



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

Hoping you are all keeping well and safe as we hopefully are on the journey out of lockdown that has continued to impact on all of us, not least CAIPE in new ways of collaborative working.

I'm pleased to announce that CAIPE Board have appointed Co Chairs of CAIPE, Professor Elizabeth Anderson, University of Leicester and Dr Angela Lennox, General Practitioner.

Professor Elizabeth Anderson has advanced pedagogical understanding of IPE, practice-based interprofessional learning, interprofessional collaboration (ICP) and faculty development for IPE. Her academic interests are service user and carer co-production, patient safety and interprofessional simulation. She is

currently working as a CAIPE Fellow on interprofessional leadership. Liz has previously been a CAIPE Board member.

Dr Angela Lennox is a GP who in 1995 developed Prince Philip House in Leicester as one of the first pioneering multi-professional Health Care Centres in the UK. She has worked in the Department of Health, NHS and with various government departments and was awarded an MBE and later a CBE for services to medicine and the community. Angela has engaged with CAIPE many times over the past few years.

I'm sure you will all join me in congratulating Angela and Liz on their appointment of Co Chairs which will bring a new venture to CAIPE in its vision, development, promotion, research, management, leadership and sustainability of interprofessional education and collaborative practice. Liz and Angela have commenced the process of shadowing me to ensure ease of transition from current Chair to new Co Chairs and will formally take up the position of CAIPE Co Chairs in July 2021.

CAIPE activity continues during lockdown and we have the virtual CAIPE Regional Forum hosted by Aston University 'IPE in a pandemic: sustainable innovations', 10.00 to 16.00, Friday 19 March 2021. Details of how to register are below.

We have also opened the call for applications for the John Horder 2021 Team and pre-registration Student Awards. If you are working in General Practice, Primary, Community or Social Care or have Departments of General Practice and Primary Care in your institutions please promote this opportunity to submit applications for the John Horder Award and more details can be found below.

Sadly, due to the continued impact of the pandemic the decision to cancel the KCL/CAIPE conference in June 2020 has been reached with the expectation that the it goes ahead as a face-to-face event in 2022. The conference planning team wished for an interactive and engaging conference which would not be feasible virtually (more detail below).

Our CAIPE President, Professor Hugh Barr recently presented at the virtual conference of the 4th Regional Meeting of IPE in the Americas and details of how you can view the presentations can be found below under International News.

Finally, here is hoping that we shall soon be able to engage in face-to-face CAIPE activities and opportunity to re-engage in networking and socialising.

Kind regards

Richard

Richard Pitt, CAIPE Chair

GUEST EDITORIAL



AIPE Guest editorial

Dr Chris Sanders, Leicester, UK

One year on. Where are we now? As the pandemic continues to unfold with tragic consequences, lessons learned from its impact and reflecting on the approaches that have failed or been successful are now even more essential. Silo working and individualistic approaches continue to be modelled by various governments and leaders around the world, with arguments and policies that strengthen their own agendas, with suffering and loss continuing. As communities bear an

unequal burden, we see the consequences of profound inequality and of cuts to public health.

So, we do what we can to counter this in our sphere of influence and in our health and social care teams. We know that entrenched hierarchy and lack of accountability in health and social care causes many harms. We also know how difficult it is to establish programmes of teaching and learning and indeed organisational change to combat this, in a sustainable way. How best to tackle this ongoing challenge when teams are under huge pressure? Health and social care teams are exhausted and are also suffering from the increased burden of COVID-19 disease, exacerbated by already stretched resources and often inadequate PPE.

The health needs of our teams must come to the fore. Daily debriefs/huddles and checking in with each other and ourselves becomes essential. As much learning and interaction becomes virtual, connecting with others and attending to our own health becomes more important, as does role modelling this to our students and junior colleagues. As I write this editorial, battling with worsening long Covid that has forced me to pause clinical work, I feel frustrated that I am not continuing to help with the ongoing effort to provide health and social care at this time of great need. Taking regular rests and learning to pace, I know I am not alone in my frustration. It is clearer than ever to me that we need to recognise those that may need to change roles and work differently due to illness such as long Covid. Similarly, we must support those that have responsibilities such as caring for family members and looking after children. We know the perils of multitasking – though having to home school and work from home involves just that. Being kind to ourselves and doing what we can – being ‘good enough’ - is sometimes what we have to learn through acceptance of where we are in life’s journey professionally and personally.

As the buds form on the trees and birdsong and sunlight fills the garden, I reflect that there are beacons of hope from those that do things differently and collaborate with a spirit of collectivism that CAIPE embodies. Proving again that necessity is often the hand of change, teams have evolved and changed their

working patterns and approach. As Richard Gray and I discussed in our collaborative piece for the COVID-19 edition of JIC, Inter-Professional Education has never been more important for health and social care teams as now. Having never achieved a publication before, I was (and am) so grateful to Richard for his hard work and support in going through the submission and peer review process. My respect for those who do this regularly increased greatly. This experience also made me reflect on CAIPE's strength in the breadth of experience and variety of roles in its Board members, fellows and membership. The research working group has also done such great work in providing support for those wanting to publish but needing help from a collaborator.

Another piece of work that has flourished under the careful and attentive gaze of Richard Gray, working alongside Richard Pitt and the awards working group, is the John Horder Award. Working across organisations with the Royal Society of Medicine to co-facilitate the managing of the process has been another notable achievement, and last year there were the most submissions across all categories. The virtual presentation was a great success and we must be grateful to our great administrator Emma Beal who, as ever, worked so hard behind the scenes to make this happen. I was struck by the quality and variety of submissions, so much so, we decided to have runners up presentations and prizes too. The experience of being a part of this process for me re-established both the history of CAIPE and the man behind its inception, alongside the achievement of having last year's award conducted entirely remotely.

Just as technology has been essential for remote presentations, I have also found great value in the virtual long Covid support group I have joined through the charity Doctors in Distress. It seems we are just beginning to realise the magnitude of need for support for patients and staff affected by COVID-19.

Although there are strengths of uniprofessional groups in terms of having a wider community of practice and shared identity, I reflect that these groups could well benefit from being interdisciplinary and also based around IPE concepts. My practice has successfully introduced a group consultation model for long COVID. I

was fortunate to co-facilitate one of these groups before needing to take sick leave myself. The synergy from the non-medical facilitator and health care professional is great to experience, as is the fostering of peer support, especially for a condition surrounded by such uncertainty and evolving symptoms and research. This experience of learning about, with and from fellow patients who are often experts by experience also reinforces the huge benefit from sharing our stories. I reflect too on the great digital storytelling workshops that CAIPE has commissioned in the past. Working with Pip and Tony from patient stories to tell our own narrative of working within the field of IPE is an experience I will always cherish and really underlined the spirit of collaborative working.

The vaccination programme has also been undertaken with a sense of pulling together and making it work. Staff at all levels have stepped out of their roles and learned new skills, doing what's needed to deliver vaccines in an often time pressurised way; our practice manager made phone calls at 10pm on a Friday to get the practice team underway at 6am the next morning and phone 1000 patients to attend that weekend. When door handles to consulting rooms rattle as they are disinfected mid-morning, we also reflect that the cleaning staff have never been so valuable. Making this work sustainably resourced is the next challenge.

Looking forward, we also welcome the appointments of CAIPE co-chairs Prof Liz Anderson and Dr Angela Lennox CBE DL. Liz and Angela bring a wealth of experience and also the professional links, authenticity and authority that will be of great benefit to the organisation. The role of Chair of CAIPE has grown immeasurably. It now seems a natural progression for this to form around a collaboration from co-chairs. Liz and Angela are celebrated leaders in their academic and health service fields. They also have wide portfolios with research, charity sector, student and patient group involvement, the benefits of which cannot be overstated. I congratulate them on their appointment.

Richard Pitt hands over the baton having helped CAIPE not just to survive but to thrive over the last 4 years. He has had numerous achievements including

improving membership and the successful transformation of CAIPE into a charitable incorporated organisation. He has also overseen an expansion of the scope and reach of CAIPE with initiatives such as Interprofessional.global, while encouraging and designing structures to enhance transparency and accountability. The work and dedication that he has brought to the role is tremendous. As we learn to practice gratitude for the small things in daily life, so too are we grateful for Richard in all he has achieved to get CAIPE to this point in the journey of the organisation.

I wish you all well

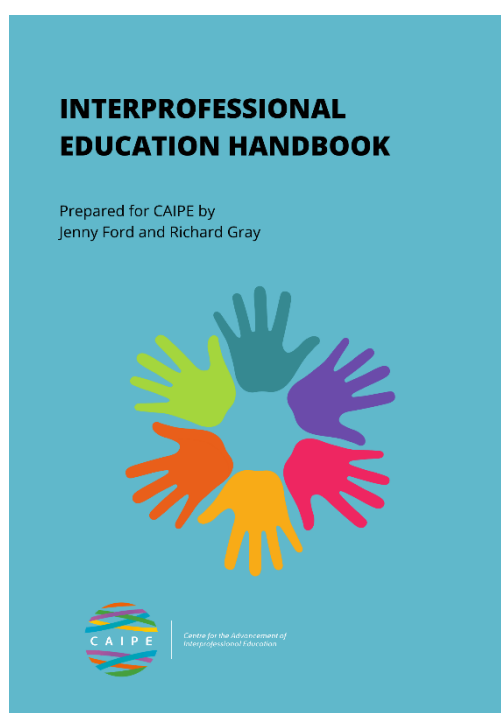
Dr Chris Sanders

Leicester, UK

March 2021

INTERPROFESSIONAL EDUCATION HANDBOOK

We are pleased to announce the publication of '**The Interprofessional Education Handbook**' an essential read for those developing IPE in Practice.



Most Interprofessional working has traditionally taken place internally within health care including the integration of professionals working within primary, secondary and tertiary care. However, currently with increasing pressures of demand, particularly due to an aging population There is renewed emphasis on the need for external integration across sectors involving adult social care and third sector organisations (Clouder et al., 2017).

The Centre for the Advancement of Interprofessional Education (CAIPE) is a UK based charity which is a national and global leader in promoting and developing interprofessional education and learning with the purpose of improving collaborative practice, patient safety and quality of care. CAIPE understands interprofessional and collaborative practice to mean professionals from different disciplines working jointly across health and social care and beyond. IPE is one approach to achieve this, designed to equip professionals with the relevant knowledge skills and values required to enable this to happen (Lindqvist et al., 2017).

This Handbook has been developed by CAIPE as a resource to support educators and practitioners from any profession, who are interested in developing and delivering education interprofessionally. It should be read alongside the CAIPE interprofessional Guidelines (CAIPE, 2017).

To effectively implement an interprofessional education intervention it is necessary to ensure a common understanding of the principles of IPE, involve all relevant stakeholders in the curriculum design and consider the preparation and support of facilitators.

[Click here to access the Handbook](#)

CAIPE President, Professor Hugh Barr comments on the Handbook as "**A resounding endorsement of CAIPE's message with many refreshing perspectives and resources.**"

We have received a fantastic response and have now had to close registrations for this event and open a waiting list.

To join the waiting list please [click here](#) and complete the registration form.

CAIPE REGIONAL FORUM

hosted online by
Aston University

**Friday 19th March 2021
10 am - 4 pm**

IPE in a pandemic: sustainable innovations

The full programme will be released very soon.

To book your place at this free event please go to
<https://www.caipe.org/caipe-regional-forum-aston-university>
and complete the registration form.

Full details of how to join the meeting will be sent to you nearer to
the date of the event.

If you have any further questions please contact admin@caipe.org.



*Centre for the Advancement of
Interprofessional Education*

KCL/CAIPE Conference 2021 - POSTPONED

Dear friends and colleagues,

We have taken the decision to cancel our conference with expectation that the it goes ahead as a face-to-face event in 2022. We are in the process of refunding ticket purchases and will provide regular updates to those who have purchased.

We had exciting plans for the conference, video abstracts and an experiential learning event included. More certainty that we can deliver face-to-face and with it more time to plan will mean what we put on in 2022 will far exceed anything we could have in 2020 or 2021.

Benjamin will share details of our plans for 2022 with you as soon as soon as they are confirmed. Thank you for your interest, particularly those who submitted abstracts for review and purchased tickets; we very much hope to have you submit and attend next year.

Sincerely,

Rick Iedema

Director - Centre for Team-Based Practice & Learning in Health Care, King's College London

Richard Pitt

Chair - CAIPE



Centre for the Advancement of
Interprofessional Education

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>

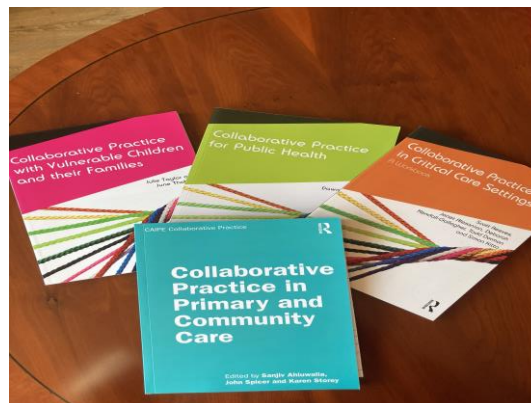
ROUTLEDGE - 20% DISCOUNT FOR CAIPE MEMBERS

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

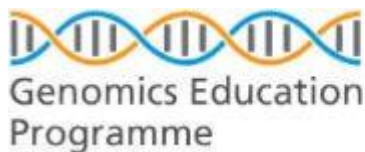
The King's Fund logo, featuring the text "The King's Fund" in a white, sans-serif font, with a right-pointing chevron symbol at the end of "Fund". The logo is set against a solid black rectangular background.

The King's
Fund>

LATEST NEWS



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



[February 2021](#)

Programme News

[View this email in your browser](#)

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

St Catherine's College, Oxford

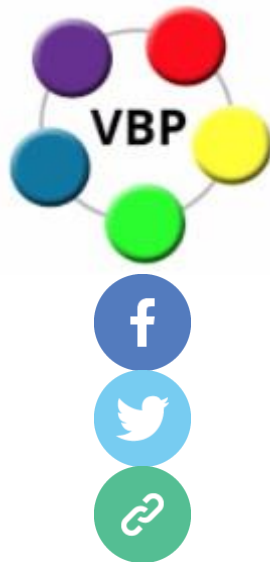
New PhD funding opportunity in phenomenology and mental health

A new fully-funded opportunity for collaboration in the field of phenomenology & mental health at Poznan University of Medical Sciences of potential interest for:

Partners willing to pursue a doctoral degree (formally in health sciences; practically in applied phenomenology)

Prospective supervisors who have such interested graduates; the program requirement is a joint-supervision with a foreign (non-Polish) supervisor

For further detail 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.

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[View in browser](#)

NMC Nursing &
Midwifery
Council

Newsletter for educators

February 2021

INTERNATIONAL NEWS



I'd like to offer for your review the [Neil and Elise Wallace STRATUS Center for Medical Simulation 2020 Annual Report](#).

I am beyond proud to share our team's achievements amidst the unprecedented pandemic that disrupted the entire planet. COVID-19 aside, STRATUS managed and continued to provide the highest quality medical simulation to BWH staff, trainees and our colleagues abroad. Together, we learned how to adapt and stay connected in the most creative of ways.

This report is dedicated to everyone at STRATUS - I am so proud of us! To our readers - I hope that you will be inspired by the extraordinary work that our team does and will continue to do, regardless of the pandemic.

Thank you for reading our report,
Chuck

Charles Pozner, MD, FSSH

Executive Director

Neil and Elise Wallace STRATUS Center for Medical Simulation

Brigham and Women's Hospital

Associate Professor of Emergency Medicine

Harvard Medical School

Available the recordings of the 4th Regional Meeting of IPE in the Americas
Disponíveis as gravações da 4ª Reunião Regional de EIP das Américas



[Leer más en Español](#)

[Read more in English](#)

[Leia mais em Português](#)



[IFIC's Upcoming Webinars](#)

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Events

Invitation to join the HCPC Return to Practice Virtual Workshops

We contacted you recently about our ongoing review of our return to practice processes and guidance, for registrants that have been out of practice for more than two years and want to re-join the register.

Our research so far has identified a number of potential areas for improvement, in order to both better support registrants that want to return, and to make our processes more robust.

We intend to consult on proposed changes in Summer 2021. But before we do, we will be holding workshops with stakeholders in order to get feedback on our initial considerations and to help shape the direction of this project.

To get views from as many people as possible, there are two sessions to choose from, **Thursday 18 March or Thursday 25 March, both 10am-12pm**. Agendas will be the same for both so please [click here to RSVP](#) and choose your preferred available date.

Please also pass this invitation on to other relevant colleagues who may want to register. We will send you further information in due course via Outlook calendar invite with details on how access the virtual workshops on Microsoft Teams.

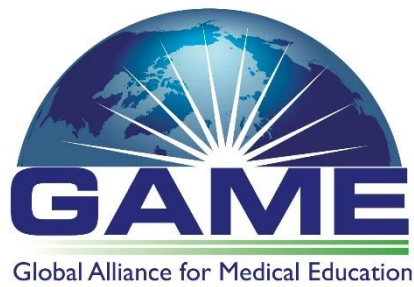
Kind regards,

HCPC

Please email Events@hcpc-uk.org for assistance on registration

TheKingsFund>

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



SAVE THE DATE

May 19 & 20, 2021

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

A promotional banner for the 2021 #FuturistForum. The background is a dark blue gradient with faint, glowing icons of a heart, a brain, a person, and a network. A blue diagonal banner in the top left corner says "New Date". The main text reads "2021 #FuturistForum" in large, orange, outlined letters, followed by "May 19 - 20, 2021" in large, yellow, outlined letters. Below this, the text "The #FuturistForum themes:" is followed by a bulleted list: "• A Futurist Mindset", "• Technology in Medical Learning", and "• Non-traditional Collaborations". At the bottom, in a white box, it says "A Global Alliance for Medical Education Virtual Conference Event".

2021 #FuturistForum
May 19 - 20, 2021

The #FuturistForum themes:

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

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

#2021 FuturistForum Virtual Conference

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

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

Stay tuned for more information coming soon!



RCN Education Forum Virtual Conference & Exhibition 2021

Stepping up: educating the nursing workforce in challenging times

**Tuesday 20 – Wednesday
21 April 2021**

www.rcn.org/ED21



www.rcn.org.uk/ED21



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



[Submit Abstract](#)

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

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

[Read more](#)

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Resources

ScienceDirect

Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

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

Available Online 02 February 2021

C. Kim Stokes

[New Articles in Press, 02 February](#)

ScienceDirect

Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

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

Available Online 08 February 2021

Lisa Shustack, Kristen Karnish, Laurie Brogan

[New Articles in Press, 08 February](#)

ScienceDirect

Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect



[Journal of Interprofessional Education & Practice](#)

[Volume 22 , March 2021](#)

Original articles

[Marijuana for medical use: Implications for health care providers](#)

Article Number 100317

Elizabeth L. Mazzarisi, Kay Swartzwelder, Paul Thomas Clements

[Improving interprofessional collaboration through data-driven process evaluation of interprofessional case reviews](#)

Article Number 100364

J. Scott Parrott, Emily Sabato, Patricia Findley, Mary Ann Gataletto, Kim Fenesy

[Pharmacist and physician perception of barriers to collaborative drug therapy management in Missouri](#)

Article Number 100362

Lauren L. Koval, Michelle Jeon, Nicole M. Gattas

[Professional and interprofessional group identities of final year medical and nursing students](#)

Article Number 100392

Sjoukje van den Broek, Claudia Tielemans, Olle ten Cate, Cas Kruitwagen, Tineke Westerveld

[A qualitative investigation to identify factors influencing relationship formation between pediatric nurses and pediatric interns](#)

Article Number 100404

Lori Pugsley, Ariel S. Frey-Vogel, Kristina Dzara

Mental health strategies to support families of children with autism: Lessons learned from a psychologist and parent for non-mental health professionals

Article Number 100405

Linda H. Bram

Interprofessional education using a simulated disaster exercise

Article Number 100411

Jennifer Innis, Kimberley Mack, Ellen Bull, Laurie Mazurik, Howard Page, Linda Ramage, David Ramsay, Philip Semple, Fabiola Takla, Vannetta Tustian

Exploring item discrimination in an online self and peer assessment of interprofessional teamwork

Article Number 100396

Erik W. Black, Tara Dickson, Amy V. Blue

Teaching empathy in an interprofessional setting with a focus on decategorization: Introducing I-Team

Article Number 100395

Barret Michalec, Julie M. Schneider, Michael Mackenzie

Interprofessional collaboration and housing resource groups increase access to care for homeless veterans

Article Number 100401

Kelly Conway, Kate Severin, Stacy Studebaker, Stephanie Richardson

Short communications

[Integrating Advanced Practice Providers into value based care strategies: One organization's journey to achieve success through interprofessional collaboration](#)

Article Number 100384

Michael J. Comunale, Whitney Lerch, Ben Reynolds

[Synchronous virtual interprofessional education focused on discharge planning](#)

Article Number 100388

Bethany Robertson, Carrie McDermott, Jessica Star, Linda Orkin Lewin, Nathan Spell

[From a distance: Nursing and pharmacy students use teamwork and telehealth technology to provide interprofessional care in a simulation with telepresence robots](#)

Article Number 100407

Lorrie Wong, Sheri Tokumaru, Laura Boehm, Nicole Young, Susan Todoki, Aryn Meguro, Lauren Thai, Joanne R. Loos, Kamal Masaki

[Tips for converting interprofessional education sessions from in-person to remote synchronous formats for experiential learning](#)

Article Number 100408

Kelly Karpa

[Use of a warm handoff interprofessional simulation to model asynchronous and patient-centered teamwork](#)

Article Number 100410

Amy D. Robertson, Ashley N. Crawl, Jason Matejkowski, Michelle Levy, Christina Boyd, Jessica Barnes, Sarah Shrader

Book Review

[Building the future geriatrics workforce through transformative interprofessional education and community-engaged experiential learning](#)

Article Number 100389

Valerie Gruss, Memoona Hasnain

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

Article Number 100414

Anthony Breitbach, Jody S. Frost

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

Article Number 100415

Jody S. Frost

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

Article Number 100416

Rick Weisbarth

[Corrigendum to “Implementation of TeamSTEPPS concept at an academic primary care clinic” \[J Interprof Educ Pract 20 \(2020\) 100352\]](#)

Article Number 100409

Wendy Shen, Kelly Skelly, Karla Hemesath, Leslie Veit

[Read the full issue on ScienceDirect](#)

ScienceDirect

Alert: Journal of Interprofessional Education & Practice

New Articles available on ScienceDirect

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

Available Online 21 February 2021

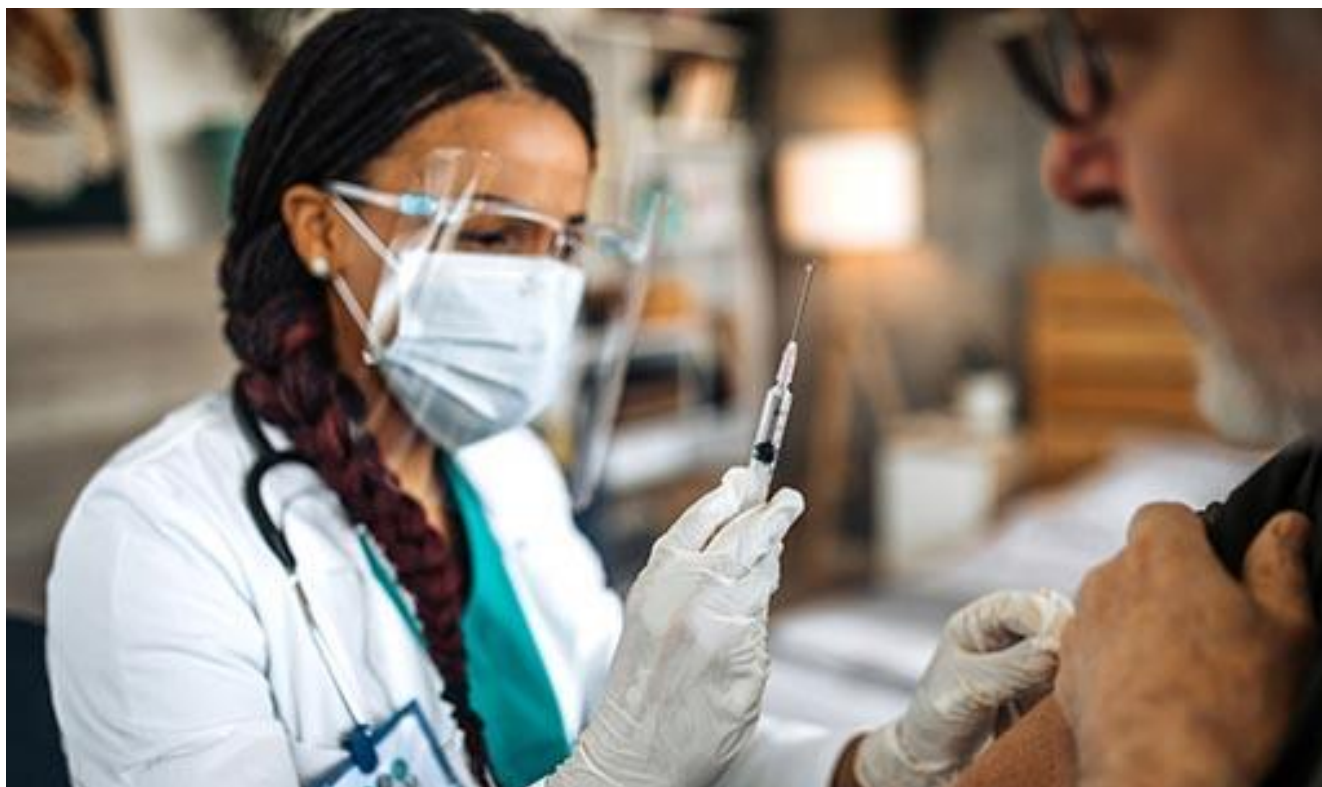
Ryuichi Ohta, Satoko Maejima

New Articles in Press, 21 February

[View this email in your browser](#)

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

WHAT'S NEW



FEATURE STORY

[Pandemic Response and Recovery](#) Controlling the COVID-19 pandemic is one of the Biden

administration's most urgent priorities. The National Academies are delivering timely, actionable advice to help decision-makers respond to and recover from this crisis.



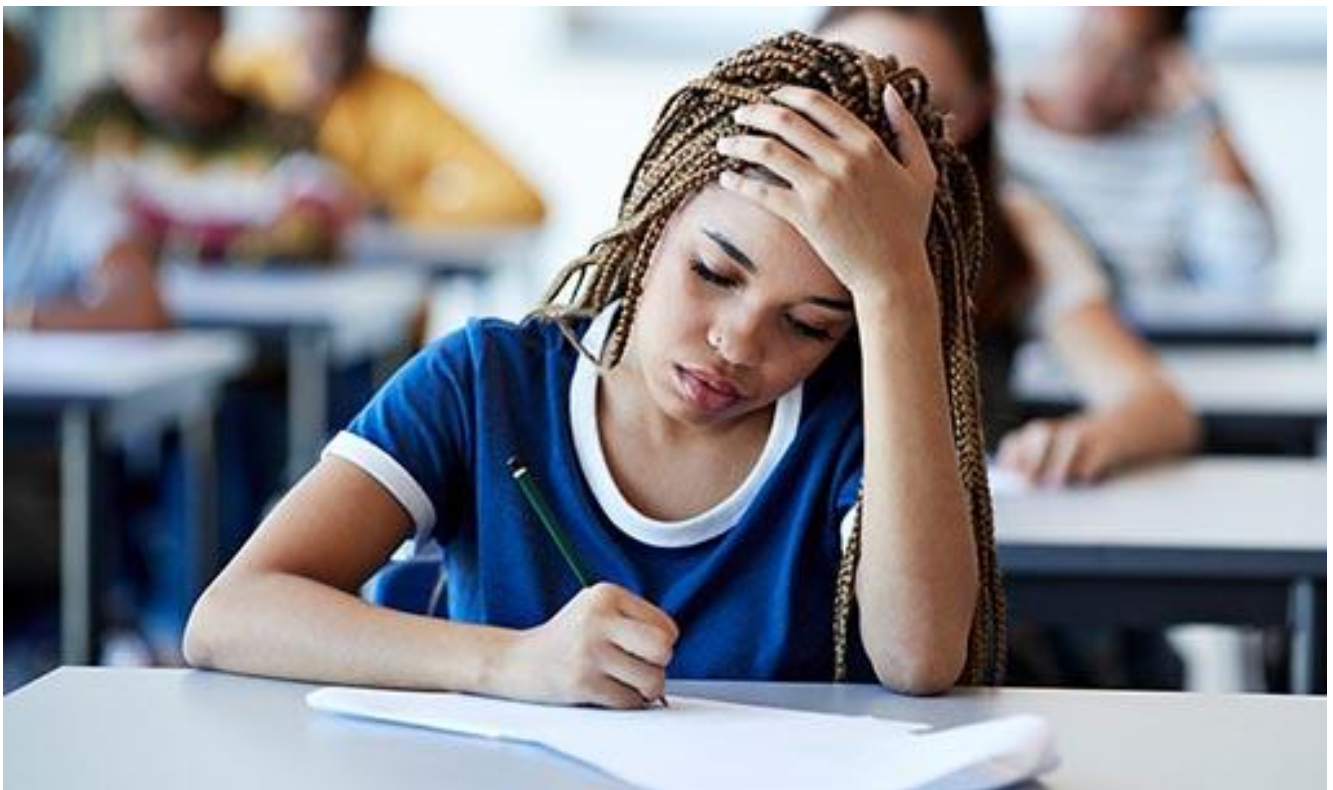
NEW REPORT

[Increasing Confidence in COVID-19 Vaccines](#) New guidance for state, local, and federal decision-makers leading vaccine rollouts says engaging communities, emphasizing public support, leveraging celebrity endorsements, and focusing on those who are hesitant over those firmly opposed can increase public confidence in COVID-19 vaccines.



NEW REPORT

[New Report Charts Path to Net-Zero Carbon Emissions by 2050](#) Achieving net-zero carbon emissions in the U.S. by 2050 is feasible and would not only help address climate change but also build a more competitive economy, increase high-quality jobs, and help address social injustice in the energy system.



FEATURE STORY

[Changing Campus Cultures to Support Mental Health](#) Even before the pandemic, rates of mental health problems were on the rise among U.S. college and university students. Learn more about a recent report from the National Academies that calls for culture change on campuses to better support students' well-being.

Additional News

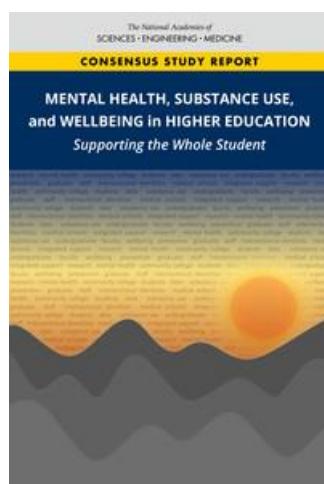
- [Members Awarded QEPrize for LED Lighting Development](#)
- [Does Climate Change Mean More Mercury in Fish?](#)

New Publications



 [Health and Medicine](#)
[Strategies for Building Confidence in the COVID-19 Vaccines](#)

 [Download Free PDF](#)



 [Health and Medicine](#)

[Education](#)

[Mental Health, Substance Use, and Wellbeing in Higher Education: Supporting the Whole Student](#)



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[Health and Medicine](#)

[Advancing Progress in the Development and Implementation of Effective, High-Quality Cancer Screening: Proceedings of a Workshop](#)



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The National Academies of
SCIENCES • ENGINEERING • MEDICINE

WHAT'S NEW



NEW REPORT

[The Financial Implications of Discarded Drugs](#) Every year, an estimated \$2.8 billion dollars of medication is thrown away, because the drugs come in single-use vials that contain more medication than the patient needs. A new report examines how to reduce the amount of discarded medications, by changing the way we develop, deliver, and pay for drugs in the U.S.



NEW REPORT

[The Future of Electric Power in the United States](#) A new National Academies report provides comprehensive recommendations for improving the U.S. electric power system so that it can adequately provide electricity to the nation in a safe, reliable, clean, resilient, and equitable way, especially as the U.S. pursues decarbonization of the energy supply.



NEW REPORT

[Moving Dementia Care Research Forward](#) While there are several medical, social, and daily living supports for people living with dementia and their caregivers, few have robust evidence behind them. A new report proposes a dementia care research blueprint to advance the field, inform new policies and practices, and better meet the needs of patients and caregivers.



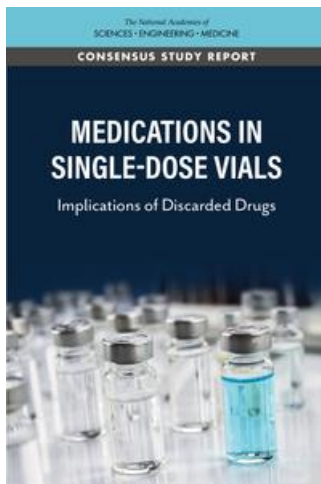
RAPID EXPERT CONSULTATION

[Strategies for Disaster Response During COVID-19](#) A new rapid expert consultation identifies strategies for emergency planners and decision-makers to consider amid COVID-19, as they plan for disaster response, evacuation, sheltering, and mass care during snowstorms, flooding, earthquakes, and other emergencies.

Additional News

- [New Partner Network to Prevent Harassment in Higher Education](#)
- [Winter Issue of *The Bridge* on Complex Unifiable Systems](#)

New Publications



[Health and Medicine](#)

[Medications in Single Dose Vials: Implications of Discarded Drugs](#)



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