



# A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING CARDIO PULMONARY RESUSCITATION AMONG STUDENTS OF SRI RANGAPOOPATHI COLLEGE OF ARTS AND SCIENCE IN ALAMPOONDI

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### ABSTRACT

Cardio Pulmonary Resuscitation traditionally has integrated chest compressions and rescue breathing with the goal of optimizing circulations and oxygenation. Rescuer and victim characteristics may influence the optimal application of the components of Cardio Pulmonary Resuscitation. Everyone can be a life saving rescuer for a cardiac arrest victim. Cardio Pulmonary Resuscitation skills and their applications depends on the rescuer's training, experience and confidence. Chest compressions are the foundations of Cardio Pulmonary Resuscitation. All rescuer's regardless of training should provide chest compressions to all cardiac arrest victims. Because of their importance, chest compressions should be the initial Cardio Pulmonary Resuscitation actions for all victims regardless of age. Rescuers who are able should add ventilations to chest compressions. Highly trained rescuers working together should co-ordinate their care and perform chest compressions as well as ventilations in a team based approach. Integrating the critical Components of Cardio Pulmonary Resuscitation..

**KEYWORDS:-** Effectiveness, knowledge, cardio pulmonary resuscitation, students

### INTRODUCTION

Cardiac arrest results in the cessation of blood supply to the brain leading to depression of breathing as well. That this combination of no breathing and circulation causes generalized ischemia, within 4-6minutes. Resuscitation is the art of restoring life or consciousness of one apparently dead. Cardio Pulmonary Resuscitation (Cardio Pulmonary Resuscitation) is a simple but effective procedure that allows almost anyone to sustain life in the early critical minutes after cardiac and respiratory arrest. Cardio Pulmonary Resuscitation involves chest compression, clearing of airway and breathing to normalize blood circulation to the brain and vital organs.

In 2010, the American Heart Association had re-arranged the A-B-C (Airway Breathing - Compressions) to C - A - B (Compressions-Airway-Breathing). Previously, Cardio Pulmonary Resuscitation training had emphasized the airway, breathing and circulation where a rescuer had to open the victims airway by tilting the head back, pinching the nose and breathing into the victims mouth and then give chest compressions. The A-B-C approach was causing delay in starting chest compressions, which is essential for circulation of oxygen rich blood throughout the body.

### AIM:

Effectiveness of structured teaching program on knowledge regarding cardio pulmonary resuscitation

### OBJECTIVES OF THE STUDY:

- To assess the Knowledge regarding Cardio

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- Pulmonary Resuscitation among student.
- To determine the effectiveness of structured teaching programme on Knowledge regarding Cardio Pulmonary Resuscitation among students.
- To identify the association between pretest and posttest Knowledge and selected baseline variables.

**ASSUMPTIONS:**

The study is based on the following assumptions

Cardio Pulmonary Resuscitation is a life saving procedure.

Knowledge are required to perform Cardio Pulmonary Resuscitation.

The structured teaching programme may provide necessary knowledge to the students regarding Cardio Pulmonary Resuscitation

**RESEARCH HYPOTHESIS:**

**H1:** The mean post test knowledge score of students will be significantly higher than their mean pre test knowledge score at 0.05 level of significance.

**H2:** There will be a significant association between pretest knowledge and selected base in variables at 0.05 level of significance.

**REVIEW OF LITERATURE RELATED TO:**

**Section A:** Studies related to knowledge on Cardio Pulmonary Resuscitation

**Section B:** Studies related to structured teaching program in Cardio Pulmonary Resuscitation

**Section C:** Studies related to incidence and prevalence of cardiac arrest

**Section D:** Studies related to effectiveness of Cardio Pulmonary Resuscitation through by standers.

**Table 1: Scoring Procedure (n=60)**

Level of Knowledge	Score	Percentage
<b>1.Inadequate Knowledge</b>	0-7	0-23%
<b>2 Average Knowledge</b>	8-14	23-46%
<b>3.Moderate Knowledge</b>	15-21	46-70%
<b>4.Excellent Knowledge</b>	22-30	70-100%

**TABLE 2: Pre and Post-test Knowledge of Subject Regarding Cardio Pulmonary Resuscitation (n=60)**

Level of Knowledge	Pre-test		Post Test		Chi square
	Frequency	Percentage	Frequency	Percentage	
Inadequate Knowledge	21	35	0	0	X <sup>2</sup> =39.225 Df=59 P=2.02
Average Knowledge	39	65	0	0	
Good knowledge	0	0	2	3.3	
Excellent knowledge	0	0	58	96.7	
<b>Total</b>	<b>60</b>	<b>100</b>	<b>60</b>	<b>100</b>	

Significant (p <0.05).

**Table 3: Analysis of Effectiveness of Structured Teaching Programme on Knowledge Regarding Cardio Pulmonary Resuscitation. (n=60)**

Knowledge	Mean	Standard deviation	t-value
Pre-test	9.21	39.25	3.142
Post-test	26.31		Df=59 P=2.02



Figure 1: Schematic Representation of Research Methodology

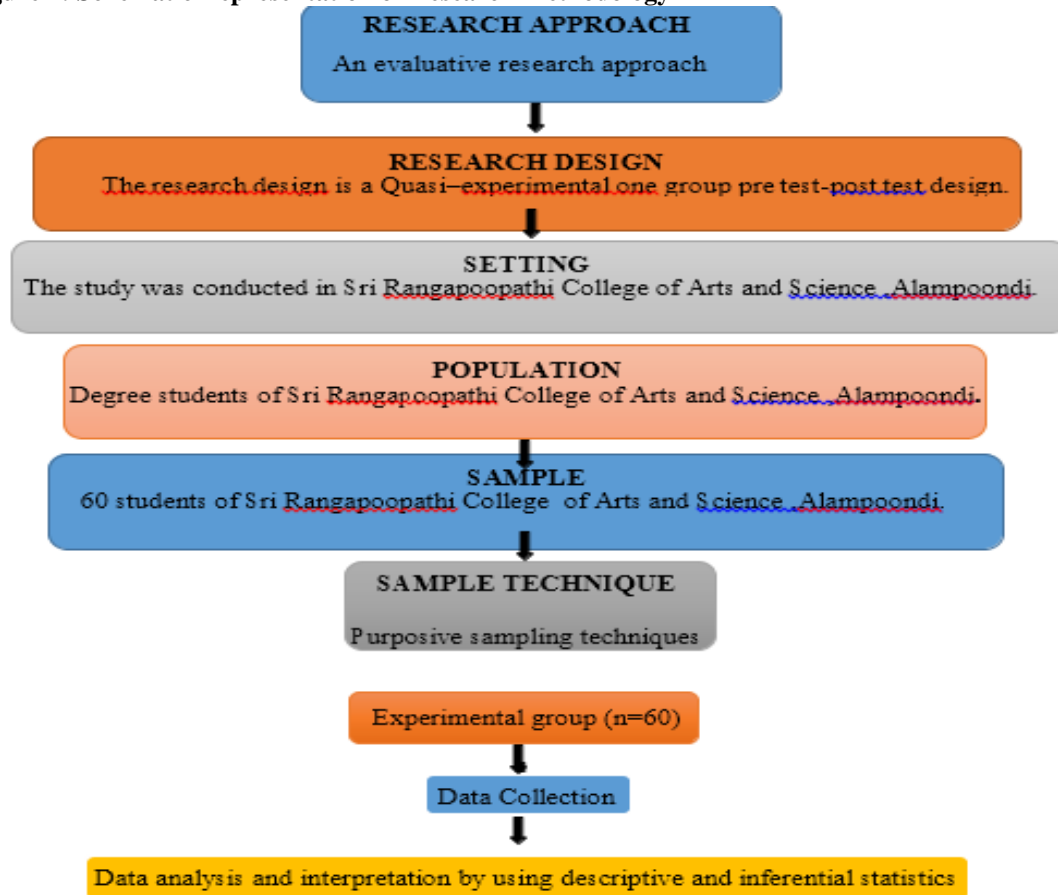
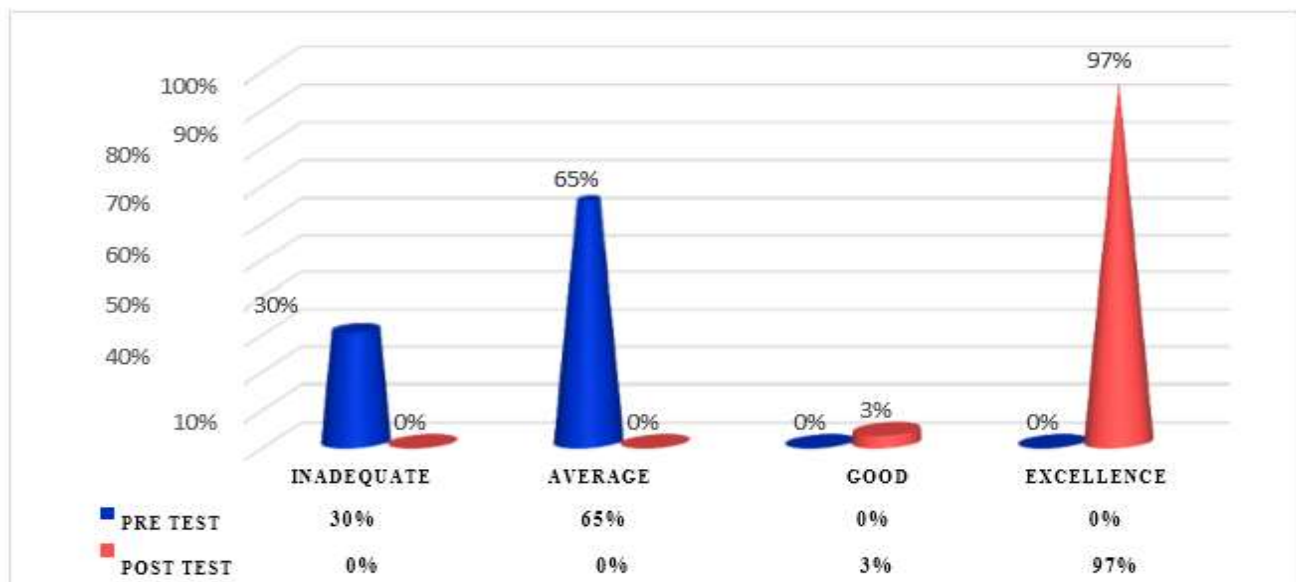


Figure 2: Pre and Post-test Knowledge of Subject Regarding Cardio Pulmonary Resuscitation (n=60)



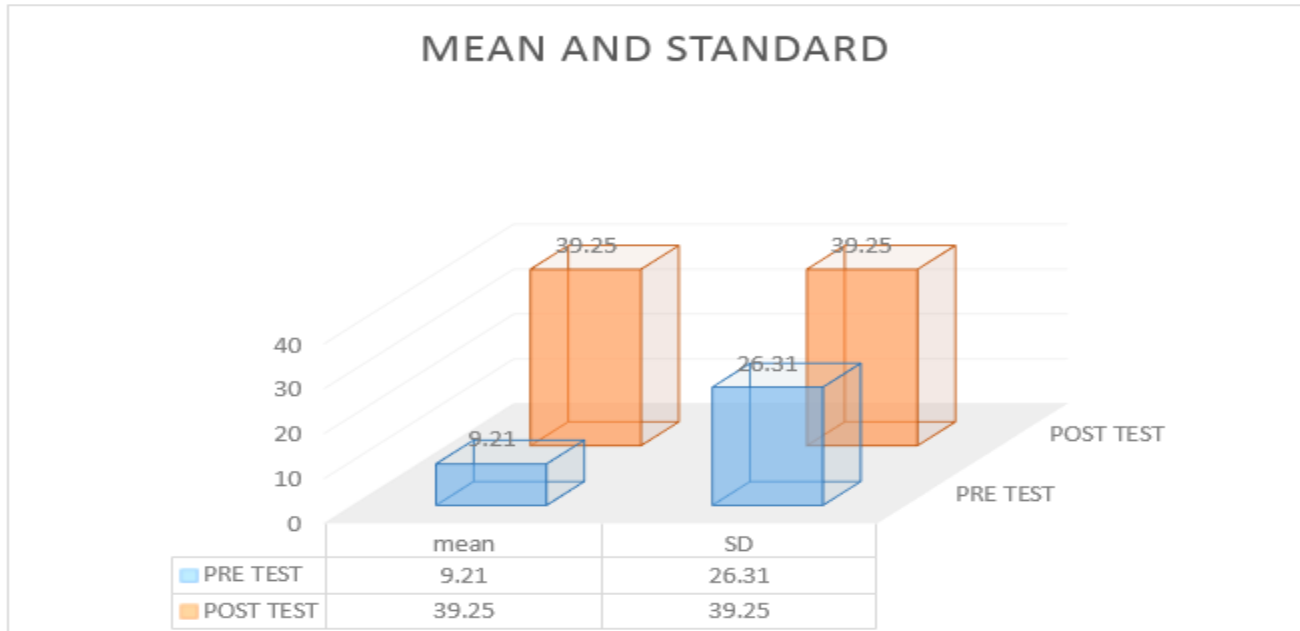
**Figure 3: Mean and Standard Deviation In Level of Knowledge (N=60)****RESULTS AND DISCUSSION:**

Table 2 depicts that, in pretest 21 (35 %) subjects had inadequate knowledge, 39 (65%) subjects had average knowledge, and none of the subjects had good and excellent knowledge, whereas in post-test 58 (96.7%) subjects had excellent knowledge, 2 (3.3%) subjects had good knowledge, and none had inadequate and average knowledge regarding Cardio Pulmonary Resuscitation.

Table 3 shows that the pre-test mean score of the student was 9.21 and post -test of the mean score was 26.31 and Standard deviation was 39.25. The obtained 't'-value was 3.142 was greater than the table value (2.02) at 59 degree of freedom at 0.05 level of significance. Therefore it was concluded that there was significant gain in knowledge through structured teaching programme.

**CONCLUSION:**

The study was conducted to assess the effectiveness of structured teaching programme on

knowledge regarding Cardio Pulmonary Resuscitation among students of Sri Rangapoopathi College of arts and science, Alampoondi. The knowledge of the students gain knowledge who are getting after structured teaching programme. So the investigator rejects the null hypothesis and accepts the research hypothesis.

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