



Education and Culture DG

Lifelong Learning Programme

<b>INPRO Trainingstag <i>Basic Principles of Working Interprofessional</i></b>				
<b>Time</b>	<b>Objectives</b>	<b>Content</b>	<b>Methods</b>	<b>Equipment</b>
25 mins.	Introductions and clarifying participants' expectations	All participants introduce themselves to one another. First look at the theme based on the participants' basic intuitions.	The magic wand	Paper, pens
20 mins.	Clarification: Why is working interprofessionally important for me/my team?	Every participant reflects about their experiences in everyday practice against the background of the following questions: Where is interprofessionalism already a part of our work? In which situations should we pay more attention to it? Are there situations in which working interprofessionally would or could have been helpful? Give concrete examples. The reflection phase is followed by exchange of ideas in plenary session with the occasions for working interprofessionally being collected on the flipchart.	Individual reflection, exchange in plenary session	Pens, paper, flipchart, marker pens
30 mins.	Expanding understanding of interprofessionalism	Perspectives, conceptions and definition; stumbling blocks, opportunities, major aspects that need to be taken into account; discussion of existing studies	Interactive input	OHP, laptop



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40 mins.	Recognising the potential of interprofessionalism	Each group develops ideas of what an interprofessional approach might look like in the case study; weighing up possible opportunities; why the INPRO approach might be a better route, and what contribution it could make; benefits of this approach; weighing up obstacles and difficulties.	Working in small groups of 3-4 people, basis of work is a case study (if no case study from the group, see <a href="http://www.inpro-childcare.eu">www.inpro-childcare.eu</a> ), exchange of ideas in plenary session; each group presents its results	Pens, paper, flipchart, marker pens
<i>15 minutes' break</i>				
25 mins.	Developing a networked view	Use a case study as the basis (if possible revisit the case study that was used previously), compile a network chart with existing network partners, in the context of the case study. Also make existing relationships with individual partners clear (i.e. How close/distant is the relationship? How easy is it to communicate/ work with each other? Conflicts/ difficulties? Particularly strong supporting relationship? etc.) Important: highlight any network partners that are missing, also highlight the parents in particular as network partners.	Group work, trainer gives brief introduction to compiling the network chart	For example of a network chart see <a href="http://www.inpro-childcare.eu">www.inpro-childcare.eu</a>



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40 mins.	Perceiving and involving parents as network partners	<p><u>Step 1:</u> Trainer initiates reflection phase: What is your perception of parents? How do you handle working with them? Do you see parents as <i>partners</i> or <i>team members</i>? What are the good aspects of working together with them? What tends to be difficult? And difficult for whom? What would you like to change about the way you deal and work with parents? What do you understand by <i>education partnership</i>? What do you see as the benefits and what are the disadvantages of regarding parents as partners and treating them as such?</p> <p><u>Step 2:</u> Trainer input Discussion of different approaches to working together in partnership, and regarding parents as special network partners. Reference to the findings of various studies in this respect.</p>	Working in small groups of 3-4 people, basis of work is a case study (if no case study from the group, see <a href="http://www.inpro-childcare.eu">www.inpro-childcare.eu</a> ), exchange of ideas in plenary session; each group presents its results	Pens, paper, flipchart, marker pens
15 mins.	Analysing team dynamics	Factors and processes in teamwork; role of the team leader, team structures (hierarchical, democratic, etc.); discussion of “our” values as member of a profession, rituals, traditions, professional jargon, role identity, etc.	Interactive input	OHP, laptop
15 mins.	Experiencing team dynamics	Task: to build the highest tower. 8 minutes planning time, 2 minutes building phase. During the planning phase no materials may be used for building, solely planning. Once the construction phase is completed, the trainer reflects on the task with each group.	In small groups; building a tower with drinking straws	Drinking straws, sticky tape, tables



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<i>60 minutes' break</i>				
15 mins.	Understanding the major factors for the development of role identities	Role identity, attitudes, values we have as members of a profession/occupational group (individually and within the team). Discussion of different professional cultures, different ways of looking at "professions", "professional personalities", professional jargon, rituals (institutions, team, profession), knowledge, rites, myths, customs; differences between professions are not just founded on the basis of different theoretical models and approaches, but also because you are obliged by your own profession to meet the client, construe him, analyse and understand the situation in a particular way.	Interactive input	OHP, laptop
30 mins.	Recognising your own professional identity and sharing this with others	Working through worksheets in small groups. Considering the factors which create a professional identity.	In small groups (3-4) work through the worksheet "The way we ought to be", see <a href="http://www.inpro-childcare.eu">www.inpro-childcare.eu</a>	Worksheets, pens
80-90 mins.	Experiencing and reflecting on working interprofessionally	Thinking about the complexity of an interprofessional situation.	Role play "Interprofessional team meeting"	Paper, pens, flipchart, marker pens, prepared "stage directions" for the roles



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20 mins.	End of the day, reflection on major learning points and experiences	Making participants aware of the key points from the training day; revisit the overall theme; create connection with practice	"Head, heart, feet"	Pens, moderation cards, figure of a person sketched on the flipchart
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