

Interprofessional Practice and Healthcare Placements in Social Work Field Practicum

An Annotated Bibliography 2021



Transforming the Field
Education Landscape

ACKNOWLEDGEMENTS

The Transforming the Field Education Landscape (TFEL) project is supported in part by the funding from the Social Sciences and Humanities Research Council of Canada (SSHRC).

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SUGGESTED CITATION

Transforming the Field Education Landscape (TFEL). (2021). *Interprofessional practice and healthcare placements in social work field practicum: An annotated bibliography*. University of Calgary, AB: Authors.

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PURPOSE OF THE ANNOTATED BIBLIOGRAPHY

The Transforming the Field Education Landscape (TFEL) project, funded by the Social Sciences and Humanities Research Council of Canada's (SSHRC) partnership grant program, aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.

The purpose of this annotated bibliography is to serve as a resource for the TFEL project and to look at the importance of interprofessional practicums and healthcare placements in social work practica. When reviewing the literature, it was found that having practica experience prepared students for healthcare settings and working in interprofessional teams. Field practica in the literature is also referred to as field practicum, internship and field placement.

METHODS

A literature search on interprofessional practice and healthcare placements in social work field practicum was conducted using the University of Calgary online library system. After reviewing the titles and abstracts of the search results, 51 articles were found relevant for this annotated bibliography.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	<ul style="list-style-type: none"> • "Interprofessional practice" AND "social work" • Interprofessional practice" AND "social work" AND "practicum" • "Healthcare placements" AND "social work" • "Healthcare practicum" AND "social work" 	<ul style="list-style-type: none"> • 2010-2021 • English language • Peer Reviewed
Academic Search Elite	<ul style="list-style-type: none"> • "Healthcare placements" AND "social work" • "Healthcare practicum" AND "social work" 	<ul style="list-style-type: none"> • 2010-2021 • English language • Peer Reviewed
CINAHL Plus	<ul style="list-style-type: none"> • "Healthcare placements" AND "social work" • "Healthcare practicum" AND "social work" 	<ul style="list-style-type: none"> • 2010-2021 • English language • Peer Reviewed
EBSCO Host	<ul style="list-style-type: none"> • "Interprofessional practice" AND "social work" • Interprofessional practice" AND "social work" AND "practicum" 	<ul style="list-style-type: none"> • 2010-2021 • English language • Peer Reviewed
Google Scholar	<ul style="list-style-type: none"> • "Interprofessional practice" AND "social work" • Interprofessional practice" AND "social work" "practicum" • "Interprofessional and healthcare social work placement" 	<ul style="list-style-type: none"> • 2000-2021 • 2010-2021
Social Work Abstracts	<ul style="list-style-type: none"> • "Healthcare placements" AND "social work" • "Healthcare practicum" AND "social work" 	<ul style="list-style-type: none"> • 2010-2021 • English language • Peer Reviewed
SocINDEX with full text	<ul style="list-style-type: none"> • "Interprofessional practice" AND "social work" • Interprofessional practice" AND "social work" AND "practicum" • "Healthcare placements" AND "social work" • "Healthcare practicum" AND "social work" 	<ul style="list-style-type: none"> • 2010-2021 • English language • Peer Reviewed

Database	Keywords	Search Modifications
University of Calgary Quick Search	<ul style="list-style-type: none"> • “Interprofessional practice” AND “social work*” • Interprofessional practice” AND “social work*” AND “practicum” • "Healthcare placements" AND "social work*" • "Healthcare practicum" AND "social work*" • "Healthcare" AND "placements or practicum" AND "social work*" 	<ul style="list-style-type: none"> • 2010-2021 • English language • Peer Reviewed

ANNOTATED BIBLIOGRAPHY

Acquavita, S. P., Lee, B. R., Levy, M., Holmes, C., Sacco, P., & Harley, D. (2020). Preparing master of social work students for interprofessional practice. *Journal of Evidence-Based Social Work* (2640-8066), 17(5), 611–623.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/26408066.2020.1781730>

This study aims to measure growth in interprofessional knowledge, skills, and values in MSW students from three universities who participated in a Behavioral Health Workforce Education and Training program focused on serving children, adolescents, and transition-age youth. Students participated in an interprofessional field placement and specialized educational sessions that addressed interprofessional team-based care, engaging at-risk youth and families, and working with vulnerable populations. The Interprofessional Socialization and Valuing Scale (ISVS) was administered pre- and post-experience. Paired t-tests of the ISVS total score and each subscale showed statistically significant increases over time. Multiple regression models indicated only the pretest score was a significant predictor of the post-test score for the total or subscale of the ISVS. Social work programs that create interprofessional education and training opportunities can achieve positive outcomes in student attitudes toward interprofessional practice.

Adamson, K., Ashcroft, R., Langlois, S., & Lising, D. (2020). Integrating social work into interprofessional education: A review of one university's curriculum to prepare students for collaborative practice in healthcare. *Advances in Social Work*, 20(2), 454–472.

<https://doi.org/10.18060/23602>

The University of Toronto Interprofessional Education Curriculum (IPE) is an exemplar of advancing interprofessional education with a focus on preparing students for practice in healthcare settings. Our paper begins with a detailed overview of the University of Toronto's

IPE program including the range of participating faculties, an overview of the curriculum including examples of learning activities, and the social work specific expectations that are embedded in the core and elective components. Following, is a discussion on mitigating the challenges and engaging opportunities associated with integrating social work in a healthcare-focused IPE program at a major Canadian University. Our exploration of mitigating challenges and engaging opportunities will span five key areas: a) Creating meaningful learning experiences for social work students; b) Implementing mandatory or elective IPE participation; c) Scheduling of IPE activities; d) The role of social work faculty in driving student involvement in IPE; and e) Strengthening social work professional leadership for IPE.

Archibald, P., & Estreet, A. (2017). Utilization of the interprofessional education, practice, and research model in HBCU social work education. *Journal of Human Behavior in the Social Environment*, 27(5), 450–462. <https://doi.org/10.1080/10911359.2017.1292981>

Historically Black colleges and universities (HBCUs) are often overlooked as a resource to address the need for a diverse healthcare workforce even though they are an essential component of ensuring diversity. In order to meet the needs of the current patient population, HBCUs' social work programs must move from silo education, practice, and research pedagogy to inter-professional education (IPE), practice (IPP), and research (IPR) modalities when developing partnerships that promote the elimination of health disparities. This article discusses the contributions of a HBCU's School of Social Work to the growth of IPE, IPP, and IPR utilizing the Ujima principle of Nguzo Saba. The projects developed were an attempt to provide meaningful and relevant education to social work students while exposing them to a collaborative inter-professional education, practice, and research experience. The three social work projects included intra-university and social community collaborations and exposing students to experiential inter-professional education, practice, and experimental

learning. This is an opportunity for social work students to become involved in the evolving best practices pedagogy for inter-professional education, practice, and research which social work must embrace in order to fulfill the National Association of Social Workers imperative of preparing students to work in collaborative health care teams. The expected outcomes of these inter-professional ventures reflect a HBCU's commitment to increasing the competency in inter-professional modalities aimed at supporting, empowering, and preparing high caliber diverse graduates who will grow the future and lead the world as a diverse healthcare workforce.

Barnett, K. B., Livingston, E., Perdue, B., Morgan, P. D., & Fogel, J. (2017). A mixed-method exploratory study of interprofessional education in social work at historically Black colleges and universities: A faculty perspective. *Journal of Human Behavior in the Social Environment*, 27(5), 394–411. <https://doi.org/10.1080/10911359.2017.1289875>

A mixed-method approach was used to capture social work faculty experiences in Integrating Interprofessional Education (IPE) in the social work curriculum at historically Black colleges and universities (HBCUs). Questions measured attitudes, needs, preparation, and readiness of HBCU faculty to participate in preprofessional and graduate IPE courses. Both quantitative and qualitative analyses were used. The 23 participants indicated that there was strong interest and endorsement for participation in IPE as an educational tool to improve interdisciplinary team work and social care outcomes. However, faculty had limited previous involvement with IPE courses. Many partners were identified for IPE courses with almost all endorsing alcohol and substance abuse counseling, mental health counseling, public health, early childhood education, nursing, rehabilitation counseling, school of divinity, and school of psychology. The following IPE teaching methods were endorsed by almost all of the faculty: seminars, IPE common tools, case analysis, collaborative assessment, role playing, and experiential

activities. Qualitative analysis of the open-ended questions yielded five themes: designing/evaluating IPE programs, embedding IPE courses in the social work curriculum, facilitating trust among faculty, removing negative IPE stereotypes, and IPE courses sustainability. The study contributes vital information about an important group of stakeholders whose participation in IPE, heretofore not mentioned in the IPE literature, needs to be integrated. We recommend that the IPE higher education community work with HBCUs to implement IPE.

Beytell, A.-M. (2014). Fieldwork education in health contexts: Experiences of fourth-year BSW students. *Social Work, 50*(2), 170–192. <https://doi-org.ezproxy.lib.ucalgary.ca/10.15270/50-2-394>

The Social Work profession experiences various challenges in practice that influence the practice education of students. Educators, practitioners and the experiences of students should inform practice education in curriculums. The aim of this study was to explore the experiences of fourth-year BSW students at the University of the Western Cape doing their fieldwork education in healthcare contexts. Integration of social work theories, the types of client problems, emotions caused by fieldwork and ethical dilemmas were challenges to students in health contexts. Supervision was emphasised by the students as a positive experience during fieldwork.

Blacker, S., Head, B. A., Jones, B. L., Remke, S. S., & Supiano, K. (2016). Advancing hospice and palliative care social work leadership in interprofessional education and practice. *Journal of Social Work in End-of-Life & Palliative Care, 12*(4), 316–330. <https://doi.org/10.1080/15524256.2016.1247771>

The importance of interprofessional collaboration in achieving high quality outcomes, improving patient quality of life, and decreasing costs has been growing significantly in health

care. Palliative care has been viewed as an exemplary model of interprofessional care delivery, yet best practices in both interprofessional education (IPE) and interprofessional practice (IPP) in the field are still developing. So, too, is the leadership of hospice and palliative care social workers within IPE and IPP. Generating evidence regarding best practices that can prepare social work professionals for collaborative practice is essential. Lessons learned from practice experiences of social workers working in hospice and palliative care can inform educational efforts of all professionals. The emergence of interprofessional education and competencies is a development that is relevant to social work practice in this field. Opportunities for hospice and palliative social workers to demonstrate leadership in IPE and IPP are presented in this article.

Bogo, M. (2015). Field education for clinical social work practice: Best practices and contemporary challenges. *Clinical Social Work Journal*, 43(3), 317-324. <https://doi.org/10.1007/s10615-015-0526-5>

Field education is arguably the most significant component of the social work curriculum in preparing competent, effective, and ethical clinical social workers. Students and alumni characterize it as such, and national accrediting bodies, both in the United States and internationally, recognize its crucial impact on the quality of social work services delivered to the public. In addition, there is likely more scholarship and research conducted on field education than on any other component of the curriculum. And yet, field educators anecdotally describe a crisis in their ability to implement the best pedagogical practices for students. This paper will discuss the developing evidence-base highlighting best practices for field education, the changing context of field education, and analyze current challenges and potential responses.

Bonifas, R., & Gray, A. (2013). Preparing social work students for interprofessional practice in geriatric health care: Insights from two approaches. *Educational Gerontology*, 39(7), 476–490.

<https://doi.org/10.1080/03601277.2012.701137>

Although several interprofessional education projects have addressed training allied health students for effective teamwork in geriatrics, few curriculum evaluations studies have examined differences in learning outcomes between interprofessional and traditional uniprofessional approaches, especially for social work students. This paper compares and contrasts two brief curriculum models designed to prepare graduate social work students for interdisciplinary collaboration in geriatric health care. The first model is an interprofessional approach that brings together students from social work, medicine, nursing, pharmacy, and nutrition for an interactive session on interdisciplinary care. The second model is a uniprofessional approach that addresses interdisciplinary collaboration within a traditional social work practice course. A pretest/post-test quasiexperimental design was employed to examine differences between the two curriculum approaches in terms of changes in social work students' attitudes and values toward interdisciplinary teamwork and their understanding of the roles and training requirements of multidisciplinary colleagues. Results indicate that students in the interprofessional curriculum ($n = 69$) made significant gains in their attitudes and values toward interdisciplinary collaboration but not in their understanding of the roles and training of other disciplines. Conversely, students in the uniprofessional curriculum ($n = 19$) made significant improvement in their recognition of individual team members' professional roles but experienced minimal change in their attitudes and values toward interdisciplinary collaboration. Findings suggest an interprofessional approach is most conducive to changing students' appreciation and understanding of the importance of

interdisciplinary teams, but personal engagement with content on interdisciplinary roles and training is essential for mastery of this knowledge.

Charles, G., Barring, V., & Lake, S. (2011). What's in it for us? Making the case for interprofessional field education experiences for social work students. *Journal of Teaching in Social Work, 31*(5), 579-593.

There continues to be resistance amongst the various healthcare professions regarding implementing an interprofessional agenda in practice and education settings. This partly is due to the protection of professional turf. This article describes the experiences of Canadian social work students participating in an interprofessional field education program with other healthcare students. The authors report what the social work students gained from the experience and what they were able to contribute to other healthcare students. The authors conclude that interprofessional education and practice enhances rather than threatens the role of social work in healthcare settings.

Clarkson-Hendrix, M. L., & Warner, L. A. (2020). A mixed methods examination of MSW student satisfaction with integrated behavioral health field placements. *Advances in Social Work, 20*(2), 283–299. <https://doi-org.ezproxy.lib.ucalgary.ca/10.18060/23377>

Social workers must be prepared to work effectively within systems that attempt to maximize coordination where integrated behavioral health care is provided. Current students are the profession's pipeline to the behavioral health workforce. If social work students are dissatisfied with the training, they receive in integrated health care settings, they may be deterred from interprofessional collaborative practice. This study examined MSW students' satisfaction with integrated behavioral health field placement experiences. Thirty-three students completed an online survey that asked about factors associated with field placement satisfaction, and nine of these students participated in two focus groups to explore

other aspects of the field setting that influenced satisfaction. Survey results revealed that as role ambiguity increased, student satisfaction decreased. Focus group findings uncovered that the profession's influence within the field setting and the presence of support by professionals from other disciplines promoted students' satisfaction. These results suggest that educators should help students develop skills in tolerating role ambiguity and asking for role clarification as part of supervision when placements are in these settings. MSW faculty and field education directors may want to collaborate with integrated behavioral health providers to assess organizational climate and identify ways to foster inclusive interprofessional collaborative practices and a culture of cross-profession respect.

Craig, S. L., McInroy, L. B., Bogo, M., & Thompson, M. (2017). Enhancing competence in health social work education through simulation-based learning: Strategies from a case study of a family session. *Journal of Social Work Education, 53*, S47–S58. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2017.1288597>

Simulation-based learning (SBL) is a powerful tool for social work education, preparing students to practice in integrated health care settings. In an educational environment addressing patient health using an integrated care model, there is growing emphasis on students developing clinical competencies prior to entering clinical placements or clinical practice settings. This article highlights the importance of SBL in the development of the clinical competencies of graduate social work students enrolled in a Social Work Practice in Health course. The development and implementation of an educational initiative using a family-based simulation scenario to enhance classroom learning for health social work practice is described, and recommendations for future educational initiatives using SBL are provided.

Crumb, L., Larkin, R., Howard, A., Johnson, M., Smith, J., & Glenn, C. T. (2018). An interprofessional internship model for training master's level social work and counseling students in higher education settings. *Journal of Human Behavior in the Social Environment*, 28(8), 1091–1096. <https://doi.org/10.1080/10911359.2018.1470952>

The mental health needs of college students are steadily on the rise, which compels mental health service providers and educators to explore innovative ways to provide more collaborative, supportive, and interdisciplinary service models of practice and professional training. Graduate programs in social work and counseling are at the crux of producing internship training programs to help accommodate the influx of students with persistent mental health concerns across a variety of needs and cultures. This article describes an interprofessional internship program structured and designed to meet the clinical training needs of master's level students matriculating in social work and counseling who aspire to provide mental health services in higher education settings. The interprofessional internship training model proposes an innovative interdisciplinary approach to field education which may result in positive training outcomes and learning experiences for social work and counseling students. This paper discusses the model's emphasis on individual and interdisciplinary group supervision, objectives of the internship experience, internship site criteria, and professional and personal benefits to pre-service social workers and counselors. Recommendations for training and limitations of the model are provided.

Davis, T. S., Reno, R., Guada, J., Swenson, S., Peck, A., Saunders-Adams, S., & Haas-Gehres, L. (2019). Social Worker Integrated Care Competencies Scale (SWICCS): Assessing social worker clinical competencies for health care settings. *Social Work in Health Care*, 58(1), 75–92. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2018.1547346>

Integrating physical and behavioral health services has the potential to reduce health disparities and service inequities among persons most at risk. However, clinical social workers in integrated health settings must possess relevant knowledge and skills to provide quality care to diverse populations. The Social Worker Integrated Care Competency Scale (SWICCS), developed to complement the Integrated and Culturally Relevant Care (ICRC) field education curriculum, measures students' self-perceptions of knowledge and skills associated with providing behavioral health care. Three student cohorts (n = 38) completed the SWICCS three times during an integrated care field practicum. Results indicated a statistically significant increase in student knowledge and skills at each time point, with a large effect size ($r = .87$). The SWICCS demonstrated utility in measuring and tracking social work student acquisition of knowledge and skills required for practice in integrated care environments.

Deichen Hansen, M., Holland, M. M., & Munn, J. (2020). Teaching note—A call for social work

education modification: Moving toward a model of interprofessional education. *Journal of Social Work Education*, 56(3), 595–601. <https://doi.org/10.1080/10437797.2019.1661902>

Interprofessional health-care models have been largely recognized as a critical component of effective and efficient health-care provision. While many health professions have established methods of exposing their students to interprofessional health models, social work has been slow to join in on this educational movement. In an effort to provide their students with increasingly important educational opportunities, one Southeastern university implemented the Geriatric Workforce Enhancement Program (GWEP), which promotes interprofessional collaboration within schools of nursing, medicine, and social work. This teaching note provides a detailed account of how one school of social work used GWEP to enhance interprofessional student learning. Preliminary findings illustrate the importance of integrating cutting edge interprofessional education opportunities into social work curriculum.

Delavega, E., Neely-Barnes, S., Elswick, E., Taylor, L., Pettet, L., & Landry, M. (2019). Preparing social work students for interprofessional team practice in health-care settings. *Research on Social Work Practice, 29*(5), 555–561. <https://doi.org/10.1177/1049731518804880>

This study presents the results of a workforce development initiative focused on preparing master's-level social work students to work in interprofessional settings and integrated care. The study examines both trainees' changes in interprofessional skills and attitudes as well as if there were differences in trainee experiences across race and gender. Method: Ninety-nine trainees participated in a training program and completed pre- and post-test measures on attitudes toward interdisciplinary teams and team skills. The team used multivariate analysis of variance (MANOVA) to examine the change in means and interaction effects. Findings suggest that the training helps trainees acquire interdisciplinary team skills. However, results on attitudes toward interdisciplinary teams varied based on race and gender of the trainees. Discussion: Results suggest that there continue to be disparities in the training experiences of social work trainees around race and gender. Future research needs to continue to focus on this issue.

Eggenberger, T., Millender, E., Drowos, J., France, N. E. M., & Mo, P. (2019). Interprofessional education and practice guide: Developing interprofessional community-based clinical experiences. *Cogent Medicine, 6*(1), 1–9.

<https://doi.org/10.1080/2331205X.2019.1676582>

Substantial interprofessional learning opportunities engaging with complex patients must be available to health professional students to prepare them with the necessary knowledge and experiences to function as competent care providers. In community learning experiences, interprofessional teams can target vulnerable populations who face ongoing health disparities to maximize health impact and reduce over utilization of resources such as emergency room

visits. Patients from vulnerable populations often present in community settings with multiple comorbidities, which benefit from a team approach focusing on prevention and enhancing the quality of life. The planning team at Florida Atlantic University's Christine E. Lynn College of Nursing and the Charles E. Schmidt College of Medicine implemented a real-world community-based clinical experience, incorporating learners from other colleges and universities, professionals from community health centers and patients from homeless shelters to facilitate interprofessional learning over a three-year period. These practical clinical experiences reinforced the communication and leadership skills that are part of the Team Strategies and Tools to Enhance Performance and Patient Safety or Team STEPPSTM evidence-based curriculum, developed by the Agency for Healthcare Research and Quality. This guide outlines the steps and lessons learned, through incorporating team-based practice experiences for nursing, medicine, pharmacy, and social work students caring for vulnerable populations within community settings.

Fraher, E. P., Richman, E. L., de Saxe Zerden, L., & Lombardi, B. (2018). Social work student and practitioner roles in integrated care settings. *American Journal of Preventive Medicine*, 54(6), S281-S289. <https://doi.org/10.1016/j.amepre.2018.01.046>

Social workers are increasingly being deployed in integrated medical and behavioral healthcare settings but information about the roles they fill in these settings is not well understood. This study sought to identify the functions that social workers perform in integrated settings and identify where they acquired the necessary skills to perform them. Master of social work students (n=21) and their field supervisors (n=21) who were part of a Health Resources and Services Administration–funded program to train and expand the behavioral health workforce in integrated settings were asked how often they engaged in 28 functions, where they learned to perform those functions, and the degree to which their

roles overlapped with others on the healthcare team. The most frequent functions included employing cultural competency, documenting in the electronic health record, addressing patient social determinants of health, and participating in team-based care. Respondents were least likely to engage in case conferences; use Screening, Brief Intervention and Referral to Treatment; use stepped care to determine necessary level of treatment; conduct functional assessments of daily living skills; use behavioral activation; and use problem-solving therapy. A total of 80% of respondents reported that their roles occasionally, often, very often, or always overlapped with others on the healthcare team. Students reported learning the majority of skills (76%) in their Master of Social Work programs. Supervisors attributed the majority (65%) of their skill development to on-the-job training. Study findings suggest the need to redesign education, regulatory, and payment to better support the deployment of social workers in integrated care settings. This article is part of a supplement entitled The Behavioral Health Workforce: Planning, Practice, and Preparation, which is sponsored by the Substance Abuse and Mental Health Services Administration and the Health Resources and Services Administration of the U.S. Department of Health and Human Services.

Greenblatt, A., Muskat, B., & Perlman, I. (2019). 10 years later... are rotational field placements working? *Clinical Social Work Journal*, 47(1), 43-52. <https://doi.org/10.1007/s10615-018-0694-1>

A rise in social work programs has led to increased needs for quality field placements. Social workers are expected to occupy educator roles in addition to increasing clinical demands and responsibilities within their work settings. In response to this demand, rotational models of field placements have been introduced. This qualitative study Examined recent trends and perspectives of acute-care hospital social workers engaged in rotational models of supervision. Using focus group data and qualitative data analysis, results indicated that the

model has grown in popularity over the past decade, with increasing use for Year 2 MSW students. Social workers appreciate the manageable duration of the model, collaboration with fellow supervisors, and report various benefits to students from this model.

Held, M. L., Black, D. R., Chaffin, K. M., Mallory, K. C., Milam Diehl, A., & Cummings, S. (2019). Training the future workforce: Social workers in integrated health care settings. *Journal of Social Work Education, 55*(1), 50-63. <https://doi.org/10.1080/10437797.2018.1526728>

The current study explored social work skills and competencies required for work on integrated health care teams. Semi-structured, qualitative individual interviews were conducted with social workers employed in integrated health care settings. Key themes emerged around existing social work strengths, further training that is needed for this work, and fundamental skills for effective team-based collaboration. Incorporation of content, such as the social work role in integrated health care settings, advocacy in team-based treatment delivery, and incorporating medical knowledge into the social work curriculum are key to strengthening the future workforce. Education strategies can include not only infusion of integrated health care material into existing courses but also micro- and macro-specific elective courses and a range of interprofessional learning opportunities.

Held, M. L., Mallory, K. C., & Cummings, S. (2017). Preparing social work students for integrated health care: Results from a national study. *Journal of Social Work Education, 53*(3), 435-448. <https://doi.org/10.1080/10437797.2016.1269707>

Integrated health care serves a vital role in addressing interrelated physical and behavioral health conditions, but social work graduates often lack sufficient training to work on integrated teams. We surveyed 94 deans of masters of social work programs to assess the current and planned integrated health care curricula and the aptitude of schools to teach this material. We applied chi-square analyses to evaluate differences among programs that

reported already teaching integrated health content and programs not yet delivering this curriculum. Findings suggest that deans of schools not yet teaching this material not only felt less prepared but also reported a lower capacity to do so. Implications and next steps to increasing integrated health curricula are presented and discussed.

Hovland, C. A., Whiteford, M., & Niederriter, J. (2019). Interprofessional education for social work Students: Findings from a cross-sectional study. *Journal of Baccalaureate Social Work, 24*(1), 85–103. <https://doi.org/10.18084/1084-7219.24.1.85>

This exploratory study aids understanding of the experiences of baccalaureate social work students participating in an interprofessional (IP) simulation and how the simulation would inform their future practice. This study used a non-random purposive sample of 32 undergraduate social work students from one midwestern university who attended one of three Team STEPPS seminar training days offered during three semesters. Post seminar surveys were completed, and conventional content analysis was used to analyze data. Three themes emerged regarding the first research question of understanding students' experiences in an IP environment: (1) benefits of IP collaboration, (2) social work as a big part of the puzzle, and (3) real-life learning. Three themes emerged regarding the second research question of these students' future practice: (1) communication, (2) self-confidence, and (3) knowledge gained. The results reveal the value of participation in IP simulation activities for undergraduate social work students and support the need for continued development and implementation of such activity.

Jones, B., Currin-McCulloch, J., Petruzzi, L., Phillips, F., Kaushik, S., & Smith, B. (2020). Transformative teams in health care: Enhancing social work student identity, voice, and leadership in a longitudinal interprofessional education (IPE) course. *Advances in Social Work, 20*(2), 424–439. <https://doi-org.ezproxy.lib.ucalgary.ca/10.18060/23671>

This paper describes social work pedagogy and outcomes in a multi-year longitudinal interprofessional education (IPE) course incorporating B.S.W, and M.S.S.W. students. Social work students participated in an IRB-approved mixed-method study designed to evaluate individual growth and identity transformation throughout the two-semester course. Students' semi-structured reflection papers (n=113) were analyzed qualitatively to identify core themes. Students voluntarily completed Interprofessional Assessment Scale (IPAS) surveys, a measure of core competencies in interprofessional care, before and after the class (n=48). Social work students reported that they developed increased personal and interprofessional confidence, awareness of social work role in health care, increased social work skills and leadership to use their voice in interprofessional health care teams. All levels of social work students can and should be incorporated into IPE education. Social work educators and practitioners should continue to take leadership in IPE education at all levels of curriculum design and implementation.

Jones, B., & Phillips, F. (2016). Social work and interprofessional education in health care: A call for continued leadership. *Journal of Social Work Education*, 52(1), 18–29.

<https://doi.org/10.1080/10437797.2016.1112629>

A report from the Interprofessional Education Collaborative and another from the Institute of Medicine cite working as part of interdisciplinary teams as a core proficiency area for improving health care. This article discusses the core competencies of interprofessional education and the essential role for social workers as leaders and facilitators of this practice. Educators will learn how to help students discover the knowledge, skills, and attitudes for successful interprofessional work. Specifically, this article has the following objectives: Discuss essential elements of effective interprofessional practice; Present exemplars of

interprofessional education involving social work; Identify the roles for social work in leadership, education, and practice in interprofessional education.

Karabanow, J., & Hall, C. (2018). Dalhousie University School of Social Work Community Clinic: A space for innovative teaching, learning and service delivery. *Canadian Journal of Community Mental Health*, 37(4), 57–60. <https://doi-org.ezproxy.lib.ucalgary.ca/10.7870/cjcmh-2018-024>

The Dalhousie University Social Work Community Clinic, a unique inter-professional community-university initiative, opened its doors in 2014 and has supported over 400 marginalized community members and provided field placements for over 65 health professional students. The clinic espouses a social justice/ anti-oppressive teaching, learning and service delivery platform.

Kelly, P. L, Heyman, J. C, Tice-Brown, D., & White-Ryan, L. (2020). Interprofessional practice: Social work students' perspectives on collaboration. *Social Work in Health Care*, 59(2), 108–121. <https://doi.org/10.1080/00981389.2020.1719565>

As the value of interprofessional practice becomes increasingly recognized, it is critical to educate social work students so that they understand the importance of interprofessional practice, and the role that social workers play. The objective of this research was to understand social work students' experiences, attitudes, and perspectives toward interprofessional practice. A cross-sectional, non-probability convenience sample was used (N = 125), with data collected from students in a large school of social work in New York State in order to understand their experiences in the field and classroom. Results of a linear regression showed that overall, students had positive perspectives on interprofessional collaboration, with one of the strongest predictors being students' positive attitudes toward interprofessional practice. The results also point to students having limited experience in working in interprofessional teams and exposure to training, either on the job or in the

classroom. To help students gain more experience and training, fieldwork opportunities in interprofessional practice can be expanded, and more courses can be offered, particularly collaborating with other academic disciplines.

Ko, J., Bailey-Kloch, M., & Kim, K. (2014). Interprofessional experiences and attitudes toward interprofessional health care teams among health sciences students. *Social Work in Health Care*, 53(6), 552–567. <https://doi.org/10.1080/00981389.2014.903884>

This study examined how the interprofessional experience, including education and practice, affects graduate health science students' attitudes toward interprofessional practice in health care teams. Data were collected from 227 graduate students, using the Attitudes toward Health Care Teams (ATHCT) scale. Both social work and other health science students had positive attitudes toward interprofessional collaboration with regard to its ability to improve the quality of a patient's care. The results from hierarchical linear regression analyses demonstrated that female students, older students, and students with longer interprofessional practice experiences had more positive attitudes toward interprofessional collaboration in health care teams. Based on these results, implications for interprofessional education are discussed.

Kozakiewicz, J., Pope, D., & Battjes, K. (2020). Michigan State University's chance at childhood program: Interprofessional social work/Law education, field practice, and community-based advocacy. *Advances in Social Work*, 20(2), 300–319. <https://doi.org/10.18060/23658>

A key component of all graduate level social work programs is the field-based educational experience designed to provide students the opportunity to practice while under the supervision of both a field-based mentor and a faculty member within the school. Social work programs must develop and maintain ties with organizations and agencies within the community to facilitate a wide variety of options for students. Separately, social work schools

are increasingly developing relationships with other professional schools, most often with law schools, to allow students to study from an interprofessional perspective. In this article, the authors review existing literature regarding social work interprofessional education, focusing on law and social work. The authors will describe Michigan State University's School of Social Work Chance at Childhood Program, designed to train future social workers and lawyers from an interprofessional perspective in the classroom, in the field, and in a variety of community-based advocacy projects. Finally, the authors will discuss the results of preliminary research efforts designed to measure the program's effectiveness at achieving the program goals set forth in the program's logic model.

Liley, D.G., (2003). Bridging the gap between classroom and practicum. *Journal of Gerontological Social Work*, 39(1-2), 203–217. https://doi.org/10.1300/J083v39n01_17

In the wake of sweeping demographic change, health care services are in an ever-increasing state of flux, especially in the areas of technology, managed care, and availability to services. Social work literature indicates that it is incumbent upon social work educators to ensure that curriculum be particularly relevant to the fields of practice students will encounter. For this research report, thirteen second-year MSW students were interviewed at the beginning, mid-point, and end of their field placements in a medical setting as to the appropriateness of their preparation for medical social work with an aged population. Additionally, a one-year follow-up was conducted with each student

Lumague, M., Morgan, A., Mak, D., Hanna, M., Kwong, J., Cameron, C., Zener, D., & Sinclair, L. (2006). Interprofessional education: The student perspective. *Journal of interprofessional care*, 20(3), 246-253. <https://doi.org/10.1080/13561820600717891>

The Toronto Rehabilitation Institute (Toronto Rehab) is a current leader in the movement of interprofessional education (IPE) initiatives in Ontario, Canada. Nine students from seven

different health care disciplines, including medicine, nursing, occupational therapy, pharmacy, physiotherapy, social work, and speech language pathology participated in the second IPE clinical placement in the winter of 2005 on Toronto Rehab's Stroke inpatient unit. In an effort to increase interprofessional collaboration, improve communication skills, foster respect and enhance knowledge of the different roles each discipline plays on the health care team, these students met together over a five-week period and participated in interprofessional group sessions led by different health care professional leaders from the unit. This paper discusses the students' perspectives on this IPE experience and the corresponding benefits and challenges. All participants in the study recognized the importance of interprofessional teamwork in patient care and agreed that all health care education should include opportunities enabling them to develop the skills, behaviours and attitudes needed for interprofessional collaboration.

Machin, L. L, Bellis, K. M, Dixon, C, Morgan, H, Pye, J, Spencer, P, & Williams, R.A. (2019).

Interprofessional education and practice guide: designing ethics-orientated interprofessional education for health and social care students. *Journal of Interprofessional Care*, 33(6), 608–618. <https://doi.org/10.1080/13561820.2018.1538113>

Health and social care professionals are required to work together to deliver person-centered care. Professionals therefore find themselves making decisions within multidisciplinary teams. For educators, there has been a call to bring students from differing professions together to learn to enable more effective teamwork, interprofessional communication, and collaborative practice. This multidisciplinary working is complicated by the increasingly complex nature of ethical dilemmas that health and social care professionals face. It is therefore widely recognized that the teaching and learning of ethics within health and social care courses is valuable. In this paper, we briefly make the case in support of teaching and

learning health and social care ethics through the medium of interprofessional education (IPE). The purpose of this paper is to provide guidance to educators intending to design ethics-orientated IPE for health and social care students. The guidance is based on the ongoing experiences of designing and implementing ethics-orientated IPE across five departments within two universities located in the North of England over a five-year period. Descriptions of the ethics-orientated IPE activities are included in the guide, along with key resources recommended.

Mattison, D., Weaver, A., Zebrack, B., Fischer, D., & Dubin, L. (2017). Educating social workers for practice in integrated health care: A model implemented in a graduate social work program. *Journal of Social Work Education, 53*, S72–S86. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2017.1288594>

This article introduces a curricular innovation, the Integrated Health Scholars Program (IHSP), developed to prepare master's-level social work students for practice in integrated health care settings, and presents preliminary findings related to students' self-reported program competencies and perceptions. IHSP, implemented in a research-intensive school of social work in a large midwestern public university, includes specialized course work, interprofessional education across health science disciplines, and field practicum in integrated health care settings. Curricular components support stepwise learning and follows the British Columbia model of interprofessional education learning tiers: exposure, immersion, and skill mastery. Despite IHSPs successful development in a well-resourced, supportive environment, challenges facing our profession's ability to develop and sustain training of MSW students in integrated health care are discussed.

McCave, E. L., Mutrie, L., Doyle, M. H., Jacobson, S., & Kelly, A. (2020). Utilizing change leadership within social work education to prioritize and expand interprofessional education in a

university setting: A case study. *Advances in Social Work*, 20(2), 497–514.

<https://doi.org/10.18060/23673>

Interprofessional education (IPE) is a critical educational component for promoting the quadruple aim of health care. Additionally, interprofessional practice (IP) is included in the Council on Social Work Education's (CSWE) educational standards. Yet, the organizational change required to integrate a social work program within established interprofessional education (IPE) curriculum is challenging given the resources required, such as personnel, time, and ongoing commitment among stakeholders. We present a case study of one MSW program's process for integrating social work within an existing IPE curriculum and formalizing IPE as a focus point programmatically. The Bacharach Approach, a change leadership model, is used to analyze the MSW program's approach to initiating and sustaining this change initiative. Through strategic decision-making and capitalizing on momentum, the MSW program has become a valued partner and leader of IPE endeavors and the MSW program's focus on IPE programmatically has been solidified. Creativity, adaptability, advocacy, and relationship-building are key skill areas that social work educators can draw upon as they navigate organizational and programmatic changes focused on IPE.

Mooradian, J. K, Knaggs, C., Hock, R., & LaCharite, D. (2011). Opening options: Making field education work in a private practice clinic setting. *Journal of Teaching in Social Work*, 31(3), 341–349. <https://doi.org/10.1080/08841233.2011.580261>

This article describes the use of social work field placements in a private practice setting to prepare MSW students for clinical work. The authors used autoethnography, which is personal narrative that explores the writer's experience of life, to describe interpersonal and contextual characteristics, as well as procedures implemented to conduct social work field education in a private practice setting. Participants include 1 social work field instructor and 2 graduate

students who learned under these conditions. The authors describe and discuss reflections on the learning experience, and they indicate that effective social work education may be achieved in a private clinic setting.

Muskat, B., Bogo, M., & Perlman, I. (2011). Making rotational field placements work: Review of a successful pilot of rotational field placements in hospital settings.

<http://10.1921/175951511X651922>

This paper describes the development and successful pilot of rotational placements by the social work faculty of a large Canadian university. Modifications required for the pilot are discussed, particularly related to recruiting settings, enlisting field instructors and students, developing new field materials, training field instructors in the model and developing an evaluation tool used by field instructors and students. The strengths, limitations and lessons learned from the experience are discussed as well as the potential usefulness of rotational placements as an approach to addressing resource challenges in field education.

O'Carroll, V., McSwiggan, L., & Campbell, M. (2019). Practice educators' attitudes and perspectives of interprofessional collaboration and interprofessional practice learning for students: A mixed-methods case study. *Journal of Interprofessional Care*, 33(5), 414–423.

<https://doi.org/10.1080/13561820.2018.1551865>

Interprofessional collaboration (IPC) is important for the delivery of effective integrated health and social care systems. Interprofessional practice learning (IPPL) enables students to learn to work together within a relevant context and prepare for future IPC. While there is some evidence that negative attitudes impact on IPC and interprofessional education, there is a dearth of research on health and social work professionals' attitudes and perspectives of IPC and IPPL opportunities for students. A mixed-methods case study was used to investigate practice educators' attitudes and perspectives of IPC and IPPL for their students. Results

showed that attitudes were positive and that mainly meso- and macro-level factors, as opposed to the micro level, impacted on the implementation of IPC and IPPL for students' learning in practice settings. IPC was perceived to be best enabled by effective communication, established teams, IPPL for staff, and shared processes and policies. Close working proximity to other professionals encouraged informal communication and positive interprofessional relationships. Motivation and resources were perceived as enablers of IPPL, but there were often missed opportunities for IPPL. These findings suggest that further work is required to identify systems for improving IPC and to enhance IPPL opportunities for students learning within practice settings.

Oliver, C. (2013). Social workers as boundary spanners: Reframing our professional identity for interprofessional practice. *Social Work Education*, 32(6), 773–784.

<https://doi.org/10.1080/02615479.2013.765401>

One of the more difficult tasks for social work educators is socializing students into a professional identity. Social identity theory provides a lens to consider what is needed for a social work identity that will continue to be salient for students as they move into practice. Framing social workers as boundary spanners might offer students a professional identity that is congruent with core values, reflects what social workers do and places less emphasis on old debates about the profession. It also positions students well for work in the increasingly interprofessional realms of health and social care. I consider how social workers are well equipped to meet the demand created by 'joined-up working' for people with boundary-spanning expertise. Seeing ourselves as boundary spanners is one way to reconcile our professional and interprofessional identities, thereby increasing the chances that our students will continue to identify as social workers when they move into interprofessional practice.

Oxhandler, H. K. (2017). Social work field instructors' integration of religion and spirituality in clinical practice. *Journal of Social Work Education, 53*(3), 449–465.

<https://doi.org/10.1080/10437797.2016.1269706>

This article describes a national sample of social work field instructors' responses to a cross-sectional survey of social workers' orientation toward integrating clients' religion and spirituality into practice and compares their responses with those of non-field instructors. Four hundred sixty-nine social workers, including 69 MSW field instructors, anonymously responded to an online version of the Religious/Spiritually Integrated Practice Assessment Scale. Field instructors reported high levels of self-efficacy, positive attitudes, and few barriers to integrating clients' religion and spirituality, yet fewer reported engaging in behaviors related to this area of practice. Compared with non-field instructors, few differences emerged across items; however, field instructors reported higher behavior subscale scores, compared with non-field instructors. Implications and future considerations for social work field education are discussed.

Pecukonis, E. (2020). Professional centrism and its role in shaping interprofessional education: Implications for social work education. *Journal of Teaching in Social Work, 40*(3), 211–220.

<https://doi.org/10.1080/08841233.2020.1751776>

This article explores the role of profession centrism in shaping interprofessional education. Profession centrism is concerned with how a person is socialized within a health profession and how this process affects their ability to work effectively with others. If social work defines health as an important practice domain, then learning to minimize the impact of profession centrism and understanding its role in regulating the delivery of health care services is a critical education and training objective. Health professions possess unique professional cultures that shape the reality of educational experience for its members; determine the

salience of curriculum content, impact core values, practice rituals and customs; establish professional symbols; and determine the meaning and etiology of symptoms and what constitutes health. Professional culture defines how reality is constructed, power allocated, decisions made, and conflict resolved between members of a health care team. To create an effective interprofessional practice environment, the knowledge and skills each professional brings to the health care team must be understood. Students and trainees must learn how to work across professions by understanding their histories and biases.

Pockett, R. (2010). Interprofessional education for practice: Some implications for Australian social work. *Australian Social Work*, 63(2), 207–222. <https://doi.org/10.1080/0312407090306005>

Social workers work with many other professionals in the workplace and being able to work in a team is both a practice standard for professions and a desirable graduate attribute of most universities. However, student learning about teamwork is often inconsistent and serendipitous, albeit some attention may be given to it as part of field education and work preparation. Students and new graduate social workers usually adopt the teamwork approach that prevails in the agency in which they work and teamwork behaviour is often a result of socialisation and acculturation. Internationally, over the last two decades, interprofessional education for interprofessional practice has achieved prominence in social work curricula. This article covers recent Australian initiatives in interprofessional education and the involvement of the social work program at a leading Australian university in an interprofessional education project. Implications for social work student education and social work practice are discussed.

Putney, J. M., Sankar, S., Harriman, K. K., McManama O'Brien, K. H., Robinson, D. S., & Hecker, S. (2017). An innovative behavioral health workforce initiative: Keeping pace with an emerging model of care. *Journal of Social Work Education*, 53, S5–S16. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2017.1326329>

Recent policy shifts in health care have created opportunities for social workers to provide services in integrated primary care and behavioral health settings. However, traditionally prepared social workers may not have the skill set necessary to meet practice demands. This article describes a behavioral health workforce initiative that trains masters of social work students for work in integrated primary care settings with children, adolescents, and transition-age youths. The training model includes field placements in integrated care settings, co-curricular seminars, and advanced clinical electives. This article identifies challenges of creating new field placements and developing new curricula to support students' acquisition of knowledge and skills required in integrated care settings. Additionally, it presents data on changes in students' knowledge and confidence.

Rishel, C. W., Guthrie, S. K., & Hartnett, H. P. (2020). Who am I and what do I do? Developing a social work identity through interprofessional education and practice. *Advances in Social Work, 20*(2), 440–453. <https://doi.org/10.18060/23640>

The purpose of this study is to examine social work professional identity development through interprofessional education and practice. The Integrated Mental and Behavioral Health Training Program (IMBTP) was developed to prepare students for collaborative practice in integrated behavioral health settings. Interprofessional education and training was a core component of the IMBTP. At the conclusion of five cohorts (graduating 2014-2018), 61 MSW students had completed the training program. Content analysis of qualitative evaluation data revealed professional identity development as a recurring theme across multiple domains. Results demonstrate that providing opportunities for social work students to participate in interprofessional education and training allows for a greater understanding of other professional roles and perspectives, while at the same time helping to solidify the role

and identity of a social worker. Social work education programs should consider including interprofessional education experiences for all students.

Rubin, M., Cohen K. S., Nimmagadda, J., Scheyett, A., & Dunn, K. (2018). Social work and interprofessional education: Integration, intersectionality, and institutional leadership. *Social Work Education*, 37(1), 17–33. <https://doi.org/10.1080/02615479.2017.1363174>

Over the last decade healthcare policies and practices in the US have placed significant emphasis on healthcare integration, mental health parity, and implementation of team-based practice models to improve quality, safety, and affordability of service. With these incentives in mind, schools of social work have joined with national and international health education organizations to reduce disciplinary silos and increase shared learning opportunities across professions and programs. The social work profession has long supported collaborative practice however, students are rarely paired with others in the classroom or intentionally taught about counterparts' roles and expertise. Social work leaders are also responsible for addressing the intersectionality between collaborative competencies and sociocultural factors. The 2015 EPAS and 2016 Core Competencies for Interprofessional Collaborative Practice create multi-level opportunities for social work educators to provide Interprofessional Education (IPE) innovation and leadership across common curricula and educational settings. The authors examine historic challenges to integrating IPE in social work curricula, provide three examples of IPE/social work initiatives in higher education, describe the intersectionality of the EPAS and the IPEC competencies, and identify institutional benefits associated with the integration of IPE in schools of social work culture and curriculum.

Saltzburg, S., Greene, G. J., & Drew, H. (2010). Using live supervision in field education: Preparing social work students for clinical practice. *Families in Society*, 91(3), 293–299. <https://doi.org/10.1606/1044-3894.4008>

This article presents a qualitative study exploring respondents' perceptions of live supervision as the primary field instruction method for MSW students participating in an internship that emphasized family therapy. Participants were specifically asked in what ways live supervision supported and facilitated the learning of clinical practice. Identifying live supervision as important for bridging the pedagogical gap between teaching theory and practice learning stood out as an important meta theme of the study, and was not previously discussed in the literature. Important emergent categories included learning-in-action pedagogy, feedback loop for integrative learning, the safety-net in parallel observation, transparency in the supervision process, and capacity building for entering the workforce. Incorporating the principles of adult learning theory, live supervision offers an important contribution to social work field education.

Schaefer, J., & Larkin, S. (2015). Interprofessional education in undergraduate social work education. *Journal of Baccalaureate Social Work*, 20(1), 179–188. <https://doi.org/10.18084/1084-7219.20.1.179>

This teaching note discusses the role interprofessional education (IPE) can play in social work education. The Final 2015 Educational Policy (Council on Social Work Education, 2015) includes the term interprofessional collaboration as a descriptor of Competency 7 (Assess individuals, families, groups, organizations, and communities) and as a component behavior in Competency 8 (Intervene with individuals, families, groups, organizations, and communities). We contend that the interprofessional learning initiatives currently under way in many other professions offer opportunities for social work programs as their administrators begin to think about operationalizing these two social work competencies. We present several examples of learning initiatives from our program that can be used to develop student's competence in interprofessional collaboration. In addition, social work's strength as a

profession, rooted in collective practice, can be used to move social work into a leadership position in IPE.

Shah, A., Wharton, T., & Scogin, F. (2017). Adapting an Interprofessional training model for social work field placements: An answer for better mental health care outreach for older adults in primary care. *Journal of Teaching in Social Work, 37*(5), 438–453.

<https://doi.org/10.1080/08841233.2017.1381215>

Professional shortages of geriatrically trained social workers pose a barrier to mental health care for older adults. Integrating graduate social work interns into primary care settings may increase the availability of trained social workers. However, few studies provide guidance on how to develop an interprofessional healthcare placement focused on the needs of older adults. This article discusses a model training program created by a psychology department (with input from social work faculty) that can be adapted by schools of social work. Client outcomes (n = 47) indicate significant improvement when using this model.

Shudofsky, L., Ballan, M. S. (2018). Project for Return and Opportunity in Veteran's Education (PROVE): An innovative clinical social work field education model. *Clinical Social Work Journal, 46*(2), 121–129. <https://doi.org/10.1007/s10615-017-0637-2>

Veterans transitioning from the military to college life and the unique issues impacting them are an area of clinical social work that has yet to be fully explored in the literature. Project for Return and Opportunity in Veterans Education (PROVE) is an innovative social work field education model that trains first year graduate interns to serve student veterans on college campuses in a non-traditional, milieu setting. PROVE uses a strengths-based, resiliency focus to emphasize the unique characteristics of the student veteran. The model affords the intern a clinical skill set applicable to working with veterans in various social work agencies. This article will discuss the history, framework and implementation of the PROVE model, use of Veteran-

Affirmative Counseling (VAC) and the unique milieu setting. The article will conclude with implications for clinical social work practice field education settings and recommendations for replicability of the PROVE model.

Sims, D. (2011). Achieving collaborative competence through interprofessional education. Lessons learned from joint training in learning disability nursing and social work. *Social Work Education, 30*(1), 98-112. <https://doi.org/10.1080/02615471003748056>

The ability to work interprofessionally is widely regarded as essential to professional education and training for social work. The changing contexts of social work practice and the requirement for integrated working are regular reminders of the need for social work students to develop collaborative competence. Guidance preceding the development of the social work degree emphasised that social work students should undertake specific learning and assessment in partnership working and information sharing. This suggests that aspects of interprofessional education are relevant to the teaching and development of social work students if graduates are to successfully engage in complex practice. This paper seeks to identify the competencies needed for successful collaboration. It then draws on evaluative research of joint training programmes in learning disability nursing and social work in England to discuss the unique experiences and perspectives of graduates whose social work training was exceptionally interprofessional. The paper will discuss how some of the findings from this research can indicate lessons for promoting collaborative competence in singly trained social work students. It will argue that interprofessional learning opportunities are one of the key ingredients for the development of critical practice.

Sweifach, J. (2019). A look behind the curtain at social work supervision in interprofessional practice settings: Critical themes and pressing practical challenges. *European Journal of Social Work, 22*(1), 59–68. <https://doi.org/10.1080/13691457.2017.1357020>

Supervision has been an integral aspect of social work practice since the early days of the profession. The literature suggests that 'supervision is an essential and integral part of the training and continuing education required for the skillful development of professional social workers' (p. 5). The literature does appear to support that all social workers ought to have some level of supervision; however, within interprofessional settings, where social work is one of many professions, that goal may not be easily attained. Although some interprofessional settings, like hospitals, have social work departments, other settings, like schools, may only have one social worker, resulting in a workplace environment devoid of social work supervision. This article presents findings from a national study of social workers employed in interprofessional organizations. It was hypothesized that this cohort could provide important insights about the nature of social work supervision in agencies characterized by an interdisciplinary workforce. Using both open-ended and specific categorical questions, respondents were asked to describe and convey information about the supervision process and experience in their agency. An Internet-based survey was used to reach a broad spectrum of social work practitioners and educators (975 deliverable and 426 completed) across the United States.

Tajima, E. A., Mccowan, K. J., Lindhorst, T., Haggerty, K. P., Rivara, J. B., Schack, S., Ramey, A., & Jackson, T. R. (2019). Promoting SBIRT training for social work students across field settings. *Journal of Social Work Practice in the Addictions*, 19(1/2), 108–123.
<https://doi.org/10.1080/1533256X.2019.1592993>

We report on our experience of implementing an interprofessional social work Screening, Brief Intervention, and Referral to Treatment (SBIRT) training program in which didactic content was integrated with field education opportunities to practice SBIRT in various settings. Mentored field instructors supervised SBIRT field learning activities in behavioral

health clinics, primary care clinics, inpatient and outpatient psychiatry care, and mental health and addiction service settings. Input regarding program implementation was gathered from students and field instructors. Student use of SBIRT varied by field setting. We report on field instructors' perceptions of site-specific challenges to successful implementation of SBIRT and describe lessons learned for social work training programs.

Volland, P. J, Berkman, B., Phillips, M., & Stein, G. (2003). Social work education for health care. *Social Work in Health Care*, 37(4), 1–17. https://doi.org/10.1300/J010v37n04_01

The study discussed in this article examines how social work graduates are prepared to help clients and families who need health and mental health services. The study identifies recent shifts in social work practice in health care settings, calls for greater integration of practicum and classroom education, and proposes curriculum enhancement to ensure competence in three key areas: self-directed practice, population-based practice and a refocus on basic skills. Findings are based on a New York Academy of Medicine study conducted from 1997-1999 which included a survey of course offerings at 128 CSWE-accredited schools; literature review of current practice models, focus groups, and review by an expert advisory council.

Zerden, L. d.-S., Jones, A., Day, S., & Lombardi, B. M. (2020). Interprofessional collaboration: An evaluation of social work students' skills and experiences in integrated health care. *Journal of Social Work Education*, 1–13. <https://doi.org/10.1080/10437797.2020.174321>

Evidence shows that when an interprofessional (IP) approach is effectively implemented, it can counteract some of our most pressing health care problems. One such challenge is the lack of training in IP teamwork health care professionals receive during their education. Using a quasi-experimental matched comparison group design, this study assessed pre- and post-test changes in IP knowledge, attitudes, and skills of MSW students ($N = 52$) from 2015–2017, who received a specialized curriculum, and clinical internships working in IP teams, compared

to an internal control group involving clinical IP teams alone. Two validated measures assessed changes in students' IP knowledge, values, and skills. Quantitative findings and qualitative responses to open-ended questions elucidate barriers and facilitative factors in IP teams.

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<https://doi.org/10.18060/23602>
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<https://doi.org/10.1080/15524256.2016.1247771>

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