Measuring Attitudes of Clinical Laboratory Science (CLS) Students toward Interprofessional Education using the Readiness for Interprofessional Learning Scale (RIPLS)

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The current complex environment of healthcare demands a comprehensive and collaborative approach where teamwork and collaboration are paramount. Recommendation by the National Academy of Medicine (NAM) on Improving Diagnosis in Healthcare is "Facilitate more effective teamwork in the diagnostic process among healthcare professionals, patients, and their families." The objective of this study was to determine the readiness of Clinical Laboratory Science (CLS) students to participate in interprofessional simulation. The revised Readiness for Interprofessional Learning Scale (RIPLS) was chosen to assess CLS student's attitudes toward interprofessional education before and after participating in an interprofessional simulation. We had 50 master's degree CLS students participate in the simulations and complete the surveys. The simulation was a large-scale, multi-patient interprofessional scenario that occurred in a simulated ICU. In addition to the RIPLS items and demographics, we asked if students had previous experience with interprofessional simulation, and if students have worked in healthcare. Data was entered and analyzed using SPSS. Our student population had an average age of 26.7 years (SD = 5.25; median age = 25; range = 20), was 70% female and 46% White. In addition, 26% had experience in inter professional simulation, while 48% had worked in health care. Students' scores were high in all questions of RIPLS subscales but for the questions belonging to the Negative Professional ID (inverted scale) and for the Roles and Responsibilities subscales. UAB CLS students seem ready to learn in interprofessional teams. Faculty in CLS programs should provide interprofessional experiences for their students.

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