



[www.caipe.org](http://www.caipe.org)

**If you would like to submit any material, events, opportunities or reports for the next newsletter please email to:**

[bulletin@caipe.org](mailto:bulletin@caipe.org)

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# CAIPE Activities

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## Message from The Chair:

Dear CAIPE Members

We hope that you all have had some opportunity to relax over the Easter period and can begin to enjoy some of the lifting of restrictions, not least the hairdressers from my personal perspective!

As CAIPE continues to function virtually the CAIPE website is a key and important focus of our activity. Here we can access the Journal of Interprofessional Care, News, Resources, Publications, Events, Workshops, review Working Groups and much more. During these virtual times and lack of face-to-face meetings we miss the opportunity for networking. With a current CAIPE membership of: 15 Service User & Carers; 207 Students; 85 Individual and 438 Sponsored login there is a great wealth of expertise and interest in IPECP out there. However, to aid and promote virtual networking we can all as individual, student, sponsored login, and service user and carer CAIPE members complete our personal profile. Albeit supplying brief information, such as: your name; profession; status (practitioner, researcher, academic, administrator, undergraduate or post graduate student, international member,); and specific interest in IPECP this will inevitably assist us all in networking and collaborating more with like minded members learning with, from and about each other.

I would therefore encourage you all to take no more than 15 minutes to go to <https://www.caipe.org/membership> login and under " Manage your account" select "edit your directory profile" and provide some brief information about yourself.

If you are one of our current 32 Corporate/Institutional Members then please go to <https://www.caipe.org/membership/corporate-members-area> login and have a look at the profiles that have already been provided. I will not here embarrass the 25 Corporate/Institutional Members that have not as yet completed a profile.

As my term of office as Chair comes to end this year in July, completion of profiles would provide a great resource for all members and opportunity for the incoming Chairs to access, review and gain insight to our current CAIPE membership providing opportunity for them to consider the future direction of CAIPE and the development, delivery, promotion and research needs of interprofessional education and collaborative practice in the UK. For me 100% completion of profiles would be a very fitting achievement for the end of my term of office as Chair. Please help me in achieving this.

Kind regards

Richard

Richard Pitt, CAIPE Chair

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## **GUEST EDITORIAL**



**Dawne Gurbutt**

**Professor of Collaborative Education at the University of Central Lancashire and  
Head of the Centre for Collaborative Learning**

### **Shaken and stirred...**

We are, perhaps, familiar with the famous bar order of the fictional character James Bond 'shaken not stirred'. It comes to mind when considering the impact of Covid19 on Learning and Teaching in Higher Education, it has been a year when we have been both 'shaken' and 'stirred.' Shaken from our traditional silos and customary practices of working and 'stirred' in creativity and innovation. So, what are the effects of such a disruption to 'normal' working and how does this impact the new pattern we establish as we continue our trajectory of change?

It can be argued that the 'shaking' brought about by the pandemic has occurred in a multi layered way which takes in personal, professional, institutional and social aspects. The closure of campuses changed the established professional practices of educators overnight, requiring new skills, new alliances and liaisons and a new relationship with students. This was accompanied by the impact of lockdowns, home working, travel restrictions, altered family relationships and new responsibilities such as home schooling. Underpinning this was the developing national awareness that the pandemic was bringing into the light the deep inequality and unevenness in society and the inadequacies of services to cope with the excessive demands of a global pandemic. Accompanying this sometimes painful and often challenging shift in the structure of life and education was the stirring of a collective educational will to collaborate, to problem solve and to innovate; to re-examine and re-evaluate established practice and to explore different modes of working.

It is, for those who work in interprofessional education, a timely and challenging moment to be engaged in pivotal change. At a time of unparalleled demands on time and resources, there has been an opportunity to reimagine and rethink aspects of our collaborations and to bring to bear the skills and knowledge acquired through the endeavour of interprofessional working. It is a difficult space to occupy, this tension between increased potential and restricted and stretched resource. The future is interdisciplinary, those of us who work in Higher Education are preparing our graduates for roles which are evolving and some which don't yet exist; and for circumstances which can rapidly change (as the last year has taught us) in ways which few fully envisage in scale and scope. Our graduates need to be able to work in integrated and agile teams, flexible across settings, articulate, solution- focused and working in connected and interconnected ways. Interprofessional learning offers a route towards a way of thinking ( and educating) which promotes, uncovers and embeds collaborative ways of working. It is the recognition that teams are greater than the sum of their parts and that innovation, creativity are accelerated by different perspectives and influences.

The response of colleagues in interprofessional education to a situation which removed the opportunity for physical collaboration and proximity to one another has been both creative and nuanced. In being removed from the familiar skills deployed so often and so well of integrating groups and professions, innovative ways were found to overcome barriers and continue with the shared endeavour. Adaptations, evolutions and revisions of existing resources have led to not only an expansion in creative approaches to collaborative working, but an acknowledgement by others within the sector that collaborative working is both desirable and helpful in the new educational (for the time being) normal. Interprofessional educators have been enabled to view their considerable skills through the eyes of others and offer insights into the benefits for students of working across boundaries, but also the benefits for staff of being connected and sharing skills and knowledge. In terms of listening to students about their experiences, interprofessional educators constantly hear a breadth of voices – on campus, remotely learning, in practice – we are uniquely placed to understand a varied and multi-hued experience. The experience of learning during lockdown has not been singular. There have been gains in digital approaches to learning together with a more nuanced view perhaps on inclusivity and the wellbeing of students. Remote working has generated creative solutions, co- creation and some shared frustrations. It has also removed some constraints, such as timetable and room bookings and introduced others, such as when learners experience so-called 'digital poverty' – unable to access technology or the internet and fully engage. The experience of interprofessional learning highlights connectedness and the understanding which comes from being together and learning from one another, the

frustrations when this cannot happen can be very real. Creative ways have been found to connect, to belong and to engage, some obvious and some ingenious, but the accent has continually been on the need to be part of the wider endeavour and to interact. So, the pandemic has asserted the need for connection, as seamless as possible, the need to share spaces, experiences and understanding, in learning and in life. Schwartz Rounds at my own university have taken place via Teams and the tangible experience of 'togetherness' in those digital spaces is something I did not believe could be achieved on-line. It is our cultural repertoire as interprofessional educators committed to connection that has come to the fore.

Yet the 'shaking' is not confined to HE. The pandemic has accentuated the fault lines in social experience, it has drawn attention to the things which are not working and where inequality resides. It has demonstrated the extent of 'wicked' problems, the intractable issues which defy simple linear solutions. The interface of some of the same issues which challenged Beveridge in 1942 such as 'want' and 'disease' remain prevalent. It is these familiar and unsolved issues which present such a challenge which would seem a good place to begin to extend the reach of IPE into other disciplines and other locations. The argument is complex; should the scope of IPE extend? what is lost when IPE stretches out of primary and secondary care? And what is gained? How do we protect what we have and the gains we have made but at the same time consider whether we should deploy those same skills into the wider field of Public Health to share the benefits? This last year has demonstrated that there is need to do somethings differently and that different ways of working can be rapidly adopted. There are broad issues to consider when thinking about future direction involving questions of how far we go back to where we were and also how we move forwards. Sometimes when things are shaken, they stand firm, and rightly so, at other times things which are shaken irrevocably change.

*(with grateful thanks to Professor Hugh Barr, for a useful and insightful dialogue on our thoughts about IPE and PH)*

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# THE JOHN HORDER AWARDS 2021



 Centre for the Advancement of Interprofessional Education  The ROYAL SOCIETY of MEDICINE 

**The Royal Society of Medicine, CAIPE & Journal of Interprofessional Care**

**The John Horder Awards for 2021**

These annual awards were established in memory of Dr John Horder by the General Practice and Primary Health Care Section of the Royal Society of Medicine and the Centre for the Advancement of Interprofessional Education (CAIPE).

There are two Awards:

**Team Award of £600 and Certificate of Achievement** to a nominated or self-nominated individual or team working within the primary health and social care community who can demonstrate outstanding principles of interprofessional learning and collaborative practice.

**Student Award of £150 and Certificate of Achievement** open to pre-qualifying students from all health and social care professions. Awarded to the student submitting the best essay describing and discussing their experience of working within the primary health and social care community demonstrating principles of interprofessional learning and collaborative practice.

**The closing date for applications is Friday 14th May 2021.**

For further Insight into the awards, have a look at the awards presentation held in December 2020  
<https://www.caipe.org/john-horder-awards-2020>

The awards for 2021 will be presented at an event to be confirmed.

Further information is available at:  
<https://www.caipe.org/event/john-horder-award-and-student-award-2021-applications>

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## ROUTLEDGE - 20% DISCOUNT FOR CAIPE MEMBERS

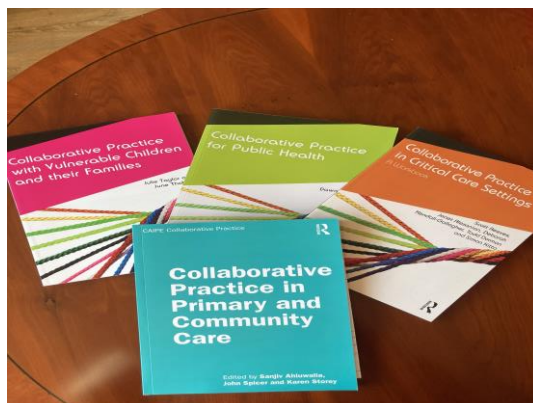
Why not catch up on some reading as we at last start to emerge from lockdown restrictions during this unfortunate continued pandemic!

Hugh Barr, Maggie Hutchings and Alison Machin comprise the CAIPE panel advising Routledge on choice of titles and authors for a series of books in fields of collaborative practice. The Panel is supporting authors, in partnership with the Managing Editor at Routledge, to develop and deliver each proposal.

Four books have been published so far: Collaborative Practice in Primary Care by



John Spicer, Sanjiv Alhuwalia and Karen Storey; Collaborative Practice for Public Health by Dawne Gurbutt; Collaborative Practice with Vulnerable Children and their Families by Julie Taylor and June Thoburn and Collaborative Practice in Critical Care Settings: A workbook by Scott Reeves; Janet Alexanian; Deborah Kendall-Gallagher; Todd Dorman and Simon Kitto.



Routledge are offering 20% discount on these publications.

Apply now at

[www.routledge.com](http://www.routledge.com)

with code **CAIPE** in the discount box at checkout.



**@CAIPEUK**

Use:

#IPE #COLLABORATIVEPRACTICE #COLLABORATIVeworking

#INTERPROFESSIONALLEARNING



Did you know that all tweets using the @CAIPEUK link, are shown on our news page on our website?

The CAIPE Twitter Chat is now back up and running.  
Do you have a topic that you would like to chat about?  
Email [admin@caipe.org](mailto:admin@caipe.org) with your ideas.

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## News

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### UK NEWS

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The King's Fund logo, featuring the text "The King's Fund" in white, with a right-pointing chevron symbol at the end of "Fund", set against a black rectangular background.

### LATEST NEWS

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[Click here](#) for the latest Health & Wellbeing Bulletin from The King's fund.

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[View this email in your browser](#)

**The Collaborating Centre for Values-based Practice in Health and Social Care**

St Catherine's College, Oxford

**Training for Race Equality across the Colour Line in Mental Health -**

**A Scoping Webinar**

Free webinar on **Training for Race Equality across the Colour Line in Mental Health: a Scoping Webinar - March 24 12 - 2pm**

With continuing race inequalities in mental health – notably disproportionate use of compulsory treatment in young black men – the need for change has never been more urgent. This webinar is based on the belief that change depends on training initiatives being developed in co-production between practitioners and service users

Further detail including the full programme can be found on the [Values Based Practice Website](#)

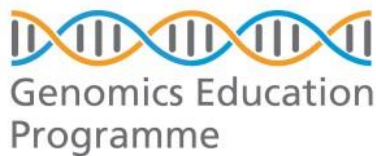
You can also register by clicking on the button below.

[Register](#)





Health Education England



March 2021

## Programme News

Week of Action Monday 28 June – Friday 2 July 2021

### Think genomics isn't relevant to you? Think again!

It may seem too complex or time-consuming to learn how genomics is shaping patient care, but the #GenomicsConversation makes it easy to get clued up



## Championing genomics in healthcare

Save the date and join us on 28th June for our next [#GenomicsConversation week of action](#). During the week, we will be focusing on the nursing and midwifery communities, demonstrating how genomics is relevant to their practice and how easy it can be for anyone to start their genomics learning journey. To find out more about our plans for the week, follow us on [Twitter](#) and [Facebook](#).



## Featured resource: Genomics in your specialty

Genomics is becoming increasingly important across a whole range of medical specialities, from general practice to histopathology. Check out our [collection of tailored resources, guides and clinical tools](#) for these and other specialist areas. Hear from genomics leaders in your field, and find out about the impact of genomic testing and personalised medicine on patient care.



## Rare Disease 101 training module

Rare Disease 101 training for medical professionals, is a free, online and interactive, education module. Aimed at medical students and health professionals who have limited experience in rare disease, the module will better equip them to manage



## Help the NSHCS shortlist STP applications

Can you help the National School of Healthcare Science (NSHCS) shortlist applicants for their 2021 Scientific Training Programme (STP)? [The school is looking to recruit healthcare scientist volunteers](#) to help shortlist in many areas including Cancer genomics, Clinical Bioinformatics and Genomic Counselling. If you can help please [complete the survey today](#).



## Cancer Genomics Masterclass

Free places are available on the upcoming Cancer Genomics Masterclass on 31 March. This collaborative, online event will introduce the NHS Genomic Medicine Service and the National Test Directory to attendees who will learn how this new

their rare disease patients before and after diagnosis. The [resource is available now](#).

service will impact their practice and patient care. [Find out more or register here](#).

## HEE Stakeholder Briefing

Health Education England has produced a bulletin to provide a summary of all information, documentation and announcements made by the organisation and our partners. The bulletin will be updated on a fortnightly basis or as any announcements occur. [Read the latest update here](#).

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# INTERNATIONAL NEWS

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Recently, we published a working paper on the future of IP education in Switzerland, and this working paper entitled “Interprofessional education in the Swiss healthcare system: situation analysis, perspectives and roadmap” is available in three languages (engl., french, german): <https://www.careum.ch/en/working-paper-9>

Kind regards

Gert Ulrich

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Gert Ulrich, Dr. phil., M.A.

Projektleiter Zürcher Interprofessionelle klinische Ausbildungsstation (ZIPAS)

Wissenschaftlicher Mitarbeiter

Careum

[gert.ulrich@careum.ch](mailto:gert.ulrich@careum.ch), [www.careum.ch](http://www.careum.ch)

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## **IFIC appoints new Chief Executive**

The International Foundation for Integrated Care (IFIC) is pleased to announce the appointment of [Dr Niamh Lennox-Chhugani](#) as Chief Executive with effect from 22 March 2021. Niamh has been a strong advocate for integrated care since the early 1990s and has 30 years of experience in health and care as a clinician, manager, academic and advisor. Her work has spanned the public and not-for-profit sectors as well as management consulting.

In welcoming Niamh, Philip Davies, Chair of IFIC said ‘The IFIC Board undertook an extensive search to identify our next CEO. Niamh stood out among a very strong field as offering a compelling blend of leadership skills and technical knowledge of contemporary issues in integrated care. The COVID-19 pandemic is a further reminder of the need for better coordinated and more collaborative approaches to health and social care. The appointment of a new CEO will further strengthen IFIC’s role in leading the global movement for change in pursuit of that goal.’

Dr Lennox-Chhugani, commenting on her appointment, added, ‘I am hugely excited about all that taking on this role means. There is no doubt in my mind that this is an energising role in an organisation I admire and one that is focused on a cause about which I care deeply. I look forward to bringing my leadership experience to bear in the values-led movement for change that is IFIC. What lies ahead for IFIC is not without its challenges, but the team and Board are so committed to what IFIC stands for, I see only opportunities ahead.’

[The International Foundation for Integrated Care \(IFIC\)](#) is a not-for-profit educational network who’s vision is that people, families and communities benefit from person-centred integrated care and support to maximise their health, wellbeing and independence. The goal of the Foundation is to act as the leading voice on and advocate of integrated care through proactive collaboration with its wide range of beneficiaries. By bringing these various perspectives together, IFIC seeks to provide a unique forum for knowledge exchange with the ultimate aim of maximising the health and wellbeing of people and communities while improving the overall effectiveness and sustainability of health and care systems.







#### About Niamh

Dr Niamh Lennox-Chhugani has 30 years of experience in evidence-based transformation in healthcare internationally as a clinician, academic and consultant. Her experience has included integrated health and education service design and provision for children in the NHS in the early 1990's, health system policy reform in post-conflict Bosnia-Herzegovina, advising on health system reform in the Russian Federation, scaling up infectious disease programmes in sub-Saharan Africa and implementing new care models in the NHS. She has provided leadership to teams in the public sector, commercial businesses and non-profits. As a subject matter expert on integrated care as part of wider healthcare reform, she has spoken at conferences, on panels, written papers, contributed as part of international teams to health system reviews. Most recently, Niamh led the healthcare practice at Optimity Advisors which included directing several EU-funded health projects. Since late 2019, she worked independently leading evaluations of digital health technology. She has a PhD from Imperial College London in organisation change in healthcare. She has been an active member of the International Foundation for Integrated Care since 2015. Niamh has shared the International Foundation's passion for integrated care from the beginning of her career as a clinician in the early 1990's and all the way through her subsequent career as a leader, academic and advisor. Niamh was appointed as CEO by the IFIC Board in March 2021.





## Building Resilience in Health Care in the time of COVID-19 through Collaboration - A Call to Action

Dear Regional, National, and International Leaders, Educators, Practitioners, Researchers, Networks, and Colleagues:

The InterprofessionalResearch.Global (The Global Network for Interprofessional Education and Collaborative Practice Research) has published "[Building Resilience in Health Care in the time of COVID-19 through Collaboration - A Call to Action](#)".

This Call to Action is developed by the IPR.Global COVID-19 Taskforce – Resilience Initiative Group with number of global experts in healthcare resiliency and interprofessional education and collaborative practice (IPECP) who have been working together over the past 10 months to develop and share relevant and timely information.

This Call to Action is the latest publication of the Taskforce with the goal to raise awareness and urge the global health care communities to act strategic and bold, by using system approach, to address the imminent threat of a parallel burnout pandemic through collaboration. This Call to Action provides a global strategy in using collaboration to build and lead resilience in health care at all levels, from individuals and teams to organizations and systems.

Please follow [this link](#) to read and download the Call to Action. We encourage everyone to help us in

widely distributing this Call to Action publication among your local, regional, and national health care authorities and decision-makers.

To learn more about IPR.Global, please visit us at <https://interprofessionalresearch.global/>.

Sincerely Yours,



Hossein Khalili, BScN, MScN, PhD, FNAP,  
President, IPR.Global; Director, UW CIPE,  
University of Wisconsin-Madison



Dean Lising, PT, MHSc, BScPT, BScBio, Co-Chair,  
IPR.Global COVID-19 Taskforce - Resilience  
Initiative

[Access To The Publication](#)

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**La educación interprofesional y el compromiso de (re)situar al usuario en la centralidad de la formación y el trabajo en salud**

**Interprofessional education and the commitment to (re)placing the user at the center of training and practice in health**

**A educação interprofissional e o compromisso de (re)situar o usuário na centralidade da formação e do trabalho em saúde**

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[Read more in English](#)

[Leia mais em Português](#)

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# HEALTH SYSTEMS AND SERVICES BULLETIN

# PAHO



Pan American  
Health  
Organization



World Health  
Organization  
ORGANIZACIÓN  
MUNDIAL DE LA SALUD

26 February 2021

[View this newsletter in your browser](#)

31 March 2021

[View this email in your browser](#)

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International Network for  
Health Workforce Education

## Newsletter - February 2021

### Message from the Secretariat

This month we were delighted to formally kick off another service which is completely free to our members: [INHWE Meets](#). On the last Friday of every month (excluding December and the summer holidays) INHWE will organise a meet up for its members to come together in a supportive environment and discuss topics that are important to the community. This month we discussed the latest developments in health workforce planning and policies in a session run by Dr. Eszter Kovacs. Thank you to everyone who attended and we look forward to more meets soon!

We also recorded our 3rd '[Casting the Network](#)' podcast (which will be released in early March) with Dr. Peter Horneffer who is Director of Medical Education Programs at Lecturio and Executive Dean of the All American Institute of Medical Sciences. Members might also be interested in a free webinar, hosted by [Lecturio](#) and Dr. Horneffer, on '[How to Ensure Durable Learning in Medical Education](#)'. The webinar will take place on March 9th at 18:00 CET and offers insights into durable learning and lasting knowledge retention.

David Smith (Director)



### Latest News

Here's the latest news from the wider INHWE community:

- [Summary video: Doctors going digital: How to future-proof skills](#)
- [Digital Doc: Training future-proof Doctors for the Digital Society](#)
- [Introducing the "DigitalHealthEurope" Twinings](#)
- [ENhANCE Project: Survey targeting stakeholders in family and community care](#)
- [Endorse the Joint Statement of the EUHPP Thematic Network](#)
- [Call for Papers: Critical care nursing workforce: Global imperatives, innovations and future-proofing](#)

## Projects



## StoryAidEU Project: Second Project Newsletter

We are pleased to announce the second issue of the StoryAidEU Newsletter with the latest information on the project's activities and outputs. You can view the newsletter by [clicking here](#). If you are a health sector professional, educator and/or student willing to explore a new, interprofessional model of healthcare training, this is the right project for you with our final outcomes being a training guide/coursebook, learning videos and an interactive lecture explaining how storytelling can improve humanism in healthcare. To subscribe, please visit: <https://storyaid.eu/newsletter-registration/>

## Events

A poster for the 3rd European Conference of Health Workforce Education and Research. The background is a grayscale image of the Royal College of Surgeons in Dublin, Ireland, with colorful leaf-like graphics in shades of green, yellow, orange, and blue. Text on the left: '7th to 8th January 2021', 'Royal College of Surgeons in Ireland, Dublin, Ireland'. Text on the right: 'International Network for Health Workforce Education' (with logo), '3rd European Conference of Health Workforce Education and Research', and 'Theme: Team Based Learning and Leadership'.

## #INHWEOnline2021: Thank You

We wish to thank all members and friends who made the 3rd European Conference of Health Workforce Education & Research, which took place virtually as #INHWEOnline 2021, such a huge success. We had over 200 registrants from over 70 countries and the discussion, abstracts and presentations were of the highest standard. Due to our excellent collaboration with the Faculty of Nursing & Midwifery of the Royal College of Surgeons in Ireland (Coalesce Rioja na Máinleá in Éirinn) we were delighted to be able to offer free attendance to the event for all INHWE members. Thank you once again.

### Working Groups

#### Latest Posts:

Here are the latest posts from the working group discussion forums:

- [WHO Competency Framework for Health Workers' Education and Training on Antimicrobial Resistance](#)
- [SURVEY - EUHPP Thematic Network on "Profiling and Training the Healthcare Workforce of the Future"](#)
- [Values based/ compassionate leadership styles](#)
- [EUR-HUMAN: PHC for Refugees](#)
- [Global Strategy on human resources for health: Workforce 2030](#)
- [Strengthen Community Based Care to minimize health inequalities and improve the integration of vulnerable migrants and refugees](#)

### Digital Skills and Technology in Healthcare and Education

Digital solutions have the potential to radically transform health systems and education by providing better outcomes, service and quality through technological advances. Europe faces increased demand for health services due to ageing populations, rising patient mobility, and a diminishing supply of health workers caused by retirement rates that surpass recruitment rates. Digital technologies, including eHealth advancements, aim to tackle these issues by creating smarter healthcare processes, allowing services to be delivered closer to patients, and reducing the workload of healthcare professionals. However, health professionals' digital skills often fall short of the required level to use such new technology. This working group assesses this issue and aims to find educational solutions to issues related to new technology and digital skills. [Read more.](#)

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### Prioridades de investigación en enfermería en América Latina

Nursing Research Priorities in Latin America

## Prioridades de Pesquisa em Enfermagem na América Latina

*Por solicitud de la Dra. Silvia Cassiani, Asesora Regional de Enfermería y Técnicos en Salud de la Organización Panamericana de la Salud, envió a continuación una invitación para participar en la investigación. **Por favor, comparta esta invitación con enfermeras y enfermeros de interés.***

Estimados(as) decanos(as) de las escuelas de enfermería, profesores(as), másteres y estudiantes de posgrado,

La Organización Panamericana de la Salud/Organización Mundial de la Salud (OPS/OMS) y el Centro Colaborador de la Escuela de Enfermería de la Universidad de Columbia le invitan a participar en un estudio destinado a explorar el involucramiento de enfermeras y enfermeros en las prioridades de investigación de los sistemas y servicios de salud en la Región Latinoamericana. La encuesta se basa en los conceptos de Acceso Universal a la Salud y Cobertura Universal de Salud. Se trata de una reevaluación de las prioridades de investigación, 5 años después de la primera investigación.

El cuestionario incluye algunas preguntas sobre características demográficas simples y 29 preguntas sobre la realización y/o el uso de la investigación, o sobre el conocimiento de la investigación en temas específicos.

El cuestionario tardará aproximadamente entre 15 y 20 minutos en completarse y puede hacerse en inglés, español o portugués.

Al acceder el cuestionario, se le pedirá su consentimiento para participar de la investigación. Ninguna de las preguntas puede utilizarse para identificarle; su identidad y sus respuestas se mantendrán anónimas.

Le solicitamos que responda el cuestionario dentro de 7 días y que, por favor, comparta esta

invitación con enfermeras y enfermeros de interés.

Versión en español: [https://cumc.co1.qualtrics.com/jfe/form/SV\\_8cX1aDrvB0QRYnI](https://cumc.co1.qualtrics.com/jfe/form/SV_8cX1aDrvB0QRYnI)

Versión en portugués: [https://cumc.co1.qualtrics.com/jfe/form/SV\\_3TYjoEXrOXUtief](https://cumc.co1.qualtrics.com/jfe/form/SV_3TYjoEXrOXUtief)

Versión en inglés: [https://cumc.co1.qualtrics.com/jfe/form/SV\\_6Xv6cLSohniWyQS](https://cumc.co1.qualtrics.com/jfe/form/SV_6Xv6cLSohniWyQS)

Si tiene alguna pregunta sobre esta investigación, puede contactar a los investigadores a través del correo electrónico: Dra. Silvia Cassiani - [cassianis@paho.org](mailto:cassianis@paho.org)

Le agradecemos su participación y colaboración.

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## Events

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**TheKingsFund>**

[Click here](#) for The King's Fund Events.

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**The Collaborating Centre for Values-based Practice in Health and Social Care**

St Catherine's College, Oxford

**Advanced Studies Webinar**



We are pleased to announce an Advanced Studies Webinar titled:

Digital Health and Shared Decision Making: How to make it work better.

Wednesday 21<sup>st</sup> April

1-3pm



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RCN Education Forum Virtual Conference & Exhibition 2021

Stepping up: educating the nursing workforce in challenging times

**Tuesday 20 – Wednesday 21 April 2021**

[www.rcn.org/ED21](http://www.rcn.org/ED21)



[www.rcn.org.uk/ED21](http://www.rcn.org.uk/ED21)

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## **SAVE THE DATE**

**May 19 & 20, 2021**

9am - 1pm ET / 2pm - 6pm GMT

**New Date**

# **2021 #FuturistForum**

## **May 19 - 20, 2021**

**The #FuturistForum themes:**

- A Futurist Mindset
- Technology in Medical Learning
- Non-traditional Collaborations

- Save the Date -

**A Global Alliance for Medical Education  
Virtual Conference Event**

### **#2021 FuturistForum Virtual Conference**

Over the course of this dynamic virtual event, participants will mindfully engage with global experts on trends expected to develop in the next 8 to 10 years!

The **2021 #FuturistForum** will consist of two half-day sessions that support active and passive learning, networking, and building a community of practice among peers and global thought leaders.

*Stay tuned for more information coming soon!*

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ICIC21 - Call for papers open until Friday, 29 January!



#### [Submit Abstract](#)

In 2021 the [21st International Conference on Integrated Care](#) (ICIC21) “Realising the true value of Integrated Care” will be run as a virtual conference, co-hosted with our hubs and collaborative centres IFIC Scotland, IFIC Australia, IFIC Ireland, IFIC Canada and IFIC Latin America. We have received a huge volume of feedback from our ICIC20 conference which took place in September and based on those suggestions we will be amending how the programme is designed and accessed to best suit a virtual format.

The main change from ICIC20 is that the conference will run across the whole month of May limited to 90 minute sessions taking place across various time zones. On each day of the week Monday – Friday, one of our 5 hubs in Ireland, Scotland, Canada, Australia and Latin America will host sessions.

[Read more ....](#)

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[View this email in your browser](#)

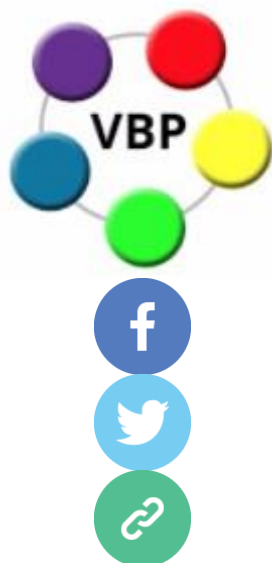
## **The Collaborating Centre for Values-based Practice in Health and Social Care**

St Catherine's College, Oxford

### **A new International course**

**Hold the date** - a new international course MetaMasters in Phenomenology and Values-based Clinical Care will be launched by webinar on May 26

Further detail: <https://metamastersonline.com/>



**Is your partner profile on the VBP website up to date? Please let us know about any changes or new information.**

Our Twitter handle has changed. Follow @VBPOxford for the latest updates.



NACIC2021 - Call for papers open until Monday, 31 May!

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The [1st North American Conference on Integrated Care](#) in association with the 6th World Congress on Integrated Care will be run as a virtual conference in partnership with the University of Toronto, KPMG Canada, HSPN, and iCOACH from 4 – 7 October 2021. With the overarching theme ‘**Co-designing for health and wellbeing with individuals and communities**’, the conference will bring together leaders, researchers, clinicians, managers, citizens, patients, and caregivers from around the world, who are engaged in the design and delivery of integrated health and social care. The conference is designed as a space for continued learning and collaboration and as an opportunity to exchange knowledge and grow connections with colleagues internationally.



NACIC2021 is co-designed with patients and caregivers and achieves Patients Included designation.

As NACIC2021 is a virtual offering, presenters will be asked to pre-record their content. The conference will make those recordings available to delegates to access in their own time and will be posted to the IFIC [Knowledge Tree](#) after the conference to be accessed by a wider audience. During the live sessions, successful authors will be asked to reduce the time of their presentation to key points, and sessions will be run interactively hosted by one or two chairs who will lead a discussion with paper presenters for 90 minutes. This is much more enjoyable for the viewer and we hope to encourage more engagement from the audience for presenters by using this format.

Workshops will also be designed with the virtual audience in mind and our scientific coordinator will work with workshop leaders to ensure their session is appropriately designed to make the best use of digital technology and provides the best learning experience for attendees.

For our digital poster display, we will include dedicated times for digital poster viewing.

We thank you all for your support and hope that you will find this online edition of our conference a rewarding experience.

### Abstract Submission

The strategic advisory and scientific committee for this conference has been established from North America and international experts who are leading in the field of Integrated Care. They are now accepting paper submissions on research, policy, practice, or education and specifically relating to the [Conference Themes](#) and the [9 Pillars of Integrated Care](#) until **Monday, 31 May**. The full abstract should be limited to 500 words. All accepted abstracts will be published in the [International Journal of Integrated Care](#) (Impact Factor 2.753) and recordings of presentations and workshops and all digital posters will be connected to the [Knowledge Tree](#). Abstract Submission Guidelines are available to download below.

Each abstract submitter is asked to choose one of the Conference Themes and which of the 9 pillars that their paper is most relevant to, understanding there will be overlap. This system will enable the programme committee and Special Interest Group leads to group papers together in a way that works best for delegates to navigate the programme and maximize the learning opportunities.

Special consideration is given to papers that can demonstrate active people involvement in either or all of design, implementation and evaluation!

[Abstract Submission Guidelines](#)

[Submit Abstract](#)

Conference Themes



- Meaningful partnership with patients, families, and citizens
- Implementing Integrating Care: top-down policies and local bottom-up innovations
- Cutting edge technology and innovations contributing to Integrated Care
- Adaptive strategies and change management: the softer side of integrated care
- Transferable lessons in spread and scale of integrated care

[Learn More](#)

## 9 Pillars of Integrated Care



[Learn More](#)

In Partnership:

**HSPN**



Health System  
Performance  
Network



**iCOACH**





If you would like to know more about the conference, sponsorship opportunities, and other ways to become involved please contact - Fiona Lyne  
[fionalyne@integratedcarefoundation.org](mailto:fionalyne@integratedcarefoundation.org)

Follow us on Twitter  
[@IFICinfo](https://twitter.com/IFICinfo) #NACIC2021 #integratedcare



International Foundation for Integrated Care

[International Foundation for Integrated Care, Wolfson College, Linton Rd, Oxford, OX2 6UD, United Kingdom](#)

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## Resources

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ScienceDirect

## Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

### [Interprofessional education in obstetrics: Impact on team climate and student clinical involvement](#)

Research article

Available Online 10 March 2021

Angela Galli Jones, Hadley Burns Sivley, Jeffrey Jones, Sara Petruska

[New Articles in Press, 10 March](#)

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ScienceDirect

## Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

### [Variation in assessment of first-year medical students' interprofessional competencies by rater profession](#)

Research article

Available Online 16 March 2021

Joseph B. House, Lynze R. Franko, Fatema Haque, James A. Cranford, Sally A. Santen

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ScienceDirect

## New Issue: Journal of Interprofessional Education & Practice

New issue available on ScienceDirect



[Journal of Interprofessional Education & Practice](#)

[Volume 23 , June 2021](#)

Original articles

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### [Qualitative analysis of pre-licensure student perceptions of ingroup professional stereotypes](#)

*Article Number 100413*

Tina Patel Gunaldo, Mondie Mason, Lisa Harrison-Bernard, Alison H. Davis, Sandra Andrieu, Kari Brisolaro, Amber M. Brown, Amanda Goumas, Amber Kreko, Cody Roi, Shane Sanne, Luke A. Wall, Xinping Yue, John B. Zamjahn, Jessica Patrick-Esteve

## Discrepancy between attitudes and behaviours of family medicine residents towards interprofessional collaborative practice: A mixed methods study

*Article Number 100374*

Cara L. Brown, Leanne L. Leclair, Moni Fricke, Pamela Wener

## Lessons learned from an EMS treatment in place pilot program

*Article Number 100417*

Abbey Gregg, Paige Parish, Shelley Condon, Monica Scicolone, Martha Crowther, Richard Friend

## Medical Practitioner's awareness on Speech-Language Pathologists and their services in India: A pilot study

*Article Number 100412*

S. Lokheshwar, R. Rajasudhakar

## Perceptions of socialization in interprofessional practice among health science students and first-year practicing professionals

*Article Number 100420*

Lisa Shustack, Kristen Karnish, Laurie Brogan

## Challenges and solutions in nurse practitioners' work for interprofessional collaboration at rural community hospitals: The grounded theory approach

*Article Number 100421*

Ryuichi Ohta, Satoko Maejima

Short communications

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## [Peer coaching in an interprofessional academic primary care clinic](#)

*Article Number 100418*

Kenneth L. Morford, Tiffany Milligan, Rebecca Brienza

## [Fostering an interprofessional learning community of scholars: A model for contemporary faculty development](#)

*Article Number 100390*

Leslie N. Woltenberg, Madeline C. Aulisio, Stacy A. Taylor

## [Embedding shared interprofessional values in healthcare organizational culture: The National Academies of Practice experience](#)

*Article Number 100348*

Elizabeth A. Rider, Jody S. Frost, H. Esterbrook Longmaid

Reviews

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## [The impact of interprofessional faculty development on scholarly activity](#)

*Article Number 100419*

C. Kim Stokes

## [Interprofessional discharge team communication and empathy in discharge planning activities: A narrative review](#)

*Article Number 100393*

Michelle Lobchuk, Ashley Bell, Lisa Hoplock, Jocelyne Lemoine



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ScienceDirect

**Alert: Journal of Interprofessional Education & Practice**

**New Articles** available on ScienceDirect

## [Interprofessional education to community outpatient rehabilitation health professionals for treatment of U.S. veterans with brain injuries](#)

Short communication

Available Online 20 March 2021

Jean Nagelkerk, Theresa Bacon-Baguley, Susan Jensen, Jared L. Skillings, Jeff Trytko, Lorraine Pearl-Kraus, Lawrence Baer

## [Limiting barriers to exercise through the development of a faith-based community walking program](#)

Research article

Available Online 19 March 2021

Angel Smothers, James Thomas, Wei Fang, Stephanie Young, Elizabeth A. Morrissey, Molly Beaver, Helen Melnick

[New Articles in Press, 20 March](#)

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ScienceDirect

## **Alert: Journal of Interprofessional Education & Practice**

**New Articles** available on ScienceDirect

## [Child Development Day: A collaborative interprofessional experience](#)

Short communication

Available Online 26 March 2021

Laura Plummer, K. Doug Gross, Madeline Fuchs, Alex Lin, Victoria Misitano, Patricia Reidy

[New Articles in Press, 26 March](#)



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# Opportunities

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## CAIPE Twitter

Tweets 9182| Following:773| Followers:1429



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**Our mailing address is:**

[admin@caipe.org](mailto:admin@caipe.org)

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