Understanding roles in the Multidisciplinary Team

If there is not a strong multidisciplinary team set up already some work may need to be undertaken in relation to developing the multidisciplinary team prior to screening tool implementation.

To facilitate the development of a team, be it multidisciplinary or interdisciplinary, clinicians need to be able to clearly identify each other’s roles and core functions, to do this a role map can be created. To create a role map each team member needs to specify his/her role and present it for team discussion.

The role mapping method can be used to:

- Enhance patient access and referral to appropriately qualified staff (will also be addressed via the use of Risk Screening)
- Identify core functions of disciplinary groups
- Clarify staff providing services have appropriate competencies and qualifications/credentials
- Identify effective and efficient use of multidisciplinary skills within the team and to enhance quality patient outcomes
- Delineate all the clinical services which patients could receive from the team;
- Clarify for each discipline what they offer to the team and what the team will expect them to provide;
- Clarify areas which will be opportunities for conjoint efforts.

### EXAMPLE ONLY

Interdisciplinary team map: Supportive Care

- **Core function**
- **Basic qualifications required**
- **Student function/competency/evaluation process**

- **Discipline:** Complete the name of the discipline being described.
- **Core Functions:** Please list up to 8 of the core functions of your discipline. These functions need to be the activities which the hospital expect as part of the key performance indicators for your discipline.
- **Entry level qualifications:** the baseline requirements that entitle the clinician to be identified as part of that discipline.
- **Preferred post-graduate qualifications:** the qualifications that would enhance the clinician’s practice within the discipline.
- **Other core training:** other skills that are not necessarily at post-grad level but help the clinician to achieve the core functions.
- **Students:**
  - Length of experience: the length of time a student is expected to stay gaining experience
  - Function in team: whether the student is considered part of the team or supernumery
  - Frequency of Supervision: how often is the student monitored
  - Is course accredited: yes/no