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the arrows where those interventions will intervene either for prevention, promotion, cure or care purposes. Eighth, they list all the diagnoses and significant problem in a page and, where possible, connect them with arrows to capture a systems or systemic view of the client illnesses.

The eight-step TDIM is effective in guiding nursing students to translate data into information, knowledge, understanding, and actions. These steps comprise meaningful clinical decision making.

Keywords: Clinical Decision Making, Learning Tools, Nursing Students

INNOVATIONS IN NURSING EDUCATION: A MENTORING PILOT TO INFORM BEST PRACTICE FOR CANADIAN NEWCOMER NURSING STUDENTS' SUCCESS

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Many Canadian newcomer nursing students who have diverse cultural backgrounds are successful in their post secondary studies. However, little is known about how to support the academic progress of some newcomer undergraduate students who may experience language, culture and social isolation challenge within baccalaureate nursing clinical and lab settings. An innovative mentoring intervention and support program to foster newcomer student success is being piloted at the University of Saskatchewan College of Nursing Regina Campus. The pilot is adapted from an International Undergraduate Study Preparation program at the University of British Columbia in which students receive mentoring guidance on how to promote their academic success considering the academic and cultural challenges of studying in Canadian settings.

The goals of the pilot are to explore facilitators and barriers related to newcomer student success so that culturally responsive success strategies can be created and enacted. Findings from this pilot will inform a larger scale study to test these strategies.

An exploratory qualitative design is used. Second and third year nursing students self-identify and/or are purposively selected by faculty as those students experiencing challenges with clinical and/or lab knowledge and skills. A range of 15 to 20 students may be engaged in the pilot study over an 8 month term. Students are invited to meet with the nursing mentor who is also a clinical instructor, and has a lived experience of learning a second language, as well as living, studying, or working outside of her home culture. Specifically, the insights gained into Saskatchewan's emerging global community will position the mentor to readily interact with students who have a culturally diverse background. In addition to the review of foundational theory and clinical concepts required for clinical knowledge and practice skills, the mentor will foster students' dialogue about their clinical and/or lab performance challenges and opportunities.

Focus groups and individual in-depth interviews will be conducted at 4 and 8 month time intervals of the pilot. Data analyzed through thematic coding will include collected related to newcomer student engagement with the mentoring opportunity, experience of addressing BSN program barriers and facilitators, and creation of culturally relevant clinical success strategies. Additional outcome measures derived from descriptive and correlational statistics will include pre- and post-pilot course failure, attrition rates and academic standing.

The findings of this pilot will inform understanding of barriers and facilitators related to the development of strategies for promoting newcomer BSN student success. Findings will also inform testing of further intervention research, culturally relevant best practice teaching, knowledge translation and policy methods to create understanding of cultural learning styles in a global context and academic practice setting.

Keywords: Innovations, newcomer, student, mentoring

EFFECT OF PSYCHOEDUCATION ON SELF-ESTEEM AND SELF-EFFICACY AMONG COLLEGE STUDENTS

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Psychoeducation is a systematic, didactic, psychotherapeutic intervention designed to inform clients and relatives about psychosocial problems and to promote coping. Literatures suggest a need for more extensive studies of psychoeducation in order to establish its usefulness in the prevention of psychosocial problems and mental disorders. Today, there is increasing number of students suffering from psychosocial problems like low self-esteem and low self-efficacy levels. The aim of this study is to investigate the effect of psychoeducation on self-esteem and self-efficacy of college students.

Quasi-experimental design was used in this study. It consisted of a control group and two treatment arms (informational and comprehensive groups). The sample size of the study was computed using the Yamane formula at 10% margin of error and were selected using purposive sampling in University X, Baguio City. Self-made psychoeducational module and psychoeducational plan were used in this study. The Rosenberg's Self-esteem Scale and Schwarzer's General Self-efficacy Scale were used to measure self-esteem and self-efficacy levels. SPSS version 20 was used for the statistical analysis.

The results on the post-test scores of both treatment arms (informational and comprehensive model) significantly higher compared to control group after the psychoeducational intervention. This implies that both psychoeducation models are effective. Despite no intervention in the control group, self-esteem and self-efficacy still improved overtime.

The researchers therefore conclude that psycho-education is an effective psychotherapeutic intervention in improving self-esteem and self-efficacy levels of college students. Both the comprehensive model and informational model has been found to increase the self-esteem and self-efficacy level but psychoeducation using the comprehensive model yielded higher results than the informational model. Despite having no interventions given, self-esteem and self-efficacy could change minimally overtime. Several uncontrollable factors may contribute to this outcome. There is a lack of control to the other confounding variables such as varied deferential mechanisms, characteristics of the subjects, environment, and life situations of the subjects. The researchers would like to recommend to the university, especially the guidance office to adopt the comprehensive or informational model of psychoeducation to address the low self-esteem and self-efficacy of college students. Scale

like Rosenberg and Generalized Self-Efficacy Scale be administered during the entrance exams to identify students who are at risk of experiencing psychosocial problem. The researchers also recommend to test the effectiveness of psychoeducation on other groups of populations or to other psychosocial problems using a true experimental study on psychoeducation.

Keywords: Psychoeducation, Self-Esteem, Self-Efficacy, College Student;

CONCEPTS FOR CONCEPT MAPPING IN NURSING: DEVELOPMENT OF ASSESSMENT CRITERIA AND TOOLS

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Concept mapping is a tool to promote higher-order thinking in nursing such as conceptual thinking, systems/systemic analysis and clinical decision making. Inconsistencies however exist of what constitute a good concept mapping in nursing. We aimed to develop more holistic criteria to assess the quality of nursing concept mapping, especially those of nursing students.

We reviewed concept mappings written by nursing students, discussed among nurse lecturers of their experiences with concept mapping, and conducted a literature review. We identified characteristics of good concept mapping and develop assessment criteria based on these characteristics. We implemented these tools with second-year nursing students during their clinical and community placements.

Good nursing concept mapping reflects nine characteristics: conceptualization skill, chronological mechanisms of illnesses, holistic care, systems/systemic thinking, client-centeredness, evidence-based practice, nursing process, independence/ interdependence/ dependence in nursing practice, and health promotion/ illness prevention/ care/ cure/ rehabilitation roles of nursing. The checklist and rating scale in combination with narrative were the tools for assessing the quality of nursing concept mapping. We found these criteria and tools effective in assessing the quality of concept mapping and guiding students to improve their mappings.

The nine concepts for nursing concept mapping are effective as assessment tool and guiding principles while creating a nursing concept mapping.

Keywords: Concept Mapping, Higher-Order Thinking, Nursing Students

MUSIC INNOVATION ENHANCE NURSING STUDENT LEARNING IN 21ST CENTURY EDUCATION

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Music is considered a fundamental component of human culture and behavior. It is easy to learn the complicated content by using music in native language. Innovative teaching is necessary for the present and future of education to help students to reach their full potential especially the 21st century skills. The Partnership for 21st century skills has created a way of looking at teaching and learning today. They specifically address learning and thinking skills, including: critical thinking and problem-solving skills; communication; creativity and innovation; collaboration; contextual learning; and information and media literacy.

The cross-sectional descriptive and qualitative research design were conducted. The music entitled "Cranial Nerve", as an innovation for learning and teaching in the 21st century, was created in Thai, Thailand. Subjects were the freshmen nursing students (n= 50). Simple random sampling was applied in collecting data from Boromarajonani College of Nursing, Uttaradit, Thailand.

The findings revealed that overall satisfaction of nursing students (Mean= 4.36) was placed at high level. For each aspect, the important content, learning managed process, learning media, and evaluation were also placed at the high level. Quantitative findings revealed that overall satisfaction of nursing students on learning by utilizing on the Anatomy and Physiology's music entitled "Cranial Nerve" was placed on a high level. Qualitative findings revealed the music made nursing students happy to learning, with more understanding on the content, easily memorized on the content, and developed creative thinking for lifelong learning. They can learn it from internet anytime and anywhere they want.

For learning and teaching administration in the 21st century, music can be utilized as media to develop the learning and teaching management. Students can utilize music to learn by themselves worldwide. It has been linked to memory, student academic achievement, and creative capacities for lifelong success.

Keywords: Music of Anatomy and Physiology, Innovation, Nursing Students' Satisfaction, Learning and Teaching in 21st Century

FACTORS AFFECTING SELF-ESTEEM AMONG 4TH YEAR NURSING STUDENTS

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Self-esteem is defined as one's overall sense of self-competence and self-worth. Relevance of self-esteem and the ability to establish interpersonal relationships and quality of nursing care provided is undeniable. Bearing this in mind, the researcher aimed to determine the factors affecting self-esteem of the 4th year nursing students of Western Mindanao State University. The study also aimed to prove the notion that knowledge, belongingness, and the acquisition and affirmation of values, behaviors and attitudes in exploring and cultivating potential abilities and skills necessary to take on the professional role. Is the implication of self-esteem to professionalization. The study can serve as a basis to generate and implement programs and activities in nursing education, which would lead to the improvement of the overall mental well-being and the enhancement of competency of a student nurse.

The study was conducted at the College of Nursing, Western Mindanao State University, on voluntarily consented legal-aged 4th year nursing students of the Western Mindanao State University enrolled in school year 2016-2017. Two instruments using the Rosenberg Self-Esteem Scale were employed. The first tool

TOTAL QUALITY MANAGEMENT (TQM) FRAMEWORK FOR THE COLLEGE OF HEALTH SCIENCES, MARIANO MARCOS STATE UNIVERSITY
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This study determined the extent of practice of CHS stakeholders on TQM principles as perceived by them with the end view of evolving a total quality management framework for the College of Health Sciences, Mariano Marcos State University (MMSU). In addition, it also tried to determine the content validity of the proposed framework.

The study employed the research and development (R & D) model, also called the research-based development method for planned change in the development and validation of a TQM framework for the College of Health Sciences, MMSU. The TQM framework was based on the results of the survey on the stakeholders' extent of practice on total quality management principles. This study involved the following phases: planning phase, development phase, and validation phase.

Data gathering instrument in the form of a questionnaire was accomplished by the faculty, administrators, non-teaching staff. A separate questionnaire was used for the students, parents and alumni. Employers were interviewed using a semi-structured interview questionnaire.

The gathered data on the extent of practice of CHS stakeholders were tallied and then analyzed by computing the mean for each indicator. The data gathered for the validation of the TQM framework were tallied and analyzed using the mean.

The study found out that students, parents, alumni, faculty, administrators and non-teaching staff often practice the TQM principles along: management leadership and commitment; continuous improvement; total customer satisfaction; faculty and non-teaching staff involvement; training and education; and rewards and recognition. However, such practices of the TQM principles are not always practice especially on rewards and recognition. Hence there is a need for a TQM framework for the College to maintain or sustain its excellent performance.

Key words: framework, Total Quality Management

B. Poster Presentations**DEVELOPING BEHAVIOURAL INDICATORS OF STRATEGIC THINKING COMPETENCY FOR MIDDLE-LEVEL NURSE AND PUBLIC HEALTH ADMINISTRATORS***Prissana Nuanboorung, RN, DSN, Thaworn Lorga, RN, PhD
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Strategic thinking is a critical component of strategic planning and strategic management which is also a critical aspect of today's service management and educational administration.

This work-in-progress paper aimed to develop a set of indicators of strategic thinking competency for nurse and public health administrators.

We conducted a pragmatic and theoretical review on strategic thinking competency and later identified domains of strategic thinking. Competency assessment tools were developed, validated and piloted with 53 middle-level nurse and public health administrators. Reliability tests were performed.

Strategic thinking competency consists of four domains: future anticipation, creation of competitive advantages, clarity through complexities, and alignment with organizational goals. Each domain is divided into five behavioural indicators suggestive of levels of expertise. These indicators were put into two different assessment tools, i.e., Rubrics score and 10-point self-rating scale consisting of 20 items. Among the middle-level administrators, self-rating is easier to use than the Rubrics. Levels 1 to 5 indicators of all competency domains totaling eight indicators were found to be the most reliable indicators (Cronbach's Alpha = .92).

The 8-item, 10-point rating strategic thinking scale may be used to assess middle-level nurse and health administrators. Guidelines for assessment will be developed.

Keywords: Strategic Thinking, Nurse, Public Health, Administrators, Competency

MEDICATION SAFETY AWARENESS MODEL TO PREVENT MEDICATION ERRORS AMONG NURSING STUDENTS DURING A CLINICAL PLACEMENT*Rungnapa Sootinan-Opat, RN., MNS.
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Student clinical placement can involve medication errors and result in poor patient safety outcomes. Distractions and interruptions occurred during medication administration and the complexity of some medication calculations and administration methods are among factors contributing to medication errors. In 2014, 43.61% and 50% of nursing students at Boromarajonani College of Nursing, Nakhon Lampang (BCNLP) reported interruptions during medication administration and near missed medication error incidents during their clinical placement.

This study aimed to develop a model to prevent medication errors among nursing students and examine its effectiveness in reducing medication error incidents.

The research and development design was employed. Five steps were conducted including 1) situational analysis 2) literature review 3) model development 4) model implementation and 5) model evaluation. Participants were 215 second-year nursing students. Data were analyzed using descriptive statistics.

The clinical placement medication errors prevention model aimed at raising safety awareness of nursing students and associated staff during a medication administration process. It composed of two stages, the pre-clinical preparation and the clinical placement prevention. The pre-clinical preparation stage consisted of four components: 1) individualized assessment of nursing students' knowledge about medication administration 2) student's self-review of safe medication administration practices 2) orientation of medication administration system of the hospital and units by a nurse 3) provide medication administration review card of frequently used drugs by a unit nurse and 4) skill practices of medication administration by nursing students. The clinical placement stage consisted of two components: 1) pre-review of drugs that will be administered to the patients by nursing students and 2) nursing students wearing the clearly visible No-Interruption Gown throughout a medication administration process to prevent possible interruptions. Two years after the implementation, near missed medication errors were reduced to 25% and zero medication errors incident that reached to the patients was reported in the 4-week Basic Concepts and Principles in Nursing practicum and in the 12-week Adult Nursing I and II practicum.

The Medication Safety Awareness Model was feasible and helped reduce medication error incidents among second-year nursing students.

Keywords: Medication Errors, Safety Awareness, Nursing Students, Clinical Placement

REVIVING PROBLEM-BASED LEARNING IN A PREDOMINANT LECTURE-BASED LEARNING CULTURE AND RESOURCE-LIMITED CONTEXT: LESSONS LEARNED FROM THAILAND

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Problem-based learning (PBL) promotes higher-order thinking which is a critical skill for 21st Century. Boromarajonani College of Nursing Nakhon Lampang (BCNLP) implemented PBL in 1995 but could not sustain the program due to high volume of students amidst limited resources. We have relied heavily on lecture-based classroom as a method of teaching and recently revived PBL method by integrating PBL in some modules of its existing courses. We report our experiences from implementing PBL in critical care nursing course focusing on multiple-organs dysfunctions (MODs).

Two-hundred and fourteen third-year nursing students were enrolled in a critical care nursing course. The students were assigned into 21 groups (i.e., 7 groups per class) by the teachers in order to maximize diversity and therefore learning. Group assignment was based on students' previous academic achievement in order to form a group of high, moderate and low performing students to promote overall group performance. The course ran over 14 weeks (i.e., 3 hour-session per week) with the first 11 weeks offered through interactive lectures. The last three weeks on MODs used PBL as a method of learning. The groups were formed at the first week of the course in order to promote team development (i.e., forming, storming, norming and performing) thus being ready to perform as a PBL team. There were seven lecturers who facilitated the PBL groups. The PBL involved eight steps: clarifying terms, identifying problem, analyzing problem, hypothesizing, setting learning objectives, acquiring, summarizing and applying knowledge. The first five steps were implemented during the first PBL week. The sixth step was implemented in the second week whereas the seventh and eighth steps fell in the third week. The students worked closely with the facilitators and sought advice from the other experts throughout the second week using face-to-face, telephone, email and social media consultations. True/False test and case analysis were used to evaluate MODs knowledge and higher-order thinking skills respectively. Students were also assessed and evaluated on other aspects and learning outcomes such as student-facilitator interactions, self-directed learning and teamwork.

MODs knowledge score was 83.5% whereas higher-order thinking was only 53.69%. Other learning outcomes were good. PBL is feasible in a resource-limited context. However, we need to explore ways to improve learners' higher-order thinking, which is the ultimate goal of PBL. This may include developing tools to promote such a skill or re-designing factors influencing the effectiveness of PBL.

Keywords: Problem-Based Learning, Higher-Order Thinking, Nursing Students

USING HIGH FIDELITY CLINICAL SIMULATION TO EVALUATE NURSING STUDENTS' LEARNING OUTCOMES IN CRITICAL CARE NURSING: EXPERIENCES FROM THAILAND

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Evaluation is a critical component of learning of nursing students. Traditional test-based evaluation does not always reflect genuine students' learning outcomes. We report our experiences from using a high fidelity clinical simulation as a method of evaluation of nursing students' learning outcomes in critical care nursing course.

We designed three critical care scenarios, namely, acute exacerbation of COPD, acute myocardial infarction, and hypovolemic shock using interactive SIMMAN. Altogether, 214 third-year nursing students were enrolled in critical care nursing course. These students were assigned to work in a group of 10-11 in a class combining of lecture and problem-based learning. Formative and summative evaluations based on tests were conducted throughout and at the end of the course. Additional simulation-based evaluation was conducted at one week after the traditional summative evaluation. Each group was asked to review the critical care concepts prior to the simulation. Half of the students in each group participated in a simulation-based evaluation while the rest observed the scenario through the SIM View. The students were blind to the scenarios. Eight lecturers who performed the evaluation worked together to develop an evaluation tool to maximize consistency across the lecturers. During the simulation, each lecturer independently assessed the students, later compared and agreed on the evaluation results. Students reflected on their performance and experiences in writing.

The high fidelity clinical simulation-based evaluation allowed the lecturers to correctly and genuinely evaluate the students' learning, especially clinical decision making and team work. Therefore it helped identify students' learning needs. The evaluations were highly consistent across the lecturers. Students became aware of their current level of knowledge and skills as well as the deficits. They recognized the barriers to the application of their knowledge and skills in clinical scenarios. They identified ways to improve their performance in the future learning.

High fidelity clinical simulation-based evaluation is an effective method of evaluation, especially when it deals with higher-order thinking such as application and decision making.

Keywords: High Fidelity Simulation, Evaluation, Critical Care, Nursing Students

**SOCIAL GERONTOLOGY FOR NURSING STUDENTS COURSE:
PROMOTING NURSING STUDENTS' SOCIAL UNDERSTANDING AND SKILLS TO WORK WITH OLDER PEOPLE**Jaruporn Thagleawpun, RN., MSN.
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As the ageing society is approaching Thailand, Boromarajonani College of Nursing, Nakhon Lampang has redirected its vision toward promoting and building a happy ageing society. One of our responses is to equip our nurse graduates with attitude, knowledge, and skills to work with older persons and a wider ageing society leading to dignity and interdependence. We aimed to develop a course for undergraduate nursing students in order to promote their social understanding and skills while working with older persons.

This was a research and development project. We first conducted a situational analysis using both qualitative and quantitative research methods to examine perspectives of nursing students, older persons, their families, and nurses working in primary care units, community hospitals, tertiary care hospital, long-term care and palliative care settings. Based on the situational analysis results, we develop educational courses for nursing students, nurses, health professionals, social professionals, family caregivers and older persons.

This article reports a course for undergraduate nursing students entitled "Social Gerontology for Nursing Students". This theoretical course contains two-credits and totals 30 hours. It consists of six learning modules: 1) Thai older persons into the next decade, 2) Living our values as we grow older, 3) Paradigm shifts in older person care, 4) Active ageing, 5) Interdisciplinary and ageing society development, and 6) Effective management of older persons' organization. Based on constructivist thoughts we design an Experiential Validation as a method of learning in order to address learners' myths, misconceptions and ageism identified in previous research. This method consists of four steps: pre-conception, experience, validation, and integration. The students write down their background experiences, are exposed to newer experiences, validate the experiences, and integrate them with their background knowledge. The expected learning outcomes include moral integrity, knowledge skills about social aspects of ageing and older persons, higher-order thinking, interpersonal relationships, and technological and information processing. The course has been implemented with second-year students. The overall course evaluation results are pending.

The course and its modules fit well with a given timeframe. It aligns with the College's vision and the country's geographic transition.

Keywords: Social Gerontology, Nursing, Thailand

**ASSESSING NURSING STUDENTS' LEARNING BASE USING A BUDDHIST
FRAMEWORK OF FIVE ENERGIES OF LEARNING**Srijan Pubjian, PhD, and Benchamat Yotsena, Msc, PhD(c)
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Buddhist Five Energies of Learning consist of Faith, Wisdom (Knowledge Acquisition, Knowledge Refinement and Knowledge Utilisation), Persistence, Concentration, and Mindfulness. This framework of learning is culturally meaningful for Buddhist followers. However, the use of this framework in nursing education and in a wider predominantly Buddhist Thai society is very limited. We assessed nursing students' five energies of learning as baseline data for student development purpose.

We asked 144 and 154 first year nursing students in 2015 and 2016 respectively to rate their five energies during the first week of their enrolment in a nursing college using a 32-item 5-point Likert scale of Five Energies of Learning. Descriptive analysis was performed.

The mean scores of faith, knowledge acquisition, knowledge refinement, knowledge utilization, persistence, concentration and mindfulness were 3.97, 3.83, 3.69, 3.46, 3.57, 3.35 and 4.02 respectively. We identified 65.8% and 61.1% of newly enrolled students with high level of faith and mindfulness. Of note, 76.8%, 69.8%, 58.4%, 52.0% and 50.7% of the students had a low to moderate level of knowledge utilization, persistence, concentration, knowledge refinement and knowledge acquisition respectively.

The first year nursing student cohorts were relatively well equipped with faith and mindfulness. However, some aspects of learning energies needed to be improved.

Keywords: Five Energies of Learning, Buddhism, Nursing Students, Thailand

**INTER-PROFESSIONAL COLLABORATION OF NURSES AND PHYSICIANS FROM
SELECTED PUBLIC AND PRIVATE HOSPITALS IN PAMPANGA**Kenneth A. Albayalde, Kendrick A. Albayalde, Suzette D. Alonzo, Leah Amor
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Efforts from different health care professionals are combined to render best care possible to the patient. These efforts require proper channels of transmission in order to facilitate smooth flow of inter-professional collaboration. In clinical setting, nurses and physicians are said to be the nearest health care providers to the patient. Therefore, effective and ineffective inter-professional collaboration between these two care givers can affect patient outcome and themselves as to their job satisfaction.

The present study aimed to determine the degree of inter-professional collaboration (IPC) of nurses and physicians in selected secondary and tertiary hospitals affiliated with the College of Nursing, Angeles University Foundation. The relationships between various variables, both of nurses and physicians, and the degree of IPC were also determined.