

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	<i>Cross-sectional study.</i> Bivariate analysis was conducted using	126	23,7	Self-developed questionnaire by the researcher.	66.79% said that the COVID-19 safety measures adopted by the nursing program	66,79% not ready

	perceive that their readiness for practice is affected by changes to clinical placements and classroom learning implemented in response to the COVID-19 pandemic.	either the chi-square test or Fisher's exact test.				impacted readiness for practice The perceived impact on readiness for practice was related to academic achievement, number of previous practice hours, previous clinical experience	
3. Arulappan, et al, 2021 Oman	To assess nursing students' knowledge and readiness to support the development and	<i>Cross sectional study</i> <i>Convenient sampling technique</i> <i>Chi-square tests</i>	125 ● Female 110 (88%) ● Male 15 (12%)		● IPCP was measured with the Readiness for Interprofessional Learning Scale (RIPLS) questionnaire	Nursing students have a good average of readiness for IPCP (Interprofessional Collaborative	RIPLS score 79.09

	implementation of IPCP. (Interprofessional Collaborative Practice).				<ul style="list-style-type: none"> • Knowledge was measured with the researcher-developed knowledge questionnaire, the cumulative 	Practice) and have a sufficient level of knowledge about IPCP.	
4. Tosun �oz, et al, 2021 Turki	To assess nursing students' readiness for interprofessional education (IPE) and their perceptions of interdisciplinary learning	<i>Descriptive cross-sectional study</i> <i>Independent samples t-test</i> <i>Analysis of variance (ANOVA) and Kruskal-Wallis tests</i>	738 <ul style="list-style-type: none"> • Perempuan 538 (72.9%) • Laki-laki 200 (27.1%) 	21.56 ± 1.48,	<ul style="list-style-type: none"> • Readiness was measured using the Readiness for Interprofessional Learning Scale (RIPLS). • Perceptions were evaluated with the Interdisciplinary Education Perception Scale (IEPS). 	Nursing students were prepared and eager to engage in interprofessional education (IPE). RIPLS score 69.78 ± 11.32.	Skor RIPLS 69,78 ± 11,32

<p>5. Numasawa, et al, 2021 Jepang</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></p> <p><i>Total sampling</i></p> <p><i>Two-tailed paired t-tests</i></p>	<p>97</p> <ul style="list-style-type: none"> ● Female 538 (72.9%) ● Males 200 (27.1%) <p>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. Milutinović, Lovrić & Simin, 2018 Serbia</p>	<p>To describe the psychometric properties, validity, and reliability of the Serbian-adapted RIPLS scale in</p>	<p><i>Descriptive/analytical and comparative cross-sectional study</i></p> <p><i>Descriptive statistic, Tukey post-hoc test,</i></p>	<ul style="list-style-type: none"> ● 121 	<p>21.1 ± (1.7)</p>	<ul style="list-style-type: none"> ● <i>Readiness for Inter-professional Learning Scale (RIPLS)</i> 	<ul style="list-style-type: none"> ● Nursing students achieved significantly higher total RIPLS scores compared to medical students. 	<p>RIPLS score 79.6 ± 7.9</p>

	<p>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><i>Multiple linear regression analysis</i></p>				<ul style="list-style-type: none"> The PIQNS total score serves as a predictor variable for the RIPLS total score among nursing students. 	
<p>7. New Zaeland</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 	<p>Cohort study Total sampling</p>	<p>126</p> <ul style="list-style-type: none"> Female 222(90%) Males 23(9%) 	<p>73% are ≤ 30 years old</p>	<p><i>Casey-Fink Readiness for Practice Survey</i></p>	<ul style="list-style-type: none"> Students are confident in their welding duties and believe they have adequately prepared for the profession. 	<p>85-99% Readiness total score</p>

	Radiness for Practice Survey in the New Zealand context.					<ul style="list-style-type: none">• They also feel assured in their communication skills.	
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