Objectives: The purpose of the study was to provide psychometric evaluation of the Turkish version of the Readiness for Interprofessional Learning Scale (RIPLS).

Material and methods: This cross-sectional study was carried out with 213 students at the Faculty of Medicine, Faculty of Dentistry and Faculty of Health Sciences. The construct validity of the Turkish version of the scale was analyzed with confirmatory factor analysis (CFA). To determine the reliability of the scale, the Cronbach’s alpha coefficient was calculated. In addition, for the assessment of the discrimination of each item on the scale, the top and bottom 27% from the groups that received the lowest and highest scores from the scale were compared.

Results: Standardized coefficients determined with the CFA in the Turkish version of the scale ranged between 0.34 and 0.85 in the students (Except for Item 18). The explained variance values for the items other than item 18 ranged from 0.11 to 0.72. t-values of all the factor loadings were significant. According to the reliability studies of the RIPLS, the internal consistency of Cronbach’s Alpha was 0.85 for the overall scale. The t-test results showed that all the items significantly discriminated between students of high and low performance (t: 99.57; p=0.01).

Conclusion: As a result, it can be said that the validity and reliability study of the RIPLS administered to Turkish healthcare students indicated that the scale was capable of measuring the Turkish-speaking students’ readiness for interprofessional education.