

Welcome to the CAIPE Newsletter

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*Centre for the Advancement of
Interprofessional Education*

NEWSLETTER

Spring 2022

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CAIPE Joint Chair Message



Professor Elizabeth (Liz) Anderson



Dr Angela Lennox

Welcome to the CAIPE Spring Newsletter.

The CAIPE Board has been very busy in recent months. Together we have agreed our mission statement to underpin the renewal of CAIPE's strategy:

“CAIPE is a scholarly organisation that works nationally and internationally to generate, synthesise and translate the evidence base for best practice in interprofessional education (IPE) and collaborative practice (CP). It does this in order to influence health and social care policy for the improvement of health outcomes for all.”

Sitting alongside our mission statement is a set of values – the guiding principles which provide CAIPE with purpose and action. They can be accessed on our [website](#). Our organisational values are independent of the well-established CAIPE-promoted values and principles for interprofessional education (IPE) and serve to guide CAIPE members in their role as ambassadors for Interprofessional education (IPE) and collaborative practice (CP), supporting our overarching aim to improve patient outcomes.

The second area of work to bring to your attention is our progress in developing the new CAIPE Strategy. We are finalising a CAIPE consultation exercise and really hope you will provide feedback, as well as share with your colleagues in order to gather a widest range of views on how CAIPE can support IPE & CP across education, research and in practice, over the next five years from 2022- 2027.

The development of the CAIPE strategy provides a timely moment to renew our focus across the UK and all its regions, as health and care services establish integrated care organisations, whilst its workforce oversees the introduction of new and extended roles of practitioners. These significant operational developments provide real opportunities for CAIPE to facilitate education and service providers to prepare their practitioners for working in healthcare teams.

The CAIPE community welcomed guests and a wide mix of presenters to the Regional Forum on 18th March 2022, held at Northumbria University, Newcastle. The conference provided opportunities for face-to-face attendance in the campus, as well as virtual joiners. The presentations showcased IPE alignment across the region's HEIs, represented by Northumbria University, Teesside University, The University of Cumbria and Newcastle University. There were 15 diverse presentations which spanned IPE activities recently moved to new e-platforms, on-going events in classrooms within HEIs and learning together in practice. Many congratulations to CAIPE Board member, Vikki Park and her team from the Northumbria University, for a stimulating day showing the breadth of IPE local work.

Health Education England continues to work collaboratively with CAIPE on the launch and development of Advanced Practitioners (APs); we look forward to share the publication of our recent commissioned work exploring AP curriculum in the near future. Our thanks to CAIPE Fellows, Jenny Ford and Richard Gray for their expertise and report in this area of practice.

Our Board continue to support IP.Global who have announced the next 'All Together Better Health Conference', to be held in Qatar in 2023. The expected dates are 6th-9th November 2023.

We wish you a restful Easter Break as we reach the end of the second semester with the holiday season approaching.

Best Wishes,
Professor Liz Anderson & Dr Angela Lennox

CAIPE News

Are you working interprofessionally as a student or team in Primary or Social Care collaborative practice? Then apply for the John Horder Award #John Horder #RSMGPPC #CAIPE



Centre for the Advancement of
Interprofessional Education

Journal of
Interprofessional
Care

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

The John Horder Awards for 2022

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 24th June 2022.

The awards for 2022 will be presented at the Royal Society of Medicine, 1 Wimpole Street in London on the 29th of September 2022.

Winners are required to attend to present their winning entry and receive the award.

Further information is available at:

<https://www.caipe.org/event/john-horder-award-and-student-award-2022-applications>



Fourth CAIPE Article Published in the British Journal of Midwifery

[Academics' experiences of online interprofessional education in response to COVID-19](#)

Alison Power, Vikki Park, Melissa Owens, Michael Palapal Sy

Abstract

This is the fourth article in a series exploring experiences of engaging with interprofessional education during the COVID-19 pandemic. Alongside students and practitioners, academics have had significant learning opportunities during the pandemic through reflecting on experiences of developing and delivering interprofessional education using emergency remote teaching. This article presents reflective accounts from academics across the UK, revealing their authentic experiences of maintaining interprofessional education within health and social care programmes during the pandemic. Personal reflective accounts provide case studies that lead to shared learning and suggestions for future interprofessional education provision.

Previous articles:

[Emergency remote teaching for interprofessional education during COVID-19: student experiences](#)

[The impact of COVID-19 on the delivery of interprofessional education: it's not all bad news](#)

[Learning in lockdown: exploring the impact of COVID-19 on interprofessional education](#)

See the authors present at an Interprofessional.Global Cafe on 25 May.

A poster for an Interprofessional.Global Cafe event. The background is dark blue with a faint world map. At the top left is a circular logo with a red and blue design. To its right is the text 'Interprofessional GLOBAL' in white, with 'cafe' in a pink script font. Further right is the date and time '25 May 2022 (Wed) 12.00-13.00 GMT/UTC' in white. Below this is a red button with 'FREE REGISTRATION' in white. The main title is 'Learning in lockdown: exploring the impact of COVID-19 on interprofessional education (IPE)' in white. Below the title are two presentation sections. Presentation 1 is titled 'A series of articles exploring the impact of COVID-19 on IPE in a global context' and lists authors Alison Power, Lisa-Christine Wetzlmair, Veronica O'Carroll, Michael Sy, & Vikki Park, and the CAIPE UK Research Group. Presentation 2 is titled 'Utopian and dystopian views on IPE and collaborative practice peri and post the COVID-19 pandemic' and lists author Andreas Xyrichis, CAIPE UK Research Group, and Editor-in-Chief, Journal of Interprofessional Care. At the bottom is a teal bar with the IPG Site URL, the Twitter handle @InterprofGlobal, and a Twitter logo.

25 May 2022 (Wed)
12.00-13.00 GMT/UTC

FREE REGISTRATION

**Learning in lockdown: exploring the
impact of COVID-19 on
interprofessional education (IPE)**

PRESENTATION 1

**A series of articles exploring
the impact of COVID-19 on
IPE in a global context**

Alison Power, Lisa-Christine
Wetzlmair, Veronica O'Carroll,
Michael Sy, & Vikki Park
CAIPE UK Research Group

PRESENTATION 2

**Utopian and dystopian
views on IPE and
collaborative practice peri
and post the COVID-19
pandemic**

Andreas Xyrichis
CAIPE UK Research Group
Editor-in-Chief, Journal of Interprofessional Care

IPG Site: <https://interprofessional.global/global-cafes/>

@InterprofGlobal

CAIPE Student Survey

Are you a student member of CAIPE? We are looking for your feedback!

Dear CAIPE Student Members

My name is Amira Chaudhry, I am the Student Working Group lead for CAIPE.
I would like to invite you to take part in a survey. The survey is designed to collate your feedback and suggestions on how you would like to engage with CAIPE.

Please click on the following link and complete the survey.

[CAIPE Student Survey](#)

Your feedback is vital in being able to continue to support students moving forward. I would

like to thank you all in advance and look forward to working with you soon.

CAIPE Values and Professional Conduct

The recently completed CAIPE Values and Professional Conduct are now available on the [website](#).

Core values:

CAIPE will instil the following interprofessional values and perspectives in all their activities.

- Ensure high standards of *academic rigour* in all its scholarly activity.
- Pursue evidence for best practice in IPE and CP through *open-minded*
- Facilitate the dissemination of *best evidence* for IPE and CP to universities and health and care organisations.
- Demonstrate leadership of IPE and CP through *integrity, honesty, and transparency*
- Seek to *improve the care offered* to patients, carers/families and communities through progressing IPE and CP
- Embrace and work to ensure that *anti-discriminatory practice* is integral to all CAIPE's work

The CAIPE board and members will:

- Act in the best interest of CAIPE at all times, bearing in mind its *constitution* as a Charitable Incorporated Organisation.
- Create and sustain a diverse and inclusive CAIPE board and membership which is based on *mutual respect*.
- Role model best practice in collaborative working through *active listening, acknowledgement of different perspectives, courteous and considerate communication and constructive problem solving*.
- Further CAIPE's mission through *active involvement* in strategy development, projects, working groups, consultations, and other relevant activities.
- *Advocate* for the wider dissemination of the work of CAIPE.

CAIPE decision-making

CAIPE members will:

- Ensure *principles of inclusivity* are upheld when agreeing new strategy, policy, and processes for CAIPE.
- Recognise that decisions are reached *through inclusive debate, discussion, and open dialogue*.
- Promote *open sharing for dialogue and discourse* to understand and clarify concepts when seeking to make decisions on behalf of CAIPE.

Working with patients, families, carers and communities

- Involve patients, carers, families and communities in the work of CAIPE
- Respect and uphold the values of patients, and those caring for them
- Listen to patients, carers, families and communities as we learn with, from and about them

Interprofessional research, education and practice

- Seek and embrace *new knowledge and expertise* in the fields of IPE and CP.
- Promote *collaboration and integrated* working across health and social care, to improve the quality of care and outcomes for all.
- *Respect* individuality, difference, and diversity within and between professional groups.
- *Apply equal opportunities* within and between professional groups.

Partnerships

- Work in *partnership* with relevant stakeholders, in order to stimulate and expand IPE and CP.
- *Share knowledge and best practice* with stakeholders, drawing on others' expertise and creating networks to develop new ideas.
- *Encourage* student leadership of IPE in order to grow the next generation of collaborative practitioners.

GLOSSARY OF TERMS USED

Best Evidence

Best evidence, as applied in this document, can be derived from practice or research.

Community

Community refers to populations with a common theme such as people living in inner city or rural settings; specific groups who experience a health or social care need, for example, homeless people, people with a similar diagnosis; groups with the same protected characteristics or socioeconomic backgrounds.

Patient

The term patient is used throughout this document, but we acknowledge that other terms such as service user and client are preferred in some health and social care settings.

CAIPE Member News

Prof. Hugh Barr, CAIPE President and Prof. Liz Anderson, CAIPE Co-Chair presented at the virtual Royal College of Surgeons Ireland 'Medical Professionalism Conference 2022 'Rebuilding Safer Services: Safer Patients, Safer Staff, Safer health Services'.

CONFERENCE AGENDA - PAGE 4

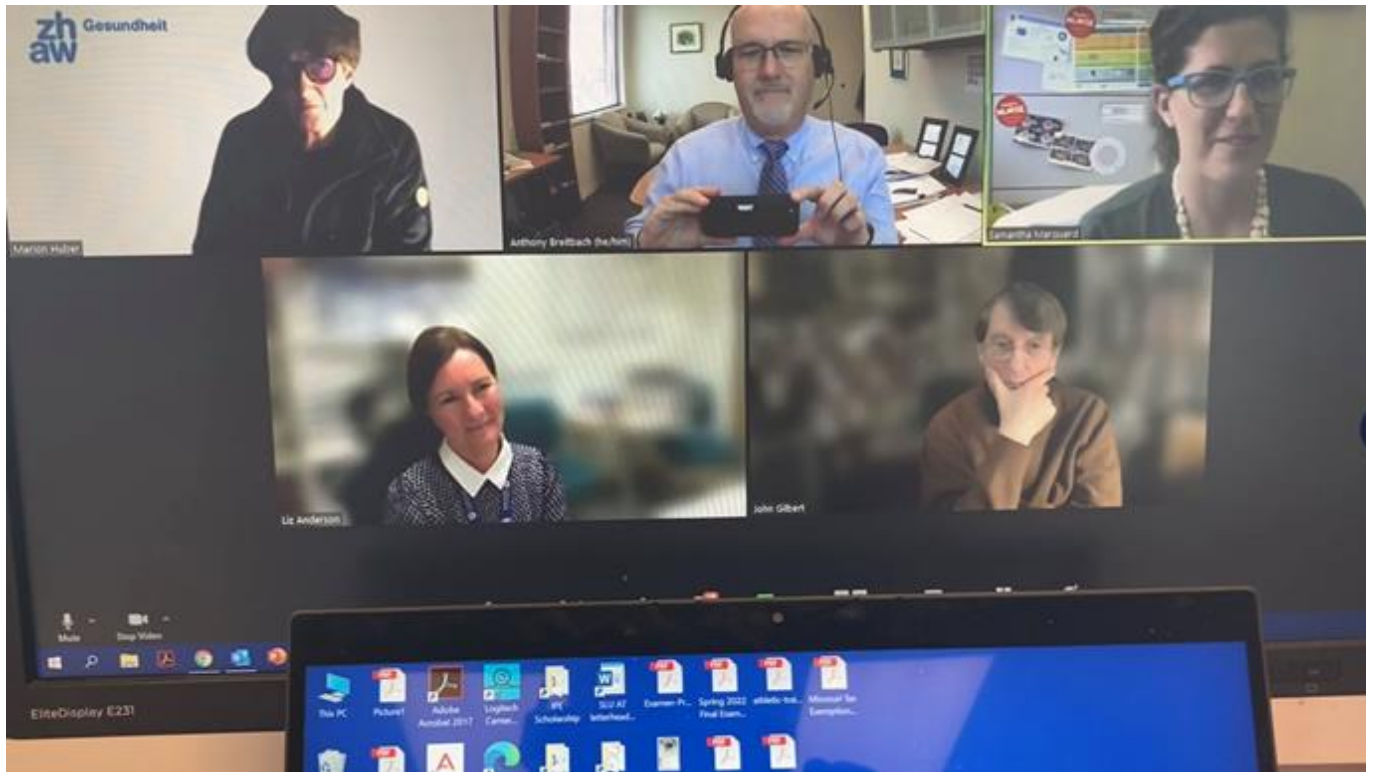
SESSION 2 CONTINUED :

CAIPE PERSPECTIVE: LEARNING TOGETHER FOR SAFER PRACTICE: ANALYSIS AND SYNTHESIS

Professor Elizabeth (Liz) Anderson, Lead for Patient Safety and Interprofessional Education, National Teaching Fellow and Joint Chair CAIPE (UK Centre for the Advancement of Interprofessional Education)

Professor Hugh Barr, President of CAIPE, Emeritus Professor of Interprofessional Education and Honorary Fellow, the University of Westminster, UK

Prof. Liz Anderson, CAIPE Co-Chair participated along with Marion Huber (I-P Health) John Gilbert (CHIC) and Champion Nyoni (AfrIPEN) on a Global Health Panel for IPE 2100: Interprofessional Collaboration and Health Care in a Global Context on 23 March 2022. The event was hosted by Saint Louis University, Saint Louis, USA and facilitated by Prof. Anthony Breitbach.



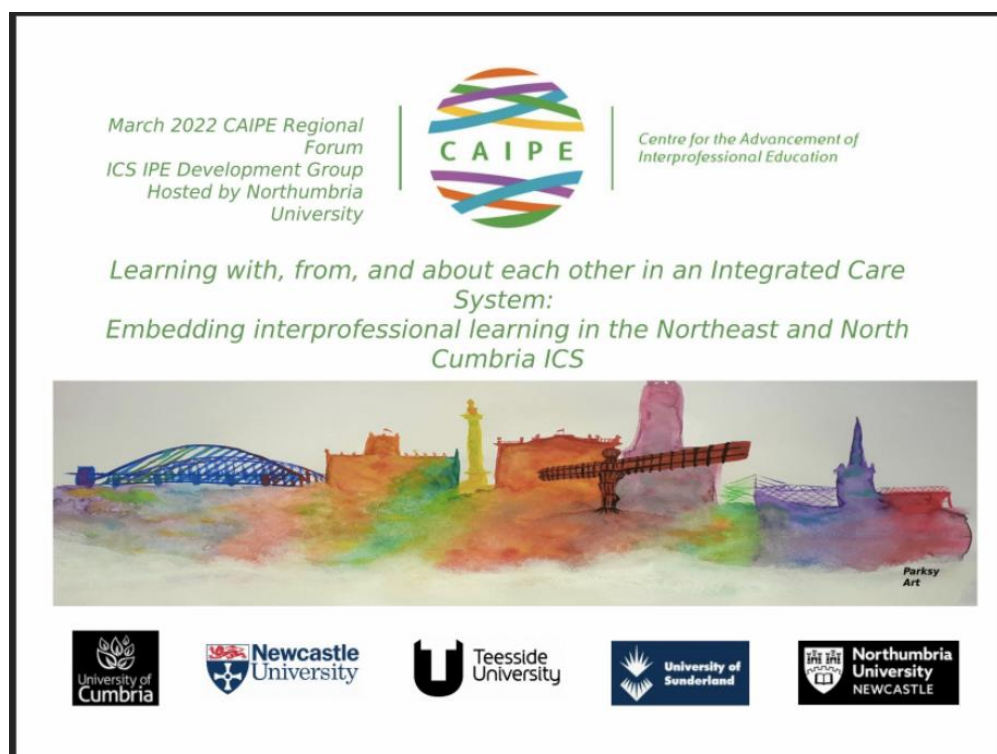
[Watch the Video](#)

CAIPE Regional Forum



An excellent CAIPE Regional Forum hosted by Northumbria University on 18 March.
"Learning with, from and about each other in an Integrated Care System: Embedding

interprofessional learning in the Northeast & North Cumbria ICS."



Photos and highlights from the Regional Forum can be found on Twitter [#CAIPEForum](https://twitter.com/CAIPEForum). The PowerPoint slides from the Regional Forum will be posted in the CAIPE member's area in the near future.

My first time attending [#CAIPEForum](https://twitter.com/CAIPEForum) after 4 years of being a part of the [@AberdeenIPESoc](https://twitter.com/AberdeenIPESoc) and I was blown away by the presentations of IPE facilitators on IPE sims/sessions between med students and midwifery, nursing, pharmacy students etc in the North East of England. Inspiring! pic.twitter.com/yEBReFWljG

— Jie Fei (@JieFeiLau1) [March 18, 2022](https://twitter.com/CAIPEForum)

[#CAIPEForum](https://twitter.com/CAIPEForum) - innovative approaches to IPE during lockdown - virtual learning environments to the rescue! [@CAIPEUK](https://twitter.com/CAIPEUK) [@VikkiPark2](https://twitter.com/VikkiPark2) [@InterprofGlobe](https://twitter.com/InterprofGlobe) pic.twitter.com/RErB2nfh6l

— Alison Power (@alisonpowerUK) [March 18, 2022](https://twitter.com/CAIPEForum)

Reflecting on our blended [#CAIPEForum](#) yesterday hosted by [@NorthumbriaUni](#), where we welcomed [@CAIPEUK](#) and regional, national, and international delegates online. I'm truly honoured to be a National CAIPE Board member and to be a small part of the incredible IPE across our region pic.twitter.com/s8sUjifSkG

— Dr Vikki Park (@VikkiPark2) [March 19, 2022](#)

Journal of Interprofessional Care (JIC)



JIC Usage



155239
Full-Text Downloads
(October-December 2021)



529114
Full-Text Downloads



367075
Full-Text Downloads

Recent JIC Publications

(Remember to log into your CAIPE account to access the publications below)

[Interprofessional primary care practice including social workers: exploring the experiences of patients in vulnerable situations](#)

[Interprofessional education focused on medication safety: a systematic review](#)

[Interprofessional collaboration and communication to facilitate implementation of cognitive rehabilitation in persons with brain injury](#)

[The future deserves better - seeking health equity through interprofessional education, cultural humility and understanding structural context](#)

[Developing a framework for interprofessional collaborative practice, cultural fluency, and ecological approaches to health](#)

[Interprofessional education workshop on aging: student perceptions of interprofessional collaboration, aging, and cultural fluency](#)

[Development and evaluation of an interprofessional community health course in Zambia](#)

[Providing occupational and physical therapy services in a free community-based interprofessional primary care clinic](#)

[Opportunities to strengthen aging curricula across the health professions](#)

[Developing an interprofessional research infrastructure at a mid-sized liberal arts university](#)

[Maximizing the use of the intraprofessional team to develop interprofessional pediatric primary care teams](#)

[Interprofessional education in the clinical learning environment: a mixed-methods evaluation of a longitudinal experience in the primary care setting](#)

[Exploring the role of power during debriefing of interprofessional simulations](#)

[Interprofessional communication in the hospital setting : a systematic review of the qualitative literature](#)

[Can relational coordination theory be used to understand and improve interprofessional care coordination in schools? A pilot study](#)

Developing a standardized national undergraduate curriculum for future healthcare professionals on self-management support for chronic conditions

Modeling the effect of social interdependence in interprofessional collaborative learning

A systematic review of the use of simulation and reflection as summative assessment tools to evaluate student outcomes following interprofessional education activities

A systematic meta-review of systematic reviews about interprofessional collaboration: facilitators, barriers, and outcomes

Peer support workers' role and expertise and interprofessional learning in mental health care: a scoping review

Caught between ideals and reality: Phenomenological-hermeneutic study of healthcare providers' experiences while interacting with mechanically ventilated patients

A multimodal interprofessional education program including case-based problem solving focused on pain management increases student's knowledge and interprofessional skills

A mixed-method longitudinal study of an interprofessional education course

Two-year outcomes following the HIDOC program: expanding outpatient care delivery to meet the needs of medically complex, high-utilizing patients with a broader interprofessional care team

The VOTIS, part 2: Using a video-reflexive assessment activity to foster dispositional learning in interprofessional education

A national survey to map IPE in Ireland

Attitudes of Filipino health profession students toward interprofessional education: a descriptive study

[Interprofessional education and practice guide: profiling readiness for practice-based IPE](#)

[Interprofessional primary care: indispensable for family physicians yet invisible to older patients](#)

[Translation and validation of the Swedish version of the IPECC-SET 9 item version](#)

[Extending the table: engaging social science in the interprofessional realm](#)

[Interprofessional collaboration among sport science and sports medicine professionals: an international cross-sectional survey](#)

[Intervening in domestic violence: interprofessional collaboration among social and health care professionals and the police](#)

[Education for integrated working: A qualitative research study exploring and contextualizing how practitioners learn in practice](#)

[The role of gender, profession and informational role self-efficacy in physician–nurse knowledge sharing and decision-making](#)

[Interprofessional collaboration and health policy: results from a Quebec mixed method legal research](#)

[Examining the extent and factors associated with interprofessional teamwork in primary care settings](#)

[Redesigning interstitial lung disease clinic care through interprofessional collaboration](#)

[Does collective efficacy drive readiness for interprofessional learning? Evidence from a large-scale interprofessional education program in Hong Kong](#)

[The role of AT-SLP collaborations in return to academics following mTBI: A scoping review](#)

[Diabetes mellitus and periodontal disease: The call for interprofessional education and interprofessional collaborative care - A systematic review of the literature](#)

[Measuring the effect of simulation experience on perceived self-efficacy for interprofessional collaboration among undergraduate nursing and social work students](#)

[Interprofessional education and collaborative practice in Kuwait: attitudes and perceptions of health sciences students](#)

[To IPAS or not to IPAS? Examining the construct validity of the Interprofessional Attitudes Scale in Hong Kong](#)

[The short version of students' perceptions of interprofessional clinical education-revised \(SPICE-R3\): a confirmatory factor analysis](#)

[Interprofessional health-care ethics education for medical and nursing students in Germany: an interprofessional education and practice guide](#)

[Validation of a conceptual framework aimed to standardize and compare care integration initiatives: the project INTEGRATE framework](#)

[The COMET framework: A novel approach to design an escape room workshop for interprofessional objectives](#)

[The development of interprofessional education and collaborative practice in Latin America and the Caribbean: preliminary observations](#)

[Interprofessional care for the ICU patient's family: solitary teamwork](#)

[Ideological dilemmas of healthcare professionals who do not speak up at interprofessional team meetings](#)

[Interprofessional education for shared decision making in drug therapy: a scoping review](#)

[Validity evidence for using an online peer-assessment tool \(CATME\) to assess individual](#)

[contributions to interprofessional student teamwork in a longitudinal team-based learning course](#)

[Interprofessional simulation-based team-training and self-efficacy in emergency medicine situations](#)

[Allied health transdisciplinary models of care in hospital settings: A scoping review](#)

[Speech-language pathologists' perspectives of interprofessional collaboration](#)

[Clinical outcomes of patients treated on the Heidelberg interprofessional training ward vs. care on a conventional surgical ward: A retrospective cohort study](#)

JIC Publishers Taylor & Francis



At Taylor and Francis we've been publishing open access journals since 2006, and in 2013 we complemented it with our [open access book program](#). We publish books and chapters across all subjects covered by Routledge, CRC Press and our other imprints in the humanities, social sciences and behavioural sciences.

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CAIPE Partnership Working



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

St Catherine's College, Oxford

Philos. Psychiatry Newsletter

The latest issue of the Philos. Psychiatry Newsletter - January 2022 is now available. The newsletter is a Collaborative Production of the Association for the Advancement of Philosophy and Psychiatry (AAPP) and the International Network for Philosophy and Psychiatry (INPP)

<http://inpponline.com/wp-content/uploads/2022/01/Newsletter-January2022final.pdf>



Interprofessional
GLOBAL *café*

12 May 2022 (Thursday)
1:00 pm EDT (5:00 pm GMT)

FREE REGISTRATION

How UBC Health's model of collaborative health education continues to evolve: From IPE enrichment to integration

Carrie Krekoski, Deanna Bracewell and Donna Drynan
University of British Columbia

Hosted by the Canadian Interprofessional Health Collaborative

IPG Site: <https://interprofessional.global/global-cafes/> @InterprofGlobal 

Interprofessional education is at an interesting juncture, as enhanced delivery mode options,

sustainability pressures, and learners increasingly distributed throughout the province influence future IPE directions. In this presentation, Carrie, Deanna and Donna will trace the evolution of UBC Health's collaborative health education approach, from enrichment activities, to an incentivized points-based system, to IPE embedded within required program courses. We will discuss how protected time slots, distributed learners, and patient perspectives have combined to influence UBC Health's current program, known as the Integrated Curriculum. Success factors, connections with the literature, and future IPE directions will be discussed.



Royal College of Nursing

Registration is now open for the RCN Education Forum Virtual Conference and Exhibition and we would be most grateful if you could share details of the upcoming conference with your contacts:

RCN Education Forum Virtual Conference and Exhibition

Advancing equality, diversity and inclusion in nursing education

26 April – 27 April 2022, Online

This insightful and informative virtual conference will celebrate and explore how nursing education is successfully implementing evidence-based strategies that promote, diversity, equality and inclusion to advance the health of the nation. The programme includes keynote presentations from expert speakers, talks, debates and the opportunity to network with your peers. Attendees will also be able to accrue over 25 hours of CPD. [Find out more and register](#)



Academy of Medical Educators

Situated Learning. A reflective model for medical education!

12 May 2022 1600 - 1800

Our panel comprises global experts on reflective practice **Beverly Wenger-Trayner**, **Etienne Wenger-Trayner** (wenger-trayner.com), Professor **Tim Dornan** (Queens University, Belfast), Professor **Andrew Grant** (Emeritus Professor of Medical Education, Swansea University) and **Julie Browne** (Senior Lecturer in Academic Practice, Cardiff University).

This live, interactive webinar will discuss

- Current perspectives on reflective practice in medical and healthcare education
- The benefits and challenges of introducing reflective practice
- An introduction to/revision of sociocultural learning theory
- Communities of Practice (CoP) as a model for reflection on practice. Participants will have the opportunity to discuss applying the lens of CoP, knowledgeability and making a difference to their own communities of practice
- Trainees' perspectives on reflection; the effects of compulsory reflection and how to make reflection work!

- Innovative approaches to reflection and the way forward for reflective practice and will be appropriate to educators at **all** levels, enabling them to use Communities of Practice theory as a basis for interactive, reflective learning wherever they are helping students and trainees to learn through participation.

[Register here!](#)

International IPE News

World Health Organization

In April the World Health Organization (WHO) released two publications outlining the competencies needed for universal health coverage. Collaborative practice and collaborative decision-making are a common thread within all competencies with collaboration itself being one of the six main competencies in providing high-quality care and should be embedded into curricula.

"The philosophy of team work underpins health practice (6), involving collaboration with other health

workers, intersectoral collaboration, and collaboration with individuals, caregivers, families and populations

as informed members of the health team. Some health workers will have responsibilities to lead teams and

may take a more formal role to facilitate teams, as explored through the practice activities; but all health

workers are part of multiple formal and informal teams in the course of their practice." ([WHO, 2022](#))

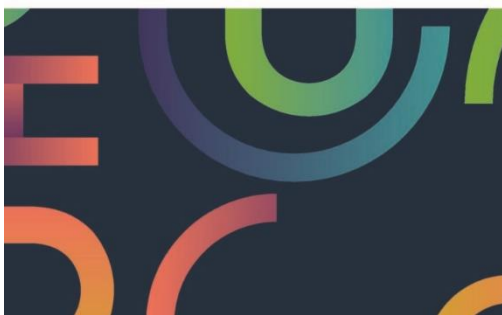
Global competency framework for universal health coverage

Overview

The Global Competency Framework for Universal Health Coverage identifies the health worker competencies towards the achievement of UHC organized within six domains: people-centredness, decision-making, communication, collaboration, evidence-informed practice and personal conduct. This framework has been developed through the lens of 12-48 month pre-service education pathways. With this framework, WHO sets out its recommended approach to competency-based health worker education outcomes; in so doing, it also provides conceptual and terminological clarity. <https://www.who.int/publications/i/item/9789240034686>



Global Competency Framework for Universal Health Coverage

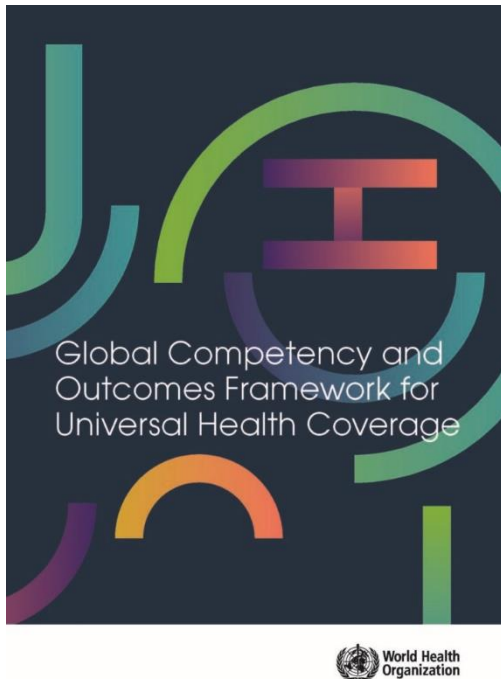


Global Competency and Outcomes Framework for Universal Health Coverage

Overview

The goal of this Global Competency and Outcomes Framework for UHC is to advance improvements in health and progress towards UHC through aligning health worker education approaches with population health needs and health system demands. More specifically, the primary objective of this document is to provide guidance for the specification of pre-service and in-service competency-based education outcomes for health workers, which in turn inform the development of relevant curricula, learning activities and assessment approaches. Its main target audience is health workforce educators, but it can be of relevance also for

licensing and regulatory authorities and health service and facility managers. With this framework, WHO sets out its recommended approach to competency-based health worker education outcomes; in so doing, it also provides conceptual and terminological clarity. <https://www.who.int/publications/i/item/9789240034662>



United States



News from Nexus



Registration Open for 2022 Nexus Innovation Challenge!

The Nexus Innovation Challenge is a catalyst for teams to learn and apply National Center NexusIPETM Tools and resources, and the powerful methodology of Design Thinking to solve challenges and design opportunities within their clinical and education environments.

The program is now an 8-month longitudinal experience taking place in March-October 2022. Teams register together and bring a challenge from their home environments to design real-life solutions. The Nexus Innovation Challenge is a long-term investment in the work you and your team are already doing in your own context.

Review the [program description, key dates, and registration details](#) today!



Nexus Summit 2022 Call for Abstracts Submission Portal now open!

At Nexus Summit 2022, we invite stakeholders in health to showcase their interprofessional innovations designed to improve care and learning outcomes. We are now accepting submissions for this year's [Call for Abstracts](#)

This year's conference will include both in-person and virtual experiences! Specific themes will be aligned with each program format to maximize opportunities for our stakeholders to showcase their accomplishments, outcomes and innovations.

Join us **in-person in Minneapolis on August 21-24, 2022** for:

- *Interprofessional Collaboration to Address Health Equity, Racism and Bias*
- *Building the IPE Case Through Information, Evidence, and Outcomes*

Join us **virtually on September 13-14, 2022** for:

- *Partnerships Advancing Care with People and Communities*

- *Person, Family and Community-Engaged Practice and Education*

Featured in **both formats (in-person and virtual)**:

- *Interprofessional Learning for Collaborative Practice and Education*

To learn more about conference themes, abstract criteria, submission types, and to access the submission portal, please [visit the Call for Abstracts page on the Nexus Summit 2022 website](#). **The Call for Abstracts will close on May 16, 2022** so start submitting your presentations today!

[Learn more and submit your work!](#)



National Center for Interprofessional Practice and Education granted Joint Accreditation with Commendation

The [National Center for Interprofessional Practice and Education](#) was recently awarded [Joint Accreditation with Commendation](#) as a provider of continuing education for the interprofessional team by the governing bodies of the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE) and the American Nurses Credentialing Center's Accreditation Program (ANCC). The National Center received a six-year reaccreditation because of its demonstration of exemplary

performance and commitment to developing and implementing student and patient-engaged and evidence-based programming.

In 2020, the National Center formed the National Center Office of Interprofessional Continuing Professional Development with the University of Minnesota School of Nursing and the College of Pharmacy to advance the continuum of professional and interprofessional lifelong learning through innovation, research and continuous quality improvement.

To read the full statement about our new accreditation status and learn more information about the Office of Interprofessional Continuing Professional Development, [please visit our website.](#)

Office of Interprofessional Continuing Professional Development



NATIONAL CENTER for
INTERPROFESSIONAL
PRACTICE and EDUCATION



Collaborating Across Borders returns May 2023!

The Collaborating Across Borders (CAB) conference will return in May 2023! The CAB

conference is a time to discuss and share innovations, policy development, best practices and more.

Stay tuned to nexusipe.org and aihc-us.org for the latest CAB updates!



Journal of Interprofessional Education & Practice

Recent Publications:

[New interprofessional health sciences precepting legislation provides opportunity to assess student and preceptor knowledge, experience, and confidence](#)

[Interprofessional diabetes escape room with nursing and athletic training students](#)

[Establishing and sustaining interprofessional education: Institutional infrastructure](#)

[An interprofessional skills workshop to teach family caregivers of people living with dementia to provide complex care](#)

[A collaborative approach to studying homelessness in rural Saskatchewan through participatory action research](#)

[Taking an interprofessional collaborative practice to the next level: Strategies to promote high performing teams](#)

[Organizational structure and resources of IPE programs in the United States: A national survey](#)

[Integrating clinical tools in the continuum of interprofessional collaboration: The providers' perspectives of an evolving process](#)

[Student outcomes from an interprofessional health promotions project](#)

[Evaluating the effectiveness of an intensive faculty development program based on the community of practice model](#)

[AFRI-UIPE: Simulated patients \(SPs\) role in virtual interprofessional education \(UIPE\)](#)

[*Emergency in Ethics*: An innovative approach to game-based active learning in interprofessional ethics training](#)

[Effective interprofessional precepting in a specialty clinic: Utilizing evidence and lived experiences to optimize the training of diverse learners](#)

[Interprofessional experiential learning through a simulated discharge planning session](#)

[Perception of interdisciplinary collaboration between ICU nurses and resident physicians during the COVID-19 pandemic](#)

[Digital interprofessional learning for health and social care students in a rural area. Teachers' and students' experiences with digital IPL”](#)

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