



Education and Culture DG

Lifelong Learning Programme

TITLE	Interprofessional team meeting: Practising an interprofessional role
Time	80-90 minutes
Equipment	Paper, pens, flipchart
Description	<p>The basis of this exercise is an example from practice (see http://www.inprochildcare.eu/)</p> <p>Phase 1 (10 mins.): All participants take sufficient time to read and understand the case study. Questions can be asked for clarification if necessary.</p> <p>Phase 2 (10 mins.): A chart of relevant occupational groups and contacts is drawn up. The roles for each institution and contact are allocated. A team manager is appointed for the forthcoming interprofessional team meeting.</p> <p>Phase 3 (15 mins.): Each participant receives a detailed description of roles, which makes it clear who is taking on which function, with which skills etc. Everyone thinks and feels their way into their roles. They can make notes, but no exchange amongst themselves should take place</p> <p>Phase 4 (35 mins.): Everyone sits down together for a team meeting. The case is discussed based on the question: What should be done now? And who will do what?</p> <p>Phase 5 (20 mins): The team meeting finishes. Then individual participants (still in their roles) are asked how they felt during the team meeting, whether they felt they were understood, whether they think that the right thing was done in that situation, what was good about the meeting and what they thought was not so good, etc.</p>
Goals	<ul style="list-style-type: none"> • Package the topic through the connection to practice and own experiences • Expand your viewpoint, take on different roles, understand the focal points of other professions, how they perceive and construe the case • In phase 2, make use of opportunities for negotiation, be open to other people's solutions, reach a common denominator • State concrete action steps
Reflection	<p>The difficulties and strengths of this interprofessional meeting are gathered: e.g. the participants' impressions of the hierarchical differences they experienced, moments at which different values and ways of looking at things between occupational groups were evident, ideas on how to move forward in the future with certain obstacles to cooperation, the question of to what extent the parents were involved in decisions and processes and whether this was appropriate, and if not, the reasons for this.</p>