Fostering Interprofessional Communication  
(FInKo)  
- Birgit Wershofen, Prof. Martin Fischer-

For effective collaboration, there remains a deficit in communication between physicians and nurses, which may negatively influence patient outcomes (Zwarenstein et al., 2009). In order to offer high-quality care, it is recommended that healthcare students are trained in interprofessional communication (Sachverständigenrat, 2007; Weltgesundheitsorganisation, 2010).

Following the call for proposals of the Robert Bosch Stiftung from 2013, Operation Team - Interprofessional Learning in the Health Care Professions, a seminar was developed to foster interprofessional communication.

In the seminar FInKo, medical and nursing students learn to exchange patients' problems in a structured way and to share their different professional views. The students develop patient-centered solutions for the patients' problems within a team (Binner et al., 2012; Steinkamp & Gordijn, 2000; Vollmann, 2010). The result of the case discussion is an interprofessional coordinated therapy plan, which is introduced to the patient in a simulated ward round.

The joint training improves the willingness to learn in an interprofessional setting and to collaborate. Through the mutual exchange of information, the students learn more about the responsibilities of the other profession and possibilities for action.

**FInKo - Basic Information**

| Students | Medical students in the last year of their education  
Nursing students in the third year of education |
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<td></td>
<td>~14 students per group (7 medical students and 7 nursing students)</td>
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<tr>
<td>Duration</td>
<td>4x4 learning units or 2x8 learning units, per 45 minutes</td>
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<td>Interprofessional instructors</td>
<td>Physician and an experienced nurse with further education in practice training</td>
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Diagram 1: Overview of the learning units

1. Session
   - Case discussion structure
   - Moderation rules
   - Feedback rules
   - Holding a case discussion with reflection
   - Progress of a ward round
   - Holding a ward round with reflection

   Recognizing the common goal in providing care
   - Interprofessional Team Reasoning Framework
     (Packard et al., 2012)
   - Ethical case discussion
     (Marckmann and Mayer 2009)

2. Session
   - Holding a case discussion with multiple ward round simulations and reflection

   Optionally, the learners can take over the role of the other profession in order to achieve an insight of the profession

3. Session
   - Holding two case discussions and two ward round simulations with reflection

   Ward round simulation with a standardized patient certification

4. Session (Assessment)
   - Holding a case discussion and ward round simulations with reflection in pairs

Background FlInKo

The project is one of the 17 supported projects in the Robert Bosch Stiftung of Germany. Operation Team - Interprofessional Learning in the Health Care Professions (http://www.bosch-stiftung.de/content/language1/html/44092.asp). At present, the project is in the second funding phase with the aim to implement the seminar FlInKo in the medical and nursing curricula. In the course of the project, four participating nursing schools in Munich were established, which regularly offer the seminar FlInKo for nursing students. Participants of the seminar suggested extending the seminar in an earlier stage of education. Since the second funding phase the seminar is offered for medical and nursing students in their first two years of their education. The complexity of the cases in this seminar is adapted for early education. Additionally, to foster interprofessional communication in practice, structured interprofessional case discussions were included in a postgraduate training for anesthesia nurses together with junior doctors (also supported from the Robert Bosch Stiftung.

http://www.bosch-stiftung.de/content/language1/downloads/008_Kurzbeschreibung_SiHaKo.pdf).