

# CAIPE Bulletin

CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION

<http://www.caipe.org.uk/>

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## Message from the Editors

We hope that you enjoy this issue of the CAIPE e Bulletin and that you will consider sending us articles for publication. Please see 'Contributing to the Bulletin' below.

The Bulletin is published four times year on the last Friday of January, April, July and October. It is emailed to CAIPE members and we encourage our members to forward it onto colleagues, including service users, with an interest in interprofessional learning and working.

With very best wishes

Eileen and Siobhán (Co-editors)

## Contributing to the CAIPE Bulletin

We feel that our potential readership is wide, from an IPE novice to someone who has been involved with IPE for many years and bearing this in mind, we would like the Bulletin to include something for everyone.

Please send articles that you think may be of interest to the interprofessional education and collaborative working community. We welcome contributions from:

- Staff in Further and Higher Education Institutions, giving examples of planning, using or evaluating interprofessional education in courses, on campus and in practice, at all levels. (For example, modules, programmes or short courses)
- Staff in practice, with examples of interprofessional education from initial entry to continued professional development and lifelong learning.
- Students' views of their involvement with interprofessional education and how they have benefited
- Service users or carers, discussing occasions when interprofessional working has gone well, how it may be improved or how they have been involved with interprofessional education or practice.
- The international interprofessional education and collaborative working community.
- Research information or updates on work in progress, latest publications etc.

The copy deadline for the next Bulletin is **Friday 27th June 2008**. Articles should be between 400 and 500 words using the Harvard referencing style.

Illustrations are most welcome but permission must be sought for photographs etc. Please indicate that permission has been obtained when submitting.

Please send your articles or items for the events column to Siobhán Ní Mhaolrúnaigh, [siobhan.nimhaolrunaigh@staff.ittralee.ie](mailto:siobhan.nimhaolrunaigh@staff.ittralee.ie) or Eileen Huish, [e.huish@herts.ac.uk](mailto:e.huish@herts.ac.uk)

**We look forward to hearing from you.**



## A Message from the CAIPE Board



Dear CAIPE Members

This is an important and exciting time in the history of CAIPE's development with a refreshed and invigorated approach to supporting individual and corporate membership. If you know of a CAIPE member who could make a contribution to the future development of CAIPE then you are invited to make a nomination for their election to the CAIPE Board. Serving on CAIPE's Board is a rewarding duty where Board members have the opportunity to work alongside each other working towards the shared goal of promoting interprofessional education at local, national and international levels.

Confirmation of elected Board members will take place at the next Annual General Meeting (AGM) due to take place on Thursday 10<sup>th</sup> July 2008 at a time and venue to be confirmed. Election to the CAIPE Board is for tenure of 3 years from the next Annual General Meeting.

Prior to the AGM elections to the CAIPE Board need to take place. For the 2008 elections there are 11 places available on the CAIPE Board.

All individual and corporate CAIPE members should have received, by time of reading this Bulletin, a notification of the nomination process and forms for election to the CAIPE Board. Please contact me, Ann Ewens, if you are a current paid up CAIPE member and if you have not received notification of the elections and nomination process ([aewens@brookes.ac.uk](mailto:aewens@brookes.ac.uk)).

I must receive nominations for election to the CAIPE Board (as detailed on the nomination form) no later than 20<sup>th</sup> May 2008. In the event of more nominations than places on the Board a postal ballot of all CAIPE members will take place prior to the AGM.

For those considering nomination to the CAIPE Board it is important to remember that as a Board member you will be a Trustee of the Charity and election to the Board therefore confers upon you the rights and responsibilities of a Charity Trustee by Law. Currently CAIPE is unable to support Board members out of pocket expenses for the work and meetings they undertake for CAIPE. In addition all Board members will be required to act as a link person on behalf of CAIPE to 2 or 3 corporate member organisations.

Dr Ann Ewens

CAIPE Board Member

## Date for Your Diary

### Advance Notice of CAIPE AGM

**Please note that the CAIPE AGM will be held on Thursday 10.07.08 at Birmingham City University from 11.00 to 4.00.**

## Scottish IPE Special Interest Group



### Latest developments for the Scottish IPE Special Interest Group

By Dr Michael Gibson, Interprofessional Education Research Fellow at The Robert Gordon University & University of Aberdeen.

The Scottish Interprofessional Education Special Interest Group (Scottish IPE SIG) held its second meeting on Friday 25<sup>th</sup> February 2008 at Napier University in Edinburgh. The morning of this event took the form of a presentation entitled "Enhancing graduate attributes in health care". This presentation was based on the QAA (Scotland) Research-Teaching Linkages Enhancement Theme and was led by Norrie Brown (Higher Education Academy/Napier University) & Maggie Nicol (Queen Margaret University).

Following this workshop there was an opportunity for delegates to discuss the findings presented, share their experiences of interprofessional education and to discuss future developments for the Scottish IPE SIG, including themes and venues for forthcoming meetings.

The afternoon was dedicated to systematic reviews of educational research and was led by Professor Marilyn Hammick, Chair of the UK Centre for the Advancement of Interprofessional Education (CAIPE). Professor Hammick provided an overview of CAIPE, its structure and function and then presented the key findings of "A Best Evidence Systematic Review of Interprofessional Education". The

PowerPoint document presented by Professor Hammick is available to view or download from the SIG website at <http://www2.rgu.ac.uk/IPE/SIG/scot.htm>.

Another issue which arose at this meeting was the possibility of the development of an online discussion forum for the group to share ideas and suggestions for future meetings. A link to this new resource has been posted on the SIG website. It is hoped that this resource will facilitate interactive discussion for the group between meetings in an inclusive manner.

If you have any information you wish to be added to the Scottish IPE SIG web page, would like to host or suggest a topic for a future meeting or have any general queries regarding the group please contact Michael Gibson ([t.m.gibson@rgu.ac.uk](mailto:t.m.gibson@rgu.ac.uk)) or if appropriate post a message on the new discussion forum. If you know of anyone who would be interested in attending the next SIG meeting or would like to be added to the group's circulation list could you please either forward this e-mail to them or put them in touch with me. The next meeting of the Scottish IPE SIG is planned for November 2008.

### Addendum

"The Scottish Interprofessional Education Special Interest Group has been established to run in parallel with the Higher Education Academy's IPE SIG south of the border and will give an opportunity to discuss innovations and current projects in the area of IPE in Scotland. It will also provide an opportunity for staff involved in the research, development and delivery of interprofessional teaching to meet, discuss and share ideas through workshops and presentations.

CAIPE Ireland in association with The Institute of Technology, Tralee, held a Spring Seminar.

**Title: Interprofessional Primary Care Teams: Observations on Realism**

**Guest Speaker: Professor John H. V. Gilbert, Canada**



Professor John Gilbert

Professor Gilbert gave a guest lecture that focused on teamwork, and its relationship to effectiveness in health care, as a recurring theme across health care jurisdictions in Canada. The main focus was on the lessons learned thus far, and in a realistic manner, John proposed ways of increasing the effectiveness of interprofessional primary care teams.

Following John's entertaining presentation, the fifty seven members of the audience from various health and social care professions and students members continued discussions through two workshops. One was facilitated by John Gilbert who focused on the theoretical aspects of Interprofessional education and teamwork in primary care teams.

Professor Dawn Foreman Vice Chair of the Centre for the Advancement of Interprofessional Education (CAIPE) took the parallel workshop and addressed:

**Partnerships in Interprofessional Education and Primary Care.**

This workshop looked at partnerships which have emerged between organisations promoting Interprofessional Education and gave an example of how partnerships between organisations can be used to share resources.

The participants were invited to use a learning object created by the Centre for Interprofessional e-learning which collaborative Centre for Excellence (CETL) recognised by the Higher Education Funding Council for England (HEFCE) between the Coventry University and Sheffield Hallam University. The flexibility of this learning object was explored as well as the participants using it themselves to explore a primary care scenario.

The evaluation forms were collated and the feedback was very positive. Some pointers for future events were offered by some participants which we hope to be able to fulfil in the future.

A big thank you to Dawn and John from the participants and members of CAIPE Ireland for a very fruitful event.

## Interprofessional Education for Collaborative Patient-Centred Practice Focus

Interprofessional Education for Collaborative Patient-Centred Practice, IECPCP, Focus is a newsletter produced by the Centre for Collaborative Health Professional Education (CCHPE) Memorial University of Newfoundland, Canada. Editions of IECPCP Focus can be viewed online at <http://www.med.mun.ca/cchpe/newsletters.asp> in pdf format.

Research

## Invitation to Participate in a World Health Organization Survey on Interprofessional Education

CAIPE  
CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION

Dear Colleague,

On behalf of the World Health Organization Study Group on Interprofessional Education and Collaborative Practice, we are writing to invite you to participate in a global survey on interprofessional education that will help us advance this issue internationally. As an innovative approach that can help tackle the global health workforce challenge, research shows that interprofessional collaboration (i.e., a patient-centred, team-based approach to health care delivery that synergistically maximizes the strengths and skills of each contributing health worker) can lower patient mortality, improve health services, reduce costs, and increase staff motivation, well-being and retention. Whereas an estimated worldwide shortage of 4.3 million health workers currently restricts much-needed access to health care and prevents the success of other health interventions, interprofessional collaboration has the capacity to help address this challenge while further contributing to enhanced health systems, patient safety, chronic disease management and primary health care delivery.

One goal of this WHO Study Group is to conduct an international environmental scan to determine the current uptake of interprofessional education and collaborative practice, discover examples that illuminate successes, barriers, and enabling factors, and identify the best practices currently known in this area. This is being undertaken by way of two brief web-based surveys, the first of which aims to gain global information regarding the implementation of educational programs to improve interprofessional collaboration. The second survey, to be conducted in the near future, will focus on teamwork in clinical practice.

We are asking for 10 to 15 minutes of your time to complete this first survey on interprofessional education. Should you not be the best person to complete this survey, please forward this letter to relevant people within your organization who may be able to do this (for example, staff at educational institutions who teach medical, nursing or allied health students or community health workers). We would also greatly appreciate your help in forwarding this letter to colleagues at other institutions or organizations that may be able to participate.

Please click on the following link to find the survey: <http://www.zoomerang.com/survey.zqi?p=WEB227C8MVND9J>.

**The closing date for completion of this survey has been extended to and includes Monday 05.05.08.**

When you go to the webpage using the link above, you will receive further instructions about completing the survey.

Thank you for your time and attention to this important WHO initiative. The information you provide will help the work of the WHO Study Group and its partnering organizations. If you have any questions about the survey, please contact Professor Sylvia Rodger via email at [s.rodger@uq.edu.au](mailto:s.rodger@uq.edu.au).

Sincerely,

**Prof John HV Gilbert**  
Co-Chair, WHO Study Group on IECP  
President, International Association for IPE  
and Collaborative Practice

**Prof Sylvia Rodger**  
IPE Survey Lead, WHO Study Group on IECP  
Director, International Association for IPE  
and Collaborative Practice



## Researching Interprofessional Values

By Chris Green, Ph.D. student, University of Essex [cmgreeb@essex.ac.uk](mailto:cmgreeb@essex.ac.uk).

Conducting doctoral research is a frightening endeavour. You constantly worry about whether you are doing it right and what other people will think of it. The best laid plans can go awry and there are many obstacles and barriers to overcome. Getting it right is very important to you because if you don't then you will be criticised, word will spread and you will get a reputation. Then no-one will want to do research with you in the future.

I approached doctoral research with relative naivety. I was coming to the end of my pre-registration nursing programme and was angling for a job in my local NHS Trust at a time when jobs for the newly-qualified were at a premium. At about the same time my university department advertised Ph.D. studentships. I had wanted to do a Ph.D. for some time and had an interest in the way interprofessional education affected students after they qualified and entered practice. So I applied. A couple of months later I found myself starting out on parallel careers, working part-time in Critical Care and beavering away on developing an ethics proposal for approval.

Experience, I find, is the best teacher so I decided early on that I needed a plan strict enough to keep me on track, but flexible enough to allow for the unforeseen. My interest primarily was in the ways in which students and graduates of pre-qualifying programmes with interprofessional elements define and carry their interprofessional values to the workplace. It seemed from my experience and the literature that IPE had reasonably positive feedback from those involved but that there was less evidence of how (if?) former students implement interprofessional values and approaches when they enter the working environment.

My interest is particularly in pre-qualification interprofessional education, a phenomenon that is becoming increasingly fashionable. Most interprofessional education in the past has been characterised by relatively brief post-qualification interventions when professional identities are likely to be well formed. Learners at the pre-qualifying stage, it could be argued, have not yet formed their professional identities. Could IPE of this kind allow students to form an interprofessional identity? Or could it be counterproductive, emphasising rather than deconstructing professional stereotypes? My interest is influenced in no small part by the fact that I came through a pre-qualifying interprofessional programme myself.

I am researching the interprofessional programme from which I qualified. As a result some may criticise me, making claims of researcher bias. I am a product of interprofessional education so of course I will want to show that students of such programmes are model interprofessionals when they qualify and enter the practice environment. To counter this, a reflective and reflexive approach is undertaken. This, I hope, will allow me to draw on personal experiences to inform rather than prejudice my findings. Early analysis suggests that the transfer of interprofessional values from the educational to the practice setting is a far more complex process than a simple, linear causal relationship.

As a postgraduate student I also have the opportunity to teach and facilitate interprofessional sessions run through the department. This gives me a new perspective on interprofessional education that I had not previously encountered in the other role identities of service user, student and practitioner. Hopefully this range of role experience can have a positive rather than confusing effect upon the conduct of the research.

My advice for conducting research? Well, the subject should be something you are really interested in, you should not be afraid to make mistakes, learn from your personal experiences, and, above all, enjoy it.

## National Research Student Network

**Are you a research student with an interest in interprofessional education and practice?**

**Does your research dissertation or thesis cover aspects of professional collaboration?**

If you are studying a for a doctorate, MPhil or Masters by dissertation in the area of interprofessional education and practice then we would like to hear from you. We are looking to create a **National Research Student Network** in tandem with the National IPE Student Network currently under construction. This is an invitation to all research students and interested staff who would like to be part of developing and maintaining a vibrant research student network. The network will link researchers with one another as well as with other national and international IPE network groups. If you are interested in being involved in this network, or simply want to find out more, please contact Chris Green on [cmgreeb@essex.ac.uk](mailto:cmgreeb@essex.ac.uk).



## Research Post — Toronto, Canada

CAIPE is pleased to provide the following information about a research opportunity in Toronto with Scott Reeves. Applications are welcome from Canada and the international community.

### JOINT PROGRAM IN KNOWLEDGE TRANSLATION

AT THE KEENAN RESEARCH CENTRE, THE LI KA SHING KNOWLEDGE INSTITUTE (LKSKI) OF ST. MICHAEL'S HOSPITAL

### POSITION DESCRIPTION: EDUCATIONAL RESEARCHER

**Overview:** The Joint Program in Knowledge Translation at the Keenan Research Centre, the Li Ka Shing Knowledge Institute of St. Michael's (LKSKI) is committed to advancing educational research related to knowledge translation.

**Role:** To 1) develop a research program in continuing education, with a focus on practice-based education and how health professionals learn, and 2) serve as a resource for advancing related educational research for hospital and faculty members affiliated with the Office for Continuing Education and Professional Development (CEPD) and the Wilson Centre for Research in Education at the University of Toronto.

#### **Responsibilities:**

A. Research and Scholarly Activity: The candidate is expected to advance a program of research in continuing education including practice-based education and how health professionals learn in practice. Expectations include:

- Obtaining external peer-reviewed funding for research
- Publishing in top-level peer-reviewed journals
- Presenting research results at local, national and international meetings
- Teaching and/or supervising graduate students
- Engaging with the community of educational researchers at St Michael's Hospital, the Office of Continuing Education and Professional Development (CEPD) and the Wilson Centre for Research in Education

B. Fostering Educational Research: The candidate is expected to participate in activities that support the Institute and the Office for CEPD's mission of enhancing educational research. Expectations include:

- Meeting with hospital and faculty members engaged in educational research to provide consultation and support
- Collaborating with hospital and faculty members as a co-investigator on selected research projects where applicable
- Participation in relevant educational Committees.

The candidate will have completed a PhD in a field relevant to the education roles and responsibilities described above.

**Estimated Time Commitment:** This is a full-time position in the LKSKI, with affiliation with the Wilson Centre for Research in Education (potential for cross appointment as a Wilson Centre Scientist), and the Office for Continuing Education and Professional Development (CEPD). The candidate will spend 75% of his/her time conducting research in continuing education across the health professions. The remaining 25% will be spent consulting and enabling others to conduct educational research in knowledge translation.

**Reporting Relationship:** The Educational Researcher will report to the Executive Director of LKSKI and the Vice-Dean of Continuing Education and Professional Development (CEPD), University of Toronto. Formal affiliation with the Wilson Centre for Research in Education as a Wilson Centre Scientist for mentorship and participation in the Centre's activities and community of research scholars is a possibility.

This position will be located at the Li Ka Shing Knowledge Institute of St Michael's Hospital in Toronto, Canada.

**Academic Rank:** The successful candidate will be eligible for an academic rank at the University of Toronto commensurate with his or her academic record and experience.

Interested persons should submit a letter of application, curriculum vitae and the names and addresses of 3 referees by May 15<sup>th</sup> 2008 to: Dr. Ivan Silver, Vice-Dean, Continuing Education and Professional Development, 500 University Avenue, Suite 650, Toronto, Ontario, Canada. M5G 1V7. (416) 9467903 Fax: (416) 971-2722; [silveri@smh.toronto.on.ca](mailto:silveri@smh.toronto.on.ca)



## The IPE Coordinators' Forum

The forum arose out of a simple desire to find out what was happening in IPE around the country and to meet other people working in the field. So my colleague Ellie Moe and myself sent out invitations to all the universities that mentioned they were undertaking IPE, with the result that 20 of us met on the 10<sup>th</sup> November 2006 at City University. Our aim was to have an event that was not about polished conference presentations, but more a 'warts and all' sharing of our work. We felt a more informal meeting would enable the free-flow of ideas, feedback, suggestions and support - from folk who were going through the same experiences as us. As we said in our invitation: "that we might extend good/effective practice, or just keep each other away from the elephant traps!" We felt that with all of us together as a team, we would be in a position to 'think tank' ideas, offer troubleshooting advice and be able to make useful connections. At City and Queen Mary we were also in the very enviable position of being able to invite Professor Della Freeth to speak to us and she gave a very thought provoking talk on the possible futures of IPE. Our ongoing hope was that there would be a continuation of the forum and indeed, with a second meeting hosted at Keele, this wish has been met.

### **Dr Danë Goodsman, IPE Lead for Queen Mary and City University.**

The second meeting was held at Keele University in September 2007, we had a really good attendance of 20 plus many apologies. We were also delighted to be able to share our day with three visitors from the University of South Australia, who by coincidence were visiting various institutions around the country on an IPE fact finding expedition. The focus of the day was on evaluation of IPE and how others are attempting to do this. A variety of methods are being used, evaluating areas such as student satisfaction, clinical educators opinions and change in student attitudes, behaviour and confidence in communication with other members of the health care team. We all agreed that this was not an easy task! Other aspects of the pitfalls and benefits of IPE were also discussed and it was reassuring to know, as with the comments from the first meeting, that we are all experiencing similar headaches with student numbers and coordinating staff and rooms. Everyone enjoyed the meeting and we are committed to continuing the group – in fact a 'volunteer' (with just a tiny bit of persuasion!) has agreed to organise the next meeting in Leicester. We shall keep try to keep you all informed of the dates and venues of future meetings.

### **Jane Lockwood, IPE Co-ordinator, Keele University**



From left to right Danë Goodsman, Jane Lockwood and Cath Bucher.

## International Developments in Interprofessional Education: Japan, Tokyo

Dr Liz Anderson, Senior Lecturer in Shared Learning, University of Leicester.

Helena Low, Consultant in Interprofessional Education, CAIPE Board Member.

Jayne Slonina, Lecturer in Interprofessional Education, Kings College London.

Interprofessional Education (IPE) is becoming an integral part of health and social care curriculum in Japan. Academic colleagues in the large universities of Tokyo have scanned the horizon and travelled frequently to the UK for advice and support in their development of an IPE curriculum. Through the support of the Centre for the Advancement of Interprofessional Education (CAIPE) they have been linked with leading national experts and UK Universities whose work best suited the type of curriculum they have wanted to achieve.



Jayne Slonina, Helena Low & Liz Anderson with colleagues from Chiba University

This was true for Chiba University, who have developed their strategic approach based on a combination of early classroom-based interactive workshop activities, followed by practice placements in later years. Within the one university they can combine a medical, nursing and pharmacy school. Historically these schools have worked in isolation but over a short two year development phase they have worked together to write their strategy, while seeking support from the University of Leicester and Kings College London. Agreeing their early education activities has been helped through observing teaching in the UK. They have adopted the Leicester Model of practice based Interprofessional Education (Lennox & Anderson, 2007) after observing students working together in inner city communities with primary healthcare teams and are considering aspects of the patient safety final year workshops. They have similarly observed students taking part in the first year University based Interprofessional programme at King College University. Listening and learning with international academic colleagues has led Chiba University to its goal, to launch and endorse an agreed IPE curriculum in March 2008. Invited to share in the celebratory symposium, were Helena Low, CAIPE Board Member and representatives of the interprofessional work in Leicester, Dr Liz Anderson and Kings College, Jayne Slonina.

During this visit, Helena delivered an interactive workshop designed to enable the sharing and exchange of experiences in IPE development from different institutions within the UK and Japan. There was much to share and discuss particularly practical help and suggestions for sustainability. This session enabled a wider group of academics across the three schools of Chiba University to meet and work together within the interprofessional manner anticipated for their students. This work was followed at the Symposium by a key note address given by Helena Low entitled, '*The trend of Interprofessional Education in Professional Education~ an international perspective*' and talks by Dr Liz Anderson on the 'Three Strand Model of Interprofessional Education' as adopted by three UK Universities in South Trent (University of Leicester, University of Northamptonshire and De Montfort University) and by Jayne Slonina speaking on the experiences of Kings College University of classroom based learning. Questions and discussions focussed on research evidence and the UK team were amazed at the amount of data and research being collected and planned to accompany their development of the new IPE curriculum. Mutual exchanges look certain to continue.

## International Developments in Interprofessional Education: Japan, Tokyo

**continued**

This international exchange remains enriching and fulfilling. This visit will be followed by another invitation for CAIPE as Professor Hugh Barr was invited to speak at Tokyo Metropolitan University over the Easter break. We wish our colleagues at Chiba and other universities in Japan continued success with their new interprofessional education programmes.

Reference:

Lennox A, Anderson ES (2007). The Leicester Model of Interprofessional Education. A practical guide for the implementation in health and social care. The Higher Education Academy, Medicine, Dentistry and Veterinary Medicine, Special Report 9. Newcastle.

**Hugh Barr adds:**

My first visit to Japan was to Kobe three years ago with John Gilbert from Vancouver. My second in March of this year followed that by Liz, Helena and Jayne to Chiba.

My destination was Niigata, a city of 800,000 two hours west of Tokyo on the bullet train. There, I was seemingly the only Caucasian; all signs were in Japanese and staff in quite the best hotel managed but a few words in English. All of which would have been daunting had it not been for the forethought of my hosts who anticipated every need, from the moment I touched down at Tokyo's Narita Airport, with characteristic courtesy and overwhelming generosity. Relaxed and at home, it was easy to enter into the customs from formal speeches to bowing, and from dining cross-legged to bathing in hot springs, not so easy to reconcile ancient and modern in the paradox that is Japan.

My mission was to address the 9<sup>th</sup> annual conference of the Japan Academy for Comprehensive Rehabilitation. Whisper translations, and specially prepared scripts, made it possible to capture the magnitude of the challenge for interprofessional learning and working. Japan has the longest life expectancy in the world, thanks to healthy diet and regular exercise, outpacing the capacity of health and social care services even more than in the UK.

In his opening address Professor Hideaki Takahashi, orthopaedic surgeon turned President of Niigata University, called for a "general instructional objective" (GIO) for interprofessional working "to attain healthy longevity, and to maintain independent living, helping each other", to be reinforced by specific behavioural objectives (SBOs) through IPE so that all 27 health-related professions in Japan become "quality of life supporters" (QOLs). Speaker after speaker on day two echoed his message, extending the argument to cover the range of disabled groups. For my part, I tried to relay the essence of IPE as it has unfolded over the years in CAIPE, wondering whether my stamina, that of my interpreter, Yuko, or of our audience would give way first during the 120 minutes allotted!

Behind the scenes discussions were in progress to establish the Japan Association of Interprofessional Education to be launched in November, working in parallel with the Academy and reaching out in partnership with CAIPE.

Back in Tokyo, Yuko courageously agreed this time to translate ad lib my presentation and interactive exchanges with faculty at the Metropolitan University as we explored the 'ins' and 'outs' of IPE. Site-seeing provided me with opportunities to get to know my host, Professor Nobuo Oshima, and to discuss his plans to write the first IPE textbook in Japanese. Left alone briefly, I gazed in awe at the wonders of the Asakusa Kannon Temple, musing on the meaning of Buddhist culture to explain much that I had observed and experienced, and what I might bring home that might enlighten our understanding of care, consideration and compassion in interprofessional working.

Farewell supper parties, in Niigata and Tokyo, were in Italian restaurants as treats for the guest, the first including bamboo shoots and the second raw fish! At both, my hosts eagerly made plans for future visits to the UK, noting what they still hoped to learn from us, whilst I struggled to impress upon them how much we had to learn from them. Back home, I am exploring how best to act on that conviction by creating opportunities where fellow members of CAIPE may enter into the richness of the interprofessional experience which we privileged few enjoyed in Japan.

Advertisement

## Preparing for Interprofessional Teaching Theory and Practice

CAIPE  
CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION

Edited by Elizabeth Howkins, Honorary Fellow, The University of Reading, PIPE Project Lead.

and

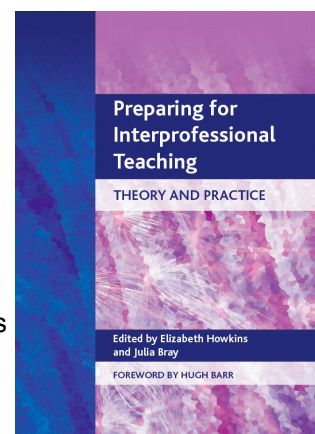
Julia Bray, Specialist Nurse Child Protection, Berkshire East Primary Care Trust, PIPE Project Director.

Foreword by Hugh Barr, CAIPE President and Professor Emeritus in IPE, University of Westminster.

The book provides a critical exploration of the theory and practice related to teacher preparation for interprofessional learning. It makes an important contribution to the emerging evidence base through an in-depth exploration of the processes involved in teaching complex diverse groups, facilitator preparation, curriculum development and inter-institutional collaboration.

Research-based evidence from the Promoting Interprofessional Education (PIPE) project helps teachers to further understand their own practice and build their own theories of teaching interprofessional learning.

The enlightening analysis is vital reading for all health and social care professionals (including allied health professionals) involved in formal learning and workplace education. Healthcare education policy makers and shapers will also find it invaluable.



***'Readers in search of topical tips, techniques and quick fixes look elsewhere! Read on and you will find approaches, frameworks, models and theories to help you to understand interprofessional facilitation in all its complexity. This book will be an indispensable resource wherever universities and service agencies are intent upon building up a cadre of facilitators upon whose sensitivity and skill establishing and maintaining the quality and credibility of interprofessional education depends.'***

**Hugh Barr**

**2008 160 pages Paper, £21.95 ISBN-10: 1 84619 098 3 ISBN-13: 9781846190988**

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*'Interprofessional education is an essential process for improving collaborative practice and the quality of patient/client care. Collaborative practice in the form of teamwork needs nurturing and supporting if it is to achieve its full potential to improve the health and well being of patients and service users. This book will help teachers to further understand their practice, clarify complex areas and to build their own theories of teaching interprofessional education.'* Elizabeth Howkins and Julia Bray, in the Preface

**Contributors:** Ann Ewens \* Jan Goldsmith \* Maggie Lord \* Katy Newell-Jones \* Bee Wee \* Gill Young

**Contents:** Perspectives of interprofessional learning and teaching \* A learning and teaching framework for interprofessional learning \* Interprofessional facilitation skills and knowledge: evidence from the Delphi research survey \* Embedding IPL in postgraduate programmes of learning and teaching \* Preparing facilitators for Interprofessional learning \* Curriculum development for interprofessional learning \* Collaboration: beyond champions \* Through the PIPE

Book Review

A review of this book by Dr Michael Gibson, Interprofessional Education Research Fellow at The Robert Gordon University & University of Aberdeen, is available at the Scottish IPE SIG website. To access the review please click on the link <http://www2.rgu.ac.uk/IPE/SIG/preparingforIPLreview.htm>.



## CAIPE Membership

**Membership of CAIPE is open to individuals, full time students and organisations.**

**Members of CAIPE are committed to:**

- Work collaboratively to advance interprofessional education and practice to improve the health and wellbeing of individuals, families and communities;
- Advise, assist and support fellow members and others active in such interprofessional endeavours;
- Work in a way that advances knowledge of interprofessionality and its application in practice;
- Support and disseminate the work of CAIPE and related work through diverse media.

**Annual membership fees are payable in British Pounds only.**

Our preferred payment method is a Standing Order to our bank: cheques and transfer by BACS also accepted.

**Individual membership: £88 per annum**

**Each individual member:**

- Receives via email the CAIPE E-Bulletin with news about interprofessional activities, innovations and developments;
- Has electronic access to current and back copies of the Journal of Interprofessional Care;
- Plays an active part in CAIPE's governance, with full voting rights at the Annual General Meeting and opportunities to nominate and accept nomination to serve on its Board;
- Participates in the formulation of CAIPE's policies and priorities;
- Contributes expertise, experience and opinions when CAIPE makes representations to government, professional institutions and others on interprofessional education and practice;
- Has access to sections of the CAIPE website dedicated to exchange between CAIPE members;
- Is notified regularly about interprofessional events in the UK and other countries through the CAIPE diary of events;
- Enjoys priority booking and a discount of 10% when registering for such CAIPE events.

## CAIPE Membership

### Student membership: £5 for the duration of their course

To qualify for this you must be registered as a full time student at an Institute of Further and Higher Education. Please also note that this fee does not include electronic access to current and back copies of the Journal of Interprofessional Care.

### Corporate membership: £1,485 per annum

Membership in this category entitles organisations and institutions to the right to cast one vote at CAIPE's Annual General Meeting and opportunities to nominate and accept nomination for one member of staff to serve on the CAIPE Board. Corporate member's staff have access to all those services listed for individual members, with the exception of individual copies of the Journal of Interprofessional Care. Corporate members will:-

- Receive two hard copies of the Journal of Interprofessional Care plus on line access to the Journal for all staff at a discounted rate shown in the following table. The 15% discount on the full institutional subscription rate is guaranteed for 2008-10. It is only available through direct payment to CAIPE and not via a subscription agent;

<b>JIC Institutional Online Only Rates 2008</b>			
Currency	Full institutional	CAIPE	Discount
GBP	£808	£685	-15%
EUR	€ 1,136	€ 965	-15%
USD	\$1,420	\$1,205	-15%

- Have representation on the CAIPE Corporate Network Forum: a corporate level community of practice, with the opportunity to be involved in developing CAIPE's future strategies and representations to government;
- Be entitled to priority booking and a 10% discount for staff at CAIPE events;
- Have a nominated CAIPE Board member as its link person for queries about services and their involvement in CAIPE.

The Corporate Forum will take place annually, most usually on the same date as the AGM.

**Application forms for membership can be found on the following pages of this issue.**





# CAIPE Membership Form



## CORPORATE MEMBERSHIP APPLICATION FORM

**FEE £1,485**

Corporation Name \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ POST CODE \_\_\_\_\_

TEL \_\_\_\_\_ FAX \_\_\_\_\_

CONTACT PERSON NAME & EMAIL \_\_\_\_\_

\_\_\_\_\_

**NB All communications with CAIPE and hard copies of the Journal of Interprofessional Care will be through the named contact person using the address given above.**

On receipt of this form an invoice for payment of the fee (in British Pounds only) will be sent to the contact person. Please send this form to:

**CAIPE**

**c/o Health Sciences and Practice Subject Centre  
Higher Education Academy  
3.12 Waterloo Bridge Wing, Franklin Wilkins Building  
King's College, 150 Stamford Street  
London  
SE1 9NH  
UK**

**A Company Limited by Guarantee**

**Registered Office as above**

**Registered in England No. 3409412**

**Registered Charity No. 1065062**



# CAIPE Membership Form



## INDIVIDUAL MEMBERSHIP APPLICATION FORM

**FEE £88**

NAME \_\_\_\_\_

JOB TITLE \_\_\_\_\_

ORGANISATION \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ POST CODE \_\_\_\_\_

TEL \_\_\_\_\_ FAX \_\_\_\_\_

CONTACT PERSON NAME & EMAIL \_\_\_\_\_

(NB: This is the address that your e-copy of the Journal of Interprofessional Care will be linked to)

Annual membership fees (in British Pounds only) are collected by cheque payable to CAIPE. Please send your form and payment to:

**CAIPE**  
**c/o Health Sciences and Practice Subject Centre**  
**Higher Education Academy**  
**3.12 Waterloo Bridge Wing, Franklin Wilkins Building**  
**King's College, 150 Stamford Street**  
**London**  
**SE1 9NH**  
**UK**

A Company Limited by Guarantee  
Registered Office as above

Registered in England No. 3409412  
Registered Charity No. 1065062



## Raising Funds for CAIPE

Many people believe that CAIPE is funded in some way by the UK government but unfortunately this is not the case. It relies heavily on its membership fees, donations and any profit it can make from the various projects it undertakes. This income provides membership services such as the website, the CAIPE bulletin and reduced fees for members at CAIPE events. However more funding is needed if we are going to be able to plan for the future successfully. We would like to point out that the only paid member of staff is our administrator for one day a week. All other work is done on a voluntary basis.

Whilst little has been done in the past to encourage CAIPE to be seen as a charity to which funds are donated we would like now to promote this aspect. In other words to encourage both members and users of CAIPE services to consider making charitable donations in the same way that money is given to any other charity.

This can be done very simply!

### Become a Member of CAIPE

If you would like to become a member of CAIPE please visit the CAIPE website at [www.caipe.org.uk](http://www.caipe.org.uk). Click on 'About' on the left hand side, 'Membership Benefits' and 'Membership Form' are listed. Please note that to access the membership form it is necessary to register with the website first.

### Gift Aid

If you have paid a membership fee or made a donation in the past or intend to in the future please help us to claim an extra 28 pence for every pound you have donated by completing the Gift Aid Form included in this Bulletin.

### Donations

If you would like to make a regular or one off donation to CAIPE please see the 'Donations' page of this Bulletin.

### Shop Online Via 'Easy Fundraising'

Shop on line via 'Easy Fund Raising' and a donation is made every time you purchase **at no extra cost** to yourself. Please register at <http://www.easyfundraising.org.uk/> for further information. Using this website as the front page to any future on line purchases will mean that a donation is made to CAIPE for every purchase you make and Easy Fundraising will NOT charge you a penny.

Quick tip when selecting which charity you would like donations to go to, CAIPE is listed under 'Centre for the Advancement of Interprofessional Education'.

Your help is greatly appreciated and you will be playing your part in securing a future for CAIPE.

Thank you very much

Dawn Forman

(Vice Chair of CAIPE)



## Gift Aid Form



If you have paid a membership fee or made a donation in the past or are going to in the future please help us to claim an extra 28 pence for every pound you have donated by printing this page and completing the form.

Using Gift Aid means that for every pound you give or have given, we get an extra 28 pence from the Inland Revenue.

This means that £10 can be worth £12-50 if donations are made through Gift Aid. Imagine what a difference that could make and it doesn't cost you a thing.

So if you want your donation to go further, Gift Aid it. Just complete this form and send it back to The Administrator at the address below.

First name.....

Surname.....

Address.....

Postcode.....

Email.....

Telephone.....

I wish all donations I've made since 6 April 2000 and all donations in the future to be Gift Aid until I notify you otherwise.

Please sign .....

Date.....

Please remember to notify us if your circumstances change. You must pay Income Tax and /or Capital Gains Tax equal to the tax the charity reclaims on your donation in the tax year.

The Administrator

Centre for the Advancement of Interprofessional Education

c/o Health Sciences and Practice Subject Centre

Higher Education Academy

Room 3.12 Waterloo Bridge Wing,

Franklin Wilkins Building

King's College, London

150 Stamford Street,

London,

SE1 9NH



## Donations to CAIPE



Please also remember to complete the Gift Aid Form.

**I would like to give a one off donation of £25.... /£50... /£100.... /another sum please state.....**

Please make cheques payable to CAIPE and send to the CAIPE address below.

I would like to give a monthly donation by Direct Debit (or STO) of £ 10 ...£25.... /£50... another sum please state..... (please complete and return the attached form to The Administrator at the address below)

CAIPE - Centre for the Advancement of Interprofessional Education

(Please indicated by ticking, deleting or completing the information requested)

### I WISH TO MAKE A DONATION BY DIRECT DEBIT OF:

£.....monthly/annually

Commencing.....200.....

Please complete the mandate below

Instructions to your Bank or Building Society to pay Direct Debit

Please send this completed Instruction to:

Centre for the Advancement of Interprofessional Education

c/o Health Sciences and Practice Subject Centre

Higher Education Academy

Room 3.12 Waterloo Bridge Wing,

Franklin Wilkins Building

King's College, London

150 Stamford Street,

London, SE1 9NH

Lloyds TSB Sort code: 30-94-57, Account No 1796093

Name and address of account holder(s)

Mr/Mrs/Miss/Ms/Dr/Prof/Rev/other.....

Address.....

.....

.....Postcode.....

Bank Building society account number

.....

Branch sort code

.....

Name and full address of your Bank/Building Society

To: The manager

Address

Postcode

Signature.....

Date.....