



MAY 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:

As we begin to emerge slowly from these unprecedented times of lockdown and social distancing we hope all our members are keeping well and staying safe, especially any currently working in the frontline.

To assist us in demonstrating that CAIPE is Open for Business as Usual you may wish to consider contributing to any of the following:

We would love to hear of members experiences of: improved collaborative practice and working; innovations in collaborative working; learning; and teaching underpinned by interprofessional education. In particular we would like to hear from **students** on how COVID-19 has impacted on their learning, practice placements and from those that may have gone on to their temporary professional register and are now in practice.

Perhaps during this period of 'lockdown' CAIPE should consider opportunity to host virtual IPE gatherings such as: blogs; podcasts; webinars; themed discussions with one or two presentations via Zoom and obviously continue with TwitterChat.

If anyone has any suggestions for the above, or would like to present an IPE/IPCP theme, or share an experience please email admin@caipe.org

Have you visited the CAIPE COVID-19 website? Full of resources and updates both nationally and internationally are detailed further in this Newsletter.

The impact of COVID-19 has necessitated the postponement of the CAIPE Annual General Meeting to a virtual AGM via Zoom at 11 am on 25 June 2020. Please join us for the first ever virtual AGM. We have proceeded with the election of CAIPE Board members and I am impress with the nine applications received. We hope you have had opportunity to vote. If experiencing difficulty please contact Emma at admin@caipe.org. I look forward to welcoming three new Board Members to the workings of CAIPE.

At the CAIPE AGM we will also start the process for election of CAIPE Chair and CAIPE Treasurer to serve a term of office from June 2021 to 2024. The new Chair and Treasurer will be announced in December 2020 to then shadow current post holders to take up term of office in June 2021.

We hope you are all keeping well and safe and manage to benefit from the easing of lockdown but continue to stay well and safe.

Best wishes

Richard

Richard Pitt, CAIPE Chair

GUEST EDITORIAL

IPE in Lockdown

Dawne Gurbutt on behalf of the Learning and Teaching Group

Across the HE sector, once the 'lockdown' was announced universities closed their campuses and shifted all of their provision online. Classrooms were replaced by online rooms and flipped learning. Asynchronous learning materials to complement synchronous learning were produced or adapted with great haste to avoid disruption to student learning. The challenge was both huge and immediate and the sector rose to meet it. But the shift to online activity raised many questions. How do you replace the face-to-face interactions which are such an integral part of preparing to work in Health and Social Care? And how do you maintain interprofessional education at a time when learning is delivered remotely and students are working at home alone? Perhaps more importantly, how do you ensure that when campuses re-open and more learning is delivered online that Interprofessional Education maintains its importance at the heart of Health and Social Care?

It would seem that far from quelling IPE activity, the pandemic has been the catalyst for a more creative, nuanced and expanded approach to working across boundaries and has raised the profile not only of IPE in Higher Education, but also the skills of those working and learning in IPE. The challenge for the future will be to maintain and further develop innovation around IPE and to convince HEIs of the importance of face-to-face interactions in Health and Social care and IPE in a context where it may be felt that online learning is the universal solution to educating all large groups. As a community of educators we have learned what can be replaced and the learning elements which we really need to retain. We have also, perhaps, recognised again, with the perspective of those not involved in IPE, the importance and complexity of what we do in teaching our learners.

The move to online working has focused academics on considering assessment strategies and how to assess practical elements of learning using technology. The lockdown has stimulated a creative and problem solving approach to Higher Education and colleagues working in IPE who have found themselves well placed to advise on

complex teaching scenarios and curriculum design as well as having many practical skills to share on working collaboratively.

Covid19 offers a shared collective experience which has enabled more connections and opportunities for IPE. This is an experience which has a universal impact on groups and communities as well as shared experiences for front line workers.

The change to online learning has resulted in an openness to new ways of working and alternative ways of delivery and facilitating positive group interactions. The IPE community, and in particular CAIPE, has expertise and experience to share in these areas. Moving away from the restrictions of room bookings (and to some extent fixed timetables) has enabled a greater freedom to extend IPE offering a broader opportunity for participation.

At a time when training is being delivered by HEIs to the NHS to support practitioners deploying into acute areas, there is an opportunity to embed IPE and IPE principles into learning packages. Likewise the demand for interdisciplinary and interprofessional training has risen in some HEIs as a way of responding to the crisis in an interconnected public service way. Identifying broad topics for ad hoc interprofessional education and sharing expertise as IPE educators has raised the profile of IPE and its importance in HE education and CPD.

Identifying opportunities

The learning interactions are impacted by remote and online learning as social and non-verbal elements are lessened or absent and some students may choose not to use a video function even where this is available. Finding ways to replicate or replace face-to-face interactions is important, but can be problematic as students may not like using video, or not have the technology or broadband to sustain prolonged video contact.

Some students are juggling the responsibilities of child care or caring for a vulnerable relative in a way that they did not envisage before the lockdown and may also struggle with accessing appropriate technology and poor broadband connections.

There are a number of areas of challenge relating from managing the stress and anxiety of large groups of health students facing changes to their courses alongside the professional challenge of going into practice. Many year 3 nurses went to work in the NHS on paid placements and other professional groups have also been involved in

practice opportunities.

Recognising the challenges

In some instances staff have found that IPE modules were suitable for online delivery. Discussions had to be modified using appropriate software. However, as so many cohorts are so large for IPE health groups, hosting discussions often required more hosts for the sessions. Flipped classroom approaches were already used for some IPE sessions using face to face discussion forums to follow individual self-paced learning, these discussion forums could be moved into online platforms. This requires some realignment of group sizes but small group work is still possible. Students have generally responded positively to online groups. Assessment can be a challenge for online IPE modules, generally the shift has been to non-spoken assessments to replace presentations to accommodate the fact that students may not have access to video technology or adequate Wi-Fi. The universities running Schwartz rounds have found that the planning groups have found ways to replicate a learning interaction of a similar type which works on line. Released from the constraints of timetables and room bookings some types of IPE have thrived as it can be easier to bring groups together online. There has been increased interest too from disciplines outside the more traditional Health and Social care disciplines who can see the benefits of working interprofessionally and in an interdisciplinary way. This could be part of a cultural shift to broader acceptance of collaborative working and learning following models established in IPE.

Adapting and evolving existing IPE

Covid19 has demonstrated the importance of working together, working across boundaries, understanding the roles and responsibilities of others and co-ordinated team working. This has emphasised hugely the importance of the work of CAIPE and all its interconnected members. The Learning and Teaching group has considered the impact of the pandemic and subsequent lockdown on IPE and has identified three main areas for consideration: adapting and evolving existing IPE, recognising challenges and identifying opportunities.

We welcome any feedback or additional experiences and these can be emailed to admin@caipe.org .



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.

CAIPE INTERNATIONAL WORKING GROUP

The International page of CAIPE's website has tried to capture the good work across the world in response to Covid-19. Many of us will be overwhelmed with the response from communities and the collaborative working that we see is something that has been yearned for by many of us in the interprofessional community. It's an opportunity for sharing new learning, as we see completely

different approaches to transdisciplinary and interprofessional working, crossing boundaries and breaking down many stereotypes, ultimately achieving the greater outcomes for interprofessionalism!

We are inviting anyone from different countries to send us a short film clip (2min) and some text and photos that we can add to our Covid-19 special feature page <https://www.caipe.org/covid-19>

Please check this out and be encouraged to submit your example to add to everyone else's <https://www.caipe.org/international/sundari-joseph-covid-19-work>

Let's share our new knowledge and new working practices to care and support the most vulnerable in our communities during this pandemic.

Sundari Joseph
Vice Chair

NURSING & MIDWIFERY COUNCIL

[Click here](#) for the latest newsletter for educators.

THE JOURNAL OF INTERPROFESSIONAL CARE

We are delighted to inform you that the print and distribution of our journals will be resumed from 11th May, with the first copies being dispatched by 18th May. We always wanted this to be the shortest pause possible, to avoid disruption to our customers and to support our print & distribution partners.

After the resumption of print services, your members will receive print issues that are part of their subscription. Please keep in mind that there may be a delay because some countries are still operating reduced or closed postal services, and international freight carriage is subject to delays and changes to routing at short notice. In the event that airfreight services restart later in the year your members may receive issues out of order, as earlier issues posted by sea might arrive with them after later issues posted by air.

The existing hold on claims remains in place, with an extended claims period (12 months from the date of publication) to allow plenty of time for postal services,

institutions and agents to reopen and work through backlogs before claims become valid. All customers now have or can be provided with online access.

The current pandemic has caused unprecedented disruption to the global distribution network. Many countries and regions are under a form of lockdown, with bottlenecks and backlogs at customs and logistics centres. We appreciate your patience at this difficult time, and will keep you posted with latest news and updates.

For further information, please view [FAQs](#).



Centre for the Advancement of
Interprofessional Education

CAIPE AGM AND BOARD MEMBER VOTE

This year we will be holding our first video AGM using Zoom. It will be held on Thursday 25th June 2020 at 11 am. As well as the business of the AGM we will also have a presentation from our CAIPE Fellows to tell you what they have been doing throughout the year to support CAIPE.

If you would like to join the meeting, please contact Emma, admin@caipe.org , and she will send you the video link.

We will also be introducing three new Board members at the AGM. The voting has now opened and you will have received your ballot form last week. Please vote for your three choices from the nine candidates by mid-day on the 12th June.

This year our candidates are:

Doina Gherghel,
Amira Choudhry

Hamde Nazar
Alison Power
Sharon Blumenthal
Mark Brennan
Vikki Park
Melissa Owen
Emma Pope



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#INTERPROFESSIONALLEARNING

Did you know that all tweets using the @CAIPEUK link, are shown on our
news page on our website?



A space for discussion

KING'S CAIPE CONFERENCE 2021

The Reduction of Harm Through
Interprofessional Education and
Collaborative Practice

17–19 June 2021, London



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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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News

UK NEWS

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

St Catherine's College, Oxford

Managing fear in high stakes

Managing fear in high stakes - A Letter to Frontline Responders from Holly Hughson

Holly is a partner in the [Collaborating Centre](#) who has worked for almost two decades in high-stakes crisis response, humanitarian action and civil-military coordination. Holly's current work focuses on the human cost incurred by practitioners working on the frontlines of human suffering and vulnerability.

Holly's letter was written for The Leadership Development Group on Managing Fear in High Stakes Crisis Response - see:

<https://blog.tldgroupinc.com/helm/managing-vulnerability?fbclid=IwAR1oGCz5C7iVHomTwKBwYFD1-SimEwecg6VDN2BIUq4gWHvq8XnkWi8FEI8>



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[Innovations in Pharmaceutical Manufacturing: Proceedings of a Workshop—in Brief](#)

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[FEATURED NEWS STORIES](#)

How to Reopen America Safely

As states begin to reopen, school, work, and everyday life will look different, and people will need guidance on how to protect their health. At a recent webinar convened by the NAM and the American Public Health Association, experts discussed what Americans will need to know to reopen the nation safely. Read the highlights [here](#).

Disaster Preparedness in a Pandemic

How will preparedness plans for the hurricanes, heat waves, and wildfires that come with warmer summer weather survive the new reality of COVID-19? Read [highlights](#) from a recent National Academies webinar on extreme events and the COVID-19 pandemic.

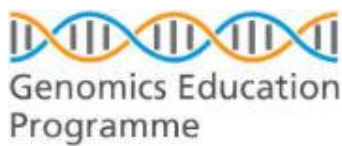
Sustainable Development Goals in the COVID-19 Era

A recent international conference that the National Academies helped convene explored how science, technology, and innovation (STI) can respond to the global COVID-19 crisis and continue to drive progress toward the United Nations' Sustainable Development Goals (SDGs). Speakers included NAS President Marcia McNutt and NAM President Victor J. Dzau. Click [here](#) to read highlights and watch the presidents' remarks.

[NEWS FROM THE NATIONAL ACADEMIES](#)

[National Academies of Sciences, Engineering, and Medicine Name New Chief Development Officer](#)

[With Summer Heat Waves, Hurricanes, and Flooding on the Horizon, Disaster Responders Grapple with Planning for Extreme Weather in the Time of COVID-19](#)
[Enlisting Science and Technology in the Fight Against COVID-19 — and the Ongoing Struggle for Sustainable Development](#)
[National Science Foundation Should Invest in New Collaborations, Workforce, Infrastructure for Next Decade of Earth Science](#)
[What Data Do We Need to Reopen the Country? Webinar Explores What to Watch](#)
See more press releases in the [National Academies Newsroom](#).



Genomics Programme News



Using genomics to combat Covid-19

The NHS is bringing genomics to the fight against the coronavirus outbreak with two new initiatives. On Wednesday, [a new partnership was launched](#) to sequence 35,000 patients' genomes to see how a person's genetic makeup could influence their reaction to the virus and use this information to support the search for new treatments. And last month a [new UK consortium was announced](#), with the NHS, academia, researchers and public health agencies using [cutting-edge techniques](#) to track and analyse the #Covid19 genome to help manage the outbreak.

[Read more](#)



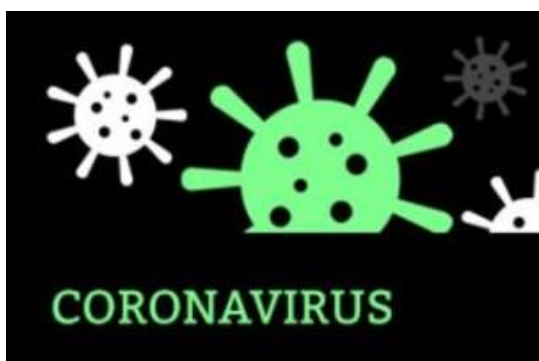
Podcast: The perfect genome?

Earlier this year, the GEP joined forces with the Genetics Society for a special episode of Genetics Unzipped: 'No such thing as the perfect genome? Myths and misconceptions in genomics'. [Listen here](#) to hear the panel talk about the common misconceptions surrounding genomics and genetic testing.



Macmillan coronavirus resources

For all healthcare professionals supporting patients with cancer during the Covid-19 pandemic, Macmillan Cancer Support has created a [new information hub](#). The webpage contains national guidance, e-learning, tools and useful links that may help health and care professionals on the front line.



HEE Covid-19 e-learning programme

HEE's e-Learning for Healthcare's Covid-19 e-learning programme has been launched 925,000 times since going live. New content is regularly added for all those working across healthcare, which includes up-to-date e-learning, the latest guidance and useful links. [The Coronavirus \(Covid-19\) programme](#) is freely available to anyone



New course: Community focused genomic medicine

The rare disease team from the University of Exeter have teamed up with FutureLearn to create a new, free online course that shows how translational research in genomics can deliver health, social and scientific benefits to communities. Learners will explore the skills needed for translational research work, including the use of whole genome

working in the NHS, independent sector and social care, with content searchable by role.

HEE Covid-19 stakeholder briefing

Health Education England is working with partners to support the system-wide response to Covid-19. The organisation's priority is to ensure that trainees and learners are kept informed of immediate changes to their training and recruitment, as well as to support returners to the NHS. Read the [latest update here](#).

sequencing in the community context. [Find out more here](#).



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



IPR.Global

The Global Network for
Interprofessional Education and
Collaborative Practice Research

QUARTERLY NEWSLETTER



International Network for
Health Workforce Education

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

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International Foundation
for Integrated Care

Leading the global
movement for change

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[Volume 19](#)

[Volume 20](#)

Friday Night at the ER[®]

ADAPTING TO COVID-19

We have heard from many of you about the challenges of using experiential learning tools during quarantine, and commend those of you who have adapted our tool and others for the digital realm. Your students, clients, and colleagues all benefit from your innovation and commitment to meet their learning needs in an entirely new way. [Read more ...](#)



[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.

The King's Fund >

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



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- 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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