

# Cooperation of facilities, disciplines and persons



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“Sometimes, we know exactly what the others should do.

However, we often do not know what the others are actually really able to do.

And, sometimes, we do not know what we are able to do!”

(Source: Landschaftsverband Westfalen-Lippe (o.J.), p. 9)

**SUCCESSFUL COOPERATION**

"Cooperation can only be successful if three conditions are met:

1. The will to cooperate.
2. The others' autonomy must not be violated.
3. Those involved see a benefit in it."

(Source: Landschaftsverband Westfalen-Lippe (o.J.), p. 18)

## COOPERATION IN CRISIS SITUATIONS

"The main aim of successful cooperation in crisis situations is to enhance the possibilities to understand and act of all those involved. It also improves the proper reflection of the balance between support and control.

It is the aim to make the specific crisis-based opportunities to learn and develop utilisable for children or young people."

(Landschaftsverband Westfalen-Lippe 2007, p. 8)

## MISSING COOPERATION

"Without cooperation  
interfaces become  
pressure spots."

(Deutscher Verein f. öffentliche u. private Fürsorge, quoted in  
Landschaftsverband Westfalen-Lippe 2007, p. 17)

**BOUNDARIES AND INTERFACES**

... between individual institutions, persons and disciplines must be defined.

... guide our actions for cooperation in terms of achievement for children and young people.

**SUCCESSFUL COOPERATION (1)**

(Source (1-3): Schmid 2013, p. 154 )

- Cooperation should be institutionalised rather than regulated on the basis of the individual case.
- That way, it is possible to achieve viable structures and personal continuity in the cooperation.
- This is a good basis for ...

## SUCCESSFUL COOPERATION (2)

- ... the development of a common case definition among various responsible facilities/persons/disciplines
- e.g. the educational support team and youth psychiatric/psychotherapeutic services



## SUCCESSFUL COOPERATION (3)

- Structurally, employees in the pedagogical field must be aware of the strains of mental stress.
- And child and youth psychiatry/ psychotherapy must adapt their service structures to the needs of the residential facility and the young people's clinical syndroms.

**JOINT DEFINITION OF CASES (1)**

"To be able to closely match the (...) interventions (...) joint goals for the optimal development of the individual young person should be agreed.

Central key questions for the process of a joint definition of a case:

**JOINT DEFINITION OF CASES (2)**

- What is the "good reason" behind the problematic behaviour of the young person?
- What are the behavioural targets of the young person?
- What would the young person need to learn in order to reach the targeted behaviour?
- How can pedagogy and psychotherapy support this learning process?"

(Source: Schmid 2013, pp. 154.)

## ADDITIONAL REMARKS

*This collection focused on the cooperation between child/youth welfare and child/youth psychiatry.*

- **Cooperation with other institutions/persons/disciplines** relevant in care and support for young people (youth welfare office, school, educational institution, courses, probation officer, counselling centre (e.g. addiction), etc.) are, depending on the situation, essential!  
(cf. Schmid 2013, p. 159)
- They need to be **accordingly adapted** in ways of operating.

## FACTORS THAT CAN (NOT) BE INFLUENCED

- It is essential that the respective systems learn to deal with **conditions that cannot be controlled**, including the legal and financial framework, economic requirements and structures of other cooperation partners.
- In order to, still, do a good job they strive to **utilise the factors they can influence** in promising cooperation.

(Cf. *ibid.*)

## STRUCTURES OF COOPERATION

**Improved mutual information** exchange can be expected when there is a sufficient level of communication between the staff of the support systems.

Possible structures of cooperation:

- mutual counselling and supervision
- joint cooperation talks
- regional cooperation agreements

(cf. Landschaftsverband Rheinland 2007, p. 37)

## COOPERATION TALKS CONCRETISED

- Concretise objectives of the talk before/at the beginning
- Clarify roles and responsibilities, limitations and possibilities of persons and institutions
- All participants communicate "on an equal footing"
- If, following the talks, there is dissatisfaction regarding results, communication style of individual participants etc.
  - recommendation:** Reflection (intravision, team meeting, supervision, etc.) and clarification of necessary steps (information to supervisors, debriefing (also by phone) with involved parties etc.)

**CONFLICTS IN COOPERATION?**

- reflect meeting culture
- information to and, if necessary, support/clarification by management
- professional exchange across individual cases
- regular joint evaluation
- negotiate cooperation agreement



## COOPERATION AGREEMENTS (1)

... Between institutions with different responsibilities and/or disciplines are carried out:

A) independent of the case, also conceptually

at a general level

B) in a particular case

regarding specific issues

## COOPERATION AGREEMENTS (2)

**Example:** Case responsibility of residential youth welfare institution (YWI) and youth psychiatry (CYP)

	case management	co-responsibility
scheduled admission	YWI	
crisis in YWI	YWI	CYP
admission to CYP	CYP	YWI
return to YWI	YWI	CYP

(Source: Landschaftsverband Westfalen-Lippe (o.J.), p. 6)

## COOPERATION ALSO MEANS...

**... learning from one another and getting to know each other on a professional and personal level through:**

- joint education and training opportunities
- work experiences and internships in the other support system
- offer of consultations and information events to (potential) cooperation partners

(cf. Landschaftsverband Rheinland 2007, p. 37)



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