
Impact of Innovative Teaching Programme on Knowledge and Skill regarding Basic Cardiac Life Support among Students

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Abstract:

Objectives: To evaluate the impact of innovative teaching programme on knowledge and skill regarding basic cardiac life support.² **Method:** quasi-experimental research design with a quantitative research approach was undertaken on 30 students. **Results:** The findings revealed that innovative teaching programme on knowledge and skill regarding basic cardiac life support was effective as the mean was 3.87 with standard deviation of 2.11 in pretest but in the post test the mean was 15.73 with standard deviation of 1.01 which was found statistically highly significant at $p < 0.001$ level. **Conclusion:** That innovative teaching programme was found highly significant in enhancing the knowledge and skills of students on basic life support measures.³

Key words: Evaluate, Impact, Innovative Teaching, BLS

INTRODUCTION

Emergency, fear, disaster, gloom and despair, these words and thousands like them are repeated over and over every day, somewhere by somebody. What is to be done? For a person with a reasonable knowledge on the basics of first aid, there is usually a clear-cut course to follow. There is no need to be panic. There are some techniques that help a person to be saved from death, one of these techniques is the Cardio Pulmonary Resuscitation. Cardio Pulmonary Resuscitation (CPR) is an emergency first aid protocol for an unconscious person on whom neither breathing nor pulse can be detected.² The medical term for a patient whose heart has stopped is cardiac arrest, in which case CPR is used. If the patient still has pulse, but is not breathing, this is called respiratory arrest and rescue breathing is used.⁸

OBJECTIVES:

- To assess the level of knowledge and skill on basic cardiac life support among Higher Secondary School students during pretest
- To evaluate the impact of innovative teaching programme on knowledge and skill regarding basic cardiac life support measures among Higher Secondary School students during posttest.
- To find out the association between the pretest knowledge and skill with the selected demographic variables.

HYPOTHESES:

H₀₁ –There is no significant difference in the pre and posttest level of knowledge and skill on basic cardiac life support among higher secondary school students.

H₀₂ -There is no significant impact of innovative teaching programme on knowledge and skill regarding basic cardiac life support among higher secondary school students during posttest.

H₀₃-There is no association between the pretest level of knowledge and selected demographic variables.

METHODOLOGY:

Research approach used for the study was Quantitative Research Approach and the Research design was Quasi-Experimental Research design. The study was conducted in V O Chidambaram Govt Boys Higher Secondary School situated in Mission street in Puducherry.

The Sample size was 30. The samples were selected based on the inclusion criteria; Simple Random Sampling Technique was used to select the samples. Pre-test was done to assess the knowledge and skill regarding basic cardiac life support by knowledge questionnaire. After pre-test innovative teaching programme on knowledge and skill regarding Basic Cardiac Life Support was provided through lecture method. Post-test was conducted after the gap of 7 days of Structured Teaching Programme. The data were analyzed by using descriptive and inferential statistics like frequency, percentage, mean, standard deviation, paired T-Test and Chi-Square test.

DATA ANALYSIS

Table 1 Mean, Standard Deviation, Paired 't' Test And p Value of Pre And Post Test Scores on Knowledge regarding Basic Life Support N= 30

Knowledge	Mean	SD (%)	Paired 't' test (df)	P value
Pretest of knowledge	3.87	2.11	29	.000*
Post test of knowledge	15.73	1.01		

SD -Standard Deviation.

**Highly Statistically Significant P<0.001*

The knowledge mean of 3.87 with the SD of 2.11 in the pretest was increased to 15.73 with the SD of 1.01 in the post test after innovative teaching programme. Statistically innovative teaching programme was found highly significant at p value < 0.001 in enhancing the knowledge of students on basic life support measures.

Mean, Standard Deviation, Paired 't' Test and p value of Pre and Post Test Scores on Skill regarding Basic Life Support.

Skill	Mean	SD (%)	Paired 't' test (df)	P value
Pretest	2.03	1.43	29	.000***
Posttest	54.06	1.617		

SD -Standard Deviation.

**** Highly statistically significant P<0.001*

The skill mean of 2.03 with the SD of 1.43 in the pretest was increased to 54.06 with the SD of 1.617 in posttest after innovative teaching programme. Statistically innovative teaching programme was found highly significant at p value less than 0.001 in enhancing the skill of students on basic life support measures.

Association between Pretest Skill on basic life support and demographic variables.

In pretest all the students 30(100%) are coming under same level of skill. Thus there is no chi square value available and there is no significant association with the demographic variables.

RECOMMENDATIONS:

- The similar study could be done using experimental and control group
- The comparative study can be done among innovative teaching and any other conventional method of teaching.

CONCLUSION:

The study reveals that the innovative teaching programme was found effective in improving the knowledge and skill on basic life support among higher secondary school students. The knowledge of the BLS helps to save the life of the casualty in emergency conditions, so we can promote the use of innovative teaching method to improve the knowledge and skill regarding BLS among general public.

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