1

INTRODUCING INTERPROFESSIONAL COLLABORATIVE PRACTICE

Chapter summary

When you have worked through this chapter, you will be able to:

- Understand the overall purpose, aims, scope and features of this book.
- Recognise how the book is aligned with a range of national standards related to professional social work practice.
- Be familiar with how the book is structured and the brief content of each chapter.
- Be aware of the key themes that underpin the whole book.
- Understand the range of terms, words and phrases used to describe aspects of working together.

INTRODUCTION

This introductory chapter will provide you with an overview of the whole book, laying out its purpose, aims and scope through an outline of the structure and key themes. This chapter will also identify how the contents of the book are related to key national standards for practice and social work education. Also, to inform your studies through the book, this chapter includes discussion about the different terminology employed to describe similar aspects of working together in social work practice; the language, terms and discourse we use are significant to how we understand

and interpret the world around us. As an introduction to your learning across the book, this chapter can be likened to a course induction process.

Interprofessional Collaboration in Social Work Practice is, as they say, everyone's business. The transition from a position of multi-professionalism, where there are many people from different disciplines working in isolation, to a state of interprofessionalism, where those professionals work collaboratively, is not as straightforward as it may sound: it impacts on everyone involved and everyone involved influences the progress. Written primarily for social work students and practitioners, although having relevance across the wider range of stakeholders, this book explores the issues, benefits and challenges that interprofessional collaborative practice can raise, with a particular emphasis on its impact on social work practice.

BOOK PURPOSE, AIMS, SCOPE AND FEATURES

As long ago as 1959, following an inquiry into the role, recruitment and training of social workers, the Younghusband Report stated that:

> People do not normally feel part of a team unless they appreciate the effect of the combined operation, and the working method and function of each member. The elements in good team-work are, therefore, an administrative structure which facilitates co-operation, good working relationships between different types of officer and departments, and opportunities for regular meetings and discussion at all levels. (Younghusband 1959: 35)

Through the chapters of this book, you will read about how interprofessional collaborative practice has continued to be a policy and practice imperative. The book provides discussion and activities to help you learn about and reflect upon the ways in which collaborative working across professional and agency boundaries can impact upon the experiences of service users, carers and practitioners. Taking a broad, inclusive view of all aspects of social work and social care practice, this book emphasises the significance of social work as a profession in the collaborative environment. Your study through these chapters will help you look at the way social work and social work care agencies develop a professional and an agency culture and how this can both impede and assist working across organisational boundaries. It therefore encourages you to develop your skills as a critical, reflective interprofessional social worker.

The book requires you to critically examine the political, legal, social and economic context of interprofessional practice, exploring consistencies and contradictions evident in policy and procedure, through an analysis of their influence on the reality of professional practice. Within this, the background of current collaborative working practices, the continuities and changes will be considered. A principal theme throughout your reading will be the impact of interprofessional and collaborative working practices on the experiences of, outcomes for, and participation of service users and carers. Through concepts of participation and empowerment, the book will

examine changes in the balance of power and influence between service providers and service users. Within an exploration of related research and theoretical models, you will critically examine the tensions inherent in interprofessional practice so as to be able to identify frameworks and components that typify effective collaboration.

This book focuses on relationships at different levels: between organisational or structural levels, interprofessional or interdisciplinary, and the individual levels of practice within the 'helping professions'. Whilst it has a focus on 'what this means' for social work practice, you should be aware that collaborative working is not only limited to health and social care, but can involve a vast range of 'stakeholders'. The term 'stakeholders' refers to any person who may have an interest or be affected by the relevant practice or service. As you study the materials in this text and work through the various activities and questions, it is important that you keep this range of possible 'stakeholders' in mind. To help you start thinking about the people and organisations you might work with in social work practice, take a moment to work through Activity 1.1.

Activity 1.1

- Think broadly about your knowledge and, if you have it, experience of social work practice. Make a list of all the different individuals, professions and organisations that might be considered to be 'stakeholders' – those who have an interest in, or are affected by, social work services and practice.

Whilst this activity is useful if you work through it on your own, it becomes even more interesting and expansive if you have the opportunity to work together with other students or colleagues from practice.

COMMENT

You are likely to have a long list of people and organisations, which may differ from another student as the lists may reflect different experiences and different knowledge of practice. I imagine that you may have started by including service users, carers and perhaps volunteers, local communities and neighbourhoods more widely. You are likely then to have moved on to think about various professions such as nurses, midwives, school teachers, careers advisors, probation officers, police officers, general practitioners (GPs) and so on. You may also have thought about the many organisations involved, ranging from statutory agencies such as local authorities, probation services and various National Health bodies, to private profit-making services, social enterprises, voluntary or charitable groups (some of which are small, local agencies, while others might be affiliated to national groups), and user-led organisations. There are also wider national bodies, such as government departments and national research institutions. This is also not to forget the role of agencies and individuals who provide education and training for the various

Individuals	Role or interest	Professionals	Role or interest	Organisations	Role or interest
Service user	Participant and recipient of services; controller of own services	General Practitioner (GP)	Health and medical assessment and services	Primary Care Trust	Community-based services to meet health and social care needs
Carer	Provides informal care and support	Housing Manager	Manages local housing services and tenancy arrangements	Local Authority Social Services	Services, advice and support for vulnerable people
	Continue completing this table with your own examples				

Figure 1.1   Identifying the stakeholders in the interprofessional, collaborative environment

professions, not only in universities and colleges, but also from private and voluntary organisations. One way to try and represent the massive scope of this is to tabulate them. Figure 1.1 shows the beginnings of a table setting this out. As you will see, I have added columns to identify the role or interest that the person or organisation has in practice. You could complete the table by adding your list to it and completing the additional columns.

However you undertake this activity, it will help you become more aware of the people and organisations you might collaborate with and the potential scope of interprofessional practice. You are encouraged to keep your notes from this activity, as you may need to refer back to them later as you work through this book. Whilst it is not possible in a book of this size to examine each of these many aspects of interprofessional collaboration, throughout the book I acknowledge the range of settings where collaborative working practices are being embedded. Through case studies, reflective activities, research examples and further reading, all of which focus on different areas and levels of practice, you will develop transferable knowledge, skills and awareness of values relevant across all practice contexts, to support you as you develop as an interprofessional social worker. Furthermore, with regard to the scope of this book, you will find that, as far as possible, the materials and concepts relate to social work practice across the four countries of the United Kingdom, however the legislation discussed is largely English.

Given the fast pace of political and policy change, though, and the increasingly differing approaches that the devolved governments are developing, Chapter 2 of this book offers a broad overview of the context for collaborative practice with

many suggestions and references that you might explore for more knowledge on specific contemporary issues for each country. Beyond Chapter 2, the book explores concepts, theories, research and practices which are broadly applicable, not only across professional and organisational boundaries, but, crucially, geographical boundaries as well.

In each chapter, you will have the opportunity to further your learning and understanding through interacting with a range of features, which as you have read above, include activities and reflective practice questions, followed by my own thoughts and comments on the issues that might be raised as you undertake the tasks. There are also case studies, annotated further reading with links to relevant Internet Web pages and ideas of ways in which you might take your learning further. Please note that there are ongoing changes in governmental structures and the Internet sources that reflect them, references to the Department for Children, Schools and Families and Every Child Matters websites may be sourced through the Department for Education at http://www.education.gov.uk. At the end of the book, you will find a Glossary of terms and abbreviations. This is not an exhaustive list as I have defined and explored many terms throughout the text, but you may find this useful if you are seeking a succinct definition of a particular concept discussed in the chapters. It is my intention that by working through this book and engaging with the interactive experience I offer you, you will build up a portfolio of notes, diagrams, reflective records and tables that will support your further learning and development. Finally, to support your learning through this book and to provide educators and tutors with additional materials to support you, this book has a companion website (www.sagepub.co.uk/crawford).

ALIGNMENT WITH THE NATIONAL STANDARDS

As you study the contents of the chapters in this book, your learning and development will be closely associated with the national requirements for social work practice as set out in the National Occupational Standards for Social Work (TOPSS UK Partnership 2002), the Common Core of Skills and Knowledge for the children and young people's workforce (CWDC 2010) and the General Social Care Council Codes of Practice for Social Care Workers (GSCC 2002). The approach taken across the text is also related to the academic subject benchmark statements for social work (Quality Assurance Agency 2008), which set out the nature and characteristics of social work education at Bachelor's (with honours) degree level. It is important to note that national standards and requirements of this nature are always subject to change, as social work education and practice is continually under review. Therefore, whilst the overall themes are always likely to be relevant, as a student or practitioner, you should ensure that you are aware of the most current principles and standards for social work practice and education. One way to start achieving this is to work through Activity 1.2.

Activity 1.2

- For the first part of this activity, select to focus on either the National Occupational Standards for Social Work, the Common Core of Skills and Knowledge for the children and young people's workforce, the GSCC Codes of Practice for Social Care Workers or the academic subject benchmark statements for social work.
- Using the links and references provided in this section of the chapter, examine the full details of the area you have chosen.
- As you examine the range of statements, make a note of those that you feel have relevance or support interprofessional collaborative practice. You could use a table or grid to do this.

When you have examined one area of these national standards, it is recommended that you work through this activity, drawing on each of the other areas. If you have the opportunity to carry out this activity with colleagues, you could each take a different area and then come together to compare your findings.

COMMENT

On completion of Activity 1.2, you should have a comprehensive list of national requirements for social work that pertain to collaborative working practice. You will also have furthered your knowledge and understanding of these fundamental imperatives for social work practice and education. You could now compare your findings with my work on this, as I detail below the statements from each of the areas that, in my view, address interprofessional collaborative practice.

NATIONAL OCCUPATIONAL STANDARDS FOR SOCIAL WORK

The National Occupational Standards for Social Work (TOPSS UK Partnership 2002 at http://www.skillsforcare.org) are set out in 'key roles', each of which is broken down into units. The chapters of this book all have relevance against the six key roles of the standards, which are as follows:

Key Role 1: Prepare for, and work with individuals, families, carers, groups and communities to assess their needs and circumstances
Key Role 2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups and communities and other professionals
Key Role 3: Support individuals to represent their needs, views and circumstances
Key Role 4: Manage risk to individuals, families, carers, groups, communities, self and colleagues
Key Role 5: Manage and be accountable, with supervision and support, for your own social work practice within your organisation
Key Role 6: Demonstrate professional competence in social work practice

Amongst the detail within these key roles, examples from units and elements under Key Roles 5 and 6 are of particular relevance to your learning in this book:

Key Role 5 – Unit 14: Manage and be accountable for your work

- 14.1 Manage and prioritise your workload within organisational policies and priorities
- 14.2 Carry out duties using accountable professional judgement and knowledge-based social work practice
- 14.3 Monitor and evaluate the effectiveness of your programme of work in meeting the organisational requirements and the needs of individuals, families, carers, groups and communities
- 14.4 Use professional and managerial supervision and support to improve your practice

Key Role 5 – Unit 17: Work within multi-disciplinary and multi-organisational teams, networks and systems

- 17.1 Develop and maintain effective working relationships
- 17.2 Contribute to the identifying and agreeing the goals, objectives and lifespan of the team, network or system
- 17.3 Contribute to evaluating the effectiveness of the team, network or system
- 17.4 Deal constructively with disagreements and conflict within relationships

Key Role 6 – Unit 18: Research, analyse, evaluate, and use current knowledge of best social work practice

- 18.1 Review and update your own knowledge of legal, policy and procedural frameworks
- 18.2 Use professional and organisational supervision and support to research, critically analyse, and review knowledge-based practice
- 18.3 Implement knowledge-based social work models and methods to develop and improve your own practice

Key Role 6 – Unit 21: Contribute to the promotion of best social work practice

- 21.2 Use supervision and organisational and professional systems to inform a course of action where practice falls below required standards
- 21.3 Work with colleagues to contribute to team development

COMMON CORE OF SKILLS AND KNOWLEDGE FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE (CWDC)

The 'common core', as it is known, was revised and updated in 2010 (CWDC 2010 at http://www.cwdcouncil.org), with a renewed emphasis on strengthening integration and collaborative practice. With a focus on work with children and young people, the common core sets out six areas of expertise that all practitioners should have. This framework 'underpin[s] multiagency and integrated working, professional standards, training and qualifications across the children and young people's workforce' (CWDC 2010: 2). The six key areas are:

- effective communication and engagement with children, young people and families;
- child and young person development;
- safeguarding and promoting the welfare of the child or young person;

- supporting transitions;
- multi-agency and integrated working;
- information sharing.

GENERAL SOCIAL CARE COUNCIL CODES OF PRACTICE FOR SOCIAL CARE WORKERS

> The Code of Practice for Social Care Workers is a list of statements that describe the standards of professional conduct and practice required of social care workers as they go about their daily work. (GSCC 2002)

The codes state that as a social care worker, you must:

- Protect the rights and promote the interests of service users and carers;
- Strive to establish and maintain the trust and confidence of service users and carers;
- Promote the independence of service users while protecting them as far as possible from danger or harm;
- Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people;
- Uphold public trust and confidence in social care services; and
- Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills.

One of the aspects included within this last point is 'recognising and respecting the roles and expertise of workers from other agencies and working in partnership with them' (GSCC 2002: point 6.7).

ACADEMIC SUBJECT BENCHMARK STATEMENTS FOR SOCIAL WORK (QUALITY ASSURANCE AGENCY)

The academic subject benchmark statements for social work (Quality Assurance Agency (QAA)) relate to honours degrees in social work and are set out in the explicit context that:

> Social work programmes are expected to prepare students to work as part of the social care workforce, working increasingly in integrated teams across and within specialist settings in adult health, mental health and children's services; interprofessionally alongside professionals in the National Health Service (NHS), schools, police, criminal justice and housing, and in partnership with service users and carers. Increasingly, practice is outcome-focused. (QAA 2008: 2)

The document from the Quality Assurance Agency for Higher Education that I refer to here, also sets out in some detail the regulatory and contemporary context for social work education in each of the four countries that make up the United Kingdom. You

will find this a useful source if you want more detail about one specific country. The chapters of this book have been written to support your learning in the context of these academic standards. The subject benchmarks are lengthy and detailed, so I have had to be particularly selective here, but have drawn out a few of the most pertinent extracts for you:

3.7   Contemporary social work increasingly takes place in an inter-agency context, and social workers work collaboratively with others towards interdisciplinary and cross-professional objectives. Honours degree programmes as qualifying awards are required to help equip students with accurate knowledge about the respective responsibilities of social welfare agencies, including those in the public, voluntary/independent and private sectors, and acquire skills in effective collaborative practice.

4.2   At honours level, the study of social work involves the integrated study of subject-specific knowledge, skills and values and the critical application of research knowledge from the social and human sciences, and from social work (and closely related domains) to inform understanding and to underpin action, reflection and evaluation. Honours degree programmes should be designed to help foster this integration of contextual, analytic, critical, explanatory and practical understanding.

4.3   … Social work, both as occupational practice and as an academic subject, evolves, adapts and changes in response to the social, political and economic challenges and demands of contemporary social welfare policy, practice and legislation.

4.6   … honours undergraduates must learn to … work in partnership with service users and carers and other professionals to foster dignity, choice and independence, and effect change.

4.7   The expectation that social workers will be able to act effectively in such complex circumstances requires that honours degree programmes in social work should be designed to help students learn to become accountable, reflective, critical and evaluative. This involves learning to: think critically about the complex social, legal, economic, political and cultural contexts in which social work practice is located; work in a transparent and responsible way, balancing autonomy with complex, multiple and sometimes contradictory accountabilities (for example, to different service users, employing agencies, professional bodies and the wider society); acquire and apply the habits of critical reflection, self-evaluation and consultation, and make appropriate use of research in decision-making about practice and in the evaluation of outcomes.

5.1   During their degree studies in social work, honours graduates should acquire, critically evaluate, apply and integrate knowledge and understanding in the following … core areas of study.

    5.1.1   The relationship between agency policies, legal requirements and professional boundaries in shaping the nature of services provided in interdisciplinary contexts and the issues associated with working across professional boundaries and within different disciplinary groups.

    5.1.2   The significance of interrelationships with other related services, including housing, health, income maintenance and criminal justice (where not an integral social service).

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BOOK STRUCTURE

This book is set out in two parts: Part 1, made up of Chapters 1, 2 and 3, sets the context, background and theoretical approaches to exploring and understanding interprofessional collaborative practice; Part 2, made up Chapters 4, 5, 6, 7 and 8,

examines practice within the context of the collaborative environment set out in Part 1 of the book. As the core chapters that make up the second, practice-orientated part of the book, Chapters 4 to 7 move from examining the individual perspective (service users, carers, social workers, other practitioners), through the wider whole profession perspective in Chapter 6, to organisational issues in Chapter 7. The final chapter, Chapter 8, turns the 'spotlight' back to you and an individual social work perspective on ways to develop and enhance practice for interprofessional collaborative working.

CHAPTER 2

Studying Chapter 2 will further your understanding of the political, policy, social and economic imperatives that drive collaborative working and organisational change in the statutory, voluntary and independent sectors. Through an exploration of the history of working together, lessons learnt from public inquiries and Serious Case Reviews, political drivers, legislative and policy initiatives, this chapter sets the contemporary context for interprofessional collaboration in social work practice.

CHAPTER 3

Your study through this chapter will enable you to examine and apply theoretical frameworks and models that assist understanding and analysis of the interrelationships between professionals and organisations in practice. The chapter provides an overview of some examples of relevant theories, as well as research findings that have provided frameworks to support our knowledge of barriers and drivers, tensions and contradictions for practice in the collaborative environment. The theories, models and frameworks explored in this chapter provide the theoretical underpinning for the second part of the book, where these concepts and their application for practice are revisited through examples and case studies.

CHAPTER 4

Whilst the whole of this book has a central focus on developing your skills and knowledge with regard to working in collaboration, particularly with service users and carers, Chapter 4, the first chapter of the second part of the book, specifically explores the experience of service users. It also considers the changing position, status and role of service users and carers, particularly where this influences participation in collaborative work. Following on from Chapter 3, this chapter shows how the theoretical explanations introduced might aid an understanding

of collaborative relationships with service users and carers. The particular example of the personalisation agenda, also known as 'self-directed support', provides an interesting vehicle for a discussion towards the end of Chapter 4, about how collaborative practice and local partnerships might respond to new ways of working, offering choice, control and opportunities for social inclusion.

CHAPTER 5

The focus in this chapter is your developing practice as an interprofessional social worker. Chapter 5 examines what collaborative practice can mean for the individual practitioner. Again, drawing on theories to aid understanding, the chapter tackles issues of professional identity and the skills and attributes needed for effective interprofessional practice. Here, you will also learn about examples of interprofessional practice, particularly examples of assessment processes, examining the ways in which, as a social worker, you will work with others to assess needs and circumstances. The particular examples are the Common Assessment Framework for Children and Young People (DfES 2006), and the Common Assessment Framework for Adults (DoH 2007, 2009b), which builds on the Single Assessment Process (SAP) (DoH 2004), and the Care Programme Approach (CPA) in Mental Health (DoH 2008).

CHAPTER 6

Following the 'seeds sown' in Chapter 5, you will further your understanding of the complexity of professionalism by exploring issues of professional identity, power and professional culture in Chapter 6. This chapter addresses the question of what all this means for social work and for social work practice. Hence, whilst acknowledging the range of professionals and stakeholders involved in collaborative work, Chapter 6 maintains a consistent aim to expose the implications for professional social work and the contribution of the profession to the collaborative venture. Within this, the chapter considers how practitioners learn and work together in teams and networks.

CHAPTER 7

Your learning in Chapter 7 centres on the organisational context of interprofessional collaborative social work. The chapter explores how organisations are responding to the collaborative 'agenda' by highlighting different approaches to working together at agency or organisational levels. The examples of integrated care services and the place of user-led organisations are given particular attention in Chapter 7. Furthermore, building on a discussion about professional cultures in Chapter 6, Chapter 7 looks at organisational cultures and the position of leaders

and managers in driving collaborative practices forward. The chapter closes by discussing how interprofessional practice might be evaluated at the organisational level and providing some evaluative research examples to support your understanding.

CHAPTER 8

In the final chapter in the book, the key themes emerging from across the first seven chapters are summarised. Indeed, Chapter 8 is structured to reflect those themes. Additionally, this final chapter aims to focus your learning on how you can further develop as a consequence of your studies of this text. It is intended that, after working through this chapter, you will be able to critically evaluate and reflect on the implications of collaboration, cooperation and integrated working on your individual practice. Thus, here you will consolidate your learning through a range of reflective practice questions, activities and practical tasks, supported by strategies, guidance and tools that will assist you in taking your learning forward beyond this text and into interprofessional social work practice. As you work through the book, the activities and further reading, you are encouraged to keep notes on areas that you can identify where you consider your skills and knowledge can be further developed with regard to interprofessional practice.

KEY THEMES

As you read and study this book, you will become aware of recurrent key themes that are threaded throughout the text of each chapter. These themes are:

- The experience and participation of service users and carers in the collaborative environment.
- The place, contribution and significance of social work as a profession in the collaborative environment.
- The skills, knowledge, research and values that will underpin your effective interprofessional practice, including ways in which you might source ongoing development and support.

As stated above, these emergent themes are drawn together to provide the structure for the final chapter of this book.

TERMINOLOGY AND DISCOURSE

The words, phrases and terms that are used to describe ways of working are socially constructed, which means they reflect the values, interests and ideals of society. Indeed, Carnwell and Carson (2009) take this further in stating that the choice of terminology is often determined by policy. Additionally, these words tend to have particular meanings or associations that result in them influencing understanding,

rather than reflecting what we might really want to convey. In that way, the words and phrases we choose can influence our assumptions, behaviours, values, understandings and practice. Also, it is possible to form a range of different constructs, meanings and ideas around the same word or phrase. For these reasons, as you set out on your studies through this text, it is imperative that from the beginning, you, as the reader, examine the different ways in which working closely with others in social work practice is described and labelled, and are aware of the interpretations being applied.

This book has been given the title *Interprofessional Collaboration in Social Work Practice* and much discussion and thought went into the formulation of that title.

Activity 1.3

Think about the terms 'interprofessional' and 'collaboration':

- Write out your own definitions of these terms. You are advised not to use dictionaries or Internet searches for this, but to write your own ideas of what might or might not be included in these concepts.
- Make a list of some of the other words or terms which might be used to describe similar concepts.

In the literature and through the Web pages, you will see a range of terms used. I imagine that your list for the second part of the activity is quite lengthy and may include, for example, partnership working, collaboration, integrated working, seamless service, joint working, working across organisations, interprofessional working, interagency working, multiagency working, interdisciplinary working and possibly many others. You will find many of these terms explained further in the Glossary of terms and abbreviations at the end of this book. Arguably, the preferred term has changed over time, with 'collaborative working' being the current 'favoured' term and that which is most commonly found. You may find it helpful to remember this issue when you are making library and Internet searches, as you may need to use a range of words in order to source relevant and appropriate materials.

Whilst, of course, purely indicative, it is interesting to note, for example, that at the time of writing this book, a Google search for the 'exact phrase' 'collaboration in health and social care' achieved 66,200 hits, whilst a similar search for the 'exact phrase' 'interprofessional working in health and social care' achieved 9,060 hits. However, I have chosen the terms 'interprofessional' and 'collaboration' as I believe they reflect the processes and skills needed to ensure effective 'liaising and negotiating across differences such as organisational and professional boundaries', which is one of the Quality Assurance Agency's social work subject benchmarks (QAA 2008: 13). It is useful, though, to consider what other authors have to say and the definitions and critique that they offer.

It is suggested that the term 'partnership' indicates a formalised approach, something that emanates from policy and legislation; whilst collaboration is more

active, practice-led and the process of 'partnership in action' (Whittington 2003a: 16). Carnwell and Carson (2009) add that 'partnership' is an entity, an arrangement or how something is, whereas 'collaboration' is an activity or what people do. Partnership is also seen as being able to embrace all levels across the scale or range of activity in practice:

> Partnership can be considered as the process and integration as the outcome. This also reflects the reality of a continuum of partnership working: tentative collaboration between specific individuals at one end of the spectrum, through formalised joint delivery, to combination into a single agency, full integration, at the other. Partnership working therefore becomes an umbrella term for all degrees of inter-agency working short of merger. (Petch 2008: 2)

You will learn more about the concept of partnership, particularly that which is formed with service users, in Chapter 4 of this book. The Integrated Care Network (2004) suggests a continuum from 'fragmentation' of services between and within organisations, through 'partnership' and finally 'integration', which is defined as 'the integration of organisations of services into single entities … which allow(s) potential for greater transparency between partners and enhanced benefits for service users' (Integrated Care Network 2004: 13). You will learn more about different service configurations and integrated services in Chapter 7 of this book.

Following consideration of dictionary definitions and the use of the terms in recent health and social care policy documents, Carnwell and Carson define partnership as:

> A shared commitment, where all partners have a right and an obligation to participate and will be affected equally by the benefits and disadvantages arising from the partnership. (Carnwell and Carson 2009: 7)

Activity 1.4

Consider Carnwell and Carson's (2009) definition of partnership given above:

- How much does the approach and process described reflect your views, and if you have them, your experiences from practice?
- Write down in a few sentences what the implications of this definition are for the participation of service users in the environment of collaborative and integrated practice.

You may feel that this is as an ideal definition of partnership, rather than reflecting the reality of collaborative working in practice. The definition is interesting, if perhaps broad. Crucially, though, there are some key words in this definition from Carnwell and Carson (2009: 7), particularly the notions of rights and obligations, benefits and disadvantages. Assuming that there is common agreement that service users and carers are considered to be partners in practice, then these concepts may

be helpful in enabling you to analyse service users' and carers' experiences of collaborative practice and partnership working. Importantly, 'collaboration and partnership are closely congruent with user-centred social work values' (Whittington 2003a: 32). You will return to this later in the book, with a particular focus on the experiences of service users and carers in Chapter 4.

What seems undisputed in the literature is that there is a 'lexicon of terms' (Quinney 2006: 11) and that the term chosen, the scope and meanings attributed to it need to be made explicit within the context of its usage. One way of achieving this is to consider theoretical frameworks and models that assist us in understanding and analysing the complex interrelationships in practice. This will be the focus of Chapter 3 of this book.

CONCLUSION

I hope that you enjoy your studies on interprofessional collaboration as you move through this book. This first chapter has given you a 'flavour' of the range and scope of the book, its overall structure, aims, themes and approach. In summary here, it is evident that whilst at the highest level of generality, the objectives of care and support services are likely to be agreed, there are questions and debates about definition, ideologies, philosophies, strategies and methods:

> The difficulty is that whilst it takes thirty seconds or so to say 'and there shall be co-ordination between the various forms of provision', the actual, day-to-day carrying-out of this co-ordination is a different kettle of fish … behind an apparently rational statement is the whole range of human intractability, incompetence, power politics, greed and negativity, together with, of course, sweet reasonableness, great imagination, creativity, generosity and altruism. (Gillett 1995, cited in Hornby and Atkins 2000: 17)