

INTEGRATED COLLABORATIVE
PRACTICE PROGRAMME

Evaluation report

Report on the Integrated Collaborative Practice Programme (NUI Certificate in Community Education and Equality Studies), sponsored by *Southside Partnership* and the *Dun Laoghaire Rathdown Drug and Alcohol Task Force* and delivered by *Community Action Network (CAN)* and *Maynooth University*

Author:

Patricia Prendiville (Equality Works)
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A Report on the Integrated Collaborative Practice Programme
November 2015- April 2016

*Southside Partnership
Dun Laoghaire Rathdown Drug and Alcohol Task Force
Community Action Network (CAN)
Maynooth University*

Patricia Prendiville.
Equality Works.
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FOREWORD

Organisational literature reports on numerous policies, manuals and guidelines on how to promote and achieve services integration, contributing to more effective and efficient social services, and better client outcomes. Much of the focus is on developing business models for managing and evaluating integrative achievements, and obviously new, complicated sets of performance indicators are developed to assist and help in the task. The response in the field is often sceptical that yet another, new form of management-speak has been developed to achieve that which so often appears unattainable; sometimes the response is resistant: a rowing against organisational aims on the basis that those at the top are seeking new ways at getting “more for less” amidst a fatalism that “the way we have been doing things around here has always worked so why change it now?”

An alternative, and often under-utilised approach is to try and create the conditions for bottom-up integration, whereby key field personnel are permitted to organically explore, and establish, local service integration models, one distinctly different to the other in terms of the partners, the modes and methods of integration, and the range of personnel involved, but convergent in their efforts to achieve better, if modest, outcomes, that they, as practitioners, believe can realistically be attained. It requires good leadership to commit to this bottom-up approach; it also takes quality practitioners to take up the challenge.

One of the intentions behind the Integrated Collaborative Practice Programme was to support a cohort of practitioners in this alternative model, and lead, not simply by virtue of their appointed positions, but on the basis of developing knowledge and skills as to how to develop collaborations in practice with peers. It is certainly an innovative and creative way of trying to complement ensuring policies that have been developed for services integration, in both addiction and child and family services. And, we need more of it: not all of it needs to be same as the Integrated Collaborative Practice Programme, although different variations of this programme are already in preparation. But, other opportunities and programmes also need to be found, so that practitioners with primary training in different and contrasting models, are brought together for joint training in collaborative practice. We need more learning opportunities for bringing together the community worker, child care worker, the social worker, the drug and alcohol worker, the Garda, youth worker and family support worker. By coming together in training, they establish a foundation for turning the mind-sets that so often keep them apart.

The Integrated Collaborative Practice Programme was initiated following a review of the Drug and Alcohol Task Force 2014-15, during which it explored ideas for establishing a closer alignment between addiction services and child and family services. Southside Partnership opened up a dialogue with Community Action Network (CAN) to develop a training proposal to further these ideas. Through this connection, the Department of Adult and Community Education at Maynooth University also came on board and before long the programme took shape.

It is important to acknowledge the role of the Task Force in promoting this initiative, Southside Partnership in developing and commissioning it and Community Action Network and Maynooth University in implementing the

Programme. The programme, of course, would be nothing without the participants who willingly took up the challenge of addressing their own understanding of collaboration and willingness to engage. It is clear from the Review Report from Equality Works that they rose up to this challenge. We are grateful to them for doing this, and to their agencies for providing the time for them to do so. From my perspective as a Principal Social Worker in the Child and Family Agency, Túsla I am looking forward to working with both the students and their agencies in moving forward and I look forward to other similar initiatives within this field.

Kevin Webster

Principal Social Worker

Prevention, Partnership and Family Support
Túsla, Child and Family Agency



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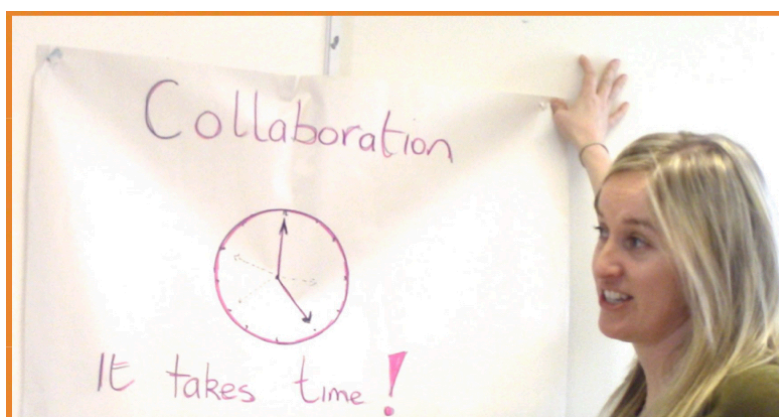
1. INTRODUCTION

This report documents and reviews the outcomes and learning from a professional development Integrated Collaborative Practice Programme (ICPP) developed and designed for practitioners engaged with child, family and substance misuse services.



The programme was developed and commissioned by a consortium of organisations, developing a collaboration to design, deliver and accredit the practice-focused programme. Dun Laoghaire Rathdown Drug and Alcohol Task Force in conjunction with Southside Partnership jointly conceived and provided funding for the programme. Southside Partnership, Community Action Network and Maynooth University's Department of Adult and Community Education, designed and delivered the programme, which leads to the National University of Ireland (NUI) Certificate in Community Education and Equality Studies. This is a Level 8 Certificate and the ICPP programme is the equivalent of 20 ECTS.

This report begins with an outline of the methodology for the review, followed by a description of the background to the programme and an overview of the philosophy underpinning its development in the context of the work of DLR-DATF. The next sections document the experience of the programme participants, and the organisations participating through their staff or in the design, accreditation, funding or delivery of the programme. The final two sections document the outcomes attained and the learning at different levels from the programme. Finally, the report concludes with some recommendations from the programme.



2. METHODOLOGY OF REVIEW

A mixed method approach was taken to review the experience of the programme and document its development alongside the outcomes and evaluative findings. A key focus was to review the programme using the collected data to reference achievements against anticipated aims, objectives, outcomes and possible contribution to the Strategic Plan of DATF 2016-2018. Data included;

A) DESK RESEARCH

- Review of Programme's framework and contents.
- Programme in context of other similar programmes.
- Aims and the logic route of translation to learning and development.
- Review accreditation process and assessment of appropriateness.

B) QUALITATIVE DATA COLLECTION.

i) *Semi-structured Individual/small group Interviews.*

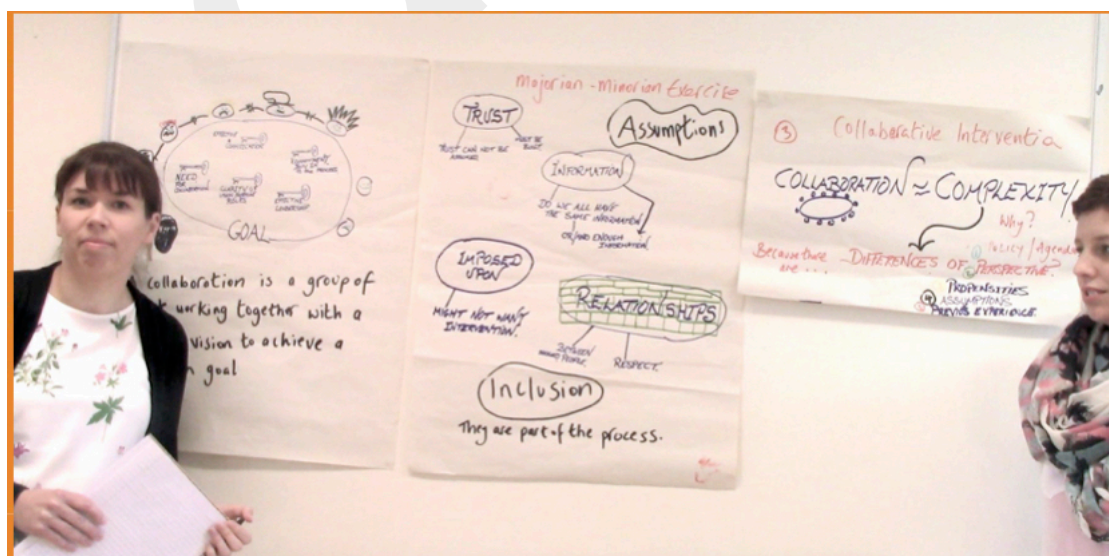
Included the tutors, the participants, Southside Partnership Training Network, Maynooth, and DATF. A small number of line managers from 'sending organisations' of the participants were also included.

These interviews sought to gather the reflections and experiences in relation to expectations and motivation, the outcomes and impact at personal, professional, organisational and community levels. Finally the interviews explored the challenges experienced and the recommendations for change to the programme process, content, structure.

ii) *Key stakeholder group reflection.*

In agreement with DATF Co Ordinator and key stakeholders, the consultant facilitated a group reflection on the draft report and its findings and the questions raised in relation to strategic, future focus of this work in the DLR catchment area. The final report includes the outcomes from this group reflection also.

It had been hoped to observe part of the training programme in session, but due to time constraints this was not finally possible.



3. BACKGROUND TO THE PROGRAMME

The Programme was commissioned and developed in the context of a number of changes and developments occurring at local and national levels both in terms of service delivery and policy frameworks.

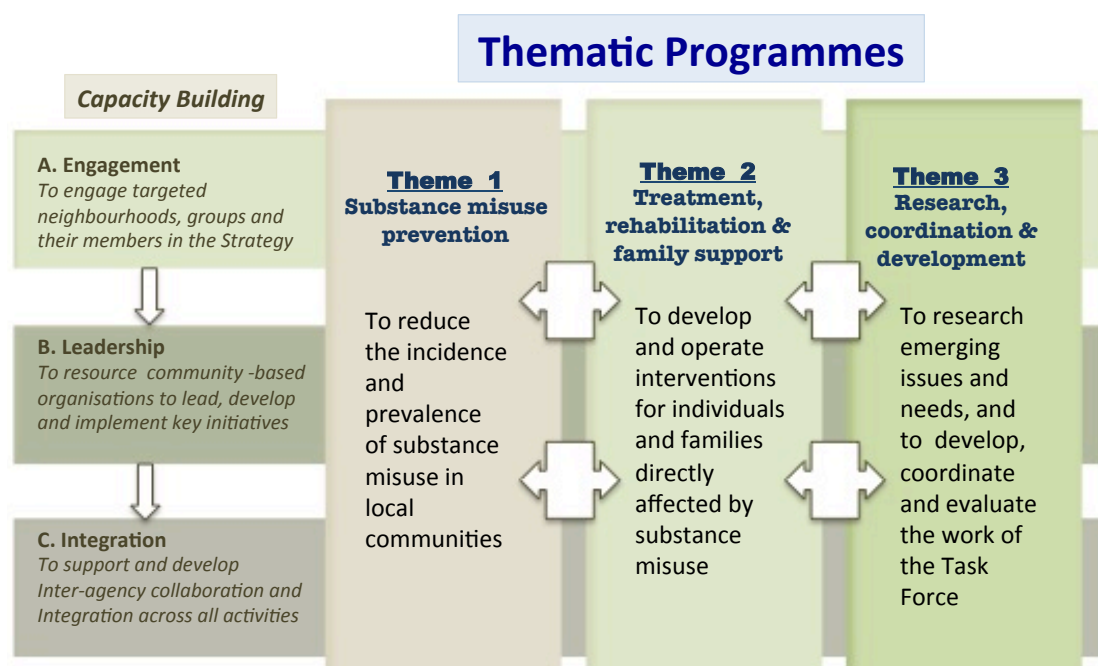
REVIEW OF DLR DATF

DLR DATF undertook a review of its work in 2014/2015. Apart from looking at the practice, focus and outcomes from its work, the reflection period also included taking account of changes in the service delivery, institutional and agency framework in which the Task Force operated. In addition, best practice on implementation of policy, interagency and integrated approaches for better outcomes for the current and future target group indicated that a shift in focus would be beneficial.

CHANGE PROCESS FOR PROJECTS FUNDED BY DATF

As a result of the review undertaken by the Task Force a redeveloped Strategy 2016/2018 was adopted, and formally agreed in early 2016. Essentially this resulted in a reduced number of projects being recommended for Task Force and a re-organisation of the programmes. The revised strategy, in addition to its coordination, research and training arrangements, now has three programmes funded across four separate projects, instead of the previous 12 projects.

The revised strategy 2016-2018 is represented graphically as follows:



COLLABORATION AND INTEGRATED SERVICE DELIVERY IN DATF'S WORK

The re focused Strategy 2016/2018 was also influenced by the perspective of international thinking on implementation for outcomes. Developing services to achieve the transformational outcomes identified the need to integrate the different policy and service functions impacting on service users lives. An issue of particular relevance is the provision of 'training together' opportunities for frontline staff from the range of agencies and organisations, thereby contributing significantly to enhanced collaboration and implementation. Building collaboration from the bottom up, as well as designing it from the top down brings additional real benefits to the planning and execution of 'real' integration.

As part of the national and international reframing of the work on families, children, young people, *and* drugs and alcohol misuse there has been recognition of the need for integrated service delivery. Reports from the *National Substance Misuse Steering Group*, the *National Drugs Rehabilitation Implementation Committee's NDRIC Framework*, the *National Policy Framework for Children and Young People*, and the *Working Together for Children Report to Inform the Development of Children's Services Committees* and the emergence of the operational frameworks of Túsla and the local Meitheals, as well as individual task forces, all indicated a strong focus on the need to provide for integrated, interagency collaborations in the design, development and implementation of services so as to achieve the intended outcomes.

Thus the logic of the Task Force's revised strategy included operational changes in terms of funding priorities and capacity building to support the attainment of better outcomes, based on integrated services and interagency work developed through collaboration.

RESOURCING AND SUPPORTING FRONT LINE STAFF IN COLLABORATION

The Task Force's revised strategy identifies a specific cross-programme focus on capacity building. This includes supporting the development of interagency collaboration, and the resourcing of community based organisations to lead, develop and implement programmes that provide for better outcomes.

Having identified the need for structural changes in terms of programmes and number of projects and the funding priorities, the need for a training programme/professional development route for the staff of the organisations in the catchment area was considered an important next building block in the development of interagency collaboration of service delivery.

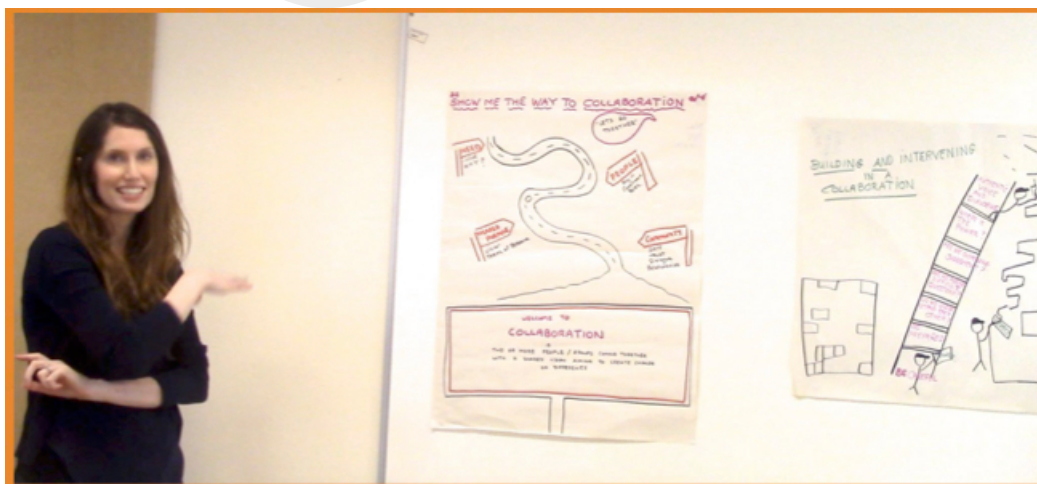
Thus, in late 2014 and early 2015 discussions about the format, contents and process of such a programme opened between the Task Force, Southside Partnership and Community Action Network (CAN). Southside Partnership had worked with Community Action Network in the past to provide capacity development training modules for volunteers and staff, community representatives and community organisations. Significantly, this existing relationship was a solid basis for the development of the Integrated Collaborative Practice Programme (ICPP).

PROGRAMME DEVELOPMENT

COURSE DESCRIPTION AND OVERVIEW OF MODULES

The themes and topics of the modules were:

- Collaboration and Integration- Theory and practice including key concepts such as collaboration, integration, dialogue and community.
- Leading collaborative change.
- Working with the realities of collaboration
- Intervening collaboratively



The Modules covered the themes and topics through four, separate domains – skills; theory and knowledge; understanding self in collaboration; and reflecting on experience of interagency and collaborative practice. (Course outline detail available in Appendix 1).



This unique programme has no comparator in Ireland, and addresses the specific needs of capacity development for the effective delivery of integrated services for substance misuse and child and family practitioners implementing national policies through multiple agency frameworks.

On completing the ICPP and with satisfactory assessment, participants are awarded an NUI Certificate in Community Education and Equality Studies Level 8, which is equivalent to 20 credit transfers to the BA in Community Studies. Obviously, these credits may also be used as equivalent transfers with other colleges also. The Department of Adult and Community Education, Maynooth University oversaw the Certificate, and all participants successfully completed the accreditation process.

GENERATING INTEREST AND ENGAGEMENT AND RECRUITMENT

Recruiting participants for the programme met with some challenges. These included the timeframe proposed, the amount of time commitment involved, uncertainty re employment and project status (due to the re-structuring of DLR-DATF funding), previous commitments and the costs. There was a good level of interest in the programme and the potential learning but some people in the DLR county area were unable to take up the opportunity.

Once the cost requirement was removed and with some time-shift in module dates the group of twelve participants was invited to an Orientation Day, which provided greater details on content, process, learning approach and assessment criteria. All participants and tutors reflected that the Orientation Day was a very useful event, providing an opportunity for introductions, briefing on the programme and initiating the formation of the learning group.

5. PARTICIPANTS' EXPERIENCE

There were twelve participants on the ICPP and all were contacted with a view to scheduling a face to face or telephone interview for this report. Eleven participants were interviewed; one person was out of work for health reasons and was not included. Three people were interviewed by telephone; three took part in a group face-to-face interview; two people were in a pair when interviewed face to face and there were three individual face-to-face interviews.

There was a unanimous reflection of satisfaction, identification of professional practice benefits and willingness to recommend the ICPP to colleagues.

People found the programme:

Challenging, stimulating, a deep learning and very positive experience, a safe learning environment and very well worthwhile.

All would like to see the programme 'repeated' both in the DLR county area, and in other geographic locations so that the

Culture of collaboration, interagency work and integrated service provision is more strongly embedded and understood in practice.

SPECIFIC THEMES EXPLORED IN THE INTERVIEWS:

Motivation and engagement.

The participants expressed a strong interest in the programme's contents as being the key motivator for their participation. The topics and the themes were identified as particularly 'relevant' at the time the programme was advertised and participants saw that it would be a:

Very useful and timely professional development' and "upskilling' opportunity.

Other motivating factors included the relationship between Southside Partnership and the potential organisations sending participants. This relationship was built on through contacts by telephone and email discussing and presenting the programme to potential attendees. Related to this was the contact from DLR DATF to the projects it was directly funding, again reinforcing the benefits of the programme to the new strategic direction of DATF's work in DLR.

The availability of a bursary was important for participants given the financial restrictions in their organisations – such that while time could be given, actual funds were not available.



Given the newness of the ICPP and of a Level 8 programme in DLR, this personal contact and discussion was merited so that the investment in the programme design would be realised through delivery.

While there was a greater than expected workload in establishing the participant group, it was perceived as necessary and very worthwhile. In anticipation of a repetition of the programme, it is acknowledged that this level of engagement work undertaken by SPTN and DATF will not be necessary again.

It was acknowledged that there was a need to 'sell' the programme, and also that it required SPTN and DLR DATF and Southside Partnership to do this work of engaging the participants. This would not have been possible for Maynooth University or CAN as the other members of the collaboration.

Some hesitations about the time commitment, the scheduling framework and the 3-day block structure were expressed, and were the cause of others in the catchment area not being able to take up a place. A number of participants knew of staff in their own organisations who had been interested but were not able to get the time off or manage the existing work loads in order to sign up to the programme.



Expectations – met and unmet.

The participants identified their expectations as including:

- developing skills
- learning about and understanding the theory of collaboration
- networking
- gaining geographic knowledge
- opportunity to develop deeper working relationships
- job benefits
- bringing drug treatment and rehabilitation services together with family and children services
- learning tips/techniques/improving the practice of effective interagency working.

In addition, it was also expressed that the programme 'would bring people back in/together' after the tough 2 years experienced through the change process. In general these expectations were met –

And more' 'far exceeded' the expectations. 'The model (of collaboration) worked

The programme was
A great learning curve
a great course

And participants
Would recommend it to colleagues and managers

While also suggesting that
All frontline staff should have the opportunity to experience the programme.

Having had the experience of the programme a number of participants reflected that how the Task Force had re-structured its work focus was not very collaborative----in retrospect they identified the decisions as 'top-down' to the community organisations, and wondered if the previous tough years could have been avoided if a collaboration had been initiated and implemented, following the model presented on the ICPP, to develop the new Task Force model of working.

Outcomes/Learning – anticipated and unexpected.

The participants identified a range of unexpected outcomes, in addition to having their expectations met. These included:

Recognising that Collaboration is much more complex than anticipated, and that while skills are important, knowledge and groundedness in theory, understanding of self and values are also key;

The complexity of the theoretical framework in terms of leadership, change, authentic voice, behavioural propensities, planning for collaboration and giving sufficient time to achieve effective collaborations were important learning points;

Developing new ways of working, developing increased appreciation and understanding self and others, and being stimulated to think anew about commonly used terms (e.g. participative, empowering, interagency, collaborative, co-operating) were additionally identified as learning outcomes.



Other unexpected outcomes/impacts included:

Making workload and time management decisions much simpler;

Higher level of comfort in referring to other services and passing recommendations to colleagues about other services in the DLR County;

Planning for work with others in the DLR county or not;

Thinking about and appreciating 'my work, my contribution and my role more deeply';

Using the programme learning to take stock of a current collaboration and being able to 'get back on track' with it;

Planning 'our next big Collaboration' with greater confidence and enthusiasm;

Being brought back to the basics of community development and understanding of power dynamics, 'unlocking the political' in the work of the Partnership through thinking more about the purpose, focus and outcome of collaborations;

Developing my 'leadership, communication and management' capacities;

Becoming more conscious of myself in role, my behaviours and my attention;

Indirect impact on family relationships;

And finally really developing an understanding of 'who a collaboration is for'...the intended outcome for the person and not the organisation or agency.

Together both the intended and the unexpected learning and outcomes made for a fully appreciated learning opportunity for the participants.

Experience of content, structure, process of the programme

The participants were extremely positive about the content and process of the programme. The tutors were rated as

Excellent

Brilliant

Honest

Modelling the practice

The tutors created a

Safe learning space, built on 'trust

Openness

Flexibility

They nurtured the group dynamic, co-creating a good atmosphere

The tutors' skills, calmness and co-working style were appreciated as contributing to the positive experience.



The content was very relevant – in particular the mix of theory, skills practice, understanding dialogue and the Behaviour Propensities analysis was very helpful early in the programme. While one person didn't like the Behaviour Propensity analysis prior to the programme, and found it 'too personal', as a tool throughout the programme its usefulness was evident and useful. The process of reflecting and practicing 'scenarios' was identified as very beneficial, in particular to allow everyone 'get involved', allowing 'no place to hide'!

Three people found some elements of the programme a 'bit therapeutic' and akin to a 'group therapy session', and thought that was not needed to the extent of time given. E.g. check-in time at beginning of modules. Similarly the 'art' and 'use of symbols' as methods was a challenging experience for two participants.

One person thought the first module was a bit 'slow', and thought too much time given to establishing the process and parameters. Another person thought the final module 'dragged' and 'covered old material', and 2 others mentioned that work on the societal level, the current commissioning environment and/or finding ways to integrate the learning in the participants' organisations could/should have been included.

The time span across 6 months was identified as good and necessary to appreciate and gain the learning from the programme. While understanding that the timeframe shifted from a September to November start date, this timeframe across two periods of traditional holidays of Christmas and Easter wasn't the best in terms of managing work and home commitments. There was a suggestion that perhaps being run over a longer timeframe and with 2-day modules might facilitate more participants, and in particular frontline workers in specific services. The 3-day module length was very challenging for many of the participants, making an absence from their organisations from Tuesday evening to the following Monday morning. Another suggestion made was to have the module on Tuesday Wednesday and Thursday if it must be 3 days in length, and/or to include a weekend so work is not so interrupted.

Individual participants would have appreciated some more theory inputs, less time given for reflection through journaling – and more through discussion, and a slightly faster pace. A number mentioned the sense that 'Friday afternoon dragged' and perhaps could have been better used either to shorten the module, or for different content. The discussion/reflection on the readings element of the programme had questionable benefit for 2 participants while appreciating the readings themselves as being very interesting, stimulating and interesting.

Finally the assessments and the timing required to complete was mentioned as being an additional challenge for 2 participants. And not being in a collaboration work environment meant some of the collaboration project assignment was difficult for one participant. Nevertheless 3 other participants identified that Level 8 was the correct pitch for the programme, was part of the attraction for them and carries value and meaning in terms of professional development and CV.

Notwithstanding the small number of criticisms, the programme was very positive for all the participants.

Impact on professional practice, on organisation, on community

As mentioned above in relation to learning and outcomes, the ICPP had a very positive effect and impact on the personal professional practice of all of the participants. Every participant identified key changes in their self-awareness, practice, planning, participation and reflection on outcomes for service users/clients as a result of the programme.



Half of the participants were able to identify impacts in their organisations as a result of their participation. This was a direct result of their own senior position and being able to directly influence the organisation, or as a result of their modeling of revised collaboration practice or as a result of bringing the learning explicitly into their organisation and initiating discussion about the organisations' work.

The remaining participants were unsure what impact their participation was having or had had on their organisation. For two participants this was due to the hierarchy and size of their organisation overall. While they could identify changes and impact in their immediate teams, further into the organisation was not possible.

It was 'too soon' to say what impact the programme could have in the community and for the service users/clients of the various agencies and organisation. A number of people expressed the wish to meet again in 6 months to review and assess the impact, and to continue to work collectively on implementing the model.

All participants expressed the hope the programme would be delivered again in DLR so that the culture could be better understood and embedded. A suggestion for creating a model of the programme which is less intense, and possibly at Level 4 or 5, so that many other community participants, organisational staff and volunteers could receive the benefit of the programme.

Challenges for the future for self, organisation, and using the model

Participants identified a number of challenges to collaboration in their work settings, and in bringing the learning into the work environment:

- It is time expensive to do collaboration well, and not all organisations will appreciate this, and the impact of it on organisational planning.
- Collaboration is challenging and it is easier to do things 'our own way' – it requires a high degree of trust as well as skills, time awareness and planning to develop good collaborations.
- The current commissioning environment will have an adverse effect, as in essence organisations will be competing for funding.
- The relatively small number of people in DLR catchment that have experienced this training could contribute to low level of community impact because of insufficient numbers operating from the practice framework. To develop the culture of collaboration in DLR more people working from the model are needed. This could be at a number of different levels – including a shorter, less onerous programme for the smaller organisations and replicating this level 8 programme.
- A further input to create meaningful pathways of bringing the learning and the model to the organisations is needed to take the impact to the next level.
- This group of participants and DLR DATF and Southside Partnership would need to explore together the implementation of the new structures at national level for interagency work, so that the new supports for families, substance users can be made real in DLR.
- Now is a good time to develop a 'real collaboration' within DLR DATF.
- It is difficult to identify the medium and long term applications of the model, and it would be helpful if Southside Partnership could facilitate a forum to continue exploring collaboration and interagency work broadly.

Nevertheless, the participants also expressed a confidence that the 'word will spread', and that ways of influencing their organisations to work with this model and framework of understanding will be created. Given that half of the participants identified an impact at their organisational level, this hope is likely to be realised.



6. ORGANISATIONS' EXPERIENCE

The commissioning organisations – the Task Force and Southside Partnership identified the length of time it took to get the programme off the ground as a learning point. While the programme was very successful, it is hoped subsequent scheduling, attracting participants and venue will be less time and resource consuming. Funding the programme in its entirety is not sustainable into the future; explorations of how other agencies can contribute to the funding of repeat programme delivery are an important question to take into future discussions.

Creating the collaboration, developing the unique programme and pursuing the 2016/2018 Strategy of DATF through the provision of the training were positive experiences overall. The short-term outcomes are very positive, and there is a level of achievement in having established the programme.

Additional reflections through this evaluation process indicate the need for further internal organisational reflection on how to continue to support the culture of collaboration, in achieving organisational goals.

For the Task Force the programme had particular relevance in delivering on its capacity building strategy. The twin track approach of creating the changes in projects' funded and following through with integrated training was a key achievement of its objectives. Having initiated the programme, it is hoped to build on its the strategic re direction throughout 2016-2018.

Given this evaluation/review is taking place immediately at the end of the training programme, it would be useful for DATF to reflect in twelve months time on the impact of the programme and of its own strategic re direction on the policy implementation for substance misuse services and the people they serve.



Being part of the collaboration was a very positive experience for Dept of Adult and Community Education of Maynooth University. The previous joint work between Maynooth and CAN contributed to this positive experience. There is a

high degree of trust in and valuing of the work of CAN by the University, and 'their reputation' works well with 'our reputation'. The Dept of Adult and Community Education has a strong interest in developing relationships whereby the University accredits modules which can be built through Certificates into degrees. A particular set of Certificates in Community Engagement and Equality studies is relevant for this programme, which was designated as a Certificate in Community Education and Equality Studies. Working with CAN, Southside Partnership, and the Task Force has contributed to the department's direction in the University, and it is hoped ICPP will be replicated.



The Department's external examiner reviewed the assignments and found them to be of excellent calibre. Overall programme participants achieved high levels of attainment.

The collaboration was experienced as mutually beneficial with each party undertaking their responsibilities, and ensuring the internal processes were completed. The University has a long internal process to accredit a module, and while the other members of the collaboration may not have known this in its entirety, the trust that each would do their part enabled the successful outcome.

CAN designed and delivered the process and content of the programme. Building on previous work on leadership, change, dialogue, the programme was an opportunity to contribute to policy implementation, practice development and ultimately better outcomes for people experiencing exclusion and marginalization.

The experience of delivering the programme was very positive. What was designed was delivered, and a solid learning experience was generated. It was evident the participants were gaining from the experience, were already

changing their practice, and would continue to benefit from the programme as the learning was 'deep'.

It was an opportunity to develop learning material on integrated approaches, collaboration and bring these to the core elements of leadership. The opportunity was created 'to break open' the thinking and the practice on interagency collaboration, to get to the core elements of practice with the participants, who engaged fully in all aspects of the programme.

While some adjustments were made to the programme in terms of scheduling of content, it was delivered as planned. The participation was very good, and while the 3 days was a challenge for all, this can be addressed in future ICPP delivery.

Three factors were identified by the tutors to take forward for reflection for any future delivery of the ICPP.

- The participant profile needed to include personnel from some key agencies who hold positions of power in the collaborations. This can be power from hierarchy or funding. Developing true collaboration with these personnel is essential for the interagency work.
- Secondly, additional content on exploring how to develop the opportunities for the participant group, as they implement the collaboration model in the environment would contribute to impact at community and organisational levels.
- Finally, a 'solid piece of work is needed' to design how to bring the model into the operation, planning and strategic direction of the participants organisations.

The tutors and CAN would be very keen to replicate the ICPP and to find appropriate ways to support the continuing implementation of the learning from the programme with these 12 participants. While there might be some re-organising within the modules, essentially the ICPP is a good design yielding the anticipated learning outcomes. The programme is very applicable to a number of work environments, and 'makes a difference to the practice of the professionals and the work of their organizations'.

7. OUTCOMES ACHIEVED AT KEY LEVELS FOR IMPACT

The anticipated programme outcomes were described as being;

- An expanded model of collaborative leadership practice and skills development to address complex challenges within work.
- Building strategies for more effective integration of services.
- Provide an opportunity to embed good practice that can be sustained.
- An enhanced awareness of collaborative practice in community services and settings
- An understanding of the role of personal leadership, the values underpinning it and the contribution it makes to integrative services
- An increased capacity to identify, inspire and develop leadership in others
- Greater communication competencies to transform individual and team relationships at intra and inter-organisational and systemic levels
- Innovative ideas and skillsets to lead change in a complex environment
- An ability to co-create a sustainable model of integrated working with children and families impacted by substance misuse.
- Develop a network of leaders which will foster strategic collaboration for better outcomes for families
- Promote a model of integrated practice that can be replicated elsewhere.

From the data discussed earlier it is evident that the programme outcomes at the personal and professional practice levels have been achieved. There is significant impact on the thinking, the understanding, the theoretical and knowledge base, the skillsets and the practices of the participants.

It is also evident that it is not possible at this point of reflection to clearly identify the outcomes for the community, nor to see the evidence of the enhanced collaboration in the provision of integrated services. Nevertheless, the participants expressed confidence in anticipating their collaborations will yield the more effective services. While a number of participants expressed anxiety re the sustainability and embeddedness of the model in the community, there is a strongly articulated desire for this to be supported so that sustainable integrated service delivery becomes a reality in DLR.

Looking to the regional and national levels for replicating the model of collaboration is a task for the next stage.

8. RECOMMENDATIONS TO THE FUTURE

- Explore providing a similar programme for other community practitioners, at Level 8 and/or lower.
- Replication of ICPP so as to increase the numbers of practitioners experienced in the model of the work.
- Create a review and reflection opportunity for the 12 participants.
- Consider providing a 'next steps' opportunity in terms of supervision of practice
- Consider how the work can be further progressed through the strategies, actions and programmes of Southside Partnership, SPTN, DLR-DATF.
- Consider how impact from the ICPP at community-wide and national levels can be created.
- Explore different funding models so the ownership of the process around collaboration is shared between relevant agencies.
- Consider the role of the Task Force, Southside Partnership in providing opportunities to 'maintain the impetus' and to keep the work progressing.
- Consider bringing the managers of the organisations together to address the questions of impact at organisational level
- When replicating the ICPP consider having 2 people from each organisation, to prevent isolation and a 'singleton' trying to make change happen.



9. COLLECTIVE REFLECTION ON DATA

The participants, tutors, representatives of sending organisations and the Commissioning Agencies were invited to a collective discussion and reflection of the forgoing data on 6th July 2016. In addition to offering an opportunity for additional learning from the programme, the discussion provided an opportunity for the articulation of possible next steps in the implementation of recommendations, and in embedding the concepts of collaboration and interagency work in the Southside Partnership area.

There was strong support for the recommendations made from the data – and in particular for creating a Level 4 Programme, which would contribute significantly to Leadership Development in the catchment area. Secondly, the focus on having more frontline staff experience the Level 8 programme was fully endorsed as essential for the impact and outcomes of the work to be enhanced.

Additional reflections and recommendations from the data include:

- A number of key conversations could be facilitated in the Southside Partnership area on a Funding Model for this Programme; the emerging model of funding work through Commissioning, with an emphasis on community weighting in any commissioning model; exploration of what is required for greater collaboration in the catchment area of Southside Partnership – supporting people to explore how agencies and people can think collectively beyond where they are now, and plan into the future;
- Senior leaders in the County area, perhaps facilitated through Southside Partnership, or at the initial stage of the establishment of the Children and Young People's Services Committee to establish further the collaboration between a broader range of key agencies. At the establishment phase perhaps to host a 1 day workshop of Collaboration in Practice, with a discussion on the requirements to further the thinking about interagency models of work/collaboration in practice.
- Link the protocols on key working and case management of the NDRIC training with the interpersonal and organisation to organisation focus of the ICCP in a future learning module.
- Develop both top down and bottom up developments in the coming years to support the development of stronger collaborations and inter agency working.
- The Task Force and Southside Partnership to clarify further how to utilise the budget available around training, while taking into account the results of the training needs audit carried out June 2016 – and to link with other agencies and organisations with a view to funding a second round of the ICCP – possibly with a view to creating a 3 year cycle/training offer to include leadership, ICCP, mentoring, support and reflection on practice.
- The 4 Projects funded by DATF and their collaboration needs to be reviewed and evaluated to embed the learning further from longer-term collaboration in practice.

10. CONCLUSION

The ICPP as designed through the collaboration between the Task Force, Southside Partnership, Community Action Network and Maynooth University was an extremely positive experience for the people involved at all levels.

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.

A set of recommendations for further work to enhance the impact of the training programme, and to advance the application of collaboration and interagency work in the Southside Partnership area is made.

APPENDIX 1.

OVERVIEW OF MODULES.

MODULE 1 NOVEMBER 25TH – 27TH

Collaboration and Integration- Theory and practice

This module aims to create a learning collaboration among us all – participants and facilitators – and to unpack key concepts such as collaboration, integration, dialogue and community.

- Dialogue as a frame for understanding collaboration. Dialogue is a key tool for building working collaboration. We will weave theories and practices of dialogue through the course.
This includes deepening our understanding of ourselves and how we relate to others using the BPPs
- Learning Community – Using theory of Community to frame collaboration. Community is a useful concept for looking at collaborations. We will also work at building a learning community in the group
- Defining our terms. What do we mean by collaboration, integration?
- Naming our collaborations. What organised collaborations are our group connected to?
- Reading and reflecting. An opportunity to reflect on our reading material.
- Journaling learnings. An opportunity for personal reflection on the learnings.

MODULE 2 JANUARY 13TH- 15TH

Leading collaborative change

- Facing the challenges of collaborations. Moving into collaborations is challenging. We'll work with understanding those challenges.
- Organisational cultures and personalities. A key challenge is meeting different organisational cultures when we collaborate. We will pay particular attention to this.
- Leadership theories and styles. Moving into collaboration requires a certain type of leadership. We will explore relevant theories of leadership and our own styles and approaches.
- Looking critically at a collaboration I know. We will go into more depth in analysing a specific collaboration we are interested in.
- Reading and reflecting
- Journaling learnings

MODULE 3 MARCH 2ND – 4TH

Working with the realities of collaboration

- Practicing collaboration in the room (includes completing part of Assignment 2). We will aim to set up the experience of doing collaboration in the workshop. We can use reflection on this experience to count towards an assignment too.

- Understanding Change. Collaboration is about change. We collaborate in order to change things, but the collaboration brings about changes for us too. We will explore theories of change and our real experience of change
- Working creatively with difference. Collaboration involves negotiating difference – different world views, experiences, levels of power, values etc. . . Again we will take time to explore this aspect of being in collaboration.
- Conflict – styles and management strategies. Collaboration will almost always bring some level of conflict. We will look at managing conflict well in the context of collaboration.
- Reading and reflecting
- Journaling learnings

MODULE 4 APRIL 20TH – 23RD

Intervening collaboratively

- The context of collaboration. Collaborations take place in a context. We will take time to draw back and look at the contexts in which our collaborations are working.
- Collaboration and power. Power dynamics are core to working collaborations. We will take time to explore these dynamics
- Focusing on the beneficiaries. It is sometimes said that collaborations benefit collaborating agencies more than the communities they are supposed to serve. We will look at collaboration as an intervention into peoples' lives.
- Reading and reflecting
- Journaling learnings
- Evaluation/Learning into action. We will give time at the end of the course to reflect on how to put learning into practice.

ASSIGNMENTS:

In addition to programme participation, 3 programme assignments made up the accreditation requirements. These included a Reflective Journal, a Practice Project and an essay Reflection on learning from the course.

APPENDIX 2.

REPORTS AND BACKGROUND DOCUMENTATION INFORMING THE DEVELOPMENT OF ICPP

Framework for Integrated Planning for Outcomes for Children and Families. CAWT. Derry. 2008.

Implementation Research. Fixen et al. National Implementation Research Network. Florida 2005.

Better Outcomes Brighter Futures. National Policy Framework for Children and Young People. 2014-2020. Gov. Of Ireland. Dublin. 2014.

Interagency Work. Duggan, C and Corrigan, C. WRC. Dublin. 2009.

Working Together for Children. Review of the International Evidence on Interagency Working to inform development of Children's Services Committees in Ireland. CES. Dublin. 2011.

An introductory guide to Implementation. CES. Dublin 2012.

Substance Misuse Steering Group Report. 2012.

New Organisational Arrangement for Children and Family Services. Tusla.

DLR DATF – Review and Strategy 2016-2018.



