

Measurement Instrument Terms of Use

Readiness for Interprofessional Learning Scale (RIPLS) Questionnaire

Permission Statement from Angus K McFadyen

(via email communication, August 26, 2013)

These instructions are provided by the National Center for Interprofessional Practice and Education as part of a curated collection of instruments used for interprofessional education and collaborative practice (IPECP) research. More information is available at nexusipe.org/measurement-instruments.

The instrument is in the public domain. Permission not really required and there has never been a license issue with our versions of RIPLS.

akm-stats

Dr Angus K McFadyen

Statistical Consultant

email: akm@akm-stats.com

www.akm-stats.com

UNIVERSITY OF MINNESOTA

The National Center for Interprofessional Practice and Education is supported by a Health Resources and Services Administration Cooperative Agreement Award No. UE5HP25067. © 2013 Regents of the University of Minnesota, All Rights Reserved

6-Sep-13

National Center for  Interprofessional
Practice and
Education

Readiness for Interprofessional Learning Scale (RIPLS)

A. K. McFadyen et al. (2005)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Learning with other students will help me become a more effective member of a health care team	1	2	3	4	5
2. Patients would ultimately benefit if health-care students worked together to solve patient problems	1	2	3	4	5
3. Shared learning with other health-care students will increase my ability to understand clinical problems	1	2	3	4	5
4. Learning with health-care students before qualification would improve relationships after qualification	1	2	3	4	5
5. Communication skills should be learned with other health-care students	1	2	3	4	5
6. Shared learning will help me to think positively about other professionals	1	2	3	4	5
7. For small group learning to work, students need to trust and respect each other	1	2	3	4	5
8. Team-working skills are essential for all health care students to learn	1	2	3	4	5
9. Shared learning will help me to understand my own limitations	1	2	3	4	5
10. I don't want to waste my time learning with other health care students	1	2	3	4	5

Readiness for Interprofessional Learning Scale (RIPLS)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. It is not necessary for undergraduate health-care students to learn together	1	2	3	4	5
12. Clinical problem-solving skills can only be learned with students from my own department	1	2	3	4	5
13. Shared learning with other health-care students will help me to communicate better with patients and other professionals	1	2	3	4	5
14. I would welcome the opportunity to work on small-group projects with other health-care students	1	2	3	4	5
15. Shared learning will help to clarify the nature of patient problems	1	2	3	4	5
16. Shared learning before qualification will help me become a better team worker	1	2	3	4	5
17. The function of nurses and therapists is mainly to provide support for doctors	1	2	3	4	5
18. I'm not sure what my professional role will be	1	2	3	4	5
19. I have to acquire much more knowledge and skills than other health-care students	1	2	3	4	5

A. K. McFadyen et al. (2005)