

Supplementary Materials

Table 1. Distribution of study characteristics.

Authors and Country	Research Objective	Research Design, Sampling Technique, Data Analysis	Sample Size	Average Age	Measurement Tool	Conclusion	Prevalence Rate
1. Nweke, et al 2021 Nigeria	To evaluate nursing students' readiness to return to clinical practice during the coronavirus pandemic in Southwest Nigeria	<i>Cross-sectional descriptive study</i> <i>Multistage sampling technique</i> <i>Chi-square</i>	300	22.16 ± 3.11 year	Self-composed tool by the authors, developed based on a literature review.	Although the students demonstrated a high level of readiness, only a small percentage were fully prepared to work in a coronavirus ward, with 61.7% indicating preparedness.	61,7% ready
2. Basso, et al, 2022 Italia	To explore whether and to what extent third-year nursing students perceive that their readiness for practice is affected by changes to clinical placements and classroom learning implemented in response to the COVID-19 pandemic.	<i>Cross-sectional study.</i> Bivariate analysis was conducted using either the chi-square test or Fisher's exact test.	126	23,7	Self-developed questionnaire by the researcher.	66.79% said that the COVID-19 safety measures adopted by the nursing program impacted readiness for practice The perceived impact on readiness for practice was related to academic	66,79% not ready

						achievement, number of previous practice hours, previous clinical experience	
3. A Al-Rulappan, et al, 2021 Oman	To assess nursing students' knowledge and readiness to support the development and implementation of IPCP. (Interprofessional Collaborative Practice).	<i>Cross sectional study</i> <i>Convenient sampling technique</i> <i>Chi-square tests</i>	125 ● Female 110 (88%) ● Male 15 (12%)		<ul style="list-style-type: none"> ● IPCP was measured with the Readiness for Interprofessional Learning Scale (RIPLS) questionnaire ● Knowledge was measured with the researcher-developed knowledge questionnaire, the cumulative 	Nursing students have a good average of readiness for IPCP (Interprofessional Collaborative Practice) and have a sufficient level of knowledge about IPCP.	RIPLS score 79.09
4. T Tosun, Oz, et al,	To assess nursing students' readiness for interprofessional education (IPE)	<i>Descriptive cross-sectional study</i>	738 ● Female 369 (50%) ● Male 369 (50%)	21.56 ± 1.48,	<ul style="list-style-type: none"> ● Readiness was measured using the Readiness 	Nursing students were prepared and eager to engage in	Skor RIPLS 69,78

<p>2021 Turki</p>	<p>and their perceptions of interdisciplinary learning</p>	<p><i>Independent samples t-test</i> <i>Analysis of variance (ANOVA) and Kruskal-Wallis tests</i></p>	<p>538 (72.9%) • I aki-laki 200 (27.1%)</p>		<p>for Interprofessional Learning Scale (RIPLS). • Perc eptions were evaluated with the Interdisciplinary Education Perception Scale (IEPS).</p>	<p>interprofessional education (IPE). RIPLS score 69.78 ± 11.32.</p>	<p>± 11,32</p>
<p>5. N umasa wa, et al, 2021 Jepan g</p>	<p>To examine the differences in readiness for interprofessional education (IPE) among dental, medical, and nursing students before and after IPE workshops, and to explore the reasons behind these differences.</p>	<p><i>Mixed Method</i> <i>Total sampling</i> <i>Two-tailed paired t-tests</i></p>	<p>97 (21.7%) • F emale 538 (72.9%) • M ales 200 (27.1%) 21.56 ± 1.48</p>	<p>21.7 ±1.4</p>	<p><i>Readiness for Inter-professional Learning Scale (RIPLS)</i></p>	<p>The RIPLS scores of nursing students before the workshop were higher among the 3 groups of students, and the RIPLS scores of nursing students increased significantly compared to the scores of medical and dental students.</p>	<p>RIPLS score 82.2 ± 0.69 (before the workshop)</p>

<p>6. M ilutino vić, Lovrić & Simin, 2018 Serbia</p>	<p>To describe the psychometric properties, validity, and reliability of the Serbian-adapted RIPLS scale in assessing health science undergraduates' attitudes towards collaborative practice and shared learning, and to evaluate the influence of professional group and student characteristics on these attitudes.</p>	<p>Descriptive/<i>analytical</i> and comparative cross-sectional study <i>Descriptive</i> statistic, <i>Tukey post-hoc test</i>, <i>Multiple linear regression analysis</i></p>	<ul style="list-style-type: none"> ● 21 	<p>21.1 ± (1.7)</p>	<ul style="list-style-type: none"> ● Readiness for <i>Inter-professional Learning Scale (RIPLS)</i> 	<ul style="list-style-type: none"> ● Nursing students achieved significantly higher total RIPLS scores compared to medical students. ● The PIQNS total score serves as a predictor variable for the RIPLS total score among nursing students. 	<p>RIPLS score 79.6 ± 7.9</p>
<p>7. N ew Zaela nd</p>	<ul style="list-style-type: none"> ● To assess the practice readiness of Jamieson, et al, 2019 senior nursing students. ● To validate the Casey-Fink Radiness for Practice Survey in the New Zealand context. 	<p>Cohort study Total sampling</p>	<ul style="list-style-type: none"> ● 126 ● Female 222(90%) ● Males 23(9%) 	<p>73% are ≤ 30 years old</p>	<p>Casey-Fink Readiness for Practice Survey</p>	<ul style="list-style-type: none"> ● Students are confident in their welding duties and believe they have adequately prepared for the profession. ● They also feel assured in their communication skills. 	<p>85-99% Readiness total score</p>

