

The University of Texas at Austin
Steve Hicks School of Social Work

Course No.: SW 360K/SW 387T

Unique Number: 59544/59710

Semester: Fall 2020

Meeting Time/Place: via Zoom

Dates and times provided in syllabus.

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Office Hours: by appointment and through Zoom

Transformative Teams in Healthcare

I. STANDARDIZED COURSE DESCRIPTION

This course brings together students in medicine, social work, pharmacy and nursing to learn about and actively practice interprofessional, team-based health care. Experiential learning is emphasized and interwoven with team reflective sessions and activities. Course content will be focused on the core competencies of values and ethics for interprofessional practice, roles and responsibilities, interprofessional communication, and teams and teamwork (IECEP, 2011). The course will be taught in a flipped classroom where students will complete pre-work for each class and come prepared to engage in team discussion and activity. The goals of the course are to explore interprofessional team work; to introduce students to the backgrounds and contributions of different professions and teams; to provide examples of highly functional vs. dysfunctional team interactions; and to understand integrated behavioral health for patient care. UT Austin social work, pharmacy, nursing students and medical students will work together to discover the knowledge, skills, and attitudes for successful interprofessional work. Prior to class sessions, students will have assigned readings and written assignments to complete. Course activities will call upon interprofessional student teams to jointly complete exercises and experiences.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate mutual respect, trust, and integrity while valuing differences when working with members of other professions, based on the common goal of providing high quality, patient-centered health care.
2. Discuss essential elements of effective interprofessional communication and interprofessionalism.
3. Understand models of integrated behavioral health in current health care settings
4. Develop competencies in culturally and linguistically competent health care service delivery.
5. Explore the importance of values and ethics in interprofessional practice
6. Evaluate interprofessional successes and challenges in existing healthcare practices
7. Clarify the knowledge base, skills and resources different professions contribute to a health care problem, and develop understanding and respect for those contributions.
8. Explore teamwork and overlapping roles and responsibilities of HC team members.

9. Clarify boundaries and responsibilities unique to individual professions.
10. Demonstrate knowledge of integrated behavioral health interventions such as brief motivational interviewing.
11. Design and implement a community-based project on interprofessional skills.
12. Demonstrate an understanding of contemporary health care issues related to societal, political and organizational changes in health care.
13. Demonstrate an understanding of the nature of illness, its multidimensional aspects and the interrelationship between environmental, social, psychological, and biological factors in its cause, course and outcome.
14. Demonstrate an understanding of the dimensions of practice in the context of health care and multidisciplinary practice.

III. TEACHING METHODS

This course will be online only for Fall 2020 and is designed to include a variety of teaching/learning methodologies to achieve the course objectives. These activities will include readings, writings, discussions, lectures, speakers, videos, in-class (online) group activities, student presentations, self-reflection and community experience. As this is a seminar course, most of the learning will take place in class discussions. The course will be co-taught by faculty from nursing, social work, pharmacy, and medicine. Please be prepared to engage with the readings, professor, team facilitators and your classmates in intellectual discussion of the topics covered in this course.

Toward the end of the first semester student teams will apply the course material to develop, implement, and study a community-based interprofessional healthcare issues of their choice. Course faculty members will provide mentorship on the community projects. The capstone event for the first semester will be Kickstarter videos for the community projects. In the second semester, the capstone event will include an interprofessional team simulation.

IV. REQUIRED TEXT AND MATERIALS

There will be assigned readings to be completed in advance of each session. Assigned reading hyperlinks will be accessible via CANVAS. There is no required course textbook.

V. COURSE REQUIREMENTS

Your grade for the course will be evaluated based upon the following:

Video Series of Core Competencies for Interprofessional Collaborative Practice

In the fall semester, as an important opportunity to reinforce the experiences introduced in the sessions, students will be assigned to view the four videos corresponding to the four core competencies. The videos will be available for viewing at any time throughout the course via the UT Austin School of Nursing continuing education website: www.tinyurl.com/hwzy3n9. Please register through that website and view the videos. There will be questions at the end of each

video which you will answer in order to receive credit. At the completion of the four videos, please upload the certificate of completion issued from the website.

Team Community Experience

The community experience will provide students with the opportunity to learn about our community—its members' health and health disparities. The course directors will issue focused areas of community health through which teams will begin to learn and compose public service announcement (PSA) videos to raise awareness of the issues. The course directors will provide more information in class.

These PSA videos will be shared as the last course session in the fall semester and made available for public access.

Interprofessional Team Simulations

Throughout the course, teams will have opportunities to practice course contents and skills through simulations. These experiences will take place in small group settings with faculty members serving as patient/client actors and in clinical simulation centers where lay community members will serve as patient/client actors

Experiences that take place in clinical simulation centers will be video-recorded and made available for review and learning.

Reflection Assignment

Toward the end of the semester, you will complete a reflection on your team contributions, learnings, and leadership. The assignment will be uploaded to CANVAS for your course directors' review and comment.

Individual and Team Readiness Assurance Tests for Class

The advance preparation material provides important foundations for session experiences and learnings. Prior to each class session, you will complete a 5-minute, 5 multiple-choice question individual readiness assurance test (i-RAT) on CANVAS. The i-RAT will draft from session advance preparation material.

At the beginning of each class session, you and your team members as a group will have 10 minutes to take the same quiz as a team readiness assurance test (t-RAT) on CANVAS. Your group will identify one individual to submit the group's preferred answer choices to the t-RAT. The results of the t-RAT will be released upon your group's quiz completion. Students will be expected to achieve a cumulative i-RAT and t-RAT passing score of $\geq 70\%$. Students who are at risk for not achieving the passing score by the end of the fourth session could be assigned remediation work.

Students will be expected to take the i-RAT even if they miss the class session. Students who miss the group's t-RAT will still receive the group's t-RAT score for that quiz.

Learner Professional and Interprofessional Identities

Though the course experiences are team-centered, written reflections will provide you with individual opportunities to consider the relevance and sense of the course content and experiences to your ongoing studies and future practice. At the end of the semester, you will complete a reflection assignment.

Faculty Team Facilitator Learner Feedback

Toward the end of the semester, you will receive faculty team facilitator feedback on your team contributions and professional development. You can integrate the feedback into your end-of-semester write-ups.

Course and Faculty Team Facilitator Evaluations

You will receive instructions for course and faculty team facilitator evaluations toward the end of the semester. Your candid responses will help course directors and faculty team facilitators improve the course experience and content.

VI. CLASSROOM POLICIES AND PRACTICES

1. The class experience is co-constructed and students are expected to attend class regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.
2. Punctuality is an important professional practice. Please enter the online classroom promptly at the assigned time and stay in the classroom until class is dismissed by the faculty facilitator. A student is considered absent if they arrive more than 10 minutes late to class, leave early, or are unable to come to class. Absences may result in a reduction of grade.
3. The classroom is an opportunity to practice professional demeanor and mutual respect. We share the class as a time to learn in a safe and nonjudgmental environment. Consequently, disrespect toward others is not tolerated and will be handled directly and in the context in which it occurs. In order to facilitate classroom communication and learning, phone calls, pagers, and other communication devices are restricted from being on or should be placed in 'silent' mode while in class. Except in the case of extended emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Please practice professional etiquette for zoom meetings. These guidelines will be provided during orientation.
4. On those rare occasions that students are unable to attend their assigned session, students will be expected to complete remediation work. Students need to notify the Professor Sparks or the TA of their anticipated absence or emergency absence. Students will make up the missed session with assigned remediation work that will be posted on Canvas with the appropriate module.
5. If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material of the assignments *prior to the end of the semester*. **Final grades assigned in the course are not negotiable.**

6. The ability to write in a professional manner is very important for health care professionals. Written work must be typed, edited for grammatical, spelling and typographical errors. Work will be grade based on the American Psychological Association (APA- 6th edition) guidelines for references and citations.
7. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, or appointment. The professor will return phone calls and emails during scheduled office hours.
8. All students are expected to maintain confidentiality regarding all shared professional and personal information related to agencies, clients or the experiences of other students.
9. You will be expected to present yourself in professional casual attire for all course activities unless otherwise notified by the course director. For simulation events with patient actors, you will dress professionally as you would be expected in actual patient or client encounters in clinical settings or field placements.

CONSENT FOR PHOTOGRAPHY/ VIDEOGRAPHY. At the beginning of the course, you will be asked to provide consent for photography and videography in this course. These products could be used to promote the course, its contents, and your contributions to interprofessional learning and collaboration at the university.

Grading Rubric: It's about your TEAM work!

Grade Elements	Assessment	Pass Grade Threshold
Turnout (Attendance)	Attendance as gathered by Faculty Team Facilitator	Consistently identified as being on time
Effort (Modeling team collaboration characteristics)	Team Self-Assessment to be completed collectively by team members and faculty team facilitators at the end of sessions	Consistently identified as meeting or exceeding expectations
Assignments	Fall Semester 1. Team Simulation 2. Team Community Experience 3. Self-Assessment 4. Learner Reflection 5. Video Series on Core Competencies for Interprofessional Collaborative Practice	Satisfactory completion by assignment due dates. Please refer to the course common syllabus for assignment due dates
Mastery (of Knowledge)	4 i-RATs and 4 t-RATs	Cumulative score of $\geq 70\%$

Assignments and Due Dates

Unless otherwise indicated by the course directors, assignments and due dates will be posted in the course CANVAS site.

VII. GRADES:

The Foundations course will be on a PASS/FAIL grade. Students for all programs will be graded for the Foundations course on a PASS/FAIL basis.

Students would receive a PASS grade in this course if ALL of the following criteria are satisfied:

- Punctual attendance of all assigned sessions and/or successful remediation as prescribed by the course directors

- Satisfactory completion of all assignments (including mastery of knowledge quiz) by due dates and/or successful remediation as prescribed by the course directors
- Timely completion of all assigned assessments by due dates
- Timely completion of course and facilitator evaluations by due dates
- Consistent adherence to student expectations as elaborated by the course syllabus

Presence of ANY of these elements places the student AT RISK for failing the course:

- Referral from course faculty member due to concerns of professionalism or performance in the course
- Referral from team peer members due to professionalism or performance in the team
- Unexcused absence from assigned session
- Tardy arrival or premature departure from assigned session without advance permission from course director
- Missed assignment due date

Presence of ANY of these elements places the student at GREATEST RISK for failing the course:

- Repeated concerns raised about professionalism or performance
- Repeatedly missed assignment due dates
- Repeatedly late or absent from assigned sessions without advance permission from the course director

Students at risk for failing the course will be required to meet with the course director to:

- Review the risk factors for course failure
- Draft and successfully implement a remediation plan

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds.

Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

SHARING OF COURSE MATERIALS IS PROHIBITED. No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements.

Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.

- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. COURSE SCHEDULE

Fall Sessions 2020

All sessions will be delivered in a synchronous online format for Fall 2020. Students will be placed in interprofessional teams of 5-6. There will be 51 teams. Instruction sessions will be held from 2:00pm – 4:00 pm on designated Fridays with one additional hour assigned to individual teams for module content discussion and to provide teams collaboration time toward completion of the community PSA project. This additional hour will be assigned to individual teams and will remain in that scheduled time period throughout the semester.

Fall Semester Sessions: Please note that all instructional class sessions will meet on the designated day from 2:00 – 4:00. Team Collaboration Time is scheduled on the designated day from 1:45 – 2:45 for Teams 1-27 and from 3:00 – 4:00 for Teams 28-51.

August 28 @ 10:00 – 11:00 Social Work Students Only Orientation (zoom invitation to be provided)

August 28 Kick Off: Roles and Responsibilities
 September 4 Team Collaboration Time for Roles and Responsibilities
 September 11 NO CLASS
 September 18 Interprofessional Communication
 September 25 Team Collaboration Time for PSA
 October 2 NO CLASS
 October 9 Implicit Bias/Health Disparities
 October 16 Team Collaboration Time for PSA
 October 23 NO CLASS
 October 30 Community PSA
 November 6 Team Collaboration Time for PSA
 November 13 NO CLASS
 November 20 Motivational Interviewing Introduction
 December 4 Course Close

December 4 @ 10:00 Social Work Students Only Course Close (zoom invitation to be provided)

Spring Sessions 2021

An updated syllabus will be provided for the Spring 2021 semester.

X. BIBLIOGRAPHY

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