

Organisations relevant to interprofessional learning

The table gives details of some of the organisations mentioned in the Guide and others relevant to interprofessional learning. Where possible we give their websites where you can read much more about them and, for some, find details of how you or your institution can become a member. Please bear in mind that website content can change; details given here are correct at the time of going to press.

AIPPEN	The Australasian Interprofessional Practice and Education Network founded at the All Together Better Health 3 Conference in London in 2006.
AMEE	The Association for Medical Education in Europe is a worldwide organisation with members in 90 countries on five continents. Members include educators, researchers, administrators, curriculum developers, assessors and students in medicine and the healthcare professions. www.amee.org
BEME	The BEME Collaboration is a group of individuals or institutions who are committed to the promotion of Best Evidence Medical Education through the dissemination of information from the production of appropriate systematic reviews of medical education and the creation of a culture of best evidence medical education amongst individual teachers, institutions and national bodies. www.bemecollaboration.org
CAIPE	The UK Centre for the Advancement of Interprofessional Education is a charity and company limited by guarantee whose claim to special expertise is founded on its members, publications and development activities. Its members form a network of mutual support and interest that facilitates intellectual engagement with, and the development of, individual and organisational, interprofessionalism. www.caipe.org.uk
CICH	The Canadian Interprofessional Health Collaborative is a 2-year initiative funded by Health Canada. It aims to promote and demonstrate the benefits of interprofessional education for collaborative patient-centred practice and to stimulate networking and the sharing of the best approaches to interprofessional education for collaborative patient-centred practice. www.cihc.ca
EIPEN	European Interprofessional Education Network was a European Union funded project from 2004-8 which aimed to establish a sustainable inclusive network of people and organisations in six partner countries to share and develop effective interprofessional learning and teaching for improving collaborative practice and multi agency working in health and social care. www.health.heacademy.ac.uk/projects/eipen/index.html
InterED	The International Association for Interprofessional Education and Collaborative Practice is a collective voice and a forum for mutual exchange. InterEd's aim is to promote and advance scholarship and inform policy in interprofessional education and collaborative practice worldwide, but in partnership with others. www.healthdisciplines.ubc.ca/intered
NaHSSA	The National Health Sciences Students' Association of Canada & L'Association des Étudiants des Sciences de la Santé du Canada is a diverse network of 18 university-based student chapters and seeks to address the unmet need of actively involving Canada's health and human service students in interprofessional education while promoting the attitudes, skills, and behaviours necessary to provide collaborative patient-centred care. www.nahssa.ca
The Network, TUFH	The Network: Towards Unity for Health is a global association of individuals, groups, institutions and organisations committed to improving and maintaining health in the communities they have a mandate to serve. It includes an IPE task force that has produced a position paper on IPE.

	www.the-network.org & www.the-networktufh.org
NIPNET	The Nordic Interprofessional Network, is a learning network to foster interprofessional collaboration in education, practice and research, primarily for Nordic educators, practitioners and researchers in the fields of health. It aims to explore theories and evidence bases of interprofessional collaboration, develop approaches, methods and evaluations of interprofessional learning and practice, stimulate exchange of ideas and experiences between countries and to link with other similar networks. www.nipnet.org
UKISN	The United Kingdom Interprofessional Students Network supported by CAIPE and Birmingham City University, inaugurated in 2007 it seeks to support the collaboration of learners, students' interprofessional learning and their transition to practice. They can be contacted at caipestudents@googlemail.com

Appendix 1:

Building ground rules for successful learning in a group

A. Working on your own

1. Think of the best learning times you have had: what happened that made them so? Make a few notes.
2. Think of the worst (or one of the worst) learning times: what happened that made it so? Make a few notes.

B. Working with the other members of your team

3. Take turns in talking sharing what made learning work so well for people. Listen for common themes, shared experiences, and features of good learning times. Move around the group quickly getting these ideas out and searching for dominant shared ideas.
4. Take turns in sharing what made learning work so badly for people. Listen for common themes, shared experiences, and features of poor learning times. Move around the group quickly getting these ideas out and searching for dominant shared ideas.

C. Together identify 2-5 working rules for your team

5. For each of the most popular characteristics of good learning that you agree on, suggest three things the group could do to see that these characteristics are present. Be as specific and as concrete as you can.
6. For each of the most popular characteristics of bad learning that you agree on, suggest three things the group could do to see that these characteristics are avoided. Be as specific and as concrete as you can.
7. Finalise this by agreeing **2-5 specific rules** the whole group would benefit from.

(Modified after Stephen Brookfield (1995) *Becoming a critically reflective teacher*, San Francisco: Jossey-Bass pp. 143ff)

Appendix 2: Different examples of interprofessional education

Authors	Year	Country	Practice context for IPE	Level & educational context
Barber et al	1997	USA	Care for older people	Pre-qualification, classroom & practice-based
Carpenter	1995	UK	Mental health	Pre-qualification, university-based
Carpenter & Hewstone	1996	UK	Mental health	Pre-qualification, university-based
Cooke et al	2003	UK	Breaking bad news	Pre-qualification, university-based, simulation
Crutcher et al	2004	Canada	Diabetes care	Mixed (final year students & residents), classroom
Dienst & Byl	1981	USA	Ambulatory care	Pre-qualification, classroom & practice-based
Horbar et al	2001	USA	Neonatal intensive care	CPD, practice-based quality improvement
Ketola et al	2000	Finland	Primary care: cardiovascular disease	CPD, practice-based quality improvement
Kilminster et al	2004	UK	Communication skills, team roles	Pre-qualification, university-based, simulation
Morison et al	2003	UK	Paediatrics	Pre-qualification, classroom & practice-based
Moray et al	2002	USA	Emergency departments	CPD, practice-based quality improvement
Mu et al	2004	USA	Rural & underserved populations	Pre-qualification, practice-based
Nash & Hoy	1993	UK	Palliative care	CPD, residential workshops
Pollard et al.	2005	UK	Communication and teamwork skills	Pre-qualification, classroom & practice-based
Ponzer et al.	2004	Sweden	Orthopaedics	Pre-qualification, practice-based
Reeves & Freeth	2002	UK	Orthopaedics & rheumatology	Pre-qualification, practice-based
Reeves	2000	UK	Community care / general practice	Pre-qualification, practice-based
Shefer et al	2002	USA	Chlamydial screening	CPD, practice-based quality improvement
Solberg et al	1998	USA	Primary care: preventive services	CPD, practice-based quality improvement
Tucker et al	2003	UK	Clinical skills	Pre-qualification, university-based, simulation
Tunstall-Pedoe et al	2003	UK	Common foundation programme	Pre-qualification, university-based, some practice visits

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¹ This table and its references originally appeared in Hammick M, Freeth D, Koppel I, Reeves S & Barr H (2007) A Best Evidence Systematic Review of Interprofessional Education BEME Guide no. 9 *Medical Teacher* 29 (8): pp. 735-51 and appears here with the kind permission of the authors.