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Produced by the Information Sharing Committee on behalf of Alberta Children and Youth Initiative (ACYI) and the Office of the Prevention of Family Violence and Bullying.

The ACYI is a collaborative partnership of government ministries working together on issues affecting children, youth, and families. Partners include:

- ◆ Alberta Children's Services
- ◆ Alberta Education
- ◆ Alberta Health and Wellness, including:
  - ◆ Alberta Alcohol & Drug Abuse Commission (AADAC)
  - ◆ Alberta Mental Health Board
- ◆ Alberta International, Intergovernmental and Aboriginal Relations
- ◆ Alberta Seniors and Community Supports
- ◆ Alberta Employment, Immigration & Industry
- ◆ Alberta Solicitor General and Public Security
- ◆ Alberta Justice and Attorney General

With assistance from Christie Communications, Edmonton, AB, Canada.



## Course Objectives

What you will learn:

- ◆ What a collaborative partnership is and why “one size does not fit all.”
- ◆ The purpose, benefits and fundamental principles of collaborative partnerships.
- ◆ Challenges and barriers to effective collaborative partnerships.
- ◆ How information sharing can be accomplished through collaborative partnerships.
- ◆ That children, youth and their families are key partners in planning for services and supports.
- ◆ The importance of developing a shared understanding of the goals and desired outcomes of a collaborative partnership.
- ◆ Who to include in a collaborative partnership.
- ◆ The role of leadership and how to empower others.
- ◆ Accountability, evaluation and documentation activities.
- ◆ Why relationship building is the foundation for effective collaborative partnerships.
- ◆ How to build consensus.
- ◆ Conflict resolution strategies and key points.
- ◆ Factors that contribute to sustainability.
- ◆ Considerations for developing and maintaining an information sharing protocol and/or memorandums of understanding.

## Collaborative Partnerships

### What is Collaboration?

Simply put, collaboration involves people working together to achieve shared objectives. The purpose of collaboration is to enhance the ability of all partners to achieve their objectives. When individuals or organizations have shared objectives, it is more effective for them to work collaboratively than to work separately.

The collaborative partnership model requires that partners are just that - partners in the truest sense, sharing information, resources, responsibility, risk, decision-making power and, of course, the benefits of their partnership. Partners are expected to work together towards the attainment of their mutually desired objectives.

Collaboration can occur at different levels. Sometimes collaboration involves a family and service providers working together to resolve a particular issue for the family. For example, collaboration occurs when a parent, teacher, and speech-language pathologist work together to enhance the speech-language skills of a child with communication difficulties.



Collaboration can also involve organizations working together to address a broader policy or social issue. For example, regional health authorities, school authorities, and child and family services authorities work together through collaborative Student Health Partnerships in order to meet the needs of students with special health needs.

A regional cross-sector working group to address methamphetamine abuse could also provide an example of a collaborative partnership at the organizational level. Participants in this type of collaborative partnership could include AADAC, the regional health authority, the child and family services authority, school authorities, community based agencies and Aboriginal representatives.

### Benefits of Collaborating

Collaboration provides many benefits for children, youth and families and the service providers and organizations that work with them.

Benefits for children, youth and families include:

- ◆ More meaningful involvement in the planning and delivery of the supports and services they receive.
- ◆ Potential to achieve better outcomes for the family.
- ◆ Better communication between service providers and the family.
- ◆ Reduces the number of times that families have to tell their 'story.'
- ◆ More coordinated and seamless service delivery.
- ◆ Improved continuity of service.

Benefits for service providers and organizations include:

- ◆ Shared responsibility for resolving an issue. In a collaboration, the partners are able to share the risks, skills and resources required to achieve the desired outcomes.
- ◆ Opportunity to use the differences among the partners to create better solutions and to ensure that the policies of the different organizations are not working at cross-purposes to each other.
- ◆ Opportunity to share financial and human resources in order to produce greater efficiencies and/or to open up new funding opportunities.
- ◆ Increased capacity, communication and continuity of service.
- ◆ Improved awareness of other services that are available to the family, to minimize gaps and duplication in services and ensure that service approaches are complementary.
- ◆ Opportunity to educate and influence partners about the mandate, goals and business of the partnering organizations.
- ◆ Enhanced networks and increased credibility for the organization.



## Fundamental Principles

The fundamental principles of a collaborative partnership must be agreed on as part of the partnership agreement. However, there are some basic principles that are a foundation for all collaborative partnerships.

- ◆ Children, youth and families are key partners in planning for services and supports.
- ◆ Working relationships should be based on mutual respect and trust. Everyone is valuable.
- ◆ Everyone needs to be heard. All opinions are valid and all partners have important knowledge.
- ◆ All of the information needs to be clear for everyone, including the client.
- ◆ Working together successfully is a process of learning, listening and understanding one another.

## One Size Does Not Fit All

Just as there is no single definition of collaborative partnerships that can be applied across all sectors, there is also not a "best type" of collaboration. Collaboration comes in many shapes, sizes and durations.

Some collaborative partnerships work together for a relatively short period of time to address a very specific issue, while others work together over a much longer term to address much broader and more complex issues.

Some collaborative partnerships involve a large number of partners who have a stake in the resolution of an issue, while others involve a smaller number of partners.

Some collaborative partnerships are informal, while others are much more formal.

Informal partnerships are more of a loose federation of organizations with "fuzzy" boundaries and accountabilities, but a common desired outcome. This type of partnership relies more on personal relationships than a formalized structure.

Formal collaborative partnerships are "structured" whereby there may be a core partner or partners who act as the leader, manager or champion of the partnership and issue. Relationships are more structured and may even be contractual in that partners are involved or identified as being engaged in achieving specific components of the desired outcomes.

When developing a collaborative partnership, consider what partners have a shared interest in the objective of the partnership. It is also important to consider the scope and complexity of the issue. Remember, it may not make sense to develop a broad in-depth collaboration when a short-term coordinated effort is all that is needed.



## Challenges and Barriers

While there are numerous benefits to collaborative partnerships, there are also challenges and barriers. Collaborative partnerships can be weakened or hindered by external and internal factors.

External factors may include changes in the environment that may create a shift or change in the goals, objectives and desired outcomes of the collaborative partnership. For partnerships working together to support a family, these changes in the environment could include events such as the birth of a child, loss of employment, family illness, or the need to relocate. For partnerships working together to address broader policy or social issues, these changes in the environment could include a new strategic direction for an organization, increase or decrease in available funding, or shifting priorities.

Internal factors may include:

- ◆ Inability to find the right person or partner that is able to attend meetings consistently or able to advocate within their organization for support and commitment to the partnership.
- ◆ Lack of clarity on the roles, responsibilities, goals, objectives and desired outcomes of the collaborative partnership.
- ◆ A lack of tolerance of different organizational cultures.
- ◆ Those who are able to contribute the most resources demanding to have the most influence within the partnership.

- ◆ Difficulty maintaining sufficient motivation and commitment from all the partners.
- ◆ Lack of human and financial resources, competing priorities and insufficient time to achieve the desired outcomes.

## Connection With Information Sharing

In order for collaborative partnerships to be successful for families, service providers and organizations, partners need to be able to share information with one another. Information sharing must occur within the requirements of privacy legislation while also meeting the overall goal of serving the needs of children, youth and families.

Many staff working with children, youth and families have expressed that they are reluctant to share information with staff from other sectors regarding families they are mutually involved with, because they perceive that existing privacy legislation prevents them from doing so. This is not accurate! Although information sharing across ministries, organizations and mandates can be complex, current privacy legislation allows for appropriate sharing of information within clearly defined boundaries.

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## Integrated Service Approach

Services to children, youth and their families can be more effective when they are delivered collaboratively by service providers that are dealing with the same clients.





## Building Collaborative Partnerships

So how do you build an effective collaborative partnership? There are a number of steps and principles that will help you build and work within collaborative partnerships, and that's what this section of the course is all about.

### Shared Goals and Outcomes

When building a collaborative partnership, it is very important for the partners to jointly articulate the goals and outcomes the partnership is working towards. This will help the partners stay focused on what they are trying to accomplish.

When the collaboration involves a family and service providers working together to resolve a particular issue for the family, it is very important to identify and include the family's goals and desired outcomes.

The collaborative partnership's goals should be SMART.

- ◆ **Specific** – The goal should clearly specify what is to be achieved and what activities you will undertake.
- ◆ **Measurable** – Ensure you can answer the question "how will we know the goal has been achieved?"
- ◆ **Attainable** – Ensure your goal is reasonably attainable if your partnership works together.
- ◆ **Realistic** – Ensure the partnership is both able and willing to work together towards the goal.
- ◆ **Timely** – Ensure your partnership establishes timelines for your activities and for achieving the goal.

Some partnerships may wish to formalize their goals and desired outcomes with vision and mission statements. Other partnerships may choose to write down their goals as part of a formal contract, agreement or terms of reference. Still other partnerships may be less formal and simply make a verbal agreement about their goals.

Collaborative partnerships should make a point of reviewing their goals and outcomes on a regular basis, to ensure that they are still relevant and to keep their work focused on the agreed goals and outcomes.

### Membership

The membership of a collaborative partnership should be based on the identified goals and desired outcomes. Achieving the goals and outcomes depends in large part upon inclusion of people and/or organizations that share an interest in and responsibility for achieving the goals and outcomes. Membership may include a core group of people and organizations, but at the same time be fluid and allow other organizations, and/or individuals to join the partnership to assist in addressing a specific situation.

Collaborative partnerships working with children, youth and their families need to include these individuals as key partners in planning for services and supports. Families may also identify support people who should be included in the collaborative partnership because of their roles in providing informal support to the family (e.g., extended family members, pastor, or a family friend).



Collaborative partnerships that are working together to address a broader policy or social issue need to include the organizations with a mandate to address the issue.

When organizations are working together in a collaborative partnership, it is important that their representatives have the authority to make decisions and commitments that will assist the partnership in achieving its goals and desired outcomes. It is also important that members of a collaborative partnership have the time, skills and aptitudes that are necessary for working collaboratively.

### Leadership

Leadership within a collaborative partnership can be formal or informal. There may be one identified leader or leadership responsibilities may be shared among the partners.

Leaders are responsible for facilitating, moderating and managing meetings and discussions of the collaborative partnership. Leaders should endeavour to manage and lead the process, without controlling it. The process and results of the partnership do not belong to any one individual and usually do not belong to any one organization or agency.

Facilitating good discussions and sharing of ideas among partners can be enhanced by:

- ◆ Acknowledging all ideas.
- ◆ Avoiding criticism of any person's ideas.
- ◆ Encouraging people to build on each other's ideas.
- ◆ Ensuring that all partners have an opportunity to participate.

Leaders should model an inclusive, collaborative process.

### Empowering Others

Collaborative partnerships benefit when all partners feel supported and empowered to participate actively. This involves building relationships, maintaining open-mindedness and empowering others.

Strategies to empower others include:

- ◆ Demonstrating openness and respect for each other's values, knowledge and skills. This involves taking the time to understand each other's roles and responsibilities, mandates and values.
- ◆ Sharing knowledge in order to increase the capacity of all partnership members. This in turn extends the capacity of the collaboration.
- ◆ Allowing for conflict and disagreement. It is important to create a healthy atmosphere for disagreement and discussion, and to resolve conflicts fairly in a timely manner.
- ◆ Enthusiastically supporting the ideas, efforts and successes of other people.
- ◆ Acknowledging and rewarding success.
- ◆ Ensuring that all members are provided the opportunity to take on a meaningful role.
- ◆ Using mistakes and failures as learning experiences.

When others feel ownership and empowerment in the collaboration, they become more committed, creative and loyal.



## Accountability

The establishment of a collaborative partnership brings with it a new set of accountability requirements:

- ◆ Each partner is accountable for reporting to their organization on their individual involvement in the partnership and progress in achieving outcomes.
- ◆ Collectively, the partnership must determine who their stakeholders are, including partnering organizations, government partners, clients and the public.
- ◆ The partnership must identify how they will report on the outcomes and achievement of the targets of the partnership.

## Evaluation

Collaborative partnerships can strive for continuous quality improvement by developing and implementing mechanisms for members to provide feedback and suggestions, and by incorporating an ongoing evaluation process.

Evaluation includes evaluating the actual work produced by the collaborative partnership, as well as the partnership itself. The evaluation of collaborative partnerships needs to address whether and how the partnership provided increased value or efficiency in achieving the desired outcomes.

A common downfall of partnerships is that they often evaluate specific projects or initiatives developed by the partnership but neglect to evaluate the partnership

itself. The challenge is identifying or developing a mechanism that will be able to evaluate the effectiveness and impact of the relationships on the desired outcomes of the partnership. Evaluation should therefore include not only what was achieved, but how it was achieved.

## Documentation

Many people work together without a formal process. However in some situations, it may be best to formalize the partnership with documentation and a framework for information sharing. Terms of Reference, protocols, and/or memorandums of understanding are all methods for documenting the coordinating efforts of a collaborative partnership. This documentation helps the partnership be clear about objectives and agree to the strategies to be used.

The terms of reference needs to provide clear guidelines, policies and/or procedures for information sharing between the members of the collaborative partnership. Members of participating organizations will need to use this documentation to assist in making information sharing decisions.

As with any written documentation, terms of reference, protocols, and memorandums of understanding need to be kept current and in line with the collaborative partnership's vision, goals and objectives.

See the Sample Terms of Reference contained in the "*Information Sharing Guideline*." Information Sharing Working Committee, Alberta Children and Youth Initiative, Government of Alberta.



## Working Together

### Making It Work

Successful partnerships incorporate the three common elements of collaboration, cooperation and coordination.

- ◆ Collaboration requires partners to build a mutually beneficial relationship to achieve common goals.
- ◆ Cooperation requires partners to develop relationships with each other so that information and resources are shared.
- ◆ Coordination requires partners to work in relationships that provide opportunities to develop compatible policies and eliminate duplication of services.

When all three of these elements are incorporated in the development of a collaborative partnership, the result is the successful achievement of the desired outcomes that includes a seamless delivery of policies, programs and services for the client group.

### Relationship Building

Relationships are the foundation upon which all other attributes of a collaborative partnership are built. Without a strong foundation of open, caring and trusting relationships, it will be difficult to promote and strengthen the other dimensions of collaborative partnerships.

Why are relationships important?

- ◆ Working together successfully is a process of learning, listening and understanding one another.
- ◆ We are connected through our relationships and it is these relationships that make us a unique collaborative partnership.
- ◆ Through relationships, we have a sense of belonging to our group.
- ◆ Positive relationships encourage people to make contributions to the collaborative partnership.
- ◆ Good relationships improve communication.
- ◆ Good relationships foster increased involvement.

Get to know and as much as possible to understand the needs, issues and passions of all the members of the collaborative partnership, as well as stakeholders of the collaboration.

Opportunities need to be provided for members of the collaboration to build relationships, network and develop an understanding of the business of the other organizations. Allow time before and after meetings for visiting. This can often be as important as the meeting itself.



## Communication

One of the most important elements of collaboration and consensus is communication. To ensure effective communication:

- ◆ Ensure everyone is heard. For many people the process is as important, and sometimes even more important, than the results.
- ◆ Use common language (e.g. familiar words, phrases, examples and stories). When we come together with other people from different backgrounds, we sometimes forget that others may not understand some of the language that we use. When meeting together, use words and phrases that everyone will understand. Avoid acronyms.
- ◆ Take time to solicit opinions and ideas one-on-one. Sometimes people don't feel comfortable sharing ideas in a group. As people become more comfortable and feel safer with each other, participation will likely increase. Let everyone know that their opinion and contribution is valuable. Promote and encourage open dialogue.
- ◆ Remember that language is more than just the spoken or written word. It is also the way words are spoken, timing, body language and the way silence is used.

- ◆ Send letters, e-mails, agendas, notes, etc. to other members of the collaboration on a regular basis. Make phone calls and, when possible, personal visits to other members of the collaboration to build relationships, keep people involved and communicate.

Information/data must be accurate, relevant and easily understood.

It is important to understand that we all have fears and concerns and that part of the purpose of this process is to overcome and move beyond fears and concerns together.

Only a small percent of the effectiveness of your speech comes from the words you use. People pay more attention to how you deliver your content than on the actual words themselves. Be aware of the messages you send when you communicate.

## Building Consensus

A consensus is an agreement or decision that is acceptable to all members of a group. Although a consensus decision may not be seen as "ideal" by all members of a group, it is acceptable to all members. Consensus implies that all members of the group will support the decision of the group and will be committed to its implementation.



Why is it important to build consensus in a collaborative partnership?

- ◆ It is sometimes difficult for partners to come to complete agreement about how to best resolve an issue because they have different interests, experiences and perspectives. In these situations, the collaborative partnership's ability to reach a consensus enables it to move forward together.
- ◆ Consensus building resolves conflict, creates ideas and builds workable solutions.
- ◆ Conflict requires an enormous amount of energy that might be better used towards a common good. It also undermines progress towards the goal. When the conflict is thoroughly processed, it can create a better, more lasting and viable, solution.

### How to Build Consensus

To build consensus look for areas of agreement. Acknowledge, respect and seek to understand differences. Support and reinforce positive movement and achievement, even if it isn't exactly what you would have done as an individual.

When dealing with an issue, try to understand your own interests, beliefs, values and motivations. Then consider the interests, beliefs, values and motivations of other members in the collaborative partnership. Seeing an issue from the perspective of others can help build consensus.

### Conflict Resolution

What is conflict? Conflict is a natural part of every relationship. It is an indication of change, of not standing still and of progress. Conflict is based on wants, needs and beliefs that differ from another person or group.

Common sources of conflict include:

- ◆ Competition for limited resources.
- ◆ Clashes between beliefs and positions.
- ◆ Misinformation and assumption.
- ◆ Poorly defined relationships.
- ◆ The introduction of change.

We often fear conflict because of traditional models of 'win at all costs' that lead to aggressive and unpleasant behaviour. Many people also have the misconception that the only alternative to winning is losing, and that a gain for one party is a loss for the other.

Conflict is destructive when it:

- ◆ Gets personal.
- ◆ Diverts energy from more important issues.
- ◆ Divides a group and destroys morale.

It is important to attempt to resolve conflicts constructively.

Conflict is constructive when it:

- ◆ Opens discussions.
- ◆ Results in new ideas and solutions.
- ◆ Gets people involved in important issues.



A constructive “win-win” resolution of conflict is possible, by taking the attitude of 'us against the problem' rather than 'me against you.' To achieve 'win-win', look for mutual benefit. Most conflicts have several possible solutions. Looking for several alternatives leads to 'win-win' and more creative solutions.

To get a 'win-win' solution:

- ◆ Separate the person from the problem.
- ◆ Concentrate on the common interests and avoid strong positions.
- ◆ Brainstorm a number of options before deciding what to do.

### Sustainability

As with any relationship, sustaining the collaborative partnership requires ongoing support and maintenance. Several factors can contribute to the sustainability of a collaborative partnership:

- ◆ **Achievement of a purpose** – In order for a collaborative effort to continue, it must continue to fulfill a purpose for everyone involved and continually provide value to the partners. Everyone needs to feel like they are gaining or accomplishing something through the partnership.
- ◆ **Capacity building** – There is a need to equip people with skills that enable them to make a meaningful contribution to decision making within collaborative partnerships.

◆ **Team building** – Opportunities need to be created for increased mutual understanding at the personal level and increased understanding of the partnering organizations.

◆ **Flexible structures** – Collaborative partnership structures should be adaptable and flexible enough to accommodate environmental changes (e.g. roles and functions within an organization or the staff assigned to the partnership may change; or the addition of new partners as required).

◆ **Accountability** – Collaborative partnerships need to remain open, clear and transparent in their decision making processes and need to allow non-member stakeholders to have access to information as appropriate.

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## Glossary

- ◆ **Affiliate** – Under HIA, employees, agents, contractors and volunteers of a custodian. Physicians paid by a custodian or having privileges with a custodian are also affiliates of that custodian.
- ◆ **Age of Consent** – The age at which children and youth can give consent differs under various legislation but usually involves a determination as to whether he/she is mature enough to understand the nature of the information and the consequences of its disclosure. Age of consent takes into consideration the age of the child, maturity level and sensitivity of the information.
- ◆ **Bullying** – A conscious, willful, deliberate and repeated hostile activity marked by an imbalance of power, intent to harm, and/or a threat of aggression. When bullying escalates unabated, it may lead to a feeling of terror on the part of the individual being bullied. Bullying may include, but is not limited to: physical intimidation or assault; extortion; oral or written threats; teasing; putdowns; name calling; threatening looks, gestures or actions; cruel rumours; false accusations; and social isolation.
- ◆ **Child, Youth, and Family Enhancement Act (CYFEA)** – This Act provides the legislative mandate for family enhancement or protective services to be provided if it is believed that a child may be in need of intervention.
- ◆ **Common Program** – A single program or service delivered by two or more public bodies.
- ◆ **Continuity of Care** – A person's/persons' responsibility for the ongoing care, medical or otherwise, for a child.
- ◆ **Custodians** – Custodians of health information are individual health services providers or organizations that are primarily in the publicly funded health sector who have health information in their custody or under their control (e.g. Alberta Health and Wellness, Regional Health Authorities, physicians who bill Alberta Health Care, etc.).
- ◆ **Employee** – Individuals and agencies who provide services on behalf of the public body that they have contracted or entered into an agreement with (Note: this definition of employee is solely for the purposes of FOIP.) Contractual obligations should include the necessary clauses to ensure that provisions of FOIP are properly addressed.



- ◆ **Family Violence** – The abuse of power within relationships of family, trust or dependency that endangers the survival, security or well-being of another person. It can include many forms of abuse including [spousal] abuse, [elder] abuse and neglect, child abuse and neglect, parent abuse, and witnessing abuse of others in the family. Family violence may include some or all of the following behaviours: physical abuse, psychological abuse, criminal harassment/stalking, verbal abuse, sexual abuse, financial abuse, and spiritual abuse.
- ◆ **FOIP** – *Freedom of Information and Protection of Privacy Act*.
- ◆ **Health Information** – Under HIA, means any of the following: diagnostic treatment and care information; health and services provider information; and registration information.
- ◆ **HIA** – *Health Information Act*.
- ◆ **HIA Coordinator** – In a larger organization, the responsible affiliate.
- ◆ **Imminent Danger** – A situation in which any individual or group or individuals may be at immediate risk of harm to their health and/or safety. See Section 40(1)(ee) of FOIP and Section 35(1)(m) of HIA.
- ◆ **Information and Privacy Commissioner (IPC)** – An officer of the Legislature who provides an independent review of decisions made regarding right of access to and correct or amendment of personal or health information. The Commissioner monitors compliance with applicable legislation and investigates complaints.
- ◆ **Integrated Service** – The program or service has several distinct components, each of which may be delivered separately, but when considered together, comprise the complete program or service.
- ◆ **Intervention Services** – Any service provided to a child or family under the *Child Youth and Family Enhancement Act (CYFEA)* including family enhancement services and protective services.
- ◆ **Minimum Amount of Information** – In order to respect the rights to individual privacy of children, youth and their families, only the minimum amount of personal information necessary may be shared.
- ◆ **Need to Know** – An organization should not collect, use or disclose information unless it is required to fulfill their roles and responsibilities.
- ◆ **Parent Legislation** – Legislation that guides or provides the mandate for the different government organizations.
- ◆ **Public Body** – Government organizations such as departments, boards and agencies. (Note: this does not refer to contracted agencies, such as service providers.)



## References

The following references were used in the creation of this series of training materials. They are also useful for further exploration of the content.

### Information Sharing - An Executive Overview and Information Sharing in an Integrated/Collaborative Framework

- ◆ *Freedom of Information and Privacy Act (FOIP)*. Province of Alberta
- ◆ *Health Information Act (HIA)*. Province of Alberta
- ◆ *Personal Information Protection Act (PIPA)*. Province of Alberta
- ◆ *Personal Information Protection and Electronic Documents Act (PIPEDA)*. Government of Canada
- ◆ *Information Sharing Guideline*. Information Sharing Working Committee, Alberta Children and Youth Initiative, Government of Alberta
- ◆ *Information Sharing Overview for Children and Youth in Alberta*. Information Sharing Working Committee, Alberta Children and Youth Initiative, Government of Alberta
- ◆ *IPO Tip Sheet*. Information and Privacy Office, Government of Alberta

### Engaging Others in the Delivery of Integrated/Collaborative Programs

- ◆ *Partnership... A Way of doing Business*. Nancy Reynolds, Partnership and Innovation Division, Alberta Children's Services

- ◆ *Building Community Collaboration and Consensus*. C.R. Pete Petersen, [www.communitycollaboration.net](http://www.communitycollaboration.net)
- ◆ *Working Together, Safe and Caring Schools, Resource Manual for Students, Staff and Parents*. Alberta Learning.

### Information Sharing in the Context of the Prevention/Management of Family Violence

- ◆ *Child, Youth and Family Enhancement Act*. Province of Alberta
- ◆ *Taking Action on Family Violence*. Government of Alberta
- ◆ *Alberta Roundtable on Family Violence and Bullying, Finding Solutions Together*. Government of Alberta
- ◆ *Family Violence in Canada: A Statistical Profile 2004*. Statistics Canada, Canadian Centre for Justice Statistics
- ◆ *Working Together, Safe and Caring Schools, Resource Manual for Students, Staff and Parents*. Alberta Learning
- ◆ *Family Violence Protocol Template*. Alberta Council of Women's Shelters and Alberta Children's Services
- ◆ *Children Exposed to Family Violence: A Handbook for Alberta Shelter Workers*. Centre for Children and Families in the Justice system / London Family Court Clinic. Peter G. Jaffe, Ph.D; Susan Loosley
- ◆ *Elder Abuse*. Edmonton Community Action Committee on Elder Abuse

