

Welcome to the CAIPE Newsletter

[View this email in your browser](#)



*Centre for the Advancement of
Interprofessional Education*

NEWSLETTER

Winter 2021-22

Table of Contents

- [Joint Chair Message](#)
- [CAIPE Engagement in Autumn 2021](#)
- [Member News](#)
- [Forthcoming Event - CAIPE Regional Forum 2022](#)
- [Journal of Interprofessional Care](#)
- [CAIPE Partnership Working](#)
- [International IPE News](#)

CAIPE Joint Chair Message



Professor Elizabeth (Liz) Anderson



Dr Angela Lennox

As we take this opportunity to wish everyone a restful Christmas holiday period, we reflect on what has been an enjoyable first six months working with so many enthusiastic interprofessional leaders on the CAIPE Board. Our leadership team has had its first away day which was very productive, focusing on the kernel that is CAIPE; we were all in agreement that CAIPE has been and continues to be a scholarly organisation. This is an important first step as we look forward and focus our energies on the development of a new CAIPE strategy, which will come into place in 2022 and will bring clarity to our working direction over the next four years. The leadership team proposed the following statement, for which we welcome your feedback and comments.

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

Following our time in Winterthur, Switzerland with IP.Global (more below), where we worked alongside international groups, CAIPE affirmed its role as a founding member of this global movement which pledges to advance and strengthen the cause of interprofessional collaborative practice across the world. We returned with a clear plan of action which we will progress through a series of invitations to CAIPE members.

Lookout for the invitations in the new year.

In November we celebrated the alignment of thinking with the Academy of Medical Educators (AoME), joining their leaders in an evening conference on interprofessional education to which almost ninety people attended. Together we shared our ambitions for promoting interprofessional education from the margins to the centre of all healthcare education. We look forward to closer working relationships with the AoME.

Best Wishes

Professor Liz Anderson & Dr Angela Lennox

CAIPE Engagement in Autumn 2021



Interprofessional
GLOBAL

Global Confederation for
Interprofessional Education
& Collaborative Practice

IP.Global members meet in Winterthur, Switzerland

IP.Global was established following the 2018 *'All Together Better Health Conference'* in Auckland, New Zealand and brings together all the regional interprofessional education (IPE) groups from around the world. IP.Global evolved from its predecessor group, InterEd, and pledges to advance and strengthen the cause of interprofessional collaborative practice (ICP) across the globe (<https://interprofessional.global/>). CAIPE was a founding member of IP.Global, previously represented by Richard Pitt and Sundari Joseph.

Between the 8th–12th November, IP.Global members reunited in Winterthur, Switzerland. The meeting was supported by the Zurich University of Applied Sciences

Winterthur (ZHAW). CAIPE was represented by Liz Anderson, Andreas Xyrichis and Sharon Buckley. The meeting invited all long-standing and emerging networks to share their purpose and outcomes, as well as their aspirations. This, together with IP.Global's previous work plan enabled delegates to agree the following areas of work to forward IPE and ICP:

1. **Global Impact Working Group** - optimising the health of individuals and populations through patient-centred interprofessional practice.
2. **Capacity Building Working Group** – facilitate IPE and ICP globally by securing resources.
3. **Evaluation Working Group** - design an evaluation process to assess the impact of IP.Global.

CAIPE will be represented in all these areas and there will be opportunities for CAIPE members to contribute to the work streams.

IP.Global delegates acknowledged the significant progress of IPE over the last decade in response to the call for action contained within the World Health Report (WHO) Framework of 2010. The report was supported by the Sydney Declaration at the *All Together Better Health Conference (2010)*. IP.Global commissioned its policy working group to develop a second declaration, which is to be launched at the Qatar *All Together Better Health Conference (2023)*. This declaration will be known as the Winterthur Declaration and seeks to develop, sustain, and advance the cause of IPE and ICP across the globe. It will also align with a proposed new WHO report on IPE. The declaration is expressed through five articles; still in draft form, they are available for comment before their final agreement:

Article 1 All users of health and human services shall be entitled to fully integrated, interprofessional collaborative health and human services.

Article 2 All health and human services work to create and strengthen a culture that promotes the delivery of contextual opportunities for interprofessional learning and collaborative team training. Interprofessional education and training for collaborative practice should be a core element of continuing professional development.

Article 3 Health worker education and training prior to practice shall contain significant core elements/learning domains of interprofessional education. These core elements/learning domains shall contain practical experiences, for example,

simulation. These core elements/learning domains for interprofessional education will be formally assessed.

Article 4 Between ATBH12 and ATBH13 the global interprofessional community will undertake to develop a globally agreed upon set of definitions and descriptions that capture interprofessional education, learning, practice, and care.

Article 5 The global interprofessional community will work with the World Health Organization to implement the Framework for Action on Interprofessional Education and Collaborative Practice.

As a core member of IP.Global, CAIPE offers its UK members and stakeholders access to the global community of IPE scholarship and collaborative practice. The development of the Winterthur Interprofessional Declaration is also very timely for the UK with its focus on integrated health service delivery across the NHS. This work will be captured in CAIPE's forthcoming strategy and provides CAIPE with clarity on its offer to emerging integrated care systems and universities as they prepare practitioners for integrated practice.

Best Wishes

Elizabeth (Liz) Anderson

Angela Lennox

NHS Leadership Academy

Back in March 2021 the then CAIPE Chair, Richard Pitt, and CAIPE Fellows Liz Anderson contributed to an NHS Leadership Academy Observatory Roundtable. They proposed that NHS Leadership should be underpinned by interprofessional education and collaborative working. Following this series of roundtable discussions, the NHS Leadership Academy have drafted a guide "Interprofessional Leadership Learning for Pre-Registration Health and Care Students -Guide for healthcare education providers". It is noted that CAIPE Corporate Members: Robert Gordon University; King's College London; University of East Anglia; University of Birmingham; and University of Leicester have made informed IPECP contributions to the draft

document. This was presented at a follow up meeting “Learning to Lead in Health and Care Forum” on 27 October 2021.

CAIPE Joint Chair, Liz Anderson presented ‘*Interprofessional Learning Relating to Collaborative Leadership*’ and Board Member Sharon Buckley along with Christine Hirsch and Dr Emily Audet, presented ‘*Student-led interprofessional learning at the University of Birmingham. KASE: A Student-Led Inter Professional Society*’.

Links: [Healthcare Leadership Model](#) and [NHS Leadership Academy](#)



AoME

Academy of Medical Educators

Tackling the imperative: Moving inter-professional education from the periphery to the core.

23 November 2021

Liz Anderson, Lead for Patient Safety and Interprofessional Education, Leicester Medical School; National Teaching Fellow and Joint Chair CAIPE presented “**Interprofessional Education and UK Centre for the Advancement of Interprofessional Education (CAIPE) – Working Together to Advance Interprofessional Learning**”.

See <https://www.medicaleducators.org/AoME-Insights>

Member News

The University of Limerick, Ireland hosted an Autumn series of events to mark a decade of IPE at the School of Allied Health, Faculty of Education and Health Sciences. These events valuing Irelands teaching and learning were generously supported by the National Forum for the Enhancement of Teaching and Learning in Higher Education. The theme of our events was 'Looking back to step forward' and we are excited to further expand our IPE programme in the coming years. Events included a webinar focusing on constructive alignment and assessment rubrics for IPE, a showcase of IPE innovation at the School of Allied Health presenting student, faculty, and research perspectives and, facilitator training to support faculty IPE skills delivered by CAIPE trainers Sundari Joseph and Emma Pope. We greatly appreciate the support of CAIPE and look forward to ongoing collaboration as we foster a Community of Practice to foster and develop a shared understanding of IPE across the Faculty of Education and Health Sciences.

Dr Noreen O'Leary, Lecturer in Speech and Language Therapy, School of Allied Health, Faculty of Education and Health Sciences, University of Limerick.

CAIPE Forthcoming Events



CAIPE Regional Forum 2022

Northumbria University will be hosting the next CAIPE Regional Forum on Friday 18 March 2022.

Learning with, from and about each other in an Integrated Care System: Embedding interprofessional learning in the Northeast & North Cumbria ICS.

More information will be posted at <https://www.caipe.org/membership/corporate-members-area>

Journal of Interprofessional Care



Recent JIC Publications

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

[Getting to know you: implementing an interprofessional education program for medical and respiratory therapy students in mechanical ventilation – challenges and lessons learned](#)

[Advancing health care resilience through a systems-based collaborative approach: Lessons learned from COVID-19](#)

[Community health worker roles and their evolving interprofessional relationships in the United States](#)

[Implementation of child mental health service improvement plans in four low- and middle-income countries: stakeholders' perspectives](#)

[Work-place cancer and palliative care interprofessional education: experiences of students and staff](#)

[Embracing or relinquishing sources of power in interprofessional communication: implications for patient-centered speaking up](#)

[Interprofessional experiences to bridge the medical school to residency transition: a pilot program](#)

[Exploring interprofessional communication during nursing home emergencies using the SBAR framework](#)

[Interprofessional ward rounds in an adult intensive care unit: an appreciative inquiry into the central collaboration between the consultant and the bedside nurse](#)

[Collaborative, interprofessional nutritional care within head and neck cancer teams: an international multi-site qualitative study](#)

[Collaboration between stakeholders involved in augmentative and alternative communication \(AAC\) care of people without natural speech](#)

[A work motivational grounded theory study of workers in caring roles](#)

[Piloting an interprofessional chronic pain management program: Perspectives of health students and community clients](#)

[Assisted decision-making and interprofessional collaboration in the care of older people: a qualitative study exploring perceptions of barriers and facilitators in the acute hospital setting](#)

[Attitudes of nurses and physicians toward nurse–physician interprofessional collaboration in different hospitals of Islamabad–Rawalpindi Region of Pakistan](#)

[Sustainability of an IPCP program within a federally qualified health center including interprofessional student team placements](#)

[Reflexivity and expansive learning theory in interprofessional workplace learning](#)

[Undergraduate health professions students' perceptions of athletic training students before and after an interprofessional case study program](#)

[Exploring the role of simulation to foster interprofessional teamwork among medical and nursing students: A mixed-method pilot investigation in Hong Kong](#)

[Interprofessional education clinical placement program: a qualitative case study approach](#)

[Designing, implementing and sustaining IPE within an authentic clinical environment: the impact on student learning](#)

[Existing models of interprofessional collaborative practice in primary healthcare: a scoping review](#)

[Conceptualizing interprofessional working – when a lawyer joins the healthcare mix](#)

[Developing the next generation of healthcare professionals: the impact of an interprofessional education placement model](#)

[Beyond the classroom walls: qualitative findings from an interprofessional student hotspotting learning collaborative](#)

[Employing interprofessional health teams to meet meso-level challenges: a short report](#)

[A systematic scoping review and thematic analysis of interprofessional mentoring in medicine from 2000 to 2019](#)

[Developing a Japanese version of the 'scale of attitudes toward pharmacist–physician](#)

[collaboration'](#)

[It's all about presence: Health professionals' experience of interprofessional collaboration when mobilizing patients with hip fractures](#)

[Interprofessional practice: the path toward openness](#)

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.

Open access book content benefits from:

- Thorough peer review and the same professional production process as our traditionally published titles
- Creative Commons licensing options
- Increased reach of researcher content
- Being DRM Free
- Guaranteed legacy preservation of scholarship as research is stored in archives at CLOCKSS and Portico

- Open Access Books and Chapters are available to read for FREE on the [Taylor & Francis eBooks platform](#)

[Learn more about Open Access Books](#)

CAIPE Partnership Working



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

St Catherine's College, Oxford

New items for the VBP Library

Three Points in Time: How Values and Culture Affected My Life, Madness and the People Around Me - Crepaz-Keay D (2020)

Journey into Genes: Cultural Values and the (Near) Future of Genetic Counselling in Mental Health - Crepaz-Keay D., Austin J., Weeks L. (2020)

How can history taking help psychiatrists explore values? - Dudas, R. (2021).

The Discontents of Psychiatry - - Dudas, R. (2021).

For further details on these publications and how to access them [please visit the wiki VBP Library.](#)

Psychiatry and the Hard Problem of Consciousness

A joint initiative between Yale and the [International Network for Philosophy and Psychiatry](#) the seminar series focusses on 'Psychiatry and the Hard Problem of Consciousness'. The seminars will be delivered by AAPP colleague and Lecturer in the Department of Psychiatry, Yale University Donald Mender.

Seminar Dates:

The following 3 Tuesdays:

18/1/2022 – Psychiatric Metaphysics

15/1/2022 – Thought Experiments

15/3/2022 – The Sociopolitical Meta-Problem

Seminar Times:

From 6:00 PM to 8:00 PM

Places are limited. For more information please [click here](#).



International Network for
Health Workforce Education

International Network for Health Workforce Education

INHWE are delighted to be able to share with you the very first results from their VRHealthLeaders project (A Multifaceted VR Learning Platform for Future Healthcare Leaders 2021-2023). They have spent the first 6 months conducting background research, taking part in a creative workshop and developing the curriculum for their training course. You can read the report here: <https://vrhealthleaders.eu/results/>

If you would like to hear more about the project and/or join their newsletter you can sign up here: <https://inhwe.org/vrhealthleaders-sign>

Also, they are looking for colleagues with an interest in leadership education (from EU member states) to join a Quality Board for the project. There will be very minimal input needed but your support in providing oversight and feedback would be invaluable.

They'd be able to thank you by inviting you to the final conference of the project in April 2023. If you are interested, please send an email to David Smith

International IPE News

United States



News from Nexus



Announcing the NexusIPE™ Leadership Academy

We are excited to announce the launch of the [NexusIPE™ Leadership Academy](#) in January 2022. The National Center team created the NexusIPE™ Leadership Academy based upon our experience to get to what matters most for health by bringing practice and education leaders together. Recognizing the importance of starting with a strong IPE program, our focus begins with supporting IPE programs in moving beyond traditional models of pre-professional learning to partnerships between community systems, practice, health systems and higher education in order to accelerate a student's readiness for practice in meaningful ways while adding value to the clinical setting and the patients served [see more](#).



Upcoming T3 Train-the-Trainer Interprofessional Development Program Workshops

Invest in your team and sign up for an upcoming workshop of the [T3 Train-the-Trainer Interprofessional Team Development Program](#)! Over 3.5 days in a virtual setting, interprofessional teams are guided through an immersive, longitudinal training program that supports them in designing and implementing health care-related projects at their home institutions.

Four upcoming virtual sessions:

[University of Virginia \(UVA\)](#)

- November 10-13, 2021

- April 20-23, 2022

- November 9-12, 2022

[University of Texas at Austin \(UT Austin\)](#)

- January 10-13, 2022

Nexus Summit 2021: Early Reflections

Thank you to everyone who helped with planning, served as a Track Leader, presented their work and attended [Nexus Summit 2021](#). Although we would have loved to be together in person, we were thrilled to welcome over 600 participants and take part in 300+ presentations, nearly all of which are now available to registrants on-line at summit.nexusipe.org through December 31, 2021. We have been truly overwhelmed by the quality of work shared by our community. And we have heard the same from our participants. As one participant shared, *“I am immensely impressed with the amount of expertise and knowledge presented at this year’s Nexus Summit.”*

The creativity the interprofessional practice and education community has shown in addressing the challenges of the COVID-19 pandemic is inspiring. Many of the strategies developed out of necessity of COVID-19 will be sustained as exemplar models of IPE. Our plenary presentations and networking conversations have once again informed the work of the National Center for the coming year. We are planning a number of exciting initiatives, including several in close partnership with AIHC that will be rolling out beginning in December. We are actively synthesizing Nexus Summit feedback as we are already planning for Nexus Summit 2022 – stay tuned for more

information early in the new year!

Journal of Interprofessional Education & Practice

Recent Publications:

[Interprofessional obesity treatment: An exploration of current literature and practice](#)

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

[The HealthCAST program: Interdisciplinary, simulated-patient education with health care and theatre students](#)

[POP care: An Interprofessional Team-Based Healthcare Model for Providing Well Care to homebound older adults and their pets](#)

[Building Better patient outcomes through interprofessional collaboration: A standardized patient experience with pharmacy, nursing, and physician assistant students](#)

[Health professional students' observations about interprofessional collaborative practice during rural clinical rotations](#)

[Lessons learned – RN Led interprofessional teams in primary care](#)

[“Opened my eyes”: Learning from interprofessional engagement with indigenous communities](#)

[Assessment of interprofessional collaboration at free-standing birth centers: Does collaboration influence outcomes?](#)

[Interprofessional mock code simulation promotes collaboration and competency in Parkinson's medication safety during transition in care](#)

[A preliminary exploration of the impact of accreditation on interprofessional education using a modified Delphi analysis](#)

[Improving resident physician interprofessional collaborative practice during bedside interdisciplinary rounds](#)

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

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

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

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

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

CAIPE Twitter

Tweets 9182| Following:773| Followers:1429



Copyright © 2016 CAIPE Centre for the Advancement of Interprofessional Education, All rights reserved.

Our mailing address is:

admin@caipe.org

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#)