part of developing and maintaining a vibrant research student network. The 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.

Student

Network

CAIPE Student Poster Competition 2009

Themes: Interprofessional learning and working

Calling all healthcare students and researchers! CAIPE welcomes undergraduate and postgraduate students to **submit a poster for exhibition** at a special reception at the CAIPE AGM at Kings College, London on 24th June 2009.

Why submit a poster? If you are not already a member of CAIPE, **ALL students submitting a poster receive FREE Student membership of CAIPE.** Find out more the benefits of membership at <http://www.caipe.org.uk/students/>

One winner will be selected from each category (undergraduate and postgraduate) and will receive:

- **Travel expenses** to the AGM in London
- Publication of their poster on the CAIPE website and in CAIPE Bulletin
- A copy of 'Being Interprofessional', **CO**-authored by CAIPE Board Member, Prof. Marilyn Hammick.

This is **a must read for anybody involved in health and social care** – be one of the first to receive a copy!

What must you include in your poster?

The posters will be assessed against the following criteria and should:

- Be of sufficient quality to be exposed to a national audience (well structured, accurate use of grammar, spelling, punctuation and style)
- Provide a unique presentation of interprofessional learning or working
- Include a reflection on the outcomes and learning achieved
- Be exhibited at the AGM on 24th June by 10.30 pm or sent in advance (see cover sheet)

Students will be asked to talk to their poster briefly at the end of the morning session.

Deadline for submission: May 31st 2009

Please follow the instructions on the page overleaf, complete and send to CAIPE attaching a photograph or document of your poster. If you cannot attend the AGM please send your poster to the address on the next page

CAIPE Student Poster Competition 2009

Themes: Interprofessional learning and working

Deadline: 31st May 2009

Name/s: _____

Title of poster: _____

University: _____

Dept. / Faculty: _____

Course: _____

Year of study: _____

Term address/ Home Address (delete as appropriate)

CAIPE student member Yes ___ No ___

Email : _____

Contact Number: _____

I confirm that this poster is completely my / our own work.

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

N.B By submitting by email, a printed name will be deemed as your official signature.

Email this Cover Sheet with a photo or document of your poster to admin@caipe.org.uk

If you cannot attend the CAIPE AGM please send your poster to:

CAIPE c/o Health Sciences and Practice Subject Centre,

Higher Education Academy

3.12 Waterloo Bridge Wing

Franklin Wilkins Building

King's College London

150 Stamford Street

London SE1 9NH, UK



CAIPE Ireland

Developments at the Institute of Technology Tralee



Interprofessional Reflective Practice

The pilot programme for interprofessional reflective practice has now ended and the feedback from the students was very positive. We are working towards increasing the number of professional groups and expanding the programme to other areas such as mental health.

Curriculum Development

CAIPE IRL is continuing to work with primary care teams to support them in their self-evaluation of team working, outcomes, effectiveness and future goals. There are significant developments in tailoring modules to the needs of these new primary care teams, also nursing, health and social care staff are collaborating in developing interprofessional practice modules to culminate in an MA Interprofessional Practice.

Disseminating Best Practices in Interprofessional Working

It is essential that best practice is disseminated and for this purpose, on the **2nd June CAIPE IRL** hosted a one day conference funded by the **Health Services National Partnership Forum**. The event schedule is presented in the following pages.

Hope everyone had a very enjoyable time and the outcomes of this event will be in the next Bulletin.

Sincere Thanks

Sincere thanks to Pat Evans and the Partnership Forum for continued support for CAIPE IRL.

Siobhan.nimhaolrunaigh@staff.ittralee.ie



Interprofessional Learning and Working in Health and Social Care

Event Held 2nd June 2009

Sólás Building, North Campus, Institute of Technology, Tralee, Co. Kerry

Chaired by: Dr Siobhan Ni Mhaolrunaigh, Director of Research in Nursing, Health & Social Care,

9:00am Coffee and registration

9:30am Welcome: Siobhan Ni Mhaolrunaigh – CAIPE Ireland

9:45am: Keynote 1: Bryony Lamb – Chair of CAIPE

Improving patient safety, service delivery and innovation through the development of interprofessional teams

10:15am Parallel Workshops

- **Public Health Inter-professional Learning-enhanced Educational AssessmentS - PHILEAS:** An empirically derived training needs assessment tool developed in the West Midlands and designed to assist in the commissioning of training for an interprofessional workforce

Patricia Bond & Rachel Goodman

- Effective leadership and membership within interprofessional teams through the application of crew resource management techniques for patient safety and service improvement

Bryony Lamb & Nick Clutton

11:45am:

- + **Important messages from workshops – next steps for developing interprofessional teams and the implications for CAIPE Ireland**



12:45pm **Keynote 2: Elizabeth Anderson,**
University of Leicester, Medical School

Developing innovative interprofessional education programmes with patients, carers and practitioners

1:15pm **Parallel Workshops**

- The Leicester Model of Interprofessional Education and Teamworking in Practice
Elizabeth Anderson
- The TUILIP project: Trent Universities Interprofessional Learning in Practice
Richard Pitt & Helen Armitage

2:45pm **Tea**

3:00pm **Plenary**

✦ **Important messages from workshops and the day –**

Next steps for developing interprofessional programmes and teams. Implications for CAIPE Ireland

3:45pm Close



**The Journal of Interprofessional Care
5th Annual John Horder Lecture**

‘Ways of knowing and interprofessional collaboration’

Professor Steen Wackerhausen from Aarhus University (Denmark) and Bodo University (Norway), Sponsored jointly by Informa and Kingston University & St George’s, University of London.

Held Monday, 8 June 2009 at 17:00 followed by a wine reception

**The Auditorium,
Franklin-Wilkins Building,
King’s College London,
150, Stamford Street,
London, SE1 9NH.**

Professor Steen Wackerhausen is a professor in philosophy at both Aarhus University in Denmark and Bodo University in Norway. He has worked as a Visiting Professor, scholar and honorary fellow in many places abroad including the University of California (UCSD), Berkeley, Cape Town University and the University of Hawaii (Manoa).

By education he is a philosopher as well as a psychologist and most of his work has been of an interdisciplinary nature. As a consequence, his publications are found in a wide variety of journals and books, with topics as diverse as artificial intelligence, evolutionary epistemology, learning, semantics and the concept of health.

He has been head of several long-term international research projects, including a six-year research project on non-scholastic learning and professional competence.

He is founder of the Research Unit for Multidimensional Learning (RUML) which is the host of, among other research projects, an interdisciplinary project on Reflection in Practice (with nurses, physiotherapists, psychologists, philosophers, midwives, educators etc – as participating researchers).



CAIPE

CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION

ANNOUNCEMENT

Notice is hereby given that the

ANNUAL GENERAL MEETING

of the

Centre for the Advancement of Interprofessional Education

**Will be held On
24th June 2009 from 10-30 am – 4-00 pm**

**at
Kings College London, Guys Campus**

Room G8 of New Hunts House

The CAIPE Board has pleasure in inviting you to the 2008-2009 Annual General Meeting which will be held at Kings College London, on the Guy's campus.

We are delighted that the programme will include: presentations from IPE research students, a student poster competition (see details below) and keynote addresses from Dr Angela Lennox CBE (Department of Health), Hazel Stuteley OBE (Exeter University) and Filao Wilson (Skills for Health). (See the programme and biographies below)

The AGM is an open meeting. CAIPE members are invited to bring guests but please note that only paid up members are allowed to vote.

A buffet lunch will be available.

Please complete the response form below and email to admin@caipe.org.uk

The CAIPE Board look forward to welcoming you.

Directions: to London Bridge and map of the Guys Site <http://www.kcl.ac.uk/about/campuses/guys-det.html>:

New Hunts House is block H.

Yours sincerely,

Bryony Lamb

CAIPE Chair



CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION

Response Form

I will / will not* be able to attend the 2009 Annual General Meeting of the Centre for the Advancement of Interprofessional Education

Names of guests.....

Please specify any access needs in order to attend.....

I would like lunch / would not like lunch* Number for lunch

Please specify any special dietary requirements

Name:

Organisation:

Address:

Telephone:

Email:

Please return this form to admin@caipe.org.uk NO LATER THAN 31st May 2009 - Thank you

CAIPE

News

Marion Helme Higher Education Academy Academy Health Sciences and Practice Subject Centre, King's College London



European Interprofessional Education Network (EIPEN)
2nd International Conference
Policy, Learning and Practice
17 - 18 September 2009
Oulu, N. Finland







www.eipen.org

The 2nd EIPEN International Conference will be held at the University of OULU in Northern Finland and will be conducted in English.

Programme will include: international key note speakers, workshops, paper and poster presentations, cultural activities and visits, pre-conference reception, conference dinner.

Conference information (including accommodation) and registration

<http://www.oamk.fi/tapahtumia/eipen2009//index.php>

Abstracts are invited for workshops, papers and posters on the conference themes of

Policies for promoting interprofessional learning and practice
 Interprofessional learning
 Interprofessional practice

Information and abstract submission form: <http://www.oamk.fi/tapahtumia/eipen2009//abstract.php>

Abstracts must be submitted by 15 June 2009

Conference fee (including all activities and conference dinner but excluding accommodation)

Early bird (before 31 July 2009) €350

Students €50

After 31 July 2009 €450

Registration closes on 31 August 2009

Location and accommodation

Oulu is situated on the shore of the Bay of Bothnia in the lakes and forests of Northern Finland, not far from the Arctic Circle. There are several daily flights ([Finnair](#) and [Blue1/SAS](#)) and a train service (7 hours) from Helsinki. Hotels and student accommodation are listed in the conference information.

For further information contact:

Conference secretary: Tiina Tervaskanto-Mäentausta: tiina.tervaskanto-maentausta@oamk.fi

EIPEN Project Manager: Marion Helme marion.helme@kcl.ac.uk

CAIPE

News

The Network: Towards Unity for Health

Dawn Forman



Achieving Quality in Health Care: Challenges for Education, Research and Service Delivery
International Conference October 10 – 15, 2009
In Cooperation with the Center for Educational Development, University of Jordan, Amman, Jordan
Post-conference Excursion to Mu'tah University, Karak, Jordan - October 16, 2009

Network: TUFH invites CAIPE members to participate in our international Conference on

Achieving Quality in Health Care: Challenges for Education, Research and Service Delivery

To be held in Amman, Jordan from October 10 – 15, 2009.

Increase exposure to your programmes, products and services by being an exhibitor and/or co-sponsor. Exhibitors and co-sponsors are critical to the success of the Conference. In addition to connecting participants with valuable resources for improving health, your support enables community-based leaders and students to attend by offsetting travel and registration expenses.

More information about the Conference is available at: <http://www.the-networktufh.org/conference>

or contact Yoka Cerfontaine/ Ingrid Melters at secretariat@network.unimaas.nl

Jordan Conference Organisation
The Network: Towards Unity for Health
P.O. Box 616
6200 MD Maastricht, The Netherlands
Telephone: 31-43-3885637
Telefax: 31-43-3885639

Internet: <http://www.the-networktufh.org>

CAIPE
Fundraising

Raising Funds for CAIPE

Many people believe that CAIPE is funded in some way by the UK government but unfortunately this is not the case. It relies heavily on its membership fees, donations and any profit it can make from the various projects it undertakes. This income provides membership services such as the website, the CAIPE bulletin and reduced fees for members at CAIPE events. However more funding is needed if we are going to be able to plan for the future successfully. We would like to point out that the only paid member of staff is our administrator for one day a week. All other work is done on a voluntary basis.

Whilst little has been done in the past to encourage CAIPE to be seen as a charity to which funds are donated we would like now to promote this aspect. In other words to encourage both members and users of CAIPE services to consider making charitable donations in the same way that money is given to any other charity.

This can be done very simply!

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 'About' on the left hand side, 'Membership Benefits' and 'Membership Form' are listed. Please note that to access the membership form it is necessary to register with the website first.

Gift Aid

If you have paid a membership fee or made a donation in the past or intend to in the future please help us to claim an extra 28 pence for every pound you have donated by completing the Gift Aid Form included in this Bulletin.

Donations

If you would like to make a regular or one off donation to CAIPE please see the 'Donations' page of this Bulletin.

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.easypfundraising.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'.

Your help is greatly appreciated and you will be playing your part in securing a future for CAIPE.

Thank you very much

Dawn Forman

(Vice Chair of CAIPE)



Gift Aid Form

If you have paid a membership fee or made a donation in the past or are going to in the future please help us to claim an extra 28 pence for every pound you have donated by printing this page and completing the form.

Using Gift Aid means that for every pound you give or have given, we get an extra 28 pence from the Inland Revenue.

This means that £10 can be worth £12-50 if donations are made through Gift Aid. Imagine what a difference that could make and it doesn't cost you a thing.

So if you want your donation to go further, Gift Aid it. Just complete this form and send it back to The Administrator at the address below.

First name.....

Surname.....

Address.....

Postcode.....

Email.....

Telephone.....

I wish all donations I've made since 6 April 2000 and all donations in the future to be Gift Aid until I notify you otherwise.

Please sign

Date.....

Please remember to notify us if your circumstances change. You must pay Income Tax and /or Capital Gains Tax equal to the tax the charity reclaims on your donation in the tax year.

The Administrator

Centre for the Advancement of Interprofessional Education

c/o Health Sciences and Practice Subject Centre

Higher Education Academy

Room 3.12 Waterloo Bridge Wing,

Franklin Wilkins Building

King's College, London

150 Stamford Street,

London,

SE1 9NH



Donations to CAIPE

Please also remember to complete the Gift Aid Form.

I would like to give a one off donation of £25.... /£50... /£100.... /another sum please state.....

Please make cheques payable to CAIPE and send to the CAIPE address below.

I would like to give a monthly donation by Direct Debit (or STO) of £ 10 ...£25.... /£50... another sum please state..... (please complete and return the attached form to The Administrator at the address below)

CAIPE - Centre for the Advancement of Interprofessional Education

(Please indicated by ticking, deleting or completing the information requested)

I WISH TO MAKE A DONATION BY DIRECT DEBIT OF:

£.....monthly/annually

Commencing.....200.....

Please complete the mandate below

Instructions to your Bank or Building Society to pay Direct Debit

Please send this completed Instruction to:

Centre for the Advancement of Interprofessional Education

c/o Health Sciences and Practice Subject Centre

Higher Education Academy

Room 3.12 Waterloo Bridge Wing,

Franklin Wilkins Building

King's College, London

150 Stamford Street,

London, SE1 9NH

Lloyds TSB Sort code: 30-94-57, Account No 1796093

Name and address of account holder(s)

Mr/Mrs/Miss/Ms/Dr/Prof/Rev/other.....

Address.....

.....

.....Postcode.....

Bank Building society account number

.....

Branch sort code

.....

Name and full address of your Bank/Building Society

To: The manager

Address

Postcode

Signature.....

Date.....



CAIPE is a membership organisation, established in 1987 to encourage people from different professions and occupations in the community, education institutions and in the workplace to:

- share ideas
- learn and work together
- foster mutual respect
- overcome barriers to collaboration
- engender joint action to improve services and the quality of care.

CAIPE is a charity and company limited by guarantee. It is funded through membership fees, workshop fees, donations and consultancy.

CAIPE'S DEFINITION OF IPE

"Occasions when two or more professionals learn with, from and about each other to improve collaboration and the quality of care"

CAIPE'S AIM

To promote and develop interprofessional education (IPE) with and through its individual, corporate and student members, in collaboration with like minded organisations in the UK and overseas, for the benefit of patients and clients

WHAT DOES CAIPE DO?

- Provides a range of services for its members
- Facilitates work based initiatives, designed to improve collaboration and bring about change in, for example, health services, education & social care agencies
- Provides consultancy for government, health and social care agencies, higher education, public services and the independent sector
- Delivers a range of Interprofessional Learning Workshops
- Promotes research and evaluation
- Provides IPE publications and resources
- Encourages the creation of new knowledge through discourse and debate to inform IPE
- Builds and sustains communications with the international interprofessional community of practice
- Influences policy at the highest level in both education and practice

CAIPE MEMBERSHIP CATEGORIES

- Individual membership
- Corporate membership: e.g universities, local authorities, strategic health authorities and organisations in the third sector
- Student membership

All fee levels are found on the website: www.caipe.org.uk



WHAT DOES CAIPE OFFER ITS MEMBERS?

- Opportunities to exchange ideas, experiences and network
- Special rates for workshops and consultancy work
- Current information about interprofessional education, learning and working through the E-Bulletin and website
- Access to the Journal of Interprofessional Care at a special rate

CORPORATE MEMBERSHIP OF CAIPE

In addition to the above, CAIPE offers organisations a close working relationship with CAIPE through the Forum, which enables corporate members to:

- Contribute to the development of the wider IPE community
- Have opportunities to contribute to and influence policy through the CAIPE consultation processes
- Network and seek opportunities for collaborative projects and research
- Raise the profile of each organisation e.g. through dissemination of IPE activities
- Provide opportunities to work across international boundaries, sharing ideas, expertise and exchanging visits

STUDENT MEMBERSHIP OF CAIPE

- Provides access to the Interprofessional Student Network (UKIPSN) whose aims are:
- To empower students to influence and contribute to curriculum development in theory and practice
- To promote the attitudes and skills necessary for collaborative working and client centred practice

The student network has a dedicated student section on the CAIPE website, links with students in other countries and has a network for postgraduate research students

CAIPE'S CONTRIBUTIONS TO THE PROMOTION AND DEVELOPMENT OF IPE INCLUDE:

Publications, development workshops, consultancy, commissioned studies and international partnerships, projects and networks

TO FIND OUT MORE AND TO JOIN CAIPE

Email: admin@caipe.org.uk

Website: www.caipe.org.uk

CAIPE Membership

Membership of CAIPE is open to individuals, full time students and organisations.

Members of CAIPE are committed to:

- Work collaboratively to advance interprofessional education and practice to improve the health and wellbeing of individuals, families and communities;
- Advise, assist and support fellow members and others active in such interprofessional endeavours;
- Work in a way that advances knowledge of interprofessionality and its application in practice;
- Support and disseminate the work of CAIPE and related work through diverse media.

Annual membership fees are payable in British Pounds only.

Our preferred payment method is a Standing Order to our bank: cheques and transfer by BACS also accepted.

Individual membership: £88 per annum

Each individual member:

- Receives via email the CAIPE E-Bulletin with news about interprofessional activities, innovations and developments;
- Has electronic access to current and back copies of the Journal of Interprofessional Care;
- Plays an active part in CAIPE's governance, with full voting rights at the Annual General Meeting and opportunities to nominate and accept nomination to serve on its Board;
- Participates in the formulation of CAIPE's policies and priorities;
- Contributes expertise, experience and opinions when CAIPE makes representations to government, professional institutions and others on interprofessional education and practice;
- Has access to sections of the CAIPE website dedicated to exchange between CAIPE members;
- Is notified regularly about interprofessional events in the UK and other countries through the CAIPE diary of events;
- Enjoys priority booking and a discount of 10% when registering for such CAIPE events.

Student membership: £5 for the duration of their course

To qualify for this you must be registered as a full time student at an Institute of Further and Higher Education. Please also note that this fee does not include electronic access to current and back copies of the Journal of Interprofessional Care.

For more information and to register online please go to: <http://www.caipe.org.uk>

CAIPE Membership

Corporate* Membership:

Option A: £1,485 per annum, **with** the Journal of Interprofessional Care;

Option B: £800 per annum **without** JIC, for those who already have access to Informa World subscription packages through their library

See membership application form on next page

**Corporate is defined as the personnel of an organisation, where services can be delivered through a single gateway / portal / server.*

Corporate membership entitles organisations and institutions to have representation on the **CAIPE** Corporate Network Forum: a corporate level community of practice, with the opportunity to be involved in developing CAIPE's future strategies and representations to government.

The CAIPE Forum provides opportunities to:

- Contribute to the development of the wider IPE community;
- Contribute to and influence policy through being part of CAIPE consultation processes;
- Enable Corporate networking and opportunities for collaborative projects and research;
- Raise corporate members profile, e.g. through dissemination of IPE activities;
- Provide opportunities to work across boundaries, share ideas, expertise and exchanging visits;
- Hold approximately two events a year hosted by member organisations.

Corporate membership also provides:

- A nominated CAIPE Board member as its link person for queries about services and their involvement in CAIPE;
- Entitlement to priority booking and a 10% discount for staff at CAIPE workshops and other CAIPE events;
- Access for all staff to resources and the members area of the CAIPE website on a read-only basis; the corporate link person has full interactive access and can provide an organisational profile with links to projects, individual members, etc.
- The CAIPE E-Bulletin with news about interprofessional activities, innovations and developments for dissemination to all staff, via email to the corporate link person.
- The right to cast one vote at CAIPE's Annual General Meeting;
- Opportunities to nominate and accept nomination for one member of staff to serve on the CAIPE Board;

In addition Corporate members who access the Journal of Interprofessional Care, through their CAIPE membership receive:-

Two hard copies of the Journal of Interprofessional Care

On-line access to the Journal for all staff and students



CORPORATE MEMBERSHIP APPLICATION FORM

NAME OF ORGANISATION _____

ADDRESS _____

_____ POST CODE _____

HEAD OF DEPARTMENT / INSTITUTION, NAME & EMAIL, as appropriate

CORPORATE LEAD / LINK PERSON'S NAME, EMAIL & TELEPHONE (*Forum lead, responsible for corporate profile on website, etc.*) _____

Corporate Administrator / PA's NAME, EMAIL & TELEPHONE, as appropriate

Please tick your preferred Corporate Membership package and provide the necessary information to activate this:

A) £1,485 per annum, with the Journal of Interprofessional Care (JIC)

Please provide:

1. The name and address for receiving hard copies of the Journal of Interprofessional Care

2. The IP address for your department / organisation or a url of a secure areas of your web-site that only members of your department / organisation have access: _____

B) £800.00 per annum, without JIC ð

(Option B is for those who already have access to Informa World subscription packages through their library)

Please provide for accounting purposes only:

1. Your Informa World Account Number and / or Username: _____

Please Note: Both Corporate Membership packages are from January to December

Please send this form to:

CAIPE, C/O Health Sciences and Practice Subject Centre, Higher Education Academy,
 3.12 Waterloo Bridge Wing, Franklin Wilkins Building, King's College,

150 Stamford Street, London SE1 9NH, UK

On receipt of this form an invoice for payment of the fee (in British Pounds only) will be sent to the Corporate Representative as specified above.



CAIPE Membership Form

INDIVIDUAL MEMBERSHIP APPLICATION FORM

FEE £88

NAME _____

JOB TITLE _____

ORGANISATION _____

ADDRESS _____

_____ POST CODE _____

TEL _____ FAX _____

CONTACT PERSON NAME & EMAIL _____

(NB: This is the address that your e-copy of the Journal of Interprofessional Care will be linked to)

Annual membership fees (in British Pounds only) are collected by cheque payable to CAIPE. Please send your form and payment to:

CAIPE
c/o Health Sciences and Practice Subject Centre
Higher Education Academy
3.12 Waterloo Bridge Wing, Franklin Wilkins Building
King's College, 150 Stamford Street
London
SE1 9NH
UK

Or registrar on the website: <http://www.caipe.org.uk>

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