



# INTERPROFESSIONAL ANNUAL REPORT

**Timeframe:** October 2020 – November 2021

**Date:** November 15, 2021

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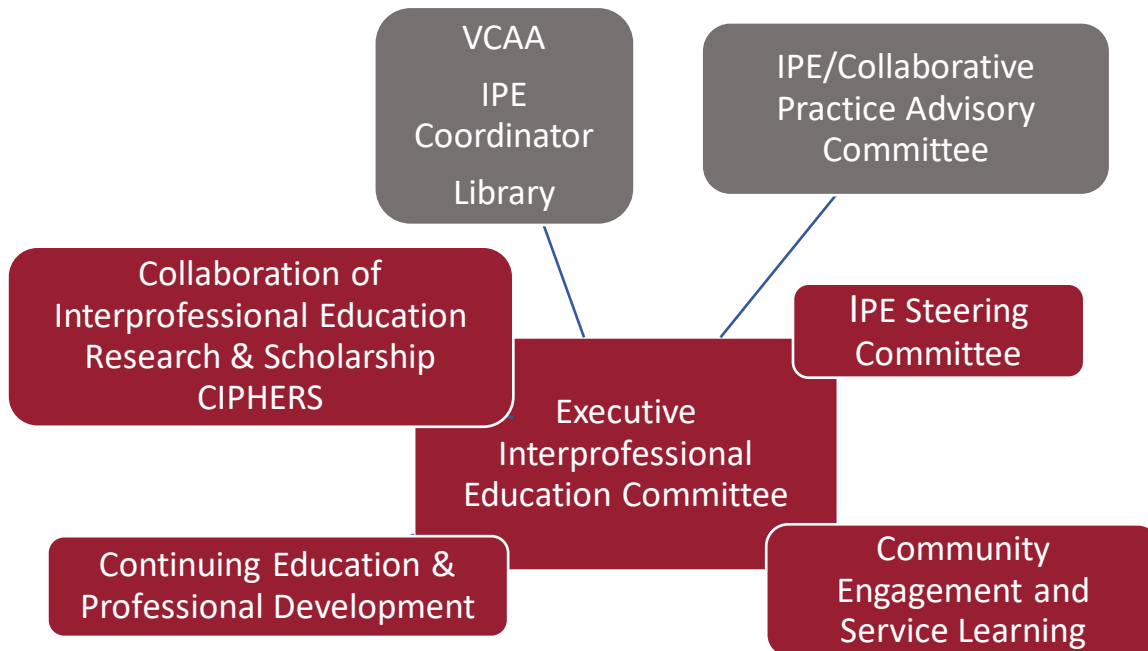
## Interprofessional Education at Washington State University

### History

Interprofessional Education (IPE) at Washington State University (WSU) started in 2008. At that time, students in 12 health professions from WSU, Eastern Washington University and University of Washington participated. In 2010, Barbara Richardson, PhD, MN, RN, in the College of Nursing was hired as Director of Interprofessional Education and Research with funding from each college. During that time interprofessional education was offered in a menu model with 12-25 learning events including simulations, disaster preparedness/mass casualty, and death over dinner. These events were funded from student funds. There was a HRSA funded initiative with the Spokane healthcare systems for student teams to follow patients with diabetes over time. This initiative was discontinued when healthcare mergers resulted in new executive leadership. Another initiative with the local public schools and the school nurses involved student teams of nursing, pharmacy and social work doing home visits for students with asthma and other chronic diseases. The collaborative director position went away in 2017 and the result was fewer IPE activities limited to WSU students in medicine, pharmacy and nursing. During her leadership in interprofessional education, to date Barbara Richardson has received over \$6.2 million in HRSA, SAMSA and other grant funding in interprofessional education.

### Leadership and Structure

The WSU Spokane Office of Academic Affairs is the home for interprofessional education at WSU Spokane and the sponsor for the Executive Interprofessional Education Committee and the Interprofessional Education and Collaborative Practice Advisory Committee. The Vice Chancellor for Academic Affairs oversees, leads and supports Interprofessional education that occurs in the colleges and other units and includes undergraduate and graduate health professions education, service learning and community engagement, continuing education, and scholarship. This office also supports and builds relationships with the regional healthcare systems to coordinate clinical education and support and encourage interprofessional education. There is a continued need to work collaboratively and strategically in clinical education to provide quality learning experiences, not overburden the clinical staff who are teaching or the clinical system and understand the knowledge and skills needed by the regional healthcare employers. While finding adequate opportunities for health professions students to engage in clinical education has been challenging, this has become an even greater challenge as the healthcare systems were stressed by the COVID-19 pandemic. Interprofessional education is a solution to share common learning activities and to train in team skills. Working together with healthcare partners in this education will meet the needs of students and healthcare systems while hopefully improving the health of individuals and communities.



## Executive Interprofessional Education Committee

The [WSU Executive Interprofessional Education Committee](#), established in November of 2020, develops, implements and evaluates a program of interprofessional health sciences education that serves the needs of the WSU colleges of nursing, pharmacy and pharmaceutical sciences, veterinary medicine and medicine – including the programs of nutrition, exercise and physiology, and speech and hearing. This committee functions within the office of Vice Chancellor for Academic Affairs and is made up of at least two representatives from each college. Members are appointed by the deans of each college and may include additional representation of specific professional programs. The committee will collaborate with and have representation from other interprofessional groups including but not limited to the Interprofessional Steering Committee, Collaboration for Interprofessional Health Education Research & Scholarship, Community Engagement and Service Learning and continuing education. This committee will produce a report annually to be shared with the deans and the Chancellor and Vice President of Health Sciences.

The first year of this committee has been primarily informational with a review of the IPE Core Curriculum; current interprofessional service-learning activities; work on education in diversity, equity and inclusion; and current YVIEEC activities. This committee discussed and determined initial priorities to



be firming up the didactic curriculum, expanding into experiential IPE, addressing and developing faculty development opportunities and developing a student club or student engagement committee.

## Interprofessional Education Core Curriculum at WSU

The core curriculum in IPE at WSU is developed and implemented through the Interprofessional Education Steering committee. This committee is comprised of 15 faculty and staff from the WSU Health Sciences colleges of medicine including speech and hearing and nutrition and exercise physiology, nursing and pharmacy, WSU athletic training program and also from Pacific Northwest University (PNWU) and Yakima Valley Interprofessional Practice & Education Collaborative (YVIPEC). This curriculum is based on the Quadruple Aim from the Institute of Healthcare Improvement that includes improved patient outcomes, improved patient experience, improved provider experience and lower cost of care. The curriculum is built upon the national Interprofessional Education Collaborative Core Competencies that include values and ethics for interprofessional practice, roles and responsibilities, interprofessional communication and teams and teamwork. There are four core touchpoints with learning activities designed to primarily address each core competency. These activities are required for all students across two years of their programs and advance in complexity as they progress. There is a final touchpoint that synthesizes all four competencies as students demonstrate their knowledge and skill in delivering interprofessional collaborative care in a simulated or real patient care environment. There are additional learning activities and simulations or clinical options for interprofessional students. Medicine and pharmacy require six sessions, nursing requires four.

There are typically 350-500 students engaged in each learning activity. Originally held face-to-face, these activities have gone virtual. While there was some doubt about the change and quality of learning, these virtual sessions have continued to be high quality based on evaluations with more than 50% of the student preferring the virtual experience. The virtual sessions include standardized and real patients. Some are longitudinal cases with multiple sessions – one is a patient with chronic pain and subsequent opioid addiction and the second is a session for DNP, pharmacy and medicine on medications for addiction therapy.

YVIPEC has developed a session called C4 that involves a real patient with a clinical advisor/facilitator that is currently for WSU Yakima students – 30 nursing and 30 pharmacy students with the PNWU DO students. YVIPEC has also developed a Union Gospel Clinic that involves interprofessional students. Our Yakima students are required to take the core curriculum that has been primarily developed and is hosted virtually by WSU faculty. YVIPEC is actively engaged on the IPE Steering committee and Yakima sessions are currently available for WSU students not on the Yakima campus also.

There is a need for the development of more experiential activities where interprofessional teams of students can engage real patients in different healthcare settings to apply what they have learned in the core curriculum to the management of patients and to learn from patients about the reality of their experiences in healthcare. The new WSU Interprofessional Education and Collaborative Practice Advisory Committee has representatives from healthcare systems and facilities. It advises the Executive IPE committee on expanding IPE opportunities with real patients in healthcare settings and informs the



committee about the expected skills and competencies in interprofessional collaborative practice for successful employment of our graduates.

The Office of Community Engagement & Service Learning has a program for interprofessional education. Students in the PharmD, Nursing, and MD programs complete community engagement projects and engage with community leaders through participation in the Community Engagement, Action, and Leadership Program (CEAL). The CEAL program is a new program designed to address the need for more community and interprofessional engagement opportunities from our WSU Health Sciences students first-year and underrepresented students.

## Interprofessional Education Steering Committee

### Interprofessional Education Curriculum at WSU Health Sciences Annual Report of Activities 2021 – Steering Committee

Membership: Membership has grown this past year. We have welcomed three professions to the IPE WSU Health Science Steering Committee: Athletic Training, Nutrition and Exercise Physiology and Speech and Hearing Sciences.

#### IPE Steering Committee Members

Taylor Bertsch, PharmD; Pharmacy	Carrie Brood, MS, FP-C; Medicine
Christina Buchman, PharmD, BCACP; Pharmacy	April Davis, MS, RDN, ACSM-CEP; Nutrition & Exercise Physiology
Dawn DePriest, DNP, ARNP; Doctor of Nursing Practice	Gwen Halaas, MD, Vice Chancellor, Academic Affairs
Kasee Hildenbrand, PhD, LAT, ATC; Athletic Training	Skye McKennon, PharmD; Medicine
Amy Meredith, PhD, CCC-SLP; Speech and Hearing Sciences	Jennifer Miller, PharmD; Pharmacy
Nancy Potter, PhD; Speech and Hearing Sciences	Angela Stewart, PharmD, BCPS; Pharmacy
Megan Willson, PharmD, BCPS; Pharmacy	

- Chair: Megan Willson
- Chair Elect: Carrie Brood

#### Goals of the WSU HS IPE Curriculum

Students completing the WSU HS IPE Curriculum will:

- Work together with mutual respect and shared values with a long-term goal to improve patient outcomes
- Acknowledge and value each participating team member’s roles and responsibilities



- Communicate in a responsible manner that supports safe and effective team functioning
- Participate in and lead teams through application of relationship-building and team dynamics principles

Curricular Approach

- Curriculum is developed collaboratively by steering committee to fit the learner’s profession and level of education.
- Adaptable and flexible to meet needs of each program’s length of study and admissions.
- Learning objectives are aligned with national IPEC core competencies.
- Assessment of change in student knowledge, perceptions, and behaviors completed through student survey and student reflection.

IPE Event and Schedule

	Fall			Spring		
Student Learners	Intro/R&R	Value and Ethics (Implicit Bias)	Teams and Teamwork (C4)	Com/R&R (Healthcare Team Challenge)	Com (Error Disclosure)	Teams and Teamwork (Respect & RespectMAT)
Athletic Trainers	x	x		x		x
Medicine	MS1	MS2			MS1	MS2
Nutrition and Exercise Physiology	x	x		x		x
Nursing -Fall	J1	S1		J2		S2
Nursing - Spring	J2	S2			J1	S1
Nursing (DNP)	x					x
Pharmacy	PY1	PY2	PY3	PY2	PY1	PY3
Speech and Hearing	G1	G2		G1		

Abbreviations: MS (Medical Student), J1 (Junior Nurse-1<sup>st</sup> Semester), J2 (Junior Nurse-2<sup>nd</sup> Semester), S1 (Senior Nurse-1<sup>st</sup> Semester), S2 (Senior Nurse-2<sup>nd</sup> Semester), PY (Pharmacy Year)

Event Descriptions:

- Roles and Responsibilities: Introduction to IPE and professional roles. Asynchronously students complete introduction module covering the topics on interprofessional education definitions, benefits and goals. Then students come together to meet interprofessional colleagues to work



together to learn more about their profession from each other and practicing faculty in these roles.

- **Value and Ethics:** Interprofessional student groups will complete value and ethics practice scenarios encompassing important concepts such as implicit bias, substance abuse disorders and how to approach complex ethical dilemmas. The facilitation of these scenarios will be conducted in both a small and large group setting.
- **Teams and Teamwork:** The C4s (Clinical Care Case Conference) is an interprofessional simulation utilizing standardized patients to simulate interprofessional collaborative practice to enhance care of complex patient. Event hosted by collaborative partner, YVIPEC (Yakima Valley Interprofessional Education Collaborative).
- **Communication/Roles and Responsibilities (Healthcare Team Challenge):** Students will work collaboratively in small interprofessional teams to develop an interdisciplinary care plan. Deliverables will include a handoff using TeamSTEPPS skills.
- **Communication (Error Disclosure):** Groups of students will work together to complete a fishbone analysis and prepare to disclose a medical error to the patient.
- **Teams and Teamwork (Respect and RespectMAT):** Teams of health professions students work together to care for patients with chronic pain who take and/or misuse opioids and learn medication-assisted treatment for opioid and alcohol use disorders using a team-based approach.

## Collaboration for Interprofessional Health Education Research & Scholarship (CIPHERS)

### OVERVIEW

CIPHERS is an initiative to facilitate scholarship, research, and mentorship related to health professions education. Located in the Washington State University's Elson S. Floyd College of Medicine, CIPHERS aims to engage interprofessional colleagues across WSU, in the Health Sciences, and beyond. Launched in November, 2020 under the direction of Dr. Dawn DeWitt, the overarching goal of the collaboration is to foster faculty and student engagement in scholarly inquiry and to enable dissemination of educational innovations through presentations and publication.

### CIPHERS RESOURCES

- 1 **Website:** <https://medicine.wsu.edu/overview/collaboration-for-interprofessional-health-education-research-scholarship-ciphers/>
- 2 **SharePoint:** <https://emailwsu.sharepoint.com/sites/ESFCOM/CIPHERS/SitePages/Home.aspx>

#### SharePoint Resources

- 1 **Events Calendar:** Categorized by event type: conference, professional development, scholarship, and CME. Page includes a "Call to Action" feature to spotlight nine different upcoming deadlines, i.e. registration, abstract, proposal, and poster submission, etc.





- 2 **Resources for Scholars:** To foster faculty and student engagement in scholarship, research, and mentorship related to health professions education, CIPHERS documented the following instructions to help faculty, staff, and students navigate these common tools and resources:
  - a. **Preparing an IRB Application / Completing CITI training**
  - b. **Creating a Survey in Qualtrics / Downloading Data**
  - c. **Navigating PIVOT-RP**
  - d. **\*How to Build your own SharePoint Site for projects and collaborations**  
\*This “resource” did not exist previously, but instructions on how to build a SharePoint site was identified as a gap in the WSU community. The next step is to understand how to best share and disseminate this resource.
- 3 **Catalog of Medical/Sciences Education Funding Opportunities:** This resource provides a summary of funding sources that support interprofessional (IPE) education, research, and scholarship. Includes hyperlinks to funding agency and RFA and identifies applicant eligibility criteria, proposal deadline, funding amount, duration, and research priority areas.
- 4 **Publication Support:** This page offers comprehensive guidance on how to prepare and submit a manuscript, including criteria for authorship, reference to writing retreats and accountability groups, best practices for productive online collaboration, understanding ‘journal impact factor,’ guidance to write a literature and systematic review, as well as supporting articles, and the COM Office of Communications & Marketing guidelines to navigate media requests. Resources developed by CIPHERS include:
  - a. **Key publications for Interprofessional Health Education Research:** summarizes publications by journal type, including focus areas, readership, impact factor, and publication fee [when provided].
  - b. **Annotated Bibliography for Interprofessional Health Education Research:** showcases publications that contribute knowledge, ideas, and resources in support of interprofessional health education, research, and scholarship. The articles cited in the Annotated Bibliography have been downloaded to the SharePoint page for faculty, staff, and students to readily access.
  - c. **Interprofessional Health Education Research, Scholarship, and Professional Development Resources:** summarizes sources that support interprofessional health education (IPE) research, scholarship, and professional development. Includes hyperlinks to organization/agency, a brief description of certificate courses, mentorship programs, faculty development bootcamps, Master’s and Doctoral degrees, and contact sources for more information.

#### CURRENT INTERPROFESSIONAL SCHOLARLY ACTIVITIES

- 1 **Visiting Professor Series (VPS):** To support faculty in developing their skills in educational research and scholarship and ultimately, contribute to the dissemination of innovative health education research findings, CIPHERS sponsors the VPS, which enables for faculty, staff, and students to learn from and share ideas, expand collegial networks, and establish research collaborations. Two VPS have been hosted to-date, with additional guests planned in 2022.



- 2 **CIPHERS Consultations:** These 1-hour “white glove” consultations provide an opportunity to meet with Drs. Dawn DeWitt, CIPHERS Director, and Erin Griffin, Scholarly Associate Professor and Director of Evaluation, and ask questions related to health professions research and scholarship, brainstorm projects in mind, solicit advice regarding next steps, etc. We supported 15 consultations for WSU faculty, staff, and students in the past year.
- 3 **Diastole Work in Progress Sessions:** These sessions are designed to support participants’ scholarly endeavors in any phase of the work, from early ideas to rehearsal for conference presentations. Participants rotate responsibility for bringing their work to these sessions. There are 19 Diastole WIP members and 5 sessions have been hosted within the reporting period.

### PLANNED INTERPROFESSIONAL SCHOLARLY ACTIVITIES

- 1 **Journal Club Meetings:** These sessions are designed to support learning through reading and critique of health professions education literature. We aim to post selected reading(s) one week ahead of each session, allowing participants to choose when to attend and prepare for the discussion.
- 2 **“In Translation...” Discussion of health professions education concepts:** These sessions are designed to support learning of key concepts in health professions education and the controversies surrounding them. We aim to post selected reading(s) one week ahead of each session, allowing participants to both choose when to attend and to prepare for the discussion.
- 3 **“How do I...” Tools, techniques, and tricks in medical education research:** These sessions are designed to build skills for health professions scholarship. Examples include determining authorship, choosing where to publish or present one’s work, designing studies, analyzing quantitative and qualitative data, and using bibliography software to manage citations.

### ADVISORY BOARD

Thirteen faculty from appropriate WSU Colleges serve on CIPHERS Advisory Board. The Advisory Board meets 2-4 times per year as needed to monitor CIPHERS progress towards achieving its annual benchmarks and milestones. To ensure that CIPHERS is recognized as a valued contributor to ESFCOM, Health Sciences, and the broader WSU community, Advisory Board members support the development of a structure and framework to help CIPHERS embrace and foster a truly interprofessional, diverse, and inclusive culture.

### DONOR SUPPORT

An anonymous donor made a significant gift to support several different areas of interprofessional education. In an effort to foster a new generation of interprofessional faculty collaboration, \$15K was allocated to CIPHERS to cover speaker honoraria for invited talks.

### INTERPROFESSIONAL GRANTS SUBMITTED WITHIN THE REPORTING PERIOD

<b>1</b>	<p><b>Grant Title:</b> Association between cannabis and pain outcomes in a Tribally operated clinic</p> <p><b>Principal Investigator:</b> Rasmus, S.M, Northwest Indian College</p> <p><b>Subaward Co-PI’s:</b> McDonell, M. Wilson, M; <b>Co-I’s:</b> McPherson, S., Lederhos-Smith, C., Hirchak, K., Bender, N.</p> <p><b>Funding Agency:</b> National Cancer Institute (NCI)/ National Institute on Drug Abuse (NIDA)/ National Institutes of Health</p> <p><b>Funding Requested:</b> \$930,065</p>
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	<p><b>Period of Performance:</b> 10/1/ 2021-7/31/ 2025</p> <p><b>Submitted:</b> Early 2021</p> <p><b>Status:</b> Awarded</p> <p><b>Overall Objective:</b> To assess how cannabis impacts pain intensity and interference in a sample of patients seeking chronic pain treatment at the Tribally operated clinic and provide research opportunities for American Indian/Native American graduate students at WSU and undergraduates at Northwest Indian College (NWIC).</p>
2	<p><b>Grant Title:</b> A Systematic Review of the Impact of Healthcare Provider Bias and Stigma Toward Patients with Substance Use Disorder: Opportunities for Improving Equity in Healthcare Experiences and Outcomes</p> <p><b>Funding Agency:</b> Association of American Medical Colleges (AAMC)</p> <p><b>Funding Requested:</b> \$30,000</p> <p><b>Period of Performance:</b> 08/15/2021 – 8/14/2022</p> <p><b>Submitted:</b> July 2, 2021 (DeWitt, PI)</p> <p><b>Status:</b> This proposal was a finalist among over 20 applications received but was not selected for funding.</p> <p><b>Overall Objective:</b> This systematic review will assess the role of bias and stigma towards patients with substance use disorder and existing research that has empirically evaluated interventions designed to reduce bias and stigma among health care professionals.</p>
3	<p><b>Grant Title:</b> INterprofessional Healthcare Provider WEllness &amp; Resiliency EDucation (<b>INPWERED</b>)</p> <p><b>Funding Agency:</b> Health Resources and Services Administration (HRSA)</p> <p><b>Funding Requested:</b> \$2,039,142.00</p> <p><b>Period of Performance:</b> 01/01/2022 – 12/30/2024</p> <p><b>Submitted:</b> September 17, 2021 (DeWitt, PI)</p> <p><b>Status:</b> Funding outcome anticipated in December 2021</p> <p><b>Overall Objective:</b> The overall goal of INPWERED is to engage learners, i.e., students, residents, faculty, and staff in Medicine, Nutrition &amp; Exercise Physiology, Speech &amp; Hearing Sciences, Pharmacy, Nursing, Social Work, and Veterinary Medicine in a comprehensive curriculum to cultivate and maintain wellness and resiliency within the Health Workforce.</p>

ACTIVE INTERPROFESSIONAL GRANTS

Funding Citation	
1	<p><b>Grant Title:</b> Rethinking Education on Substance use through inter-Professional Education and Rural Community Training (<b>RESPECT</b>)</p> <p><b>Funding Agency:</b> Health Resources and Services Administration (HRSA)</p> <p><b>Grant Number:</b> TOBHP33106 (DeWitt, PI)</p> <p><b>Funding Period:</b> 07/01/2019 – 06/30/2024</p> <p><b>Award Total:</b> \$1,929,121</p>



Funding Citation	
	<p><b>Overall Objective:</b> The primary goal of this project is to provide team-based training for health-professions students and/or primary care practice teams that care for patients with chronic pain who take and/or misuse opioids.</p>
2	<p><b>Grant Title:</b> Rethinking Education on Substance use through inter-Professional Education and Collaborative Teams using Medication-Assisted Treatment (<b>RESPECT-MAT</b>)</p> <p><b>Funding Agency:</b> Substance Abuse and Mental Health Services Administration (SAMHSA)</p> <p><b>Grant Number:</b> 1H79FG000075-01 (Wilson, PI)</p> <p><b>Funding Period:</b> 09/30/2020 – 09/29/2022</p> <p><b>Award Total:</b> \$199,687</p> <p><b>Overall Objective:</b> The major goal of this project is to teach health professions students about medication-assisted treatment for opioid and alcohol use disorders using a team-based approach.</p>

## RESPECT Objectives & Accomplishments

Objective	Accomplishments																
1	<p>Create, deliver, and evaluate interprofessional faculty development sessions to prepare <i>faculty</i> across health professions and across Washington to implement the IPOC in their programs and/or clinical sites.</p> <ul style="list-style-type: none"> <li>Developed and implemented a faculty facilitator training for student IPE sessions</li> </ul>																
2	<p>Initiate and continuously evaluate/update in-person IP training for MD, PA, DNP, BSN, pharmacy, and MSW/ addiction studies <i>students</i> to increase the number of future health care providers who understand the benefits of integrating behavioral health in primary team-based care, particularly for persons using opioids.</p> <table border="1" data-bbox="836 1249 1416 1612"> <thead> <tr> <th>Health Profession</th> <th># All sessions</th> </tr> </thead> <tbody> <tr> <td>Medicine (MD, DO)</td> <td>207</td> </tr> <tr> <td>Nursing (BSN, DNP)</td> <td>269</td> </tr> <tr> <td>Pharmacy</td> <td>155</td> </tr> <tr> <td>Physician Assistant</td> <td>75</td> </tr> <tr> <td>Social Work</td> <td>60</td> </tr> <tr> <td>Substance Use Disorder Professional</td> <td>2</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>768</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Hosted 8 IPE sessions among 768 students of diverse health profession backgrounds (Yr2: 2021)</li> <li>Year 1 curriculum was piloted among 268 interprofessional health discipline students</li> <li>Pivoted to a virtual platform <i>and</i> standardized patients for curriculum delivery</li> <li>Continuous quality improvement through pre- and post-session surveys, program evaluations</li> </ul>	Health Profession	# All sessions	Medicine (MD, DO)	207	Nursing (BSN, DNP)	269	Pharmacy	155	Physician Assistant	75	Social Work	60	Substance Use Disorder Professional	2	<b>TOTAL</b>	<b>768</b>
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	Objective	Accomplishments
		<ul style="list-style-type: none"> <li>The IPOC team will author a substance use disorder case on behalf of the Case Based Learning (CBL) course. Students will spend three days over the course of one week evaluating, assessing, and formulating a treatment plan for a patient with substance use disorder.</li> <li>The IPOC team will present, <i>How do you measure interprofessional collaboration</i> at the Diastole Work in Progress session on January 13 to solicit feedback to a rubric designed to assess IPE student teams' ability to formulate multifaceted, holistic treatment plans</li> </ul>
3	<p>Adapt and then implement on-site <i>IP facilitated team trainings</i> using a clinic-based version of the IPOC for <i>primary practice teams</i> in rural clinic sites across WA. MD, PA, and DNP students that have previously participated in the IPOC training and are doing a rural primary practice rotation will be prepared to assist the trainer in facilitating the interactive clinic-based sessions.</p>	<ul style="list-style-type: none"> <li>Collaborating w/Eastern Washington Area Health Education Center (AHEC); Washington Rural Health Collaborative (WRHC); and Rural Health Clinic Association of Washington (RHCAW)</li> <li>Submitted for CME through WSU CloudCME and CE through Washington State Pharmacy Association on behalf of the following sessions developed by the IPOC team:               <ol style="list-style-type: none"> <li>Healing the Healers</li> <li>Virtual Balint Group</li> <li>Team-based Opioid Education</li> </ol> </li> </ul>
4	<p>Address the challenges of provider well-being, including burnout and isolation, by implementing a virtual Balint group, offering support and peer consultation for rural primary care providers.</p>	<ul style="list-style-type: none"> <li>Revised Balint recruitment message and materials</li> <li>Reinitiated provider recruitment</li> </ul>
5	<p>Develop and disseminate through workshops, optional classes, newsletters, and interactive web-based sessions, strategies, and <i>resources</i> to promote eight dimensions of wellness (emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual) for students, faculty, and providers practicing in rural settings.</p>	<ul style="list-style-type: none"> <li>Developed "Finding Joy: The Health Care Professional's Journey to Wellness and Resiliency" Podcasts (<a href="https://findingjoy.buzzsprout.com/">https://findingjoy.buzzsprout.com/</a>)</li> <li>Facilitated the following sessions:               <ol style="list-style-type: none"> <li><i>The Resilient Learner: Evidence-Based Strategies to Promote Wellbeing and Resiliency and Prevent Burnout</i> workshop for the Health Sciences Student Orientation, August 19   66 interprofessional students</li> </ol> </li> </ul>



	Objective	Accomplishments
		<ol style="list-style-type: none"> <li>2. <i>Team-Based Care of Patients Who Take Opioids</i> for the Rural Health Clinic Association, October 20   22 attendees, 7 Standardized Patients</li> <li>3. <i>Healing the Healers: Evidence-Based Strategies to Promote Resiliency &amp; Wellbeing</i> for the Washington Rural Health Collaborative, November 5   35 attendees</li> </ol>
6	<p>Create, implement, and analyze a needs assessment aimed at gathering information on ways the ESFCOM, CON, and COP can further collaborate and support our rural primary practice partners, particularly related to enhancing the integration of behavioral health and caring for persons suffering from mental, behavioral, and addictive disorders.</p>	<ul style="list-style-type: none"> <li>• Generated a tangible list of topics and preferred content delivery methods to assist rural primary practices in WA to make progress towards level 5 on the Framework for Levels of Integrated Healthcare</li> </ul>

## RESPECT-MAT Objectives & Accomplishments

	Objective	Accomplishments
1	<p>Develop IPE training program materials that expand on our existing patient case to include treatment principles that apply to all SUDs and content regarding medications for Medication-Assisted Treatment, specifically alcohol and opioid use disorder medication options.</p>	<ul style="list-style-type: none"> <li>• The project team met weekly to develop the following curricular materials:               <ol style="list-style-type: none"> <li>1. Pre-session Self-Assessment</li> <li>2. Facilitator Guide,</li> <li>3. In-class PowerPoint</li> <li>4. In-class Student Materials</li> <li>5. Video Patient/Provider Interview</li> <li>6. Standardized Patient Case Study Guide</li> <li>7. Post-session knowledge assessment</li> <li>8. Program evaluation</li> </ol> </li> </ul>
2	<p>Pilot, evaluate, and revise the RESPECT-MAT training program as a virtual, interactive IPE session with students and faculty from WSU medicine, nursing, pharmacy, and EWU social work and addictions programs (3-5 IP teams of 4 students, 2-3 faculty facilitators).</p>	<ul style="list-style-type: none"> <li>• The RESPECT-MAT IPE session was hosted on April 7, 2021:               <ol style="list-style-type: none"> <li>1. 125 students completed the pre-session survey</li> <li>2. 113 students attended the live session</li> <li>3. 91 completed a post-session survey</li> <li>4. 86 completed an in-class poll</li> </ol> </li> <li>• The project team met weekly to review the collected evaluation and feedback data, revise the pre-work, surveys, and curricula, and</li> </ul>



	Objective	Accomplishments
		coordinate scheduling the revised RESPECT MAT IPE sessions in Spring 2022.
3	Implement and evaluate refined RESPECT-MAT training program with 320 IPE students (~80 IP teams).	<ul style="list-style-type: none"> <li>• Four, 2-hour sessions of the refined RESPECT-MAT IPE will be offered virtually in April 2022.</li> <li>• Participants include students from:               <ol style="list-style-type: none"> <li>1. WSU Colleges of Medicine, Nursing (DNP), and Pharmacy</li> <li>2. Eastern Washington University School of Social Work</li> <li>3. Spokane Falls Community College Addiction Studies</li> </ol> </li> </ul>
4	Promote sustainability by integrating the final RESPECT-MAT training program into the WSU/EWU IPE curriculum.	<ul style="list-style-type: none"> <li>• Starting sustainability by planning facilitator training among faculty beyond grant team.</li> </ul>
5	Disseminate the RESPECT-MAT content to a state-wide and national audience.	<ul style="list-style-type: none"> <li>• Will disseminate RESPECT-MAT content at conferences, via publications, and our IPOC website (<a href="https://opioideducation.wsu.edu/">https://opioideducation.wsu.edu/</a>) after our spring sessions conclude.</li> </ul>
6	Apply learning from RESPECT-MAT project to provide SUD and MAT exam items for national and state certification and licensing boards.	<ul style="list-style-type: none"> <li>• Team members met with Dr. Alex Mechaber, Associate Vice President, Physician Licensure Programs, National Board of Medical Examiners (NBME), Suzanne McEllhenney (Director, Program Management, USMLE; Director, Licensure Programs, NBME) and Kristine Deruchie (Director, Test Materials Development, NBME). We learned the process for getting items on the licensing board for physicians and received permission to send some learning objectives and categories for item modeling. We also learned there is a need for addiction certified physicians to join the team of item writers and will reach out to potential colleagues.</li> <li>• We also sent information to the American Academy of Nurse Practitioners Certification Board and made inquiries to certifying bodies for pain management and addiction nursing.</li> <li>• Dr. Wilson co-authored a chapter titled, <i>Managing Substance Use Disorder and Pain</i> that will be included in the Core Curriculum for Pain Management Nursing Edition 4,</li> </ul>



Objective	Accomplishments
	which serves as a study guide for all pain management nurse certification tests.

INTERPROFESSIONAL PUBLICATIONS (PEER REVIEWED)

Citation	
1	Klein, T, Geddes, J, Hartung, D. (2020) The Geographic Impact of Buprenorphine Expansion to Nurse Practitioner Prescribers in Oregon. Journal of Rural Health November 2020 DOI: 10.1111/jrh.12538
2	Wilson, M., Bray, B.S., Remsberg, C.M., Kobayashi, R., Richardson, B.A. (2021) Interprofessional education on opioid use and pain identifies team-based learning needs. Currents in Pharmacy Teaching and Learning. 13(4): 429-437 DOI: 10.1016/j.cptl.2020.11.011
3	*Geiger, K, Bowman, J, DeWitt, D. (2021) Reflecting on the Advantages of Longitudinal Integrated Clerkships and COVID-19. Journal of Regional Medical Campuses 4(2) DOI: 10.24926/jrmc.v4i2.34 *First CIPHERS-related student publication
4	Akers, J, Siegnemartin, B, Anderson, J, Richardson, J, New Interprofessional Health Sciences Precepting Legislation Provides Opportunity to Assess Student and Preceptor Knowledge and Experience, Journal of Interprofessional Education & Practice <i>Resubmitted</i> 11/29/21
5	Remsberg, C, Richardson, B, Bray, B, Wilson, M, Kobayashi, R, Klein, T, Anderson, J, Peterson, S, Brood, C, DeWitt, D. A virtual interprofessional education training using standardized patients to address the opioid crisis. In preparation for submission to MedEdPORTAL, December 2021

INTERPROFESSIONAL PRESENTATIONS, ABSTRACTS, AND WORKSHOPS (PEER REVIEWED)

Citation	
1	<b>Published Abstract:</b> Wilson, M., Odom-Maryon, T., Stanek, K., Layton, M. E., Quock, R. M. (2021). Pain interference influences hyperbaric oxygen treatment response during opioid dose tapering. Pain Management Nursing, 22(2), 232. <a href="http://doi.org/10.1016/j.pmn.2021.02.014">http://doi.org/10.1016/j.pmn.2021.02.014</a>
2	<b>Poster Presentation:</b> Wilson, M., Remsberg, C.M., Bray, B.S., Richardson, B.A., Klein, T, DeWitt, D.E. (2020) Interprofessional education on pain and opioid use meets team-based learning needs. Podium presentation, American Society for Pain Management Nursing (ASPMN) 30 <sup>th</sup> Annual National Conference, Virtual Conference, October 21-23, 2020.
3	<b>Published Abstract:</b> Wilson, M., Remsberg, C., Bray, B., Richardson, B., Klein, T. A, De Witt, D. (2021). Combatting stigma surrounding chronic pain and substance use with interprofessional education. Accepted as published conference proceeding for the National Academy of Medicine’s Stigma of Addiction Summit June, 2021.
4	<b>Poster Presentation:</b> Remsberg CM, Bray BS, Richardson BA, Wilson M, Klein T, Kobayashi R, Miller J, DeWitt DE. Virtual Interprofessional Opioid Education Sessions with Standardized Patients. Association of Colleges of Pharmacy Annual Meeting, Pharmacy Education 2021. July 19-22, 2021.





Citation	
5	<b>Panel Presentation:</b> WSU Spokane’s Wake Up with Research: Pain and Addiction. November 17, 2021 Presented by Marian Wilson and Elizabeth Wood <a href="https://www.youtube.com/watch?v=7yYT4mltjI">https://www.youtube.com/watch?v=7yYT4mltjI</a>

## RECOGNITION

The Interprofessional Opioid Education team was nominated for the 2021 George E. Thibault, MD NEXUS award. While not selected as this year’s recipient, the IPOC team was chosen as an Honorable Mention.

## Interprofessional Education and Collaborative Practice Advisory Committee

The Interprofessional Education and Collaborative Practice Advisory Committee advises the WSU Executive Interprofessional Education Committee. The advisory committee includes representatives from the healthcare systems and organizations in the region.

The advisory committee meets regularly to discuss expanding the development of interprofessional education opportunities for individual and groups of students to experience and learn team skills in the context of providing healthcare services to individuals, families and communities. This includes simulation education in collaboration with healthcare providers and healthcare systems. This committee also contributes by describing the expected skills and competencies from WSU health professions graduates in interprofessional collaborative team-based care for successful employment in the healthcare systems with the goal of helping to determine gaps in education and training to better prepare future health professionals for the region.