



JULY & AUGUST

2020

www.caipe.org

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

bulletin@caipe.org

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CAIPE Activities



Message from The Chair:

Dear CAIPE Members

With lockdown rules changing around the country, I hope, wherever you are, you are well and staying safe.

At our recent Board meeting we agreed the new working groups as follows:

- Awards
- Corporate Membership and Regional Forums

- International
- IPE Education Institutions Standards
- Learning and Teaching
- Marketing and Communication
- Publications
- Research
- Service Users and Carers
- Student
- Workshops and Consultancy

CAIPE Board welcome any CAIPE member engaging with any of the working groups (for more information see <https://www.caipe.org/governance/working-groups>).

As I enter my fourth term of office as Chair I announced at the AGM my intention to retire at next years AGM and have now advertised for applications of CAIPE Chair.

This position would be ideal for anyone approaching retirement, semi-retirement or someone with an understanding and supportive employee. Please see the call below. I would welcome your assistance in promoting the opportunity to colleagues across health and social care, academia and practice.

As I reflect on the last three years, the CAIPE Board has accomplished much (for more detail see <https://www.caipe.org/governance/agm>) with increased output from the working groups, CAIPE Honorary Fellows, improved governance and transparency and the conversion to a Charitable Incorporated Organisation with the Charity Commission. This has resulted in an updated constitution improving CAIPE's governance and transparency.

The next newsletter will be the September newsletter which will be sent out in early October as my team and I will be taking a well-earned break in August.

I wish you all a wonderful and warm end to the Summer of 2020 and look forward to continuing our work with you in the Autumn.

Best wishes

Richard
Richard Pitt, CAIPE Chair



Announcement: CAIPE Chair Appointment

The CAIPE Board wish to appoint a new Chair commencing on 1st January 2021 to ‘shadow’ the current chair and formally take up the role of Chair at the CAIPE AGM on 17th June 2021.

We are inviting applications for this prestigious position within the Interprofessional Education and Interprofessional Collaborative Practice national and international community.

Candidates must be a CAIPE member for at least six months before 1st January 2021 and the initial term of office for the Chair of CAIPE is 4 years. Please see below at the end of this announcement the roles and responsibilities and person specification of the CAIPE Chair.

Candidates are requested to submit their application for the role to CAIPE Administrator at admin@caipe.org by no later than Thursday 22nd October 2020.

Applications should include a 500-word profile to demonstrate what the candidate can bring to the role of CAIPE Chair, a brief CV and a statement of personal time commitment for undertaking CAIPE work.

It is recommended that potential candidates contact the CAIPE President, Professor Hugh Barr at barrhugh12@gmail.com , and the current CAIPE Chair, Richard Pitt at Richard.Pitt@caipe.org , for informal exploratory discussions regarding the role of CAIPE Chair.

Appointment of the Chair will be made by the CAIPE Board and the successful candidate will be informed by the 7th December 2020 in order to facilitate their take up of a ‘shadowing’ role with the current Chair on 1st January 2021.

Prospective candidates will be invited to present to the Board at the CAIPE Board meeting on

26 November 2020 in person or virtually. This will be a topic of their choice relevant to the current interprofessional community and CAIPE's aspirations.

[Click here](#) for more information, including roles and responsibilities as well as a person specification.



CAIPE COVID-19 SUPPORT

We have set up an area on our website with resources you might find useful and interesting for the COVID-19 pandemic. [Click here](#) to view the page.

If you have anything you think would be useful to put on this page, please send to admin@caipe.org .

CAIPE COVID-19 IPE RESEARCH REGISTRY

During these uncertain times CAIPE is keen to support the IPE research community coordinate its efforts and response to the pandemic. This study registry was developed to raise awareness of planned, completed or ongoing IPE research related to COVID-19; as well as enable collaboration among research teams with common interests. We expect this registry to help avoid duplication of work and waste of scarce resources, as well as enable a more coordinated and systematic response to the pandemic by the IPE community.

[Click here](#) for the registration form and the registry.

GUEST EDITORIAL

Involvement Standards for Interprofessional Education



Chris Essen, on behalf of the Service User and Carer Group

My colleague, Christine Rhodes, once carried out a concept analysis of involvement in health and social care education (Rhodes, 2012), finding that the most frequent reference point for authenticating involvement in HEIs was the Ladder of Involvement - originally adapted by Tew, Gell & Foster (2004), for their good practice guide to involvement in mental health education and training. Indeed, I myself am conscious that this model has received unparalleled use in appraising mostly the proximity of patients, service users and carers to various institutional processes, from programme design to delivery of learning and teaching modules. For those who are unfamiliar, it ranges from *no involvement* on the lowest rung, on up to *limited involvement*, *growing involvement*, *collaboration* and *partnership*.

While the Ladder of Involvement provides useful indicators as to the amount and intensity of involvement that should typically occur at each progressive level, when removed from their published context, these level descriptions do not help us to navigate the everyday practical considerations associated with facilitating involvement. There is perhaps also arguably a problem with relying upon an unnuanced ranking of involvement, because different contexts afford different involvement arrangements, in

which the notion of *partnership* does not necessarily account for inherently different levels of responsibility and accountability among stakeholders. We might also say that reference to the Ladder of Involvement can provide a virtuous demonstration that an institution is making efforts to meet regulatory requirements, because the ladder is so ubiquitous, when in reality involvement monitoring is often a somewhat retrodictive process which fails to qualify the practice of involvement in human relational terms. There is a strong case, I suggest, for us all to take step back from the Ladder of Involvement and identify more detailed standards for evidence-based involvement within the specific context of IPE.

For instance, it may be appropriate to formulate a standard that acknowledges the potential for emotional learning to occur among students. Those of us who regularly facilitate involvement are aware that students are often emotionally 'touched' during their interactions with patients, service users or carers, and that these and other highly affective experiences can determine the positive value they place upon such interactions. Yet affective impact remains a largely unarticulated marker for authentic involvement in professional education, despite chiming with emerging research evidence that suggests novice professionals undergo transformative emotional learning. A deliberate focus on 'emotional intelligence' (EI) recognises that learning involves a combination of interdependent rational and emotional capacities (Dirkx, 2008), with EI being defined simply as "competence in perceiving, understanding, and regulation of emotions (both in one's self and in others)" (Zeider & Matthews, 2018, p. 2). A perceived lack of EI features prominently in responses to failures of health and social care systems in providing compassionate care (e.g. O'Sullivan & McKimm, 2014), with the existence of EI being conversely associated with positive performance, competency and wellbeing among student healthcare practitioners (Brown, et al, 2016; Carragher & Gormley, 2017; Chew, et al, 2013; Por, et al, 2011).

As HEIs develop their post-COVID 19 plans, it is possible that a form of involvement instrumentalism could emerge, in which direct patient, service user or carer input into learning and teaching sessions is replaced (rather than enhanced) by digital stories and other forms of passive case study. These static experiential accounts, while useful in terms of accessibility, offer only a limited range of personal impact upon students compared with live interactions. In my experience, well managed involvement in student learning can support processes of dialogue that serve to draw out tacit assumptions, opening these up for deliberative attention. There is incredible value available in honouring the rich narrative and interactive flow through which important

insights are sometimes unconsciously revealed and perhaps even subconsciously received. An individual patient voicing their personal account may never have subjected it to analysis, in order draw out specific learning points, but it would perhaps be a mistake to assume to know what it is important for a student to hear from a discussion that has yet to take place, especially at an individual emotional level. Indeed, it may only be through spontaneous and dynamic dialogue that some professional development needs become evident at all.

Brown, T., Williams, B., & Etherington, J. (2016). Emotional Intelligence and Personality Traits as Predictors of Occupational Therapy students' Practice Education Performance: A Cross-Sectional Study. *Occupational Therapy International*, 23(4), 412-424. doi:10.1002/oti.1443.

Dirkx, J. M. (2008). The meaning and role of emotions in adult learning. *New Directions for Adult and Continuing Education*, 2008(120), 7-18. doi:doi:10.1002/ace.311.

Carragher, J., & Gormley, K. (2017). Leadership and emotional intelligence in nursing and midwifery education and practice: a discussion paper. *Journal of Advanced Nursing*, 73(1), 85-96. doi:10.1111/jan.13141.

Chew, B. H., Zain, A. M., & Hassan, F. (2013). Emotional intelligence and academic performance in first and final year medical students: a cross-sectional study. *Bmc Medical Education*, 13. doi:10.1186/1472-6920-13-44.

O'Sullivan, H., & McKimm, J. (2014). The role of emotion in effective clinical leadership and compassionate care. *British Journal of Hospital Medicine (17508460)*, 75(5), 281-286. doi:10.12968/hmed.2014.75.5.28.

Por, J., Barriball, L., Fitzpatrick, J., & Roberts, J. (2011). Emotional intelligence: Its relationship to stress, coping, well-being and professional performance in nursing students. *Nurse Education Today*, 31(8), 855-860. doi:10.1016/j.nedt.2010.12.023.

Rhodes, C. A. 2012. User involvement in health and social care education: A concept analysis. *Nurse Education Today*, 32, 185-189.

Tew, J., Gell, G., and Foster, S. (2004). Learning from Experience. Involving Service Users and Carers in Mental Health Education and Training. A good practice guide. mhhe (Mental Health in Higher Education), NHS (National Institute for Mental Health in England), Trent NHS Workforce Development Confederation.

Zeider, M., & Matthews, G. (2018). Emotional Intelligence: A Brief Historical Introduction. In L. Dacre Pool & P. Qualter (Eds.), *An Introduction to Emotional Intelligence* (pp. 1-17). Chichester: John Wiley Ltd.



The John Horder Awards 2020

We are pleased to announce the winners of these awards which were established in memory of Dr John Horder. The awards are made jointly by the Royal Society of Medicine (RSM), the Centre for the Advancement of Interprofessional Education (CAIPE) and the Journal of Interprofessional Education. The team award is made to a nominated or self-nominated individual or team working within the primary health and social care community who demonstrate outstanding practice of interprofessional learning and working. The student award is made to a pre-qualifying student from the health and social care professions for an account of interprofessional working and learning in which they have been involved.

The winner of the Team Award for 2020

Dr Hester Smeets and colleagues. They work in South Limburg in The Netherlands and have set up Zorgnetwerk Elsloo (Care Network Esloo) which is a based in an interprofessional health centre in the village of Esloo.

Highly commended

Mr Simon Robinson, an Advanced Care Practitioner. Simon works in the Beacon Medical Group in Plymouth and has developed an interprofessional educational Intervention to support the management of feverish under 6s in primary care.

The winner of the Student Award for 2020

Sirat Lodhi from Manchester University for his essay:

'Students as interprofessional learners and teachers: Raising the awareness of the support available for young carers in primary care.'

Highly commended

Shreena Patel from Warwick University for her essay:

'Connect Create Change: The use of animation to promote powerful interprofessional learning.'

We hope that the presentation of the awards will take place at the Royal Society of Medicine in 2021.

Centre for Collaborative and Interprofessional Practice

Congratulations to Laura Chalmers, CAIPE Board Member for being successful as Strategic Lead in setting up the Centre for Collaborative and Interprofessional Practice at Robert Gordon University, Aberdeen.

A proud achievement for collaborative and Interprofessional practice, well done from all your colleagues at CAIPE.



Fostering Collaboration Through Interprofessional Learning

Robert Gordon University (RGU) recognises that high quality effective healthcare is achieved when teams of multiple professions consult, collaborate and build unconditional positive regard for one another. This makes for a cohesive, collectively competent interprofessional

team to positively impact high quality care.

Interprofessional learning at RGU has been a significant element of education for health and social care students for over 15 years. This is now being expanded to ensure all students across the university can benefit from collaborative practice which lies at the heart of this important thread of learning. This will ensure that, irrespective of discipline or technical expertise, all students from various professions can come together to learn with, from and about one another.

RGU will now widen the principles of interprofessional learning to drive forward collaborative practice, preparing students for the modern workplace. RGU have launched the ***Centre for Collaborative and Interprofessional Practice (CCIP)*** to work with Schools and support departments across RGU to deepen collaboration, support the integration and embedding of collaborative practice and build lasting and sustainable whole person education. Launching the CCIP demonstrates a substantial commitment to be innovative, inclusive, impactful and a professional University which aims to ensure a high-quality student experience that prepares graduates for the modern workplace.

The university recognises the changing external landscape and the potential impact of the fourth industrial revolution. We know that graduates will need to be armed with more than technological expertise to succeed and thrive.

This is why the university has developed the RGU Learning and Teaching Framework which sets out the route map for the development of outstanding future graduates. The framework for learning and teaching equips students with personal and interpersonal attributes that will be highly valued alongside the skills and knowledge of their chosen discipline.

The CCIP will collaborate with national and international colleagues to deliver the knowledge, skills, attitudes, values and behaviours that enable effective collaborative practice across RGU's diverse portfolio. The CCIP will enhance RGU's strengths in teaching and learning which is evidenced in the outcome of the latest National Student Survey 2020 placing the RGU second in Scotland for overall student satisfaction.

Laura Chalmers

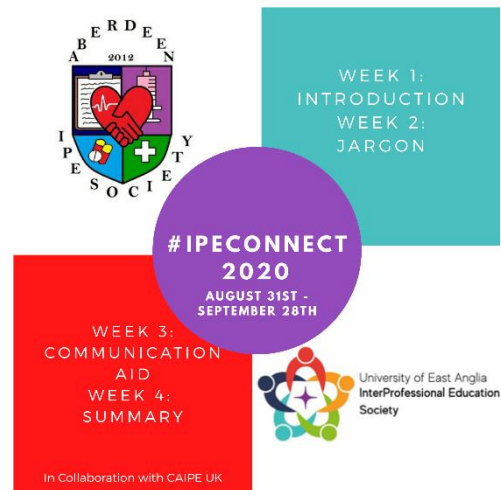
CAIPE Research Working Group

Doing interprofessional research in the COVID-19 era: a discussion paper



COVID-19 has profoundly changed the context of interprofessional research. In light of this, the CAIPE research group was keen to support interprofessional researchers to continue and develop research projects while adjusting to new research realities. Led by Michael Sy and Noreen O'Leary, the group developed a discussion paper for the COVID-19 Special Issue of the Journal of Interprofessional Care. The paper focuses on factors to consider when planning and conducting research to ensure that safe and high-quality interprofessional research is pursued. Readers are also signposted to practical suggestions and resources. Working as a writing group meant that this paper moved from a concept to a full paper within a relatively short timeframe and allowed us to draw from a range of research perspectives and professional experiences. Like most activities which were undertaken during COVID-19, technology such as Zoom and Google Docs were invaluable for connecting and working collaboratively in real-time. We hope that anyone engaging in interprofessional research which has been impacted by COVID-19 will find this paper useful. To access the article, please click this link: <https://doi.org/10.1080/13561820.2020.1791808>.

[Visit the CAIPE Research Working Group web page.](#)

CAIPE STUDENT WORKING GROUP




[Click here](#) to visit the Student Members' Area on our web page.

IPE CONNECT 2020

To enter our competition please use #ipeconnect2020 and keep up with the communication campaign

	MONDAY CHALLENGES	WEDNESDAY TEASERS	FRIDAY ROUND-UP
WEEK 1 – 31/08	Can you learn to say "Hello, my name is..." in 5 different languages?	Match 'Hello' in different languages	Professionals introducing themselves
WEEK 2 – 07/09	Can you think of 5 examples of jargon used in your profession?	Examples of everyday acronyms	Examples of jargon across professions
WEEK 3 – 14/09	Can you think of a way to communicate without using your voice?	Spell your name using the braille alphabet	Examples of alternative communication
WEEK 4 – 21/09	Make a pledge on how you are going to improve communication following #IPEConnect2020	Summary video of campaign	CAIPE Quiz night & winners of challenges


In collaboration with CAIPE UK

follow us on
twitter



@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 returning on the 29th October 2020.

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

New Publication

‘Sustainability and Interprofessional Collaboration’

edited by Dawn Forman, Jill Thistlethwaite and Monica Moran.

We are pleased it includes a chapter by Hugh Barr, CAIPE President, Richard Pitt, CAIPE Chair and Liz Anderson, CAIPE Honorary Fellow on ‘ The CAIPE Journey - Vision, Resilience and Sustainability’. It also includes chapters from other CAIPE members and members of Interprofessional.Global and InterprofessionalResearch.Global. An exciting read and contribution to IPE/IPCP and Research.

The book can be ordered here:

<https://www.springer.com/in/book/9783030402808>

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

St Catherine's College, Oxford

New publication from the Network for Interprofessional Education

New publication from the Network for Interprofessional Education - Richard Gray and colleagues have published a short article on **values-based interprofessional education** arising from the conference in 2016 jointly hosted with CAIPE (Centre for Interprofessional Education) and subsequent work of the Network

A PDF copy of the manuscript is available via the [wikiVBP library](#)

It is also available

online at: <http://www.tandfonline.com/10.1080/13561820.2020.1713065> or

at: <https://www.tandfonline.com/eprint/JKDUCBU5IY9EDWPW59PA/full?target=10.1080/13561820.2020.1713065>





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



[View in web browser](#)



[Prospectus](#) Newsletter

Prospectus Podcast Series

Ep 4 ft. CEO of Bedfordshire
and Luton Community Foundation

Podcast - Ep 4 with CEO of Beds & Luton Community Foundation

In the fourth episode of our leadership podcast series we are joined by Fozia Irfan, CEO of Beds & Luton Community Foundation. Fozia speaks to us about how she moved from being a lawyer to charity CEO, what role foundations have to play in affecting change in their communities, how philanthropy can become more accountable and how diversity, equity and inclusion is different from anti-racism.

[Listen now](#)



Chelsea Physic Garden Reopening

With a lot of businesses, cultural institutions and visitor attractions gearing up to reopen following COVID-19 closures, we spoke to Frances Sampayo, Deputy Director (Visitor Experience) at the Chelsea Physic Garden who tells us what it's been like to reopen the oldest botanic garden in London whilst making sure they protect both their employees and visitors.

[Read more about reopening](#)



What has working during COVID-19 been like for you?

We would love to hear what your experience of working has been through COVID-19 and would really appreciate you taking the time to fill out this short survey which only takes 2 minutes to complete.

[Tell us about your experience](#)

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TheKingsFund>

[Click here](#) for updates on news from The King's Fund.



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

INTERNATIONAL NEWS



Interprofessional
GLOBAL

Global Confederation for Interprofessional Education & Collaborative Practice

InterprofessionalResearch.Global have launched a Blog page for IPE/IPCP Research events, resources, publications etc.

Here is the main blog post: <https://iprglobal.blogspot.com/>
and updates of publications and events can be found at



View in a browser

Supporting COVID-19 research worldwide

Researchers worldwide are dedicating considerable effort to understanding and controlling COVID-19. We remain committed to supporting these efforts with free access to research tools and content.

The latest early-stage and peer-reviewed [health and medical research on SARS-CoV-2](#), is available in our Novel Coronavirus Information Center. Open since 2020, this expertly curated collection of content is available for download with rights for full-text mining, re-use and analyses.

We've recently launched the [Elsevier Coronavirus Research Hub](#), which provides a broad suite of Elsevier solutions. Researchers and data scientists are invited to use dedicated text-mining and search tools; biomedical, scientific and clinical literature and collaboration support tools to advance their COVID-19 work.

[Academic and government researchers](#) focused on coronavirus and COVID-19 control, population and patient health management will also find cutting-edge tools for data analysis, approaches, sharing knowledge, finding collaborators and more. We hope to enable access to the latest insights and foster cross-sector collaboration.

Please share this with anyone whose work may benefit from it.

Thank you for your valuable work. We are here to support you. Stay safe.

The Elsevier Coronavirus Research Hub team

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[Click here](#) for the latest news.

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Events

During the current COVID-19 pandemic events have been cancelled and postponed. We have endeavoured to give you the most up to date information on events as possible and some online events.

[Click here](#) for the latest events from The King's Fund.



The Special Interest Group in Interprofessional Education

The Special Interest Group in Interprofessional Education will promote and support interprofessional learning and practice, by providing a platform to share ideas, resources and expertise in interprofessional education, and promoting cross-institutional research.

INTERPROFESSIONAL EDUCATION WEBINAR: FROM Online to Clinical Practice August 18th, 2020 1100-1230

The Interprofessional Education Special Interest Group are delighted to announce our inaugural, online CPD event. This event will focus on supporting educators to facilitate online delivery of interprofessional education and practice-based interprofessional education.

SPEAKERS Dr Margo Brewer Discipline Lead, Speech Pathology, Curtin University, Perth & Dr Sherryn Evans Faculty Interprofessional Education Co-ordinator, Deakin University, Melbourne

[CLICK HERE TO REGISTER FOR IPE WEBINAR ON AUGUST 18TH 2020](#)

Key IPE Resources

[World Health Organisation Framework for Action on Interprofessional Education and Collaborative Practice \(2010\)](#)

[Centre for the Advancement of Interprofessional Education \(2017\) Interprofessional Education Guidelines](#)

[Executive Summary Educators of Healthcare Professionals: Shared Values and Activities Study \(HEVAS\) \(2019\)](#)

[Key Strategies for First-Time Interprofessional Teachers and Those Developing New Interprofessional Education Programs \(McKinlay et al 2018\)](#)

[A BEME systematic review of the effects of interprofessional education: BEME Guide No. 39 \(Reeves et al 2016\)](#)

[Twelve tips for structuring student placements to achieve interprofessional learning outcomes \(Nisbet et al 2016\)](#)

[Centre for the Advancement of Interprofessional Education](#)

INHED 2020 IPE Presentations

There were a number of presentations at INHED 2020 relating to interprofessional education across a broad spectrum of classroom and practice settings. The link to assess the INHED 2020 book of abstracts to read more can be found [here](#).

INHED IPE Team



Dr Emer Guinan. PhD (Exercise Oncology), BSc Physiotherapy, PGDip Statistics, Special Purpose Cert Academic Practice

Dr Emer Guinan is the Assistant Professor for Interprofessional Learning, at the Faculty of Health Sciences, Trinity College Dublin. She coordinates the development and implementation the Faculty-wide interprofessional learning programme involving multiple undergraduate health science programmes. Her research interests are in cancer survivorship and rehabilitation.



Noreen O'Leary. MSc Clinical Education, PGDip Clinical Education, BSc Speech & Language Therapy

Noreen, a qualified speech and language therapist, is currently a PhD candidate at the School of Allied Health, University of Limerick. Her research relates to practice-based interprofessional education and seeks to reflect the experiences of a range of stakeholders, influenced by principles of Public Patient Involvement. Other research interests include professional identity and socialisation, pedagogical theories and the application of qualitative research methodologies.



Leading the global
movement for change

Introducing the ICIC20 Virtual Conference taking place over 4 days in September 2020!



[Register Now](#)



*Centre for the Advancement of
Interprofessional Education*

CAIPE are assisting in sponsoring a forthcoming Interprofessional Healthcare Educators Virtual Conference organised by a Clinical Medical Teachers Network.

**Interrobang:
An Interprofessional Healthcare Education Conference for curious
people.**

Virtual Conference on
Saturday 31 October 2020 10 am to 5 pm (provisional)

CAIPE will be presenting keynote " IPE Past, Present and Future"

Other keynote speakers are being arranged but this will be an interactive virtual conference exploring the development and delivery of IPE in practice.

More information will follow soon.

**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 2020 and the call for abstracts is open until the end of September.

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



A space for discussion

KING'S CAIPE CONFERENCE 2021

The Reduction of Harm Through
Interprofessional Education and
Collaborative Practice

17–19 June 2021, London



Centre for the Advancement of
Interprofessional Education



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

16 April
**Presentation
invitation**

7 June
**Website
publication**

April

May

June

26 March
**Abstract
deadline**

24 May
**Presentation
deadline**



Dear Colleagues,
Salam (Greetings) from Doha!

We hope that you are all safe and healthy. We would like to thank you for your patience and understanding during this pandemic which has affected us all.

We have been in discussion with Interprofessional.Global and it is with great regret we have decided to postpone the 10th All Together Better Health Conference. The disruption of COVID-19 on travel, daily life and the uncertainty of its outcome makes it impossible to proceed with the conference in October. ATBH took many things into consideration regarding the postponement, with safety being the number one priority. However, we are pleased to inform you the conference has been rescheduled to 22-25 October 2021.

For those who have submitted their abstracts, don't worry as we are completing the abstract reviewing process and a decision will be communicated with you by 15 May 2020. If you would like to present before ATBH-X, there will be an opportunity to present through webinars hosted by Interprofessional.Global. More information will be posted nearer the time on their website: <https://interprofessional.global/>

A new cycle for submissions will be announced in September 2020, at which time changes to existing submissions can also be made. The program theme and subthemes will remain the same with the exception of giving participants the opportunity to share their pearls of wisdom regarding COVID-19. Conference registration will re-open in February 2021.

Continue following us on Twitter @ATBH10 and remember to use the hashtags #ATBHX for

any tweets leading up to and during the conference. Other conference information is available on our website: <https://www.atbhx.qa/>

Please do not hesitate to contact us on the below email if you require further information. We are all in this together and hope to see you in person in 2021 in Qatar!

Warm regards,

The ATBH X 2021 Conference Steering Committee

Qatar University

Doha, Qatar

Email: ipec@qu.edu.qa

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Opportunities

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CAIPE Twitter

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