



ATTITUDE AND READINESS OF PARAMEDICAL STUDENTS TOWARDS INTER-PROFESSIONAL LEARNING

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ABSTRACT: A Cross sectional study was conducted to assess the attitude & readiness of paramedical students towards inter professional learning at selected colleges at, Trichy, Tamil Nadu. Readiness for Inter professional Learning scale was used as a data collection tool. A sample of 80 paramedical students from various disciplines was selected using non-probability convenience sampling technique. Data were collected through self reported Readiness of Inter professional Learning scale. Data collected were analyzed through descriptive statistics. The data revealed that, B.Sc. MLT (90%) students had a negative perception of their roles and responsibilities with the mean score of 5.56. B.Sc. CPPT (99%) students had expressed a very high positive attitude in team work and collaboration with the mean score of 43.87. Almost all had a positive professional identity with the mean score of 16.45.

Key Words: Inter-professional Learning, Readiness, Attitude, Inter Professional Learning

INTRODUCTION

Effective interprofessional learning plays a major role in preparing individual health professional students for future collaborative health care practice. A multi disciplinary health care team can provide better treatment outcomes quality of care compared to that delivered by a team of individuals from a single discipline. (Mari Kannan Maharajan, et.al.,2017)

The WHO 2010 considers that interdisciplinary collaborative practice in health care settings strengthens patient management framework.

Furthermore, it records, Inter professional learning as one of the most promising strategies to achieve effective collaborative practice in health settings, IPL helps students to be familiar with the key roles of their respective jobs in addition to the roles of their team members from other profession. (Bente Kvilhaugsvik and Synnøve Hofseth Almås, 2023)

NEED FOR THE STUDY

Health professional students from discipline focused programmes may have diverse attitude and readiness towards participation in the IPL. The student's preparedness to engage in IPL will be directly dependent on their attitudes and readiness. (Nisha Jha, et.al., 2022)

This study aimed to evaluate the attitudes of undergraduate health care professionals' students towards IPL and their readiness to participate in IPL activities.

Students' attitudes and acceptance of inter professional collaborative practice may be influenced importantly by their willingness to participate in IPL. Therefore, evaluating students' attitudes and readiness for IPL could provide an insight into their willingness and preparedness for meaningful inter-professional collaboration.

STATEMENT OF PROBLEM

A cross sectional study to assess the attitude and readiness of students of health care professional towards interprofessional learning among paramedical students of Selected college, Trichy.

OBJECTIVES OF THE STUDY

1. To assess the readiness of students of paramedical students towards interprofessional learning.
2. To assess the attitude of paramedical students toward interprofessional learning

OPERATIONAL DEFINITIONS

ATTITUDES

- It refers to assess the attitudes of paramedical students towards IPL.

READINESS

- It refers to assess the readiness of paramedical students towards IPL in the following areas,

SS1: Team work and collaboration (Item 1-9)

SS2: Negative profession identity (Item 10-12)

SS3: Positive professional identity (Item 14-16)

SS4: Roles and responsibility (Item 17-19)

MATERIALS AND METHODS

A Non experimental research approach and a cross sectional study design were used. The settings were selected paramedical colleges in Tamilnadu. Sample was selected using convenience sampling technique. Sample size was 80 paramedical students from the disciplines of B.Sc. MLT, B.Sc. RIT, B.Sc. CPPT, B.Sc. Physician Assistant, B.Sc. AECT and Dip. RIT. Data collection was done after obtaining permission from concerned authorities. Data were collected through self reported Readiness of Inter professional Learning scale (RIPLS) that was originally developed by Parsell and Bligh. The RIPLS is a 19-item, 5-point Likert scale self-reporting tool that assesses perceptions of healthcare students' knowledge, skills, and attitudes regarding readiness to learn with other healthcare professionals. It is divided into four validated subscales viz team work and collaboration subscale, negative professional identity subscale, positive professional identity subscale and roles and responsibilities subscale. The responses were scored as strongly disagree -1, disagree -2, not sure - 3, agree - 4, strongly agree - 5 for positive statements and vice versa for negative statements. Descriptive statistics were used to present the results, and data were illustrated as tables.

RESULTS AND DISCUSSION

Analysis of the data revealed 15(19%) where B.Sc [Accident and Emergency care Technology], students 18(23%) B.Sc [Physician Assistant] and 15(19%) B.Sc [Medical Laboratory Technnology], 13(16%) B.Sc [Radiology Imaging Technology], 10(12%) B.Sc [cardio pulmonary perfusion Care technology] and 9(11%) Diploma in Radiology Imaging Technology.

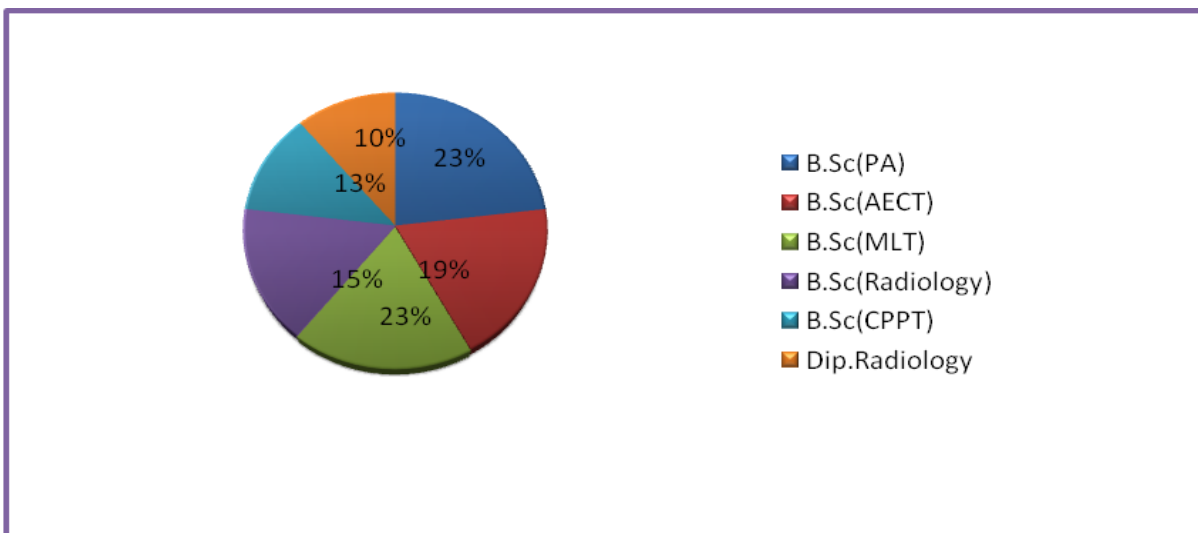


Figure 1- Distribution of sample according to disciplines

TABLE 1-Mean score of attitude of sample towards inter-professional learning discipline wise

Disciplines	Mean and SD (n)
B.Sc. PA	81.99 ± 3.5(18)
B.Sc. AECT	74.16 ± 8.5(15)
B.Sc. MLT	74.91 ± 10.2(15)
B.Sc. RIT	77.85 ± 9.6(13)
B.Sc. CPPT	83.66 ± 4.5(10)
Dip.RIT	81.17 ± (9)

Table 1 shows the attitude of paramedical students towards interprofessional learning, B.Sc. CPPT students showed a highest readiness towards IPL with the least score by B.Sc. AECT students. The mean score ranged from 83.66±4.5(10) to 74.16± 8.5(15).

Figure 2 – Mean attitude scores according to subscales

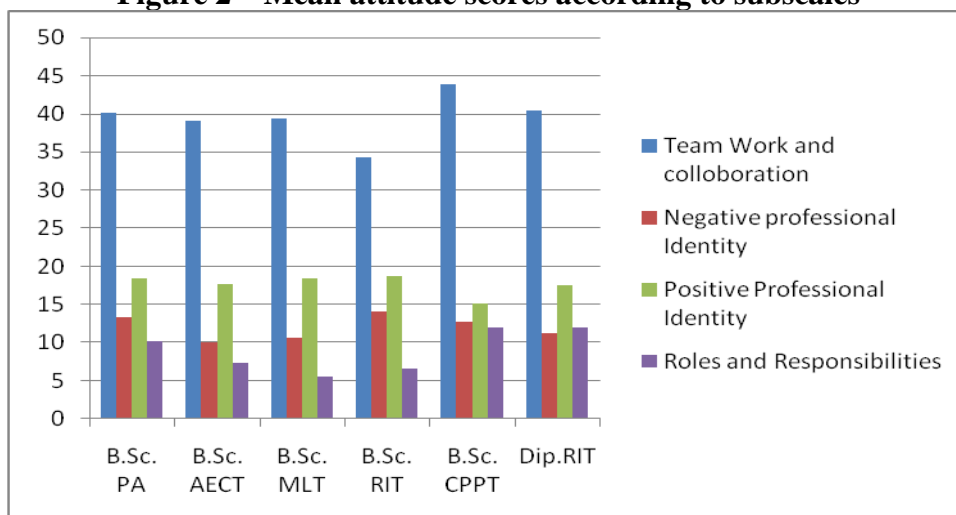


Figure 2 state that, B.Sc. MLT(90%) students had a negative perception of their roles and responsibilities. B.Sc. CPPT(99%) students had expressed a very high positive attitude in team work and collaboration. Almost all had a positive professional identity.

CONCLUSION

The study concluded that early interactions among students from different discipline during IPL could help them to understand the importance of interpersonal skills required for communication in the health care workplace, which in turn may reduce clinical procedural errors that might endanger patient.

RECOMMENDATIONS

Nursing faculty has to be sensitive to the need of incorporating Inter-professional education in order to enhance the students' collaborative practice.

It is recommended that the study can be replicated on a larger sample of subjects so that the findings can be generalized. A structured interventional package can be implemented as per the level of the learners and can be evaluated in an experimental study.

Limitations of this study are that it was conducted among undergraduate allied health science students in selected paramedical Colleges and it cannot be generalized to students in other disciplines. Another limitation is that it's a cross-sectional study, administered to the students at one point in time.

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