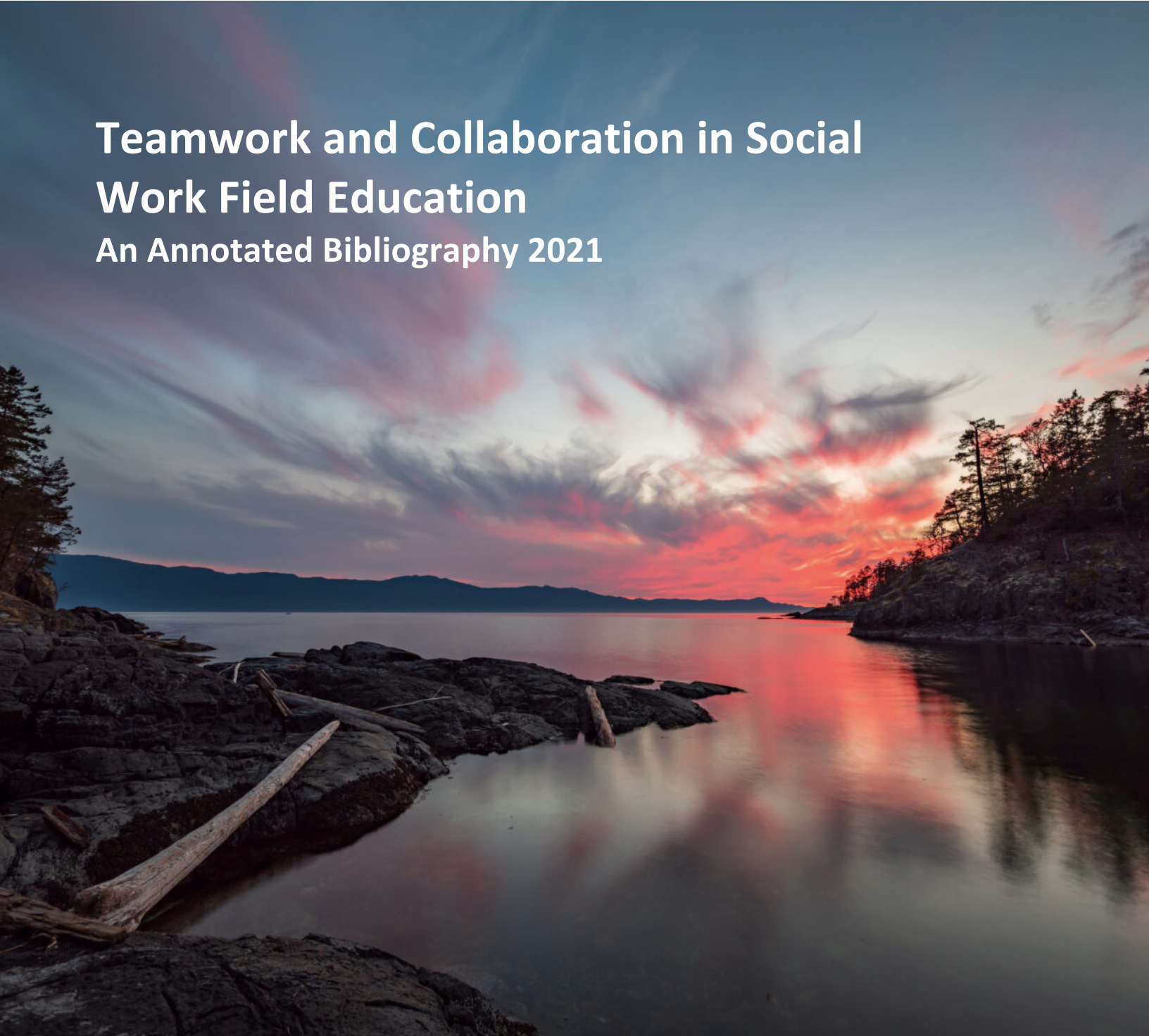


Teamwork and Collaboration in Social Work Field Education

An Annotated Bibliography 2021



Transforming the Field
Education Landscape

ACKNOWLEDGEMENTS

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.

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PURPOSE AND METHODS

The purpose of this annotated bibliography is to gain an understanding how teamwork and collaboration is incorporated in social work field education. The methods of this search were completed using the University of Calgary online system. After reviewing the search results, the title and abstracts were read on each article. As a result, there were 20 articles deemed relevant on teamwork and collaboration in social work education and in the field.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	<ul style="list-style-type: none"> • "Teamwork" AND "social work*" AND "field education or field placement or practicum" • "Teamwork" AND "social work education" • "Collaboration and social work field education" 	<ul style="list-style-type: none"> • 2011-2020 • English language • Peer reviewed
CINAHL Plus with full text	<ul style="list-style-type: none"> • "Teamwork" AND "social work*" AND "field education or field placement or practicum" • "Teamwork" AND "social work education" • "Collaboration and social work field education" 	<ul style="list-style-type: none"> • 2011-2020 • English language • Peer reviewed
Google Scholar	<ul style="list-style-type: none"> • "Collaboration" "social work" "field education" • "Teamwork in social work field education" 	<ul style="list-style-type: none"> • 2011-2021
Social Work Abstracts	<ul style="list-style-type: none"> • "Teamwork" AND "social work*" AND "field education or field placement or practicum" • "Teamwork" AND "social work education" • "Collaboration and social work field education" 	<ul style="list-style-type: none"> • 2011-2020 • English language • Peer reviewed
SocINDEX with Fulltext	<ul style="list-style-type: none"> • "Teamwork" AND "social work*" AND "field education or field placement or practicum" • "Teamwork" AND "social work education" • "Collaboration and social work field education" 	<ul style="list-style-type: none"> • 2011-2020 • English language • Peer reviewed
Social Work Abstracts	<ul style="list-style-type: none"> • "Teamwork" AND "social work*" AND "field education or field placement or practicum" • "Teamwork" AND "social work education" 	<ul style="list-style-type: none"> • 2011-2020 • English language • Peer reviewed

Database	Keywords	Search Modifications
	<ul style="list-style-type: none"> • "Collaboration and social work field education" 	
Univeristy of Calgary Quick Search	<ul style="list-style-type: none"> • "Teamwork" AND "social work" AND "field education or practicum" • "Teamwork" AND "social work education" • "Collaboration and social work field education" • "Collaboration" AND "social work" AND "field education" 	<ul style="list-style-type: none"> • 2011-2020 • English language • Peer reviewed

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Albrithen, A., & Yalli, N. (2015). Medical social worker's perception related to interprofessional teamwork at hospitals. *Journal of Social Service Research*, 41(5), 722-731.

<https://doi.org/10.1080/01488376.2015.1068723>

Interprofessional teams in the health care sectors can be comprised of a variety of disciplines including medicine, nursing, social work, and allied health professions such as physiotherapists, dieticians, and pharmacists. Good medical treatment is dependent on the team's continual awareness of the social situations of patients and of their feelings about these circumstances. This study evaluates perceptions of social workers in relation to interprofessional work issues that can influence their ability to maintain an effective contribution to the health care team. The findings highlight a strong link between respondent opinions relating to job responsibilities and perceptions concerning work with other professional groups in the hospital (e.g., doctors and nursing staff), which is referred to in this study as interprofessional teamwork. The results indicate that participants perceive limitations in carrying out their jobs due to a deficiency in supportive opportunities for interprofessional teamwork between the social work staff and the medical care teams. Future research could be undertaken in relation to challenges to successful interprofessional teamwork of social workers and medical care staff in Saudi Arabia.

Brewer, M. L, & Stewart-Wynne, E. G. (2013). An Australian hospital-based student training ward delivering safe, client-centred care while developing students' interprofessional practice capabilities. *Journal of Interprofessional Care*, 27(6), 482-488.

<https://doi.org/10.3109/13561820.2013.811639>

Royal Perth Hospital, in partnership with Curtin University, established the first interprofessional student training ward in Australia, based on best practice from Europe.

Evaluation of the student and client experience was undertaken. Feedback from all stakeholders was obtained regularly as a key element of the quality improvement process. An interprofessional practice program was established with six beds within a general medical ward. This provided the setting for 2- to 3-week clinical placements for students from medicine, nursing, physiotherapy, occupational therapy, social work, pharmacy, dietetics and medical imaging. Following an initial trial, the training ward began with 79 students completing a placement. An interprofessional capability framework focused on the delivery of high-quality client care and effective teamwork underpins this learning experience.

Quantitative outcome data showed not only an improvement in students' attitudes towards interprofessional collaboration but also acquisition of a high level of interprofessional practice capabilities. Qualitative outcome data from students and clients was overwhelmingly positive. Suggestions for improvement were identified. This innovative learning environment facilitated the development of the students' knowledge, skills and attitudes required for interprofessional; client centred collaborative practice. Staff reported a high level of compliance with clinical safety and quality.

Carey, L. A. (2016). Group work education: A call for renewed commitment. *Social Work with Groups* (New York. 1978), 39(1), 48–61. <https://doi.org/10.1080/01609513.2014.989627>

Studies demonstrate steady decline in group work courses and concentration in graduate social work programs. This is attributed to the Council on Social Work Education's recommendation, in 1969, for a generalist practice model; the growing interest of professional social workers in developing casework skills, including psychiatric casework; and the influence of perspectives from nonsocial work disciplines. This article proposes renewed efforts to strengthen social group work education and concerted collaboration between classroom and field. It focuses on essential course content,

emphasizes social group work perspectives, and identifies core social group work concepts and tools for inclusion in curriculum and field education.

Gillespie, J. (2012). Enhancing social work education through team-based learning. *Journal of Social Work Education, 48*(2), 377-387. <https://doi.org/10.5175/JSWE.2012.200900014>

Group learning strategies are used extensively in social work education, despite the challenges and negative outcomes regularly experienced by students and faculty. Building on principles of cooperative learning, team-based learning offers a more structured approach that maximizes the benefits of cooperative learning while also offering considerable flexibility. This article presents the core principles and elements of team-based learning, provides examples of its use in 2 undergraduate social work courses, and highlights some of the benefits and challenges of applying it in social work curricula.

Held, M. L., Black, D. R., Chaffin, K. M., Mallory, K., Crane, M., 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.

Goodman, H., Knight, C., & Khudododov, K. (2014). Graduate social work students' experiences with group work in the field and the classroom. *Journal of Teaching in Social Work, 34*(1), 60–78. <https://doi.org/10.1080/08841233.2013.866615>

For decades, group work scholars have described a discrepancy between student preparation for group work practice and opportunities to work with groups in the field practicum and professional practice. Educators in related disciplines such as counseling and psychology have expressed similar concerns. This article reports findings of a study of MSW students in a program that includes a practice methods specialization in group work. The purpose was to determine the prevalence of group assignments among all students regardless of their method specialization. A majority of all respondents reported substantial opportunities to practice group work and receive appropriate supervision. Opportunities for majors in group work were significantly greater than for their non-group work counterparts. However, a majority of all students did not feel classes prepared them for group practice. Findings suggest social work must renew its commitment to preparing all students for this practice modality.

Hardy, F., Chee, P., Watkins, V., & Bidgood, J. (2021). Collaboration in social work field education: A reflective discussion on a multi-university and industry collaboration. *Australian Social Work, 1*–9. <https://doi.org/10.1080/0312407X.2021.1924811>

Australia has seen an increase in social work student enrolments, resulting in increasing competition among universities in finding appropriate placements, all within a neo-liberal context affecting capacity of organisations to support student placements. To address this, a student placement program was developed by the Queensland Field Educators Network and a large government organisation, facilitated by three Queensland universities. This paper provides a reflective discussion on the learnings from this initiative, focusing on the

importance of collaboration to enable better access to placement opportunities and quality of learning opportunities for students.

Klein, E. (2015). Supervision of social work interns as members of a multidisciplinary team. *Research on Social Work Practice*, 25(6), 697–701. <https://doi.org/10.1177/1049731515569581>

Social work students placed on a multidisciplinary team will be exposed to diverse ways of interpreting a case, which is an invaluable experience. Placement in a multidisciplinary setting can be an excellent way to engage students in teamwork. Supervisors need to adequately address various aspects in working on a team with students. A survey of 44 bachelor of social work students placed in an internship designed to help them learn about community organizing, program development, or fundraising revealed that 41 students wanted to better understand the roles of different disciplines in service provision. Although 33 students reported participating in multidisciplinary team meetings and 23 reported discussing working on a team in supervision, less than half (21) reported that they discussed how different disciplines work together to assist clients. This article will discuss the importance of learning to work with other disciplines during training to prepare students for future work in social services.

Lakkala, S., Turunen, T. A., Kangas, H., Pulju, M., Kuukasjärvi, U., & Autti, H. (2017). Learning inter-professional teamwork during university studies: A case study of student teachers' and social work students' shared professional experiences. *Journal of Education for Teaching JET*, 43(4), 1–13. <https://doi.org/10.1080/02607476.2017.1342051>

This paper explores ways of enhancing interprofessional skills as part of professional development during university studies. From a socio-psychological viewpoint, inter-professional teamwork can be regarded as an interface between the group and individual levels, where collective commitment, efficiency, shared processes and outcomes, as well as

tensions and dilemmas, are brought together. Inter-professional skills, which are already practised in university, may enable professionals to work in inter-professional contexts during their careers. In this case study, the participants (three student-teachers, two social work students and four supervisors) reflected on their shared experience of participating in a shared practicum at a primary school. The dataset comprises two group interviews conducted separately with the students and supervisors following the practicum. The results indicate that it is possible to develop inter-professional competencies during one's university studies and that this has the potential to promote students' reflective skills as they reframe their expertise and the expertise in other professions.

Leasure, E. L., Jones, R. R., Meade, L. B., Sanger, M. I., Thomas, K. G., Tilden, V. P., Bowen, J. L., & Warm, E. J. (2013). There is no "I" in teamwork in the patient-centered medical home: Defining teamwork competencies for academic practice. *Academic Medicine*, 88(5), 585–592. <https://doi.org/10.1097/ACM.0b013e31828b0289>

Evidence suggests that teamwork is essential for safe, reliable practice. Creating health care teams able to function effectively in patient-centered medical homes (PCMHs), practices that organize care around the patient and demonstrate achievement of defined quality care standards, remains challenging. Preparing trainees for practice in interprofessional teams is particularly challenging in academic health centers where health professions curricula are largely siloed. Here, the authors review a well-delineated set of teamwork competencies that are important for high-functioning teams and suggest how these competencies might be useful for interprofessional team training and achievement of PCMH standards. The five competencies are (1) team leadership, the ability to coordinate team members' activities, ensure appropriate task distribution, evaluate effectiveness, and inspire high-level performance, (2) mutual performance monitoring, the ability to develop a shared

understanding among team members regarding intentions, roles, and responsibilities so as to accurately monitor one another's performance for collective success, (3) backup behavior, the ability to anticipate the needs of other team members and shift responsibilities during times of variable workload, (4) adaptability, the capability of team members to adjust their strategy for completing tasks on the basis of feedback from the work environment, and (5) team orientation, the tendency to prioritize team goals over individual goals, encourage alternative perspectives, and show respect and regard for each team member. Relating each competency to a vignette from an academic primary care clinic, the authors describe potential strategies for improving teamwork learning and applying the teamwork competences to academic PCMH practices.

Nancarrow, S. A., Booth, A., Ariss, S., Smith, T., Enderby, P., & Roots, A. (2013). Ten principles of good interdisciplinary teamwork. *Human Resources for Health*, 11(1), 19–19.

<https://doi.org/10.1186/1478-4491-11-19>

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. 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. 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.

Pockett, R., & Beddoe L. (2017). Social work in health care: An international perspective. *International Social Work*, 60(1), 126–139. <https://doi.org/10.1177/0020872814562479>

An important element of contemporary social work is the influence of international trends on the contexts of practice. In this article, we will critically examine aspects of globalisation and the relationships between health inequalities and social inequalities and the implications for social work practice. Giles called on social workers to develop a ‘health equality imagination’; however, the challenge for practitioners on a day-to-day basis is how to integrate such an imagination into their work. A number of suggested approaches towards a greater engagement in addressing health inequalities in social work practice, education and research are also presented.

Rollins, W., Egan, R., Zuchowski, I., Duncan, M., Chee, P., Muncey, P., & Higgins, M. (2017). Leading through collaboration: The national field education network. *Advances in social work and welfare education*, 19(1), 48-61.

Social work field education is under pressure across the globe, including in Australia. Current application of neoliberal principles to education and human services policy and service delivery impact on social work practice, social work education and the availability and delivery of practice placements. Social work educators are concerned about delivering quality social work education so that students can engage in supervised service delivery in preparation for professional social work practice. Field education staff in universities across the country experience significant challenges in ensuring and organising increasing numbers of quality student placements. The formation of a national leadership group was triggered by a collective realisation that all university field education programs were facing similar challenges. The purpose of a national group was to better respond to the identified challenges and identify directions for research. Collaboration has been effectively used across university-

based field education programs as a leadership approach, in the development of the Australian National Field Educators Network (NFEN). This paper reports on the formation of the NFEN and the resulting identification of six themes affecting provision of social work field education as an example of collaborative leadership. The paper concludes with an appraisal of the opportunities and challenges of taking a collaborative approach in developing a national response and working as a unified national organisation.

Rose, J., & Norwich, B. (2014). Collective commitment and collective efficacy: A theoretical model for understanding the motivational dynamics of dilemma resolution in interprofessional work. *Cambridge Journal of Education*, 44(1) 59-74.

<https://doi.org/10.1080/0305764X.2013.855169>

This paper presents a new theoretical model which conceptualizes interprofessional and multi-agency collaborative working, at the level of the individual within a group. This arises from a review of the literature around joint working and is based on social psychological theories which refer to shared goals. The model assumes that collective commitment, collective efficacy, and process and outcome beliefs interact and feed into the development and maintenance of collaborative processes and outcomes. This is situated within an ecological framework that summarizes the context of inter-professional and multi-agency collaboration. The model illustrates working resolutions of specific inter-professional dilemmas around identity, role and control. This paper extends the literature around theoretical approaches to collaborative work in a multi-agency or inter-professional context, with its specific social-psychological focus on the motivations of the individual within the group.

Sloane, H., & Haas, K. (2020). Interprofessional pedagogy in community settings: An autoethnographic study. *Qualitative Social Work: QSW: Research and Practice*, 19(5-6), 810–826. <https://doi.org/10.1177/1473325019852660>

The Council for Social Work Education has made a commitment to participate in interprofessional education and interprofessional curriculum building. Across medical professions, there is a common concern about the consequences of poor teamwork and implicit bias. Both medical error and interpersonal misunderstanding are an important contribution to health care disparities. Introducing interprofessional education opportunities early in professional education, offering common assignments to all professions, having a committed interprofessional faculty, and involving interprofessional students in curriculum design are all considered important to quality interprofessional education. At the core of this study is a student autoethnographic investigation of three different interprofessional interventions as part of her MSW internship. This research collaboration involved regular mentoring discussions with her field instructor to flesh out cultural context and theoretical relevance of her observations. The writing and discussion experiences of this partnership brought up concerns about unaddressed complexity in interprofessional team interactions. Professional centrism was observed regularly, and this lack of respect for difference among team members often foreshadows the respect patients received from the medical team. Social separation, empathy, and avoiding team conflict were also a focus.

Ulla, M. E. (2011). The role of social work in cross-professional teamwork: Examples from an older people's team in England. *The British Journal of Social Work*, 43(1), 116-134. <https://doi.org/10.1093/bjsw/bcr185>

There are numerous of challenges confronting social work with older people. In Sweden, this is scarcely discussed, which is interesting in light of the radical organisational change in 1992,

when all elder care became a municipal responsibility governed by the Social Service Act. At this point in time, a decisive change was also introduced in England. The legislative changes have had a major impact on the roles and tasks of social work with older people. The overarching aim of this paper is to discuss the role of social work in cross-professional teamwork focused on older people. A multidisciplinary older people's team in the English Midlands, consisting of fifteen members from different professions, was followed. Theories of cross-professional teamwork and interprofessional rivalries were used. The findings demonstrated a collaborative cross-professional teamwork, and the different roles were genuinely complementary and not competitive. Social work was an integrated part; thus, it seemed to have an impact on health care for older people in this context. It suggests that it might be time to move on from the excessively pessimistic view and we hope that this statement may also be valid for the situation in Sweden.

Vassos, S., Harms, L., & Rose, D. (2018). Supervision and social work students: Relationships in a team-based rotation placement model. *Social Work Education*, 37(3), 328-341.

<https://doi.org/10.1080/02615479.2017.1406466>

Social work has historically privileged one-to-one supervision in field education. However, in recent decades, the relentless pressure on organisations to innovate for efficiency gain has created an impetus to explore alternative placement formats. This article reports on how students and supervisors experienced their placement relationships in the context of one such alternative—a team-based rotation placement model where students routinely engaged in group and peer supervision as well as one-to-one supervision with various supervisors. A total of 128 Masters of Social Work students and 92 student supervisors participated in rotation placements across five hospitals over a three-year period; 2011–2013. The study adopted a mixed methods approach using online surveys and post-placement interviews each year. The

findings suggest that, although both supervisors and students viewed the one-to-one supervisory relationship as pivotal, they experienced this relationship differently. Supervisors were more likely to highlight the interpersonal connection within the supervisory relationship as the primary vehicle for practice learning. Students were more likely to view their supervisory relationships as the conduit to the practice experiences that aligned with their placement goals. Ultimately, the study highlights the centrality of role and positioning when exploring perceptions and experiences of teaching and learning relationships on placement.

Venema, R., Ravenhorst Meerman, J., & Hossink, K. (2015). Experiential, team-based learning in a baccalaureate social work research course. *Journal of Teaching in Social Work, 35*(5), 471-492.
<https://doi.org/10.1080/08841233.2015.1087934>

This article describes student responses to a BSW research course framed by experiential learning theory to engage the community and offer applied research practice. The study finds that students generally express overall satisfaction with the research course and describe perceptions of learning gains when involved in a team-based research project with a community partner. The article describes the factors that may influence varying levels of satisfaction and learning gains, such as group functioning, involvement with the community partner, perceived connections between course content and the research project, and one's individual contribution. As social work educators continue to seek innovative ways to provide a solid generalist social work foundation, it is important to continue evaluating teaching methods within the research course while striving to meet student learning needs.

Yerushalmi, H. (2016). Multi-faceted psychiatric rehabilitation teams and their relation to social workers' competencies and self-experience. *Journal of Social Work Practice, 30*(1), 95–106.
<https://doi.org/10.1080/02650533.2015.1082463>

Psychiatric rehabilitation social workers' professional activity takes place within a multi-faceted rehabilitation team that includes other professionals, community agents and clients' family members and its structure changes according to the clients' clinical status and recovery needs. Participating effectively in such a complex teamwork requires social workers' competencies of adapting, communicating, negotiating and collaborating with other professionals and non-professionals. This paper discusses the influence of the constantly changing rehabilitation environment on the social workers' professional self-experience and suggests a few implications of this phenomenon and conclusions which may contribute to professional development of social workers.

Zuchowski, I., Cleak, H., Nickson, A., & Spencer, A. (2019). A national survey of Australian social work field education programs: Innovation with limited capacity. *Australian Social Work*, 72(1), 75–90. <https://doi.org/10.1080/0312407X.2018.1511740>

Social work field education programs globally are struggling to meet the demands of providing suitable placements for students and need to consider new and innovative placement models to both meet professional accreditation requirements and deliver high quality field education opportunities for social work students. This article reports on the qualitative responses of a national survey of Australian social work field education programs, which explored current challenges, innovative responses, and recommendations for the Australian Social Work Education and Accreditation Standards (ASWEAS) review, as well as hopes for the future of field education, and their capacity to undertake research into this area. Findings suggested that field education programs have been using incremental innovation in field education, including collaboration, partnerships, and new ways of responding to the changing student body. However, it is argued that radical structural change and additional resources will be needed for innovation to be more than merely incremental. Social work field

education as a distinct pedagogy needs to be supported through evidence-based research in order to respond to current pressures. Collaboration in field education practice and research is valuable but may be challenged by program competition. Structural innovation and accepting diversity in models could offer opportunities for social work education.

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