

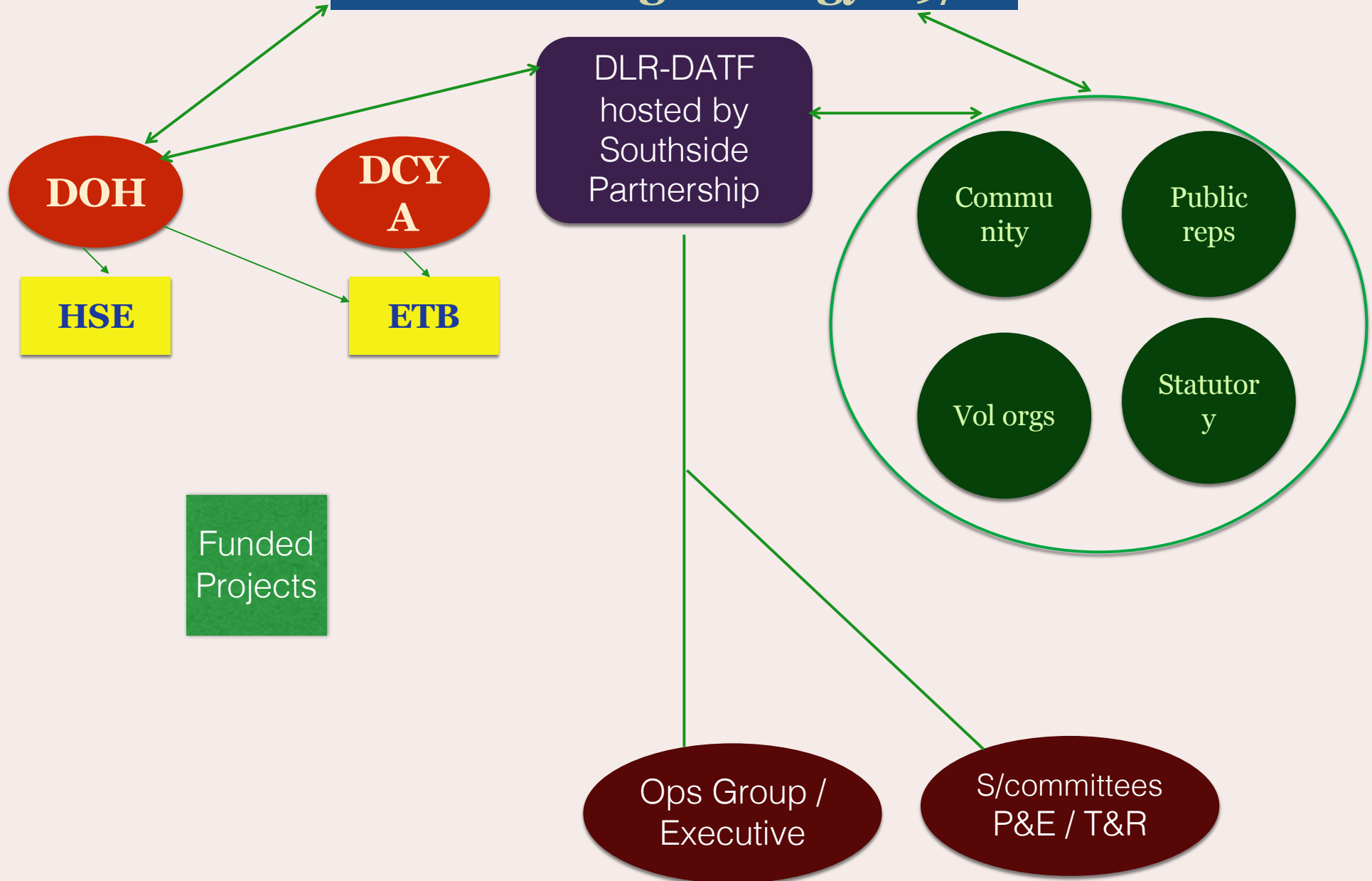
# Integrated Collaborative Practice Programme

Southside Partnership &  
DLR - Drug and Alcohol Task Force

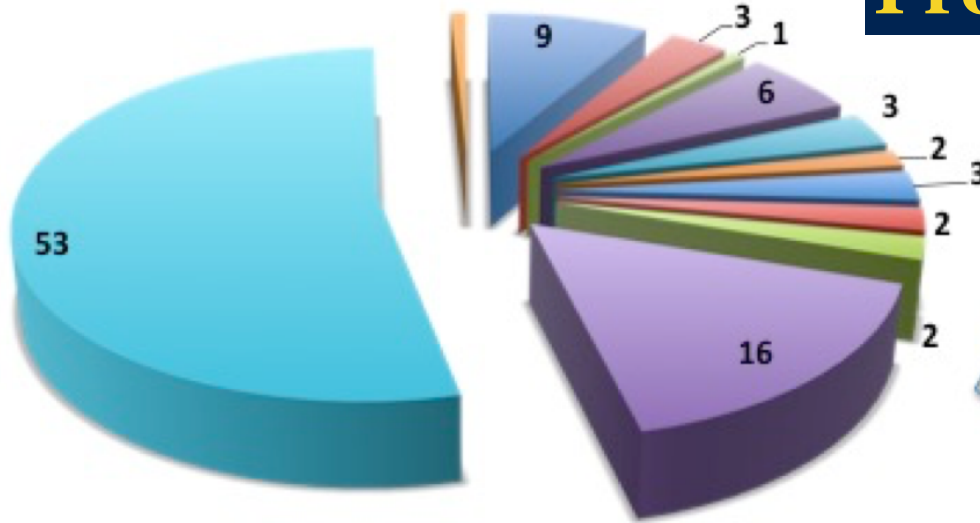
# Outline

- Background: NDS and DATF Review
- Impact of review and key themes
- Influences on developing a programme
- Design & development
- Outcomes
- Challenges
- Conclusion

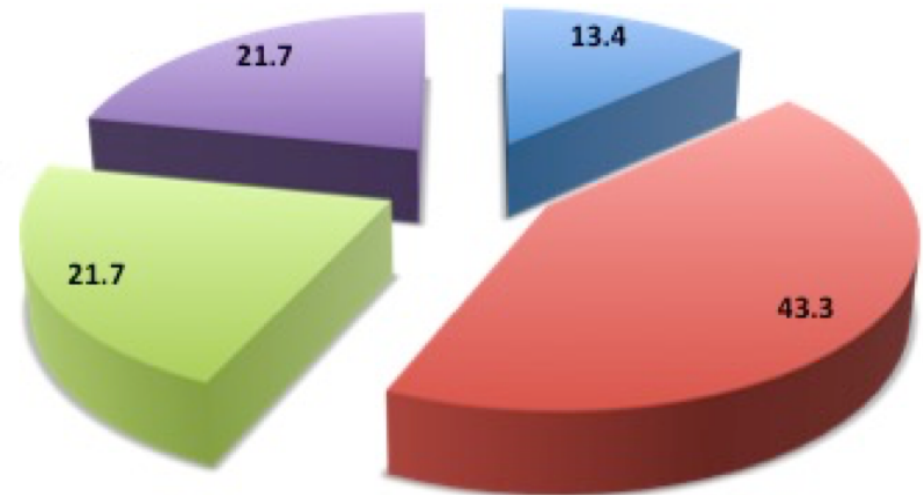
# National Drug Strategy 09/16



## Programme review, 2014/15

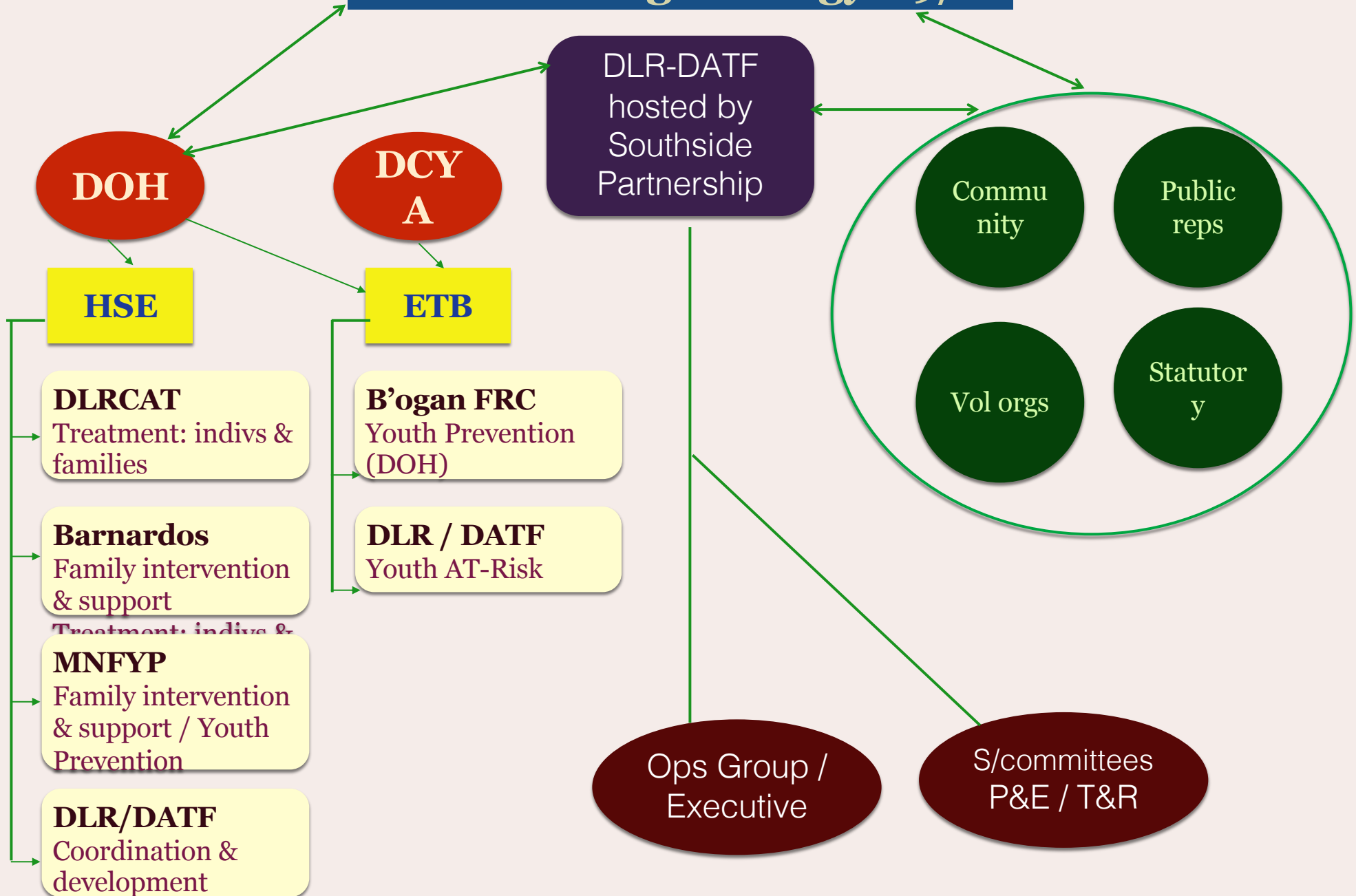


12 projects



4 programmes

# National Drug Strategy 09/16



# Thematic Programmes

## Capacity Building

### A. Engagement

*To engage targeted neighbourhoods, groups and their members in the Strategy*



### B. Leadership

*To resource community-based organisations to lead, develop and implement key initiatives*



### C. Integration

*To support and develop Inter-agency collaboration and Integration across all activities*

### Theme 1 Substance misuse prevention

To reduce the incidence and prevalence of substance misuse in local communities

### Theme 2 Treatment, rehabilitation & family support

To develop and operate interventions for individuals and families directly affected by substance misuse

### Theme 3 Research, coordination & development

To research emerging issues and needs, and to develop, coordinate and evaluate the work of the Task Force



# Influences

- International literature: Transformational outcomes for service recipients require deeper collaboration across different policy and service functions.
- National programmes: Drugs, Alcohol, Children & Families, Youth ALL emphasize collaboration in services design & implementation.
- Reviews of integration in Ireland: brought focus to the need for personnel, at all levels, to have joint training, to improve collaboration.
- Task Force Review: Highlighted the need to invest into capacity-building / training in order to achieve improved collaboration.
- Collaborative development: Southside Training in partnership with Task Force jointly planned a joint-training initiative for front-line staff, and brought on board Community Action Network (CAN) to design and deliver the training.
- Accreditation: was considered a key element, and CAN had an established partnership with Maynooth University for similar programmes (20 ECTs at L8).

# Design & development

- Collaborative working group: undertook design, iterative formations, until a programme was agreed (Orientation day and 4 x 3day modules - see handout).
- Southside training and Task Force: put together a budget - costly, especially taking into account design, accreditation fees, tuition, etc.
- Field agencies lobbied: their support seen as critical for time-off and other supports for prospective participants.
- Brochure & seminar: advertising the programme produced; briefing seminar held (30 participants) - eventually 12 participants recruited and starting date agreed.



# Outcomes

- Key individual changes in self-awareness, practice, planning, participation and reflection on outcomes for service users.
- New ideas and skills developed to help lead change
- An enhanced awareness of collaborative practice in community services and settings.
- A broader model of leadership for addressing work-based issues
- Opportunities to embed sustainable good practice have been identified

# Challenges

- Use the programme participants as a core group to develop a network of leaders, forging new strategic collaborations for better outcomes for families (*happening*)
- Expand numbers using a collaborative model (*happening, especially through use of Cafe Conversations at community level, and practitioner levels; more required*)
- Collaborative learning needs to be brought to higher levels in organizations (*have lobbied Tusla*)
- A national model to support effective collaboration is also required (?)
- Collaboration is time-expensive: needs better appreciation by funders and managers (*working on it*)
- New opportunities to explore and develop collaborative practice and inter-agency work in DLR (*post-recession environment will hopefully help*)

“Participants and their organisations expressed very high levels of satisfaction with the programme and its impact on practice; tutors and the accrediting university expressed very high levels of satisfaction with their roles and with the collaboration and the commissioning organisations are proud and satisfied that the ICPP was delivered, to complement structural and operation strategic changes in the implementation of their organisational goals.’