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CAIPE Activities

Message from The Chair:

Dear CAIPE Members

As we experience a further lockdown during these continuing unprecedented times of the pandemic and the pressures on the National Health Service and frontline staff. To plagiarise from this months Guest Editorial our thoughts and support go out to all health and social care key workers, including medical, nursing and allied health professionals, community pharmacists, essential support staff working in care homes and outreach, and not least forgetting the emergency call handlers, food suppliers and shopkeepers, postal and door-to-door delivery services, police and military personnel, all going about their daily duties and responsibilities in difficult circumstances to bring safety, support, and caring to people in the community.

Thus my message this month is brief, to stay safe and well and to continue to collaboratively support each other during these continuing challenging times. We continue to maintain the Covid-19 web page (see <https://www.caipe.org/covid->

[19](#)) and welcome any news, updates, publications or experiences.

If you work or have contacts in primary and community health and social care please promote the John Horder Award 2021 (details below).

Finally, I encourage you to read this months excellent and informative reflective Guest Editorial from Dr Maggie Hutchings, CAIPE Vice-Chair, Member of the Board and CAIPE Executive.

Kind regards

Richard

Richard Pitt, CAIPE Chair

GUEST EDITORIAL

Reflecting back to look forward: the gifts of continuity and change for interprofessional education and collaborative practice during Covid-19

Maggie Hutchings, CAIPE Vice-Chair, Member of the Board and CAIPE Executive



We are experiencing unprecedented challenges and disruption to our day-to-day lives as a result of the pandemic. Yet all around us, we see the benefits from the humanising and caring impacts of health and social care key workers, including medical, nursing and allied health professionals, community pharmacists, essential support staff working in care homes

and outreach, and not forgetting the emergency call handlers, food suppliers and shopkeepers, postal and door-to-door delivery services, police and military personnel, all going about their daily duties and responsibilities in difficult circumstances to bring safety, support, and caring to people in the community.

Within this milieu, the interprofessional education and collaborative practice (IPECP) community continues to play its part, demonstrating agility, tenacity and resilience, in rising to the challenges and adapting and changing practices as necessitated by the exigencies of the pandemic to maintain continuity and purpose in promoting, practising, enhancing, and sustaining IPECP.

As my term of office as CAIPE Vice Chair is nearing its conclusion, this guest editorial provides an opportune moment to review and reflect, drawing on recent events in the CAIPE 2020 calendar, to offer some thoughts and possible directions as we look forward in 2021 and beyond.

While offering a personal perspective, these reflections are nourished by the creativity, enthusiasm and commitment of CAIPE members and colleagues and the wider IPECP global community providing influential and mutual support networks for sharing and advancing the art, science and scholarship of IPECP through education, practice and research ([Barr 2020; Xyrichis and Williams 2020](#)).

The choice of events is based on the joint responsibility shared with my dear friend and colleague Sundari Joseph. As Vice Chairs, we are responsible for organising key events in the CAIPE calendar, CAIPE Regional Forums ([previously Corporate Forums](#)), which are normally scheduled twice a year and the CAIPE Symposium (previously Chair's Event) which takes place annually.

Stepping back to move forward

My starting point is 13th March 2020 at the University of East Anglia in Norwich where Professor Susanne Lindqvist and her team welcomed participants to a CAIPE Regional Forum. CAIPE recognises the important contribution corporate members make to the promotion and development of IPECP. The Regional Forums provide opportunities for the host to share developments within their institution and with other partners, academic, service providers and users within their local networks.

Contextualising IPL

The theme was 'Leading and Championing IPL: the art of stepping back to move forward' and we were treated to a range of excellent presentations and guided discussion throughout the

day. The opening presentation from the Director of Workforce [highlighted the significance of contextualising interprofessional learning \(IPL\) within the realities of a health and social care system faced with workforce shortages and lack of investment with a social care sector reliant on significant numbers of volunteers and unpaid carers](#) (Health Foundation 2018; Naylor et al. 2013, Read 2020; Shembavnekar 2020).

Working and learning together for more collaborative and holistic person-centred care

Yet what stood out for me as a counterbalance to these workforce challenges was the sense of IPL as a people-centred journey founded on creativity achieved through people actively working and learning together, exemplified in the [#WeCareTogether](#) People Plan initiative for Norfolk and Waveney and the exciting engagement events so enthusiastically shared by student representatives from the student-initiated UEA IPE Society. This focus on collaborative working was further reinforced by presenters sharing their experiences of facilitating and developing IPL, founded on the strengths of melding education and practice underpinned with continuing research and evaluation.

The gifts of continuity and change for IPECP during Covid-19

While concerns were growing worldwide from January 2020, with evidence of the spread of COVID-19 steadily accumulating, few could have anticipated the subsequent escalation of the crisis and its impacts on people's daily lives. The World Health Organization (WHO) declared the virus a pandemic on the 11th March and the UK government announced a series of measures from 16th to 23rd March 'urging everybody to work from home and avoid pubs and restaurants to give the NHS (National Health Service) time to cope with the pandemic' (BBC 2020), culminating in the first 'lockdown' when people were advised to 'stay at home', only going outside to buy food, exercise once a day, or go to work if they absolutely could not work from home (British Foreign Policy Group 2021).

These announcements quickly followed the success of the CAIPE Regional Forum in Norwich and heralded a period of disruption which is [continuing here in the UK with a second 'lockdown', following rapid increases in transmission as new strains of the virus have appeared in England, Wales, Scotland and Northern Ireland.](#)

[The idea of Covid as 'a gift' is purposely controversial. The concept and understanding of 'gift' is deeply significant in anthropology \(Mauss 1950\) and bound up with what it means to be human. While people in Western society tend to see 'gifts' as something given freely, the 'gift' can also be seen as creating a system of exchange where obligations and services are reciprocated. The paradox of Covid-19 is that it creates opportunities and challenges for changing social practices, a 'gift' that has the power to bind us into new patterns of exchange](#)

[and obligation despite and because of its challenges.](#) While some social practices in IPECP will continue during and following the pandemic, the current disruption generates challenges and opportunities for changing practices, adapting and innovating, within higher education institutions (HEIs) and health and social care systems with corresponding opportunities for advancing research and evaluation.

What then are the opportunities and challenges for IPECP during this period of disruption?

The special edition of [the Journal of Interprofessional Care](#) 34 (5) 2020 devoted to *Covid-19: Interprofessional Considerations* and the [CAIPE Symposium](#) with the apt yet contentious title, *Covid-19, a Gift or Challenge for IPE Educators and Practitioners?* held online on 27th November 2020 offer testament to the ways that the IPECP community is rising to the challenges, demonstrating creativity, agility tenacity, and resilience, maintaining continuity of its mission and purpose while adapting and changing to adopt innovative approaches in education, practice, and research.

Continuity and change in education

The pandemic has provided the impetus for change in education provision, creating opportunities for cross-faculty and inter-institutional development of digital IPE. As higher education institutions (HEIs) closed their campuses, the workforce was mobilised to shift learning and teaching activities online, offering new blends of technology-mediated strategies for the design and management of sessions previously facilitated face-to-face in classrooms.

Opportunities for Digital Interprofessional Education

[The CAIPE Symposium](#) theme of *Opportunities for Digital Interprofessional Education* offered two thought-provoking examples of some of the digital approaches being adopted. Vincent Geukers representing collaborators from the Faculty of Medicine, University of Amsterdam and the Faculty of Health, University of Applied Sciences, Amsterdam highlighted how Covid-19 catalysed plans for digitalisation of the interprofessional collaborative (IPC) phase of their inter-institutional IPE programme, concluding it was both feasible and meaningful, enabling team collaboration and co-creation in the same space by using digital facilitation, not just a shared drive for documents. Hester Smeets and Aimee van Loo from Zuyd University of Applied Sciences in the Netherlands shared lessons learned by trial and error, clearly identifying how they had to transform the curriculum from 'regular' to 'digital IPE' "really quickly" and outlining some of the logistical problems of collaborating with three educational institutes.

But while Covid-19 has acted as a catalyst for change it raises questions concerning the

efficacy and sustainability of replacing direct face-to-face interactions, considered so integral for student learning in health and social care programmes, with technology-mediated approaches (Gurbutt 2020; Essen 2020; Lackie et al. 2020). Further, it is not only a question of how technology mediated strategies will have an impact on the quality of human-to-human relationships and interactions but also how the contingencies of managing rapid change are impacted by prioritisation of limited resources. Lackie et al (2020) identify the challenges of delivering uniprofessional education programs to online/virtual platforms, suggesting a consequence of the rapidity and intensity of development could mean that IPL/IPC, 'teaching learners how to collaborate as future healthcare workers', may not receive the same level of attention due to the logistical complexity of bringing multiple professions and programmes together virtually, similarly reported in pre-Covid digital IPE initiatives, for example Hutchings and Quinney (2015).

Yet the IPECP community has a history of engagement with digital initiatives in IPE (see for example, Bromage et al. 2010) and these current experiences suggest digital approaches and innovation are alive and well and will continue beyond Covid-19 in a variety of blends within IPE programmes (see for example, Bluteau 2020). Geuker et al. (2020) concluded their presentation with the compelling argument: *"At an institutional level, if we truly are committed to interprofessional collaboration and education, we really need to facilitate this in a digital world too."*

Continuity and change in practice

Covid-19 arrived within the realities of policy makers and practitioners coping with the challenges of workforce shortages and fragmented provision of care. The scale of these challenges and the threat posed to the delivery and quality of care by fragmentation and siloed working between hospitals, primary care and social care had been highlighted by a Health Foundation briefing for England published in 2018. Recognising concerns about staffing and funding together with inequalities and pressures from a growing and ageing population, the *NHS Long Term Plan* (2019) set out a service model based on the development of integrated care systems (ICSs) with the aim of offering patients 'more options, better support, and properly joined-up care at the right time in the optimal care setting'.

Opportunities for Collaborative Practice

The pandemic has crystallised these workforce challenges yet demonstrated the agility and creativity of practitioners, responding and adapting in innovative ways that underline the strengths of a continuing ethos of caring, IP team-based approaches and shared learning. The [CAIPE Symposium](#) theme of *Opportunities for Collaborative Practice* offered two exciting

examples of such initiatives.

Jascha de Nooijer, Matthijs Bosveld and Dan van Doorn, representing colleagues from Maastricht in the Netherlands, described the development of a student-initiated scheme to co-ordinate the provision of placements for students who volunteered to work in hospitals, undertaking a variety of tasks including, screening, ICU support and Covid-19 after care, following the suspension of clinical rotations when the Dutch national policy on social distancing was introduced on 16th March 2020. The impacts of this unexpected learning opportunity for IPE were captured in evaluation and poignantly summarised in one of the student's comments about what they learned: "*Being there for each other*".

Collaborative practice for Integrated Care in the Primary Care sector

Working in primary care, Nasrin Razzaq, a general practitioner (GP) and Education Lead, and Deepa Solanki, Project Manager and Training Co-ordinator, for Integrated Care Education in the London Borough of Harrow, highlighted the value of multidisciplinary teams (MDTs) as enablers to achieving more holistic and person-centred care in ICSs. Education was recognised by stakeholders as fundamental to improving service delivery and the value of training together to work together. But the impact of Covid-19 and the need to prioritise clinical duties meant that face-to-face sessions were not feasible, so the training programme introduced a variety of technology-mediated strategies to engage participants in shared learning and team building. Key to this was the creation of learning forums where participants could ask questions and share ideas via WhatsApp®. Programme outcomes have included building of trust and mutual respect between team members with 'hierarchies disappearing' and supporting much needed resilience during the pandemic as participants identified a sense of 'sharing the burden' and 'not being alone and now being able to reach out to a colleague'.

The impacts of Covid-19 in the primary care sector are cogently analysed by Gray and Sanders (2020) in the special edition of the [Journal of Interprofessional Care](#) devoted to *Covid-19: Interprofessional Considerations*. Gray and Sanders (2020) describe how the crisis has driven changes in current professional roles and specialisms and development of new professional roles, for specialist nurses, community consultants, and independent prescribing roles, together with greater use of technology-mediated provision in offering remote consultation and communication and in so doing make an important contribution to our understanding of the context and position of primary care within a health and social care sector coping with the pandemic.

In the current climate of the pandemic, while it is understandable that the focus of headline news and social media is on reporting pressures in secondary and acute care as a result of

rising numbers of Covid cases and hospitalisation, Gray and Sanders (2020: 672) point out that 'there has been less communication and understanding about the situation within community and social care and the access point offered through general practice or family medicine'. Their analysis reinforces the issues of workforce challenges together with recognition and prioritisation of services within a health and social care system seeking to achieve integrated care pathways for holistic person-centred care (Read 2020; Shembavnekar 2020). They identify human costs for the workforce experiencing 'increased fear, stress, uncertainty and risk' (Gray and Sanders 2020: 673) and for the population being served, explaining how Covid-19 is 'amplifying gaps' in the provision of care for marginalised and vulnerable groups including people living in care homes, those with dementia and other long-term conditions, homeless people, victims of domestic abuse and those with substance misuse problems (2020: 676), revealing long-standing inequities in the system associated with the "inverse care law" put forward by Tudor Hart (1971) where the need for care is inversely related to its accessibility and utilisation (Gray and Sanders 2020: 674).

Ways forward for developing ICSs to work effectively, will require greater emphasis on IPECP approaches to build interprofessional relationships and enable a mix of formal structured and informal serendipitous opportunities for shared learning and team-based reflection grounded in the principles and values of IPE (CAIPE 2011). Such approaches, generated through teamwork, collaboration, coordination or networking (Reeves et al. 2018) and represented here by the learning forums described by Razzaq and Solanki (2020) and the regular team meetings, Balint groups, and Schwartz rounds, identified by Gray and Sanders (2020), can underpin and support effective collaborative working, bringing mutual benefits for improving holistic, person-centred care and for building and maintaining workforce resilience. By helping to enhance the emotional wellbeing of staff these communicative spaces for non-hierarchal MDT-based approaches can offer mechanisms for coping with the current challenges and uncertainties, but also a continuing source for nurturing integrated collaborative working and resilience in the future.

Continuity and change in research

Research, as with education and practice, has been impacted by the pandemic. Research projects have been paused, or suspended, due to restrictions on research activities involving physical contact. Nevertheless, the IPECP community is responding positively. Lackie et al. (2020) draw our attention to a pathway mapped out for IPECP research outlined in the IPR.Global's proposed research priorities. They include (1) building the science and scholarship of IPECP through discovery and integration of innovative evidence-informed strategies, (2) identifying and applying innovative approaches that embrace and address the

inherent complexity of interprofessional endeavours, and (3) developing evidence of impact along the continuum from IPE to CP in person- and community-centred service delivery (Khalili et al., 2019).

Opportunities for Research

CAIPE is committed to supporting the IPECP research community during these uncertain times, promoting collaborative research opportunities, and developing guidance for research approaches and methodologies. A Covid-19 IPE Research Registry was set up for CAIPE members to raise awareness of planned, in progress, and completed IPE research related to COVID-19; and to facilitate collaboration among research teams with common interests. CAIPE's Research Group have been active in developing guidance and facilitating networks for undertaking collaborative research during Covid-19.

The [CAIPE Symposium](#) theme of *Opportunities for Research* offered three insightful contributions on research. Michael Sy and Noreen O'Leary presented a paper on doing interprofessional research in the COVID-19 era, on behalf of members of CAIPE's Research Group, following their collaborative writing for the special edition of the [Journal of Interprofessional Care](#) 34 (5) 2020. The presentation provided practical advice on adapting conventional methods and adopting alternative research approaches and online methodologies to assure the continuation of existing and new research projects (Sy et al. 2020).

Alla El-Awaisi et al. (2020) presented novel research exploring public perceptions of who is in the health care team, using a social listening technique and undertaking content analysis of social media posts during the COVID-19 pandemic. While findings identified gratitude for staff risking their lives around the clock, they also revealed stereotypical perceptions fuelled by the media's focus on doctors and nurses. Frustration was identified for other members of the health care team who felt excluded, invisible, and not valued because many roles, including health care assistants, porters, laboratory staff and cleaning staff, were overlooked.

The third research presentation was delivered by Lesley Diack*(2020) in the form of a poster presentation, outlining the impact of COVID 19 on healthcare teaching and learning based on a Delphi study which forms part of a major EU Erasmus+ funded project entitled *Humanizing Healthcare Education through the use of Storytelling* ([StoryAidEU](#)), coordinated by the International Network for Health Workforce Education. The Delphi study, organised by research partners at Robert Gordon University in Aberdeen, Scotland was conducted to gain consensus on the project definitions for IPE, Humanism and Storytelling, to complete a needs analysis for training and assess what were the preferred methods for teaching and learning

(Diack and Falconer 2020). Questions on the Covid pandemic and its effect on teaching and learning were included in preparation for the development of resources for teaching Humanism, IPE, and Storytelling.

Conclusions: Looking forward

Covid-19 has 'gifted' the IPECP community with challenges and opportunities and in so doing crystallised some reflections for the future. Considerations at the heart of continuing to build and nurture IPECP include:

- **Appreciating the challenging contexts for IPECP**

The territory of IPECP is complex, demonstrating hierarchies, barriers and fluidity in systems and professional boundaries, influenced by the different contexts and circumstances of practice. Understanding the context of IPECP frames important considerations for identifying, reviewing, and refining the constituents of its contribution towards achieving viable integrated care systems and pathways to person-centred care for all at the point of need.

The question of what the constituencies (or boundaries) for practice are, is reflected in debates about fractures and boundaries in the structural components and operational networks of health and social care systems (Health Foundation 2018; Naylor et al. 2013, Read 2020; Shembavnekar 2020). Gray and Sanders's (2020) analysis of primary care during Covid-19, illuminate gaps, firstly, in the differential recognition and prioritisation of systems of secondary and acute care compared with primary care; secondly, in social care funding and the need for an adequately funded voluntary sector; and thirdly, in the provision of care for marginalised and vulnerable groups. The question of who is in the health care team considered by El-Awaisi et al. (2020) is also significant here.

- **Celebrating and sustaining IPECP developments**

The Covid-19 pandemic has demonstrated the strengths of learning in and through adversity. The examples presented here celebrate the power of agency to adapt and make changes necessitated by unprecedented circumstances. Individuals and teams have responded by working together creatively to develop alternative enabling pedagogical and practical strategies for nurturing and sustaining practice interactions.

However, the agency and will of individuals to transform practices and develop their professional roles needs to be sustained by regularising opportunities for IPECP through shared learning and team-based reflection grounded in the principles and values of IPE. The question of sustainability of collaborative working across professional boundaries is

highlighted by Xyrichis and Williams (2020), describing how boundaries 'can be reinforced and diluted in everyday practice', and warning that any changes in the current crisis may revert back to 'earlier stages of normality' (2020: 577). Collaborative team-based approaches can bring benefits for supporting workforce adaptability and resilience by nurturing relationship development and sustaining connectedness.

- **Evaluating the role of technology in IPECP for humanising care**

Technology has played a pivotal role in enabling a degree of continuity in provision and services through adopting digital IPE and using remote communications technology for hosting meetings and consultations. While the future of technology's contribution to IPECP is assured, the IPECP community will need to continue evaluating digital and remote approaches to address the question of how they are being designed and deployed to support humanising education and practice (Diack and Falconer 2020).

- **Evidencing and evaluating practice in IPECP for improving service user outcomes**

While the values and principles of IPECP (CAIPE 2011) are inextricably bound up with its purpose in focusing on the needs of individuals, families, and communities to improve the quality of care, health outcomes and wellbeing, evidence of the link between IPE and CP for achieving the ultimate outcome of improving the quality of health and wellbeing of the population have remained elusive (Institute of Medicine 2015). Goldman and Xyrichis (2020) reinforce the difficulties of researching IPECP within the complexities of interprofessional learning and working, recognising the translation and implementation of research evidence into daily practice has proved the Achilles' heel of health services research and interprofessional research (2020: 581).

A continuing research agenda is essential for gaining and maintaining the support of policy makers in HEIs, professional and regulatory bodies and health and social care systems to assure the prioritisation of IPL in promoting collaborative team-based approaches in IPE and CP (Lackie et al. 2020) and to ensure that the ultimate outcomes of improving the quality of health and wellbeing of patients, families, and communities can be achieved.

- **Collaborating with professions, service users and carers by respecting diversity and inclusivity**

Respecting individuality, difference, and diversity within and between the professions and all those with whom they learn, and work is central to the values and principles of IPECP (CAIPE 2011) and IPR.Global's research priorities (Khalili et al. 2019). It is vitally important for the

IPECP community to continue to build the scholarship of interprofessional sciences (Xyrichis (2020)), grounded in an appreciation and valuing of lifeworld-led service user perspectives and experiences for humanising education and caring. The significance of working across boundaries to include social care and voluntary sectors draws on the strengths of diversity, inclusivity and theoretical relevancy (Khalili et al. 2019) and is essential, not only for a population living in such unprecedented times, but also for the future of IPECP and its vital contribution to the health and wellbeing of every individual no matter their age, gender, socio-economic background, ethnicity, condition and prognosis.

Living with the pandemic has revealed the future for IPECP is looking bright with a vibrant and flourishing community of academics, practitioners, service users, carers and students committed to pursuing and enriching the impacts of IPECP with health and social care. We are now looking forward to our next Regional Forum which will be hosted online at Aston University on Friday 19th March 2021 and we have provisionally identified Staffordshire University to host the subsequent Regional Forum.

Dedication

This editorial is dedicated to the memory of Honorary Professor Lesley Diack who sadly died peacefully in her sleep in the early hours of the morning of 22nd December 2020. Lesley was a warm and caring person and a consummate professional, whose work epitomised the synergies in interprofessional education and research for collaborative practice.

Also remembering all those individuals who have lost their lives and the continuing impacts on their families and friends as a result of this pandemic.

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Xyrichis, A. and Williams, U. (2020). Strengthening health systems response to COVID-19: interprofessional science rising to the challenge, *Journal of Interprofessional Care*, 34 (5) 577-579 DOI: 10.1080/13561820.2020.1829037

THE JOHN HORDER AWARDS 2021



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

**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.

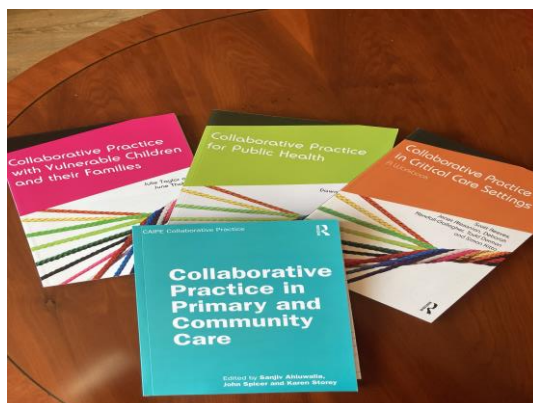
Further information is available at:
<https://www.caipe.org/event/john-horder-award-and-student-award-2021-applications>

ROUTLEDGE - 20% DISCOUNT FOR CAIPE MEMBERS

Why not catch up on some reading over the latest lockdown period 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

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 with your ideas.

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News

UK NEWS

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

LATEST NEWS

Health & Wellbeing Bulletin

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

Welcome to the latest issue of the Genomics Education Programme newsletter.

Having problems viewing this email? [View in browser.](#)



Health Education England

Genomics Programme News



Lets talk about.... Genomic Testing

The GEP has published a new series of six films, Let's Talk About... Genomic Testing. Produced in collaboration with genetic counsellor Amanda Pichini, the films feature interviews with experts who highlight some of the key points that healthcare professionals

need to consider when discussing genomic testing with patients and their families. The six films are now available on our [Vimeo](#) and [YouTube](#) channels.



Study Master's-level modules online

Are you looking to build your knowledge of genomics in healthcare? Virtual modules of our funded Master's-level CPPD courses are now available through our partner universities. Find out more about the [modules available, funding options and how to apply here](#).



Festival of Genomics and Biodata

The [Festival of Genomics & Biodata](#) on 26-29 January will bring genomics and biodata together to discover, meet and learn. Join the GEP and over 5,000 people for an exciting 4-day virtual event where you will hear inspirational talks from a range of speakers, including our own educational specialist Dr Ed Miller, who will discuss educating the workforce. [Registration is free](#) for those working exclusively in academia, research or healthcare (including NHS workers).



Resource of the month: Our Blog

Have you visited our blog page? Full of updates on key developments in genomics, our weekly articles explore the latest scientific advances and explain new genomic discoveries and how they translate to patient care. Browse through our [blog collection](#) on our website.



Introducing the NHS GMS Alliances

Seven NHS Genomic Medicine Service (GMS) Alliances have been launched to support the implementation of genomic medicine into the NHS and the delivery of the Long-Term Plan ambitions in this area. Each NHS GMS Alliance will work across their region, forming partnerships with NHS bodies, research groups, patients and the public to build trust in genomics. [Read more about the GMS Alliances](#) and their role in the GMS in Professor Dame Sue Hill's blog.



Scientist Training Programme 2021

Applications for the National School of Healthcare Science (NSHCS) Scientist Training Programme open at 11am on Monday 25 January. If you are interested in applying to the programme, the NSHCS team are hosting a Q&A webinar on Thursday 28 January at 2pm. You can find out more [information about the webinar and application process](#) on the NSHCS website.

Please share with your colleagues



NHS
Health Education England



Health Education England stakeholder briefing

Health Education England has produced a bulletin to provide a summary of all information, documentation and statements 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.](#)



Dear Colleagues, I'd be grateful if you would please disseminate this Call for Papers across your organisation, as well as with peers, students, academic schools and divisions and partner organisations. With thanks, Claire Parkin.

Call for Papers

Advanced Journal of Professional Practice (AJPP)

ISSN: 2059-3198 (online)

[Advanced Journal of Professional Practice](#) (AJPP) is an open-access, double-blind, peer-reviewed international journal published by the University of Kent, United Kingdom (UK), established to provide a platform for the dissemination of new knowledge or innovation of a work-related professional practice nature, and created for the advancement of *Professional Practice*.

The Journal acts as a repository for all those working in professional roles to extend their knowledge and skills by offering new insights and practical advancements in the development of effective, competent and safe professional practice, particularly in a transdisciplinary capacity. The growing need for effective integration of work-related innovation and collaboration between professionals, agencies, providers and above all, the communities they serve, poses a significant challenge to preparing the workforce of the future, and AJPP provides an academic reference point for sharing experiences and information as to how this can best be achieved in the delivery of gold standard practice.

As such, AJPP has a specific remit for publishing contemporary, transdisciplinary research, with the aim of extending the knowledge and skills of professionals working in practice across a variety of settings and disciplines. Applications of new knowledge, technology, discussion, research or practice-based innovation or reflection, are particularly welcome, especially submissions that achieve the following:

- Offer a critical discussion of any area of contemporary professional practice.
- Describe applications of research findings, innovation or other initiative to an area of professional practice, and which could be applied by analogy to other disciplines.
- Join transdisciplinary activities in relation to professional practice.
- Explore the inter-relationship of professional practice.
- Contribute to recent developing conversations within professional practice.
- Offer unexpected, surprising and creative innovations within a professional practice context.
- Emphasise a professional work-related application.

Book reviews, poster abstracts and supplementary papers are also welcome. Contributions from professionals engaged across all faculties and in all manner of technical, scientific, clinical, manual and/or administrative roles or work-related activity are encouraged.

Areas of interest include but are not limited to: Health and Social Care, Education, Teaching and Learning, Human Resources, Social Sciences, Humanities, Science and Engineering, Professional Services, Ethics and Law, and any other area related to professional practice.

If the subject matter is related to professional practice or work-based enquiry, then submissions will be accepted from both undergraduate and postgraduate students, to offer them a portal for publishing their dissertation findings.

AJPP is DOI indexed and fully inclusive.

Open Access Policy: AJPP provides immediate open access to its content on the principle that making research freely available to the public supports greater global exchange of knowledge.

There is a rolling submissions process. Submissions must be original and should not have been published previously or be under consideration for publication while being evaluated for this Journal.

For further information, please visit the official website of the Journal: <https://journals.kent.ac.uk/index.php/ajpp/index>

Regards

Dr Claire L. Parkin, Editor-in-chief, University of Kent and Kent and Medway Medical School, UK

claire.parkin@kmms.ac.uk

ajpp@kent.ac.uk

INTERNATIONAL NEWS



International Network for
Health Workforce Education

Newsletter - January 2021

[Read more](#)



29 January, 2021

[Read more](#)

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Events

TheKingsFund>

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

[View this email in your browser](#)

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

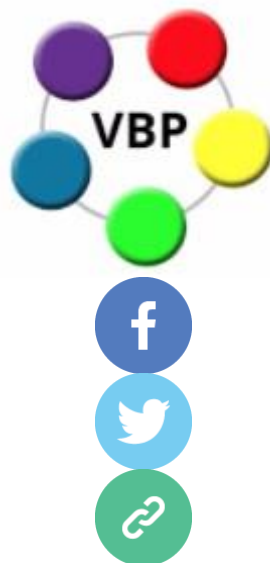
St Catherine's College, Oxford

Understanding personality disorders as expertise in research

Understanding personality disorders as expertise in research is the first in a [four-year seminar series](#) on **Public Mental Health: Pushing the boundaries**. The series will explore and develop the growing interest and emerging evidence that a broader bio/psycho/social approach may yield benefits in severe and enduring mental illness (often abbreviated to 'SMI') and identify ways to move this potential towards public mental health as an evidence-based intervention for SMI.

The first seminar will take place by webinar, hosted by the Collaborating Centre, at 10am on **10 February 2021**

For details of the programme and seminar and to **REGISTER** - please [click here](#)



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.



IPC Community of Practice (CoP)

Storms and Silver Linings in IPE: A Special Collaboration with InterprofessionalResearch.Global (IPR.G)

Wednesday, February 17, 2021

4:00pm – 5:30pm

ZOOM Video-conference Forum

Zoom Link will be shared directly with participants

RSVP to fatima.mimoso@uhn.ca

Hello colleagues,

Please feel free to share an invite to our next virtual CoP on February 17, 2021, 4-530pm EST time zone, building off the last discussion at IPR.G for expanding our local community of practice event to a global audience.

Given the wonderful collaboration from members of IPR.G to help plan and facilitate, we framed this as a special collaboration with IPR.G. Special thanks to Andrea, Anthony, Chris, Hossein, Jody, Kathleen, Kelly, Sylvia for their advice and support to move this forward.

We welcome local and international participants so do share this as appropriate and email me or Fatima directly on the RSVP as we do have some limitations in virtual space.

Thank you,
Dean

[Read more](#)



**The Global Alliance for Medical Education proudly announces its
2021 #FuturistForum Virtual Conference**



Over the course of this dynamic two-day virtual event, participants will mindfully engage with global experts on trends expected to develop in the next decade! Areas we will explore include:

1. Technology trends, including AI, big data, patient data, personal sensor and performance data, learning management systems, and adaptive learning as well as 5G implementation and use
2. The *Neuroscience of Learning*, specifically as it relates to the adaptability and agility of knowledge translation and lifelong learning best practices
3. Implementation science methodologies that transform educational strategies and program success across the continuum of healthcare

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

Stay tuned for more information coming this December!

[Request More Info](#)

The Royal College of Nursing Education Forum's Conference and Exhibition 2021

This internationally recognised conference is an opportunity for those working in Nursing education to showcase their work in the area...particularly when many have had to think incredibly innovatively in very difficult times.

The event is taking place on the 20-21 April 2021.

All the information on the events is here: <https://www.rcn.org.uk/news-and-events/events/uk-education-forum-national-conference-200421>



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



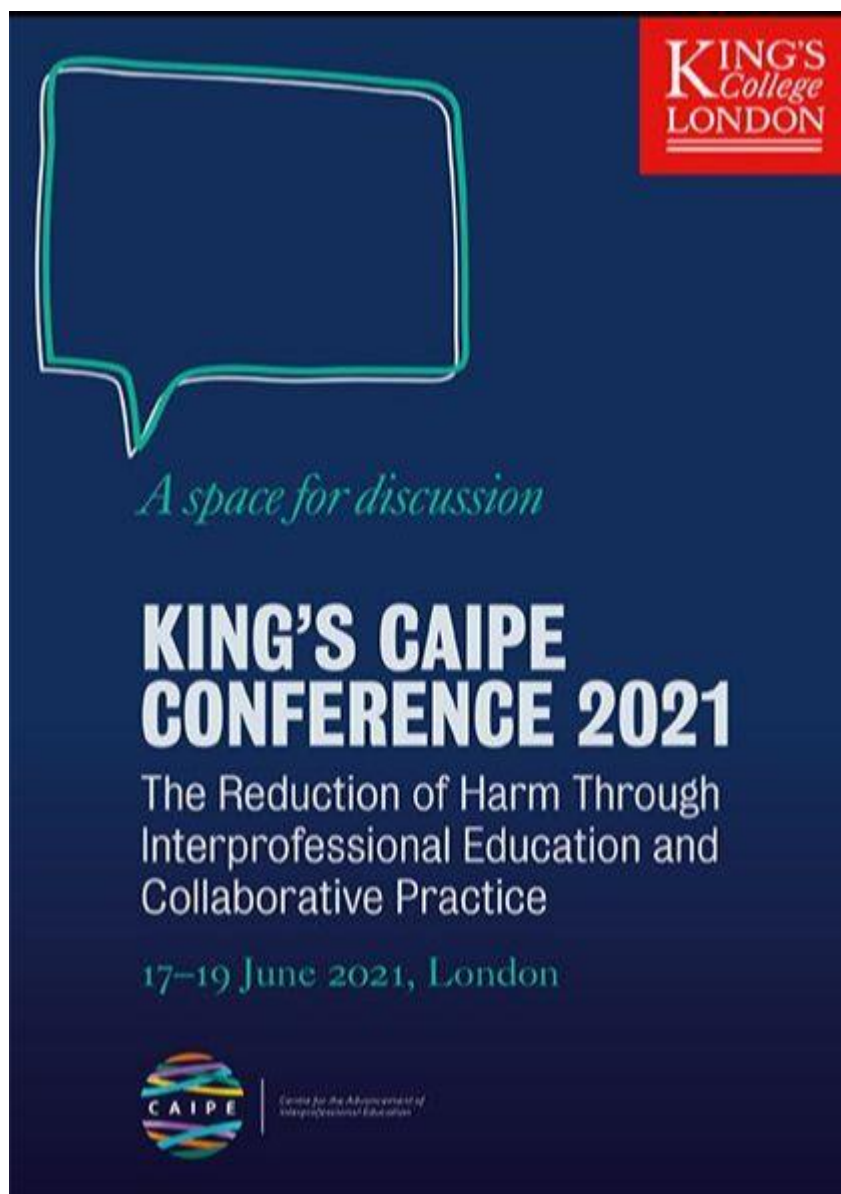
[Submit Abstract](#)

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](#)





A space for discussion

KING'S CAIPE CONFERENCE 2021

The Reduction of Harm Through
Interprofessional Education and
Collaborative Practice

17-19 June 2021, London

Further information and tickets available at

kcl.ac.uk/ctbp

Interprofessional learning, collaborative practice and integrated care are now at the forefront of healthcare policy makers' priorities. However these policy priorities come with limited guidance supporting their practical realisation. New methods and approaches that scale the chasm between interprofessional aspiration and service reality are called for.

This conference will provide a forum that prioritises deliberations over presentations. Our principal aim is to take on the question of how to realise interprofessionalism and interprofessional learning in ways that impact on how care happens; what kinds of interprofessional learning and working are needed to tackle the increasingly complex circumstances that define the real world of care provision?

You are invited to submit an abstract outlining a current or recent piece of research. If it is accepted you will be asked to submit a video presentation in advance of the conference. At the conference presentations will be discussed in groups loosely organised around the conference themes and any additional themes emerging from submissions.

The conference themes are:

- Innovations in interprofessional education
- Educating teams for patient safety
- Complexity: consequences for interprofessional working and learning
- New healthcare roles: teaching and integrating new professionals

Submit via email to

ctbp@kcl.ac.uk

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Resources

ScienceDirect

Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

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

Available Online 07 January 2021

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

[New Articles in Press, 07 January](#)

Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

[National Academies of Practice Associate Collaborative Group](#)

Available Online 14 January 2021

Rick Weisbarth

[New Articles in Press, 14 January](#)

Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

[Athletic training: The journey to becoming the newest NAP academy](#)

Available Online 14 January 2021

Anthony Breitbach, Jody S. Frost

[Strategic organizational planning: A leadership virtual experience](#)

Available Online 14 January 2021

Jody S. Frost

[New Articles in Press, 14 January](#)

Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

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

Available Online 23 January 2021

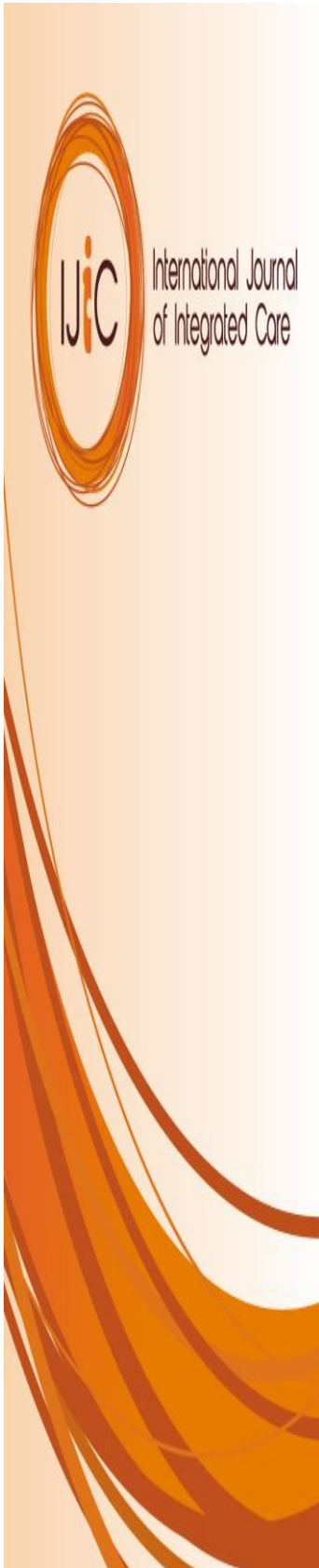
Kenneth L. Morford, Tiffany Milligan, Rebecca Brienza

[New Articles in Press, 23 January](#)



International Journal
of Integrated Care

IJIC Volume 20 October-December 2020



The International Journal of Integrated Care (IJIC) is an online, open-access, peer-reviewed scientific journal that publishes original articles in the field of integrated care on a continuous basis.

IJIC has an Impact Factor of 2.753 (2019 JCR, received in June 2020)

www.ijic.org

[Read more](#)

Dear INHWE Member,

This is a quick email to introduce you to the new INHWE Podcast: Casting the Network. Each

episode we present a guest who has got a story to tell, research to disseminate or just something interesting to say. We wanted to find a way to share the stories we hear at our conferences and within our network to a much wider audience. With this in mind, we're excited to present Casting the Network which aims to showcase some of the fantastic work, innovations and research in health workforce education. Episode 1 is out now with Ep. 2 coming in early February. You can listen via the following platforms:

- [Spotify](#)
- [Google](#)
- [Apple](#)

We would be honoured if you share this information far and wide. Please feel free to forward this email to as many colleagues as you think may be interested.

Best wishes,

David

David Smith

Director | www.inhwe.org

International Network for Health Workforce Education

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Opportunities

CAIPE Twitter

Tweets 9182| Following:773| Followers:1429



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admin@caipe.org

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