

ABSTRACT

Planned Health Teaching and Cardiopulmonary Resuscitation

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A study, 'To Evaluate the Effect of a Planned Teaching Programme on Basic Life Support in Terms of Knowledge and Skill of Staff Nurses of a Selected Hospital, Punjab' was undertaken by Ruth Rekha in partial fulfilment of the requirement for the degree of Master of Nursing at the Raj Kumari Amrit Kaur College of Nursing, Delhi. Given below is an abstract of the study.

The Objectives

1. To study and evaluate the knowledge of Staff Nurses regarding basic life support measures before and after the administration of the planned teaching programme.
2. To assess and evaluate the skill of Staff Nurses to perform basic life support before and after the demonstration of the basic life support measures.
3. To find out the relationship between knowledge of basic life support after the administration of planned teaching programme.

For the purpose of study experimental design was used and it was a systematic sampling technique, selecting 30 Staff Nurses which were given pre-test and post-test knowledge questionnaire and pre-test and post-test observation checklist. After collecting the data it was analysed statistically using both descriptive and inferential statistics. It was found that the majority sample, i.e., 28 out of 30 (39.33%) were in the age group of 21-30 years. Maximum were females, 29 out of 30 (96.66%) having G.N.M.

course (18 out of 30), i.e., 60% underwent GNM course and 40 per cent were B.Sc. Majority of them did not attend any CPR Programme i.e. 24 of 30 (80%) did not attend CPR programme and only six out of 30 (20%) attended the CPR programme prior to this planned teaching programme. It was found that the post-test knowledge score mean of difference was 11.53 and standard deviation was 3.24 and 't' value was 19.49. The significance set at 0.05 level. So the obtained 't' value 19.49 was highly significant at 0.05 level. Therefore, after Planned Teaching on Cardiopulmonary Resuscitation, the post-test score was significantly higher than the pre-test knowledge score. Even it was found that the post-test skill score and pre-test skill score mean gain was 11.53. Hence the modified gain was 0.71 which indicates that the gain in knowledge is relative to the possible gain. It was found that the correlation between pre-test knowledge score and post-test skill score shows an insignificant negative relationship between the knowledge and skill of Staff Nurses on basic support measure, i.e., $r = 0.16$.

From the analysis of data it was found that the Planned Teaching Programmes on knowledge and skill to perform basic life support had developed adequate knowledge related to basic life support and skill to perform the basic life support. Therefore it was evident that the Planned teaching was required for Staff Nurses in order to reduce death due to cardiac arrest. So the Planned teaching

programme for Staff Nurses working in special areas can be provided to reduce the mortality due to cardiac arrest.

The insignificant negative correlation between the two sets of scores of knowledge and skill showed that the subjects who scored low in knowledge did score high in skill and *vice versa*. Thus an inference may be drawn that the staff attribute of their observation of seniors and co-professionals might have increased their skill to perform BSL. It is also possible that they are performing the duties unconsciously in a routine way without rationalizing theoretical applications underlying this procedure hence gaining the skill to perform basic life support.

Major Recommendations

1. The study can be replicated on a large sample selected from different hospitals, thereby findings can be generalised for a large population.
2. A comparative study may be done by using two strategies like lecture-cum-discussion with demonstration and video films.
3. A teaching programme to enhance the knowledge and skill of Staff Nurses regarding basic life support must be periodically reviewed on the basis of National Standards for CPR and as per the requirements.