A STUDY OF READINESS FOR INTERPROFESSIONAL LEARNING AMONG NURSING STUDENT AT BOROMARAJONANI COLLEGE OF NURSING, SURIN

Sukhumal Sanpuang
Chularat Howharn
Thawatchai Yeunyow
Boromarajonani College of Nursing Surin. Thailand

Abstract

This descriptive study was aimed to determine and compare a level of readiness for interprofessional learning (IPL) among nursing students at Boromarajonani College of Nursing, Surin. The sample was 210 nursing students, who were purposively selected as samples in the study. The Readiness for Interprofessional Learning Scale (RIPLS) (McFadyen et al., 2005) was used to collect data through Google Form. This scale was developed by Kodchakorn Rukroong et al., 2017 in which it was translated from English to Thai and from Thai to English by two experts. The questionnaire had a Cronbach’s Alpha coefficient of 0.909 when it was tried out in 30 subjects of nursing students, and 0.863 when it was used in 226 samples. Independent t-test and One way ANOVA was utilized to compare the difference in the mean of readiness for IPL.

The majority of participants were female (92.4%) and 36.70 % were Second-year students. Overall, nursing students had a high level of readiness for IPL. There were no differences in readiness levels between, gender, age, GPA, and a class of students. Boromarajonani College of Nursing, Surin should provide IPL to all nursing students in learning with other professional students such as medical students, pharmacy students, or public health students. The learning situation can be done for clinical situations such as palliative care or other related health situation such as care for the elderly.

Keywords: Readiness, Interprofessional Learning, Nursing Students
Background of the study

In 1988, the World Health Organization (WHO) identified multi-professional education as the process by which students and practitioners from various health professionals learn together with the goals of interaction and collaboration in providing health promotion, disease prevention, curative services, rehabilitation and palliation (WHO, 1988). Recently there has been an explosion of interest in IPE on the part of academic institutions. Interprofessional education (IPE) plays an important role in the acquisition of interest around the world (Hammick, Freeth, Koppel, & Reeves, 2007). IPE has been shown to have several positive benefits such as interprofessional roles and responsibility and teamwork (Thawatchai, Chularat, & Woranart, 2019).

In Thailand, IPE has been introduced and implemented for undergraduate in several universities but there is still debate about when and how to introduce IPL in the curricular. There were several studies conducted to investigate attitudes toward IPL among first-year medical, nursing, and physician associate students and other health professional students. Findings from one study showed that after controlling for differences in demographic factors, nursing students scored significantly higher than physician associate and medical students (Jaideep, Talwalkar, Deborah, et al, 2016). There was only one study conduct to determine readiness among nursing students. However, they conducted only in class 2nd and class 3rd nursing students. In response to the argument when and how to introduce IPE in nursing curricular, readiness among all nursing students from class 1st to class 4th should be elucidated. Findings will be useful for design IPE program both intra-curricular and extra curriculum for the nursing program.

Objective of the study

The objectives of this study were to determine the level of readiness for interprofessional learning (IPL) among nursing students and to compare the level of readiness for IPL among nursing students across academic levels.

Research method

This study was a descriptive study with the aims were to identify and compare the level of readiness for IPL of nursing students across academic levels.

1. Population and samples

This study employed purposive sampling. A total of 210 nursing students from three academic levels studying at Boromarajonani College of Nursing, Surin, Thailand were invited to participate in this study.

2. Research instrument

Each respondent was asked to complete a demographic information sheet that included sex, date of birth, religion, class, grade point average, experienced on IPL. Readiness for
IPL was measured by The Readiness for Interprofessional Learning Scale (RIPLS) (McFadyen et al., 2005) was used to collect data through Google Form This scale was developed by Kodchakorn Rukroong et al., 2017 in which it was translated from English to Thai and from Thai to English by two experts. The questionnaire had a Cronbach’s Alpha coefficient of 0.909 when it was tried out in 30 subjects of nursing students, and 0.863 when it was used in 226 samples. The Chinese version of RIPLS was also an acceptable instrument with Cronbach's coefficient for the overall scale was 0.84 (Zhewei Li, Yihan Sun, & Yang Zhang, 2018). RIPLS composed of 19 items and divided into four factors: “teamwork and collaboration”, “negative professional identity”, “positive professional identity”, and “roles and responsibilities”. A 5-point Likert scale was used to rate all items, with opinions ranging from ‘strongly agree’ to ‘strongly disagree’. Higher scores revealed stronger positive attitudes towards interprofessional education.

3. Data collection

This study was approved by the Institutional Review Board (IRB) of the Boromarajonani College of Nursing, Surin. Nursing students were invited to participate in this study by the brochure. When they agree to participate, they were informed of the overall purpose of the study and the time required for participation before seeking their written consent to participate.

To protect confidentiality and anonymity, participants were not asked to identify themselves by putting their names on the questionnaires. Moreover, participants were informed that the findings would be presented as group data with no personal respondent information being reported.

4. Data analysis

All data were entered into an Excel spreadsheet. The data were verified by a second individual to minimize errors. The research utilized descriptive statistics to present demographic information about participants. This included frequency counts, percentages, and means. To investigate the difference in readiness for IPE learning, an independent t-test was applied to determine the difference in IPL among respondents who have a difference in sex and experience on IPL. One-way Analysis of Variance (One-way ANOVA) was applied to determine the difference in IPL among respondents who have a difference in class and grade point average. The assumptions of One-way ANOVA were tested and satisfied. A $p$-value of < 0.05 was considered statistically significant.

Research results

The majority of participants were female (92.4%) and 36.70 % were Second-year students. Overall, nursing students had a high level of readiness for IPL ($M = 3.78$, $SD = .48$). Female respondents have higher mean score than male respondents ($M=3.79$, $SD = .44$; $M=3.75$, $SD = .84$; responsively) but not statistically significant difference ($p=.78$). Respondents who have experienced IPL have a higher mean score than those who did not have any experience on IPL ($M=3.80$, $SD = .48$; $M=3.76$, $SD = .44$; responsively) but not statistically significant difference ($p=.78$).
.48; \(M=3.73, SD = .49\); responsively) but not statistically significant difference \((p=.44)\). Class 3\(^{th}\) respondents have the highest mean score, followed by class 2\(^{nd}\) \((M=3.83, SD = .06; M=3.80, SD = .06;\) responsively) but not statistically significant difference but not statistically significant difference \((p=.31)\). Respondents who have a grade point average of more than 2.51 have the highest mean score, followed by respondents who have a grade point average of less than 2.50 \((M=3.86, SD = .33; M=3.80, SD = .37;\) responsively). but not a statistically significant difference but not statistically significant difference \((p=.70)\).

**Table 1 Mean scores and standard deviation among nursing students (n=210)**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>(t/F)</th>
<th>(p)-value</th>
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<tr>
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<td>194</td>
<td>3.79</td>
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<td>.78</td>
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<tr>
<td>Male</td>
<td>16</td>
<td>3.75</td>
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<td>.70</td>
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<td>3.73</td>
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<td>3.61</td>
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<td>Grade point average</td>
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<td>.48</td>
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<tr>
<td>(&gt;= 3.51)</td>
<td>36</td>
<td>3.86</td>
<td>.33</td>
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</table>

**Discussions**

Overall, nursing students had a high level of readiness for IPL, the findings are similar to the findings from a study by Soriano (2019) in which respondents revealed a high degree of readiness. The finding from this study also similar to the findings from Woermann, Weltsch, Kunz, Stricker, & Guttormsen (2016) in which nursing students showed a high willingness to embrace IPL. These may be due to nursing students get used to other professions since they have lecturers from another
profession not limit only nurses. In higher class, they have experienced in practicum; so, they experienced the benefits of interprofessional practice.

There were no differences in readiness levels between, gender, age, GPA, and a class of students; these findings are similar to the findings from Kodchakorn Rukroong et al., 2017. These can imply that IPL could be promoting to all nursing students since the first year. In learning with other professional students such as medical students, pharmacy students, or public health students, they can be subjects or topics beyond health topics. The learning situation can be done for clinical situations such as palliative care or other related health situation such as care for the elderly.

However, this study has a limitation, since readiness being determined in only nursing students in one nursing college. Generalized the findings to a larger group of the nursing student should be caution interpret.

Further Study

The next study should be conducted to determine readiness and attitude toward IPL among faculty members. Before initial IPL with other health students, readiness on IPL among these health students should be elucidated.

References


