Inter-professional education from nursing faculty's perspective

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Background: Policy-makers and decision-makers, together with educators, health workers, community leaders and global health advocates are called upon by the World Health Organization to initiate action and march towards inter-professional education implementation and collaborative practices in every service delivery they perform.

Purpose: This study to describe the faculty member's perceptions on inter-professional education of two selected universities in Saudi Arabia and the United Kingdom.

Methods: This study employed a quantitative and descriptive design. Data were collected using convenience sampling via a questionnaire in two universities.

Results: Acceptance of inter-professional education was observed in two universities. Independent t-test and Kruskal Wallis were used to explore differences between demographics and faculty member perceptions of the inter-professional education. A major finding was that there was no significant difference between the faculty member's perception of inter-professional education between two universities, except in understanding of other's value. Also there is no significant difference between the faculty member's characteristics and perception toward inter-professional education, except the gender.

Conclusion: This study contributed to the perception toward an innovative way of education in health science curricula. Therefore, this study concluded that faculty members at the King Saud University in Saudi Arabia and University of Hull in the United Kingdom are enthusiastic about implementing inter-professional education in their universities. The researcher believes that information from the research is useful in the forthcoming inter-professional education programs planning and useful towards efforts in decreasing hindrances at both the individual and institutional levels, towards cooperative learning and coordination skills in health science professionals.

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