



Developing or Enhancing Interdisciplinary Programs: A Model for Teaching Collaboration

Journal:	Professional Development: The International Journal of Continuing Social Work Education
Article Title:	<i>Developing or Enhancing Interdisciplinary Programs: A Model for Teaching Collaboration</i>
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Volume and Issue Number:	<i>Vol. 4 No. 2</i>
Manuscript ID:	<i>42015</i>
Page Number:	<i>15</i>
Year:	<i>2001</i>

Professional Development: The International Journal of Continuing Social Work Education is a refereed journal concerned with publishing scholarly and relevant articles on continuing education, professional development, and training in the field of social welfare. The aims of the journal are to advance the science of professional development and continuing social work education, to foster understanding among educators, practitioners, and researchers, and to promote discussion that represents a broad spectrum of interests in the field. The opinions expressed in this journal are solely those of the contributors and do not necessarily reflect the policy positions of The University of Texas at Austin's School of Social Work or its Center for Social Work Research.

Professional Development: The International Journal of Continuing Social Work Education is published three times a year (Spring, Summer, and Winter) by the Center for Social Work Research at 1 University Station, D3500 Austin, TX 78712. Journal subscriptions are \$110. Our website at www.profdevjournal.org contains additional information regarding submission of publications and subscriptions.

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ISSN: 1097-4911

URL: www.profdevjournal.org

Email: www.profdevjournal.org/contact

Developing or Enhancing Interdisciplinary Programs: A Model for Teaching Collaboration

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Collaboration Between Attorneys and Social Workers: The Current Status

Social workers must respond to changes in the world and they need to consider interdisciplinary collaboration with new partners such as attorneys (Akabas, 1982). There is an inherent need to integrate social work and legal services at least in settings that service vulnerable client populations. In order for the client's best interest to be served in this collaborative approach, it is critical that social workers and attorneys work cooperatively and operate as a true interdisciplinary team (Bernstein, 1980; Parsloe, 1981).

The literature regarding law and social work collaboration is sparse. Of the literature written on the topic, a majority of it describes collaboration in the child welfare arena (e.g., Brewis, 1992; Butler, 1986; Forgey & Moynihan, 1999a; Forgey & Moynihan, 1999b; Forgey, Moynihan, & Litman, 1999; Gill & Amadio, 1983; Greene, Glenwick & Schiaffino, 1999; Gyurci, 1989; Harris & Bernstein, 1980; Johnson & Cahn, 1995; Johnson & Cahn, 1992; Swain, 1989; Lytle-Vieira, 1987; Palmer, 1989; Parsloe, 1981; Ronnau & Poertner, 1989; Russel, 1988; Saunders, 1988; Tobin & Rosser, 1993; Wiseman, Bentovim, Vizard, & Leventhal, 1992). Examples of collaborations in child welfare include foster care/adoption (Gill & Amadio, 1983), in court hearings for child neglect cases (Harris & Bernstein, 1980), and in work with the elderly and children around custody and guardianship issues and protective services laws (Sancier, 1984).

Social workers who provide services to the elderly also work collaboratively with attorneys (Bassuk & Lessem, 2001; Sancier, 1984). Stein and Golick (1974) identify the poor as having extremely complex problems that require the help of the collaborative team of attorney and social worker. In addition, attorneys and social workers are collaborating in an

effort to meet the service needs of clients with HIV and their families (Retkin, Stein, & Drainin, 1997). Other areas in which an interdisciplinary team of attorney and social worker can effectively service clients are in premarital or cohabitation counseling, the divorce process, custody, and estate planning for the elderly (Bernstein, 1980). Specifically, when working with families, there is a need for the partnering of attorneys and social workers, in which each profession recognizes, values, and utilizes the skills of the other profession (Swain, 1989).

Professional Differences Between Social Workers and Attorneys

Social workers and attorneys are members of two distinct professions with varied philosophies, code of ethics, and role specifications for their respective professionals. For example, in the field of child protection, social workers and attorneys present with different ideologies and objectives (Brewis, 1992). The differences are also seen in the ways in which they view each other in regard to public and professional stereotypes, their differing value systems, and personality traits (Lau, 1983). Other factors that may also contribute to their differences include ethical issues, issues in role, and differences in training (Galowitz, 1999).

Difficulties Experienced in Practice Due to Professional Differences

These professional differences can result in problems in attorney and social worker collaboration, which negatively affect the process and outcome of such efforts. Communication may be hampered by the differing orientations and perceptions regarding client populations, their attitudes toward one another, and a lack of understanding of their respective roles. The following examples will highlight some of the fundamental problems that arise in these collaborations.

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In an effort to deliver services to at-risk children and families, difficulties were experienced by supervisors and students at Fordham University School of Social Work and Fordham Law School Clinic, with regard to integrating psycho-social assessments and legal counseling. The three areas of difficulty experienced were: 1) Defining the scope of assessment; 2) Addressing privacy issues; and 3) Collecting, interpreting, and applying information (Forgey, Moynihan, & Litman, 1999).

In decision-making processes around families in child protection cases, Palmer (1989) reported that there is dissonance between the approaches of social workers and attorneys. In the courtroom, in child dependency and neglect cases, tension between attorneys and social workers is often at a peak. According to Gyurci (1989), the reasons for this are that social workers: 1) Tend to believe that attorneys undermine efforts to help the client, which subsequently provokes the dislike or distrust of attorneys; 2) Feel abused by attorneys when testifying, especially if they have not prepared thoroughly; 3) Misunderstand the attorney's role in the proceedings; and 4) Do not have a clear understanding of the important issues in testifying.

The concern expressed in the literature is how these differences may consequently affect the way in which clients are treated. In a study by Greene, Glenwick, and Schiaffino (1999), the definitions of physical, sexual, and psychological abuse of children were assessed among 48 social workers and 33 attorneys in New York City. Various potentially abusive parental behaviors were rated along 39 items. The findings indicated that social workers rated several parental behaviors as more abusive than did the attorneys.

In another study, survey research was conducted by Ronnau and Poertner (1989) to investigate the similarities and differences among 67 county district attorneys, 61 judges, and 112 social workers in their perceptions of the severity and need for interventions in cases of emotional maltreatment of children. The findings revealed that most often,

social workers agreed with attorneys and judges on these issues. The study highlights the need for consensus among key professionals in the child protection system, in order to increase the chances of improved communication and a greater level of collaboration to better service clients.

A comparative study of attitudes toward child sexual abuse among social workers and judicial system professionals (police officers, district attorneys, public defenders, and judges) in an urban criminal justice system was conducted (Saunders, 1988). The results revealed that statistically significant differences in attitude were found among these groups.

Role differentiation was also identified as an area of difficulty, which may also affect interdisciplinary practice. A survey assessing role perceptions of attorneys and public agency caseworkers, involved in child abuse cases in juvenile court in four counties in Indiana, revealed that there was considerable conflict over each other's role (Russel, 1988).

It has been recognized that attorneys and social workers receive different professional training, which may contribute to the differences in their roles and the ways in which they practice (Galowitz, 1999). To highlight differences in their methods of practice, Forgey and Moynihan (1999b) assert:

A lawyer's focus on individual rights may contrast with a social worker's focus on the relationships between client, family, community, and society. A social worker's focus on psycho-social needs may contrast with the lawyer's focus on legal needs. A social worker may see collaboration as a way to share information and plan services while the lawyer may see collaboration as dangerous to a client caught up in adversarial legal proceedings. A lawyer's emphasis on client autonomy may contrast with a social worker's emphasis on the client's need for growth or stability. (p. 28)

Weil (1982) explains that social workers who are direct practitioners often devalue the case manage-

ment component of their work and view it as secondary to their therapeutic work with clients. This may result in conflict with attorneys, who view case management as a key component to working with vulnerable clients experiencing legal problems.

A Shift Toward More Effective Collaboration

A review of empirical studies, noted above, suggests that in an effort to decrease conflict and allow for more effective collaboration, there is a need to increase social workers' and attorneys' knowledge and skills in regard to client populations, the mission and goals of each profession, and clarify each other's role in practice. To overcome differences between attorneys and social workers, Forgey and Moynihan (1999b) suggested that each profession must be aware of "differing professional perspectives, training and attitudes" to effectively work together (p. 28).

In child welfare cases, it was suggested that, before entering the courtroom, attorneys and social workers should prepare and make efforts to brief and educate the other about their respective professional roles and practices (Harris & Bernstein, 1980; Lytle-Vieira, 1987). Working as a team, social workers and lawyers can benefit a client by engaging in a process of open discussion about the roles each will play on the team (Forgey & Moynihan, 1999a). Constant review of the roles actually played in cases "can help to identify, and possibly eliminate, barriers to effective teamwork on behalf of the client" (Forgey & Moynihan, 1999a, p. 80). Other methods to avert conflicts include the anticipation of potential problems that can then be addressed by a system of ongoing communication, such as joint meetings with clients (Koh Peters, 1991).

Other suggestions by authors include developing educational programs to enhance attorney-social worker collaboration. In an effort to facilitate more positive attitudes between social workers and attorneys, Weil (1982) suggested training in court related-work.

According to Tobin and Rosser (1993), in order to protect the rights of children and parents stipulated by the Children Act, social workers and attorneys

need to respect and understand one another. This can be accomplished by conducting seminars to sponsor a greater understanding between the two professions. To enhance attorney-social worker collaboration, a description of seminars titled "Children Can't Wait," that were conducted in nine counties in Washington, Oregon, and Idaho on child welfare practice for attorneys and social workers, was detailed (Cahn & Johnson, 1995). This study confirms that professionals with different roles and shared goals can still work together effectively.

Croxton, Fellin, & Churchill (1987) suggested making incremental changes when social workers are professionally trained. They assert that the interdisciplinary conflicts between attorneys and social workers in areas such as professional values and ethics, role differentiation, and overriding societal values, underscores the need to implement an interdisciplinary approach in teaching social welfare policy in schools of social work.

A New Model for Teaching Collaboration: Responding to the Needs of Vulnerable Client Populations

Past literature described the need for attorneys and social workers to work together to service vulnerable client populations. It identified differences between the two groups of professionals, which included their different perceptions, attitudes, roles, and training, and indicated that there is a high risk for conflict to ensue because of these differences. In addition, recommendations were offered to decrease conflict so that effective teamwork can exist. This article describes a model for teaching collaboration when seeking to develop or enhance interdisciplinary programs within organizations. The process of how the model was developed is outlined.

Development of the Interdisciplinary Project

The Cardozo Bet Tzedek Legal Services Program, established in 1985 at Benjamin J. Cardozo School of Law, Yeshiva University, provides free legal services to approximately 200 elderly and disabled clients a year, who are unable to

afford private counsel. Many other clients are assisted indirectly by receiving advice, counseling, and referrals to other agencies. Because of the nature of the client group, certain kinds of cases predominate. Many cases involve issues relating to government benefits, either because a needed benefit has been denied, may be reduced, or terminated, or because a client may need a benefit (e.g., a housing grant) to prevent disaster. Many other cases involve housing issues, in part because of the extremely high demand for apartments, even in neighborhoods formerly considered undesirable. This broad trend has made some landlords so eager to recover apartments from long-standing tenants paying low rents that, as a result, some landlords are both reluctant to provide repairs and are quick to initiate eviction proceedings. Other cases involve the usual mix of problems found in offices serving the elderly: pension issues, consumer disputes, questions on wills and powers-of-attorney, family disputes, and guardianship issues.

An intended plan of the clinic was to establish a joint legal-social work project as part of the ongoing legal services clinic. It had been long recognized by clinic staff that clients' legal problems were often enmeshed with other problems where social work assistance would be useful and appropriate. Similarly, it was observed that psycho-social problems, such as a loss or decrease in benefits (i.e., homecare hours or medicaid), often could be solved through legal intervention. The goal was to provide greater and more comprehensive assistance to impoverished elderly and disabled clients by addressing their problems through an interdisciplinary legal and social work approach.

The project has provided an opportunity for attorneys, law students, a social worker, and social work students to work collaboratively to help elderly clients solve problems that were jeopardizing their ability to remain at home, or otherwise interfering with the clients' quality of life. While the primary goal of the project has been to increase and improve the services provided to clients, an important sec-

ondary goal has been educational—to teach both professions how to work together more effectively.

After being awarded a grant from the Tuttle Fund, the "Law & Social Work Housing/Home Care Project" was developed. A Social Work Clinical Supervisor was then hired to supervise incoming social work students and co-direct the program in order to permit the law school clinic to serve as a fieldwork placement site for students in the Yeshiva University, Wurzweiler School of Social Work (WSSW) master's degree program in social work. After consultation with the fieldwork coordinator at WSSW, it was determined that the school would identify four social work graduate students for the project.

Four social work students (one subsequently dropped out, for unrelated reasons) and 24 law students were then selected for the 2000-01 academic year. These students were to be supervised by three full-time attorneys on the Cardozo clinical faculty and a newly funded social work supervisor. The social work students were committed to working 21 hours as part of their field placement, and the law students were committed to 20 hours weekly. The three project components were as follows: intake/client services, education of the students, and public education.

Case selection is based on whether legal intervention would be useful and whether the clinic has the resources to handle the case properly. As part of this project, there is an attempt to identify cases where it would be appropriate, and most likely effective, to maintain a team approach and to assign both a social worker/social work student and lawyer/law student to the client. In several cases, however, the need for social work intervention emerged after the case was commenced. This occurred sometimes because clients learned that such assistance was available and requested it, because the clients were so stressed by their legal cases, or because other circumstances warranted this type of intervention.

In most cases, the law students perform the ini-

tial intake when the potential client either telephones, as most do, or comes directly to the clinic. The student tries to get relevant information and then consults with the supervising attorney on intake duty for that week. At that time, a decision is made whether to arrange a more complete interview at the office or at the client's residence (after which, if appropriate, the case is accepted for representation), or to refer the case elsewhere. Where possible, there is an attempt to provide advice and appropriate referrals, even when the clinic is unable to accept the case. A comprehensive record is kept of all initial case intakes and referrals.

Potential clients learn about the clinic from a variety of sources: referrals from other legal services offices, government offices, court and agency clerks, and other social service agencies. The social work supervisor and social work interns identified New York City social services agencies where professionals are working with elderly and disabled clients. A mailing was sent to these organizations describing the clinic's services. On a requested basis, in-service training was provided to these organizations with the goal of serving as a referral source and collaborating on community initiatives to assist these populations. As a result of the mailings and in-service trainings, the clinic continues to receive a number of requests for services from clients of these agencies.

Once a case is accepted, and with the consent of the client, one or two law students and one social work student are assigned. The students, in consultation with the supervising attorney/social worker, proceed to develop a plan of action, which is revised as needed, as the case progresses. Some cases require informal advocacy, administrative hearings, litigation, and some all of the above. In the majority of cases, students play the primary role in regard to interacting with the clients and other parties and preparing necessary documents, although all work is reviewed and closely supervised by faculty. More complex cases, however, are primarily handled by the clinic faculty with some student assistance.

In some instances, clients their family members

may require additional legal and social counseling to prevent legal problems from recurring and/or ameliorate social or family problems that may exist alongside of (or be caused by) the legal problem. Law and social work students must meet with their supervisors at least weekly to review important activities in each case before any steps are taken. In every case, the goal—reflecting both schools' educational and service philosophies—is to provide services at the highest professional standard to help clients achieve their goals.

Successful Areas of Collaboration

Some of the most obvious categories of cases for which the collaborative approach is effective, include eviction cases, in which clients face the loss of housing because of claims that the client is a nuisance and/or is accused of disturbing the public, or situations where the client is having problems paying rent. Examples of cases where the joint law/social work approach had been extremely successful include:

- A 70-year-old disabled artist faced eviction within a week because of her inability to satisfy a judgment against her for rent arrears. The law students quickly brought a motion in Housing Court, staying the eviction and correcting the judgment amount, which was at least \$300 in excess of the client's actual indebtedness. Together with a social work student, they assisted the client in applying for a rent arrears grant. They also corrected an error that had improperly increased the client's monthly rent under the Senior Citizen Rent Increase Exemption Program. The social work student also assisted the client in applying for food stamps and in identifying alternative affordable housing options, as part of a long-term solution to her rental obligation problem.
- A 70-year-old disabled veteran faced eviction from his subsidized housing based on his landlord's claim that he makes excessive noise that disturbs his neighbors. The client insisted

that the noise was coming from other apartments. The law students filed an answer in the Housing Court holdover case. Together with a social work student, they interviewed the client's neighbors and sought to resolve this matter without litigation, in order to avoid the stress of a trial for the client, who also has a serious heart problem. The social worker has been working with the client to help him cope with the stress of this process until a settlement can be achieved.

Home care cases, that is, cases where either the presenting problem is the client's need for assistance at home, or where the presenting problem could be solved or alleviated if the client were to receive help at home, also benefit from the collaborative efforts of law and social work professionals. In these types of cases, there were also notable successes. For example:

- A 102-year-old woman feared displacement from her home by Protective Services for Adults (PSA), because of concerns regarding her ability to manage at home with informal care provided by family and neighbors. After visiting with the client at her home, a legal intern and a social work intern quickly determined that she was eligible for Medicaid home care services. They helped the client implement the Medicaid home care for which she was approved, and further assisted her in increasing her home care hours to sleep-in care.
- An 85-year-old client appealing a proposed reduction in her Medicaid home care services was represented. While the law students worked on the legal aspects of the case, the social work students helped to develop factual information to support the case, and also worked closely with the client's disabled adult daughter to encourage and support her

in the plan to keep her mother at home.

Problems Identified

The collaboration has experienced various challenges and problems. Formal feedback from professionals in the field, former students at the clinic, and supervisors of the program assisted in identifying problems that existed, and provided recommendations for increased teamwork. The hope is that detailing this experience will be of help to others who decide to replicate this model, establish similar collaborations within an organization that employs professionals, or apply this model within a teaching environment.

Feedback From Professionals Regarding Interdisciplinary Work

In an attempt to gain feedback from attorney and social work professionals regarding interdisciplinary work to formulate a conference on the topic, those professionals in a university setting, legal setting, or social service agency setting where collaborative attorney and social worker teams exist, were contacted via telephone and then mail. A survey was mailed to a total of approximately 75 attorneys and social workers, soliciting feedback on two questions. One question asked what issues regarding interdisciplinary work between attorneys and social workers would they like the researchers to cover at the upcoming conference. The other question asked what they find to be the most pressing areas of difficulty that arise in the interdisciplinary work between attorneys and social workers.

The findings were used to formulate a conference agenda. The conference, "Different Roles, Shared Goals: Social Workers & Attorneys Working Collaboratively," was attended by over 80 professionals. The three main issues identified by the survey, and addressed by speakers at the conference, were: 1) The lack of effective communication and role differentiation among attorneys and social workers; and 2) The lack of defined parameters in regard to ethics/confidentiality. It was found that across set-

tings, whether in a university, legal, or social services setting, the same problems are encountered.

Lack of Effective Communication and Role Differentiation

Many of the student teams worked together seamlessly, but in other student teams, there was a tendency for the students to divide up lawyer and social work tasks, to work separately on them, and as a result, to fail to appreciate fully the advantages of coordinated service delivery. The supervising attorneys and social work supervisor, in the supervision of the students, consistently addressed these issues. Recommendations follow as to how to enhance teamwork by acknowledging and addressing the issue of communication and role differentiation.

Parameters Regarding Ethics/Confidentiality

It was anticipated that maintaining confidentiality would be an area of difficulty that might arise when working in an interdisciplinary team. In an effort to prevent this problem, clinic policies were established to address this issue, which proved to be effective. Clients were informed at the outset of representation that lawyers/law students and social workers/social work students, working on their cases, would be sharing information, including confidential disclosures, in order to best help the client. Clients signed and were given copies of a retainer agreement, which reiterated the point that information would be shared.

Feedback from Students at the Clinic Regarding Collaboration

In an effort to obtain additional feedback on collaboration and support the issues that were identified from professionals in the field, a questionnaire was sent to participating law and social work students regarding the project and their perception about whether this collaboration was useful to clients. The questionnaire was administered with no identifying respondent information to encourage students to respond and comment freely. A total of

13 out of 27 students responded to the following questions: 1) Do you feel that in order to service the clients at this clinic more effectively that there is a need for this joint program? Yes / No; 2) If yes, in what way do you feel the clients benefited?; 3) In what particular cases did you find the joint format useful? Why?; 4) In what particular cases did you find the format not as useful? Why?; and 5) How would you recommend the program be structured in the future, so that the clients are better served and that there is better collaboration between the law and social work students?

About 80% of responding students indicated a need for the joint program in order to serve clients more effectively. In response to the way clients benefited, a majority of respondents expressed that many of the clients needed assistance in determining what benefits and resources were available to them, how to organize themselves more efficiently, and needed help coping with their various life stressors. One student reported, "They benefited because a lot of their legal problems caused other psychological problems. They would often be depressed and overly stressed because of their legal issues, and having someone like a social worker to talk to about the stress and depression is a necessity and helped them a lot."

A small percentage (25%) of responding students indicated problems in regard to differing professional perspectives, which affected service to clients. One student expressed, "I don't have a good sense of what the social work students did." This respondent identified that the roles of each profession needed to be clearly defined for effective interdisciplinary teamwork.

In regard to recommendations about a future program structure to allow for better collaboration, so that clients are better served, students offered the following suggestions:

- 1) Communication needs to be improved by all professionals. Partners are to be responsible for writing comprehensive notes in the database that can be accessed at any time. Law

and social work staff should communicate directly or leave memos for one another when there are changes in their shared cases, either due to court appearances or a change in client status due to received benefits.

- 2) There is a need for an integrated orientation where the social work and law students can get acquainted on a personal level, and where roles are clearly defined by law and social work supervisors, so that expectations are understood and acknowledged by the students.
- 3) Throughout the year, there should be informal meetings where students and supervisors have the opportunity to become better acquainted.
- 4) On a weekly basis, there should be formal meetings where students and supervisors are able to participate in team-oriented case reviews. In this way, students and supervisors would be given the opportunity to assess the level at which collaborative work is accomplishing the objectives that were initially identified at orientation and specified in the program's mission.
- 5) Arrange that social work and law classes are given on a day where students from the other profession can attend.
- 6) Mandate or strongly recommend that social work students attend seminars/classes in the law school (the setting in which the clinic is located and where students are based) that pertain to, and would enhance, collaborative work (i.e., how to interview a client and how to gather evidence for court).
- 7) Prior to the initial contact with the client, usually during the phone interview, obtain information about whether the client is already being serviced in a social work capacity, and decipher if additional social work services are needed.
- 8) At each initial contact with the clients, have social work and law students interview them so that they could collaboratively assess whether

interdisciplinary work would be beneficial.

- 9) Give greater consideration to the selection of interns for the clinic. Students that are selected should have some prior law and/or social work experience, and have an interest in serving the poor, disabled, and elderly populations. The interns should be committed or open to case management work.
- 10) Both groups of students should have equal opportunity to attend court to gain practical legal experience and an understanding of what clients experience.

Areas for Further Exploration

One student commented that the initial intake should be a collaborative process, where social work students and law students are present, while another expressed that the intake be accomplished separately. The advantage of accomplishing intake tasks collaboratively would be that both disciplines would benefit from gaining a broader perspective of the issues the clients are dealing with. This would minimize the amount of times clients would have to repeat the details of their problems. The concern, however, is whether clients will feel comfortable enough to discuss these issues in a group setting.

One way to minimize the potential client discomfort is to explain to them why the intake is generally conducted collaboratively and to seek their consent in this process. This allows them to recognize the benefits of interdisciplinary work and empowers them to make decisions on their own behalf.

Other Recommendations to Enhance Collaborative Efforts

In addition to the recommendations made by students, the clinic supervisors offered recommendations on what needs to be in place at the clinic in regard to policies and procedures, orientation, and supervision to allow for improved collaborative work. These recommendations were formulated from periodic reviews of the program and an evaluation of the program following the 2000/2001 aca-

demographic school year. Supervisors recommended that in addition to the knowledge building and skills training experienced by students, working in a team format helps initiate an increased awareness and empathy for the multifaceted problems experienced by clients, a greater understanding and identification with the other discipline, and an appreciation for how clients' problems are global and consequently need to be viewed through a multi-system lens for problem resolution.

Other recommendations included:

- 1) Social work and law students play a greater role in identifying and working together to identify community resources to help their clients. This was previously considered the primary function of the social workers.
- 2) Continue to hold conferences focusing on the broad issue of collaborative law and social work teamwork. Particular issues should be identified that both disciplines struggle with, such as serving the hard-to-serve client populations or problems in maintaining long-term care in the home setting.
- 3) Clinic policies and procedures need to provide more guidance for students as to the expectations for teamwork and how to specifically accomplish this. Currently, an office procedures manual exists only for law students; prior to the new school year, an additional manual will be developed for the social work students. In both sets of manuals, there will be inclusion of more formalized requirements for joint meetings, sharing of information, and collaborative planning.
- 4) There is a need to plan a more comprehensive initial orientation of the social work students about how the clinic works and what their role will be within the clinic.
- 5) Joint seminars for the law and social work students need to be arranged in order to permit more formal presentations and discussions of the legal and social problems faced by elderly and disabled individuals, as well as the similarity and differences between legal and social work advocacy.
- 6) All students should be required to attend supervisory sessions, both individually and as a group, where their work is critically examined in regularly scheduled weekly meetings.
- 7) During meetings, supervisors need to be sensitive to the language they use in regard to practice. They need to acknowledge these language differences across disciplines and define profession-specific terms. In addition, supervisors should be mindful that when they speak about any differences, they should also reiterate the shared goal of assisting client(s) to narrow potential feelings of separateness and division among professionals.
- 8) Supervisory meetings should focus on: 1) case presentations, 2) knowledge about the problems the elderly and disabled poor face, 3) the public and private resources available to clients, 4) techniques with which to service these populations, and 5) the professional and personal rewards experienced through this type of work.

Conclusion

Literature and practice experience supports the importance of law and social work collaborations in organizational settings. Such collaborations can be facilitated and strengthened by sharing information about "what works" and "what does not" in this type of program.

Feedback from participants at the conference on collaborative work, on questionnaires from former students at the clinic, and from the social work supervisor and supervising attorneys at the clinic, was used as the base to develop recommendations for enhancing a program where social workers and attorneys work as an interdisciplinary team. These recommendations explored methods for facilitating effective communication, ways to clarify roles and tasks among law and social work interns, and a definition of parameters around ethics and confidentiality.

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