

A STUDY TO EVALUATE THE EFFICACY OF A STRUCTURED TEACHING PROGRAM ON KNOWLEDGE PERTAINING TO BASIC LIFE SUPPORT (BLS) AMONG STAFF NURSES EMPLOYED AT SELECTED HOSPITALS.

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ABSTRACT

Objectives:- 1.To determine the effectiveness of structured teaching Programme on knowledge regarding BasicLife support (BLS)among staff nurses working at selected hospital in the experimental group.2.To assess pre test knowledge score regarding Basic Life support(BLS) in both experimental and control group.3. To assess post test knowledge score regarding Basic Life support (BLS) in both experimental and control group. 4. To find out association between pre test knowledge score in both experimental and control group with selected demographic variable. **Material and Method:**The research approach used was quantitative evaluative approach. The research design was a quasi- experimental design non equivalent control group. **Results:**Majority are previous knowledge of the staff nurse ,66.67% of staff nurses answered yes and 33.33% answered no. In the control group,46.67% of staff nurses answered yes and 53.33% answered no.Average knowledge score at the time of pretest was 12.13 with standard deviation of 2.86. The minimum score of knowledge was 7 with maximum score of 16. 70% staff nurses had average knowledge and 30% had good knowledge. Average knowledge score at the time of posttest was 19.53 with standard deviation of 2.30. The minimum score of knowledge was 15 with maximum score of 24 Highly significance difference found between the pre -test and post- test knowledge scores at the level of ($P < 0.05$). Structure teaching programme is proved to be effective in improving the knowledge regarding Basic Life support (BLS)among staff nurses working at selected hospitals. **Conclusion:** The findings of the present study showed that, the post-test knowledge score was higher-than the pre-test knowledge score range. The hypothesis are proved and accepted **Discussion:** A similar study

can be conducted on larger sample for wider-generalizations.

Key words: - staff nurses, basic life supports,structured teaching programmed

Introduction

Life-threatening emergencies can occur anytime, anywhere and to anyone. Such situations are more likely to occur within the confines of public places or in Educational institutional premises due to medical or non-medical related reasons. It may lead to medical emergencies such as syncope and hyperventilation.¹ The Cardiovascular Emergency Square measures severe disorders diagnosed early to avoid treatment delays and reduce morbidity and mortality. Patients may be gifted with hypertension, chest pain, dysrhythmia, myocardial infarction, coronary artery disease, and stroke. Common life support includes essential non-invasive life- saving, including CPR, bleeding control, broken bones, splitting of artificial bones, ventilation and basic airway management.

Basic life support (BLS) encompasses a range of skills, which can accustom, or save, one's life.² Cardio means "heart", and pneumonic means "lung". Resuscitation can be a medical term meaning "to revive" or to save the life of a person back. Normally cardio- pneumonic

resuscitation (CPR) will facilitate anyone; World Health Organization has stopped respiration and whose heartbeat can stop, to survive. Students who deal with the emergency conditions, such as paramedics, doctors, nurses, police staff, and firefighters, are all trained to try and train cardiopulmonary revival. Many alternative teens and adults such as lifeguards, teachers, and kids care staff, and even your female parent or father should have the knowledge to perform cardiopulmonary resuscitation.

Effective management of an emergency in the college premises is ultimately the Teacher's responsibility. The lack of training and inability to cope with medical emergencies can lead to tragic consequences and sometimes legal complications. For this reason, all non-health professionals, including teachers, must be well prepared to attend to medical emergencies. Cardiac arrest is a critical acute emergency both within and outside the hospital setup and carries a high mortality risk. However, the survival rate can be substantially improved if early basic life support (BLS) – cardiopulmonary resuscitation (CPR) is initiated. The aim of BLS is to maintain a distribution of oxygen-rich blood through survival organs, especially the brain and heart, through temporary artificial circulation until normal cardiac activity and breathing are restored.

REVIEW OF LITERATURE

1. Hansmukh Jain¹, et.al, (2022). This cross-sectional study was conducted among school teachers. A total of 112 participants were selected using a non-probability purposive sampling technique to evaluate the effectiveness of Basic Life Support (BLS) in terms of knowledge,

attitude, and practice. A pre-test was conducted before the intervention and a post-test assessment was done at the end of the 5th day. Result: On the assessment of demographic variables, the majority of participants were found to be male (86, 76.8%), aged between 20 and 30 years (54, 40.2%), and postgraduate (87, 77.7%). The pre and post-test mean, SD, mean difference, standard error, and paired test were employed. On assessing the knowledge of school teachers, the mean difference between pre and post-test was found to be 1.82, standard error was 0.03, and paired t-test value was 50.1. Similarly, in attitude, the mean difference between pre and post-test was 1.92 and paired t-test value was 1.43. Analysis of practice skills showed that the mean difference between pre and post-test was 2.00, standard error was 0.00, and paired t-test value was 0.00.

2. Arif Onan¹, et.al, (2019), This quasi-experimental study was conducted in a secondary school in Ankara, Turkey. Eighty-three voluntary students were randomly allocated to theoretical (Group A), video-based (Group B), and mobile-assisted video-based instructions (Group C). All groups were led by the course teacher. Assessments were conducted in training and again 1 week later. Assessments were based on Basic Life Support knowledge and confidence performance scores. Results: Statistically significant difference was found for the groups' Confidence Scale scores ($F(2, 73) = 3.513, p = 0.035, \eta^2 = 0.088$); Group C (6.76 ± 1.70) scored higher than Group A. The groups' Basic Life Support checklist scores were statistically significant ($F(2, 73) = 28.050, p = 0.000, \eta^2 = 0.435$); Group C (32.32 ± 3.84) scored higher than the other groups. Statistically significant

difference was found for the groups' measurable Basic Life Support scores ($F(2,73) = 13.527$, $p = 0.000$, $\eta^2 = 0.270$); and Group C (23.76 ± 3.98) scored higher than the other groups.

METHODOLOGY:-

Statement of the problems:- "a quasi experimental study to assess the effectiveness of structured teaching programme on knowledge regarding Basic life support (BLS) among staff nurses working at selected hospital."

Objectives:-

1. To determine the effectiveness of structured teaching Programme on knowledge regarding Basic Life support (BLS) among staff nurses working at selected hospital in the experimental group.
2. To assess pre test knowledge score regarding Basic Life support (BLS) in both experimental and control group.
3. To assess post test knowledge score regarding Basic Life support (BLS) in both experimental and control group.
4. To find out association between pre test knowledge score in both experimental and control group with selected demographic variable.

ASSUMPTION:-

The study assumes that Staff nurses will have some knowledge regarding Basic life supports

- Structured teaching programme will improve the knowledge regarding BLS among staff nurse
- Structured teaching programme will improve the skills of staff nurses regarding BLS among staff nurse

- Structured teaching programme will improve the knowledge of staff nurses regarding health education to patient

HYPOTHESES:

H1- There will be a significance difference between pre- test & post-test level of knowledge score regarding basic life supports among staff nurses working at selected hospital in experimental group.

H2- There will be a significance difference between pre- test & post-test level of knowledge score regarding basic life supports among staff nurses working at selected hospital in control group.

H02- There will be a no significant difference between pre- test & post-test level of knowledge score regarding Basic life supports (BLS) among staff nurses working at selected hospital in control group.

H3- - There will be a significance difference between post-test level of knowledge score in experimental and control group regarding Basic life supports (BLS) among staff nurses working at selected hospitals.

H4- There will be a significance association between pre-test level of Knowledge score with selected demographic variables regarding Basic Life Support (BLS) among staff nurses working at selected hospital in both experimental and control group.

H04- There will be no significance association between pre-test level of Knowledge score with selected demographic variables regarding Basic Life supports (BLS) among staff nurses working at selected hospital in both experimental and control group

Limitations of the study

1. This study will be limited to the selected hospitals.
2. This study will be limited to 60 staff nurses
3. This study will be limited to staff nurses whose age group 20-40 year of age
4. This study will be limited to staff nurses whose are registered in UP State council of nursing.

Operational definition:-

ASSESS: According to oxford dictionary: To mean, evaluate, judge of something.

- **In this study:** It refers to the measurement of knowledge by using structured knowledge questionnaire developed by the investigator.

EFFECTIVENESS: According to encyclopedia: Producing or capable of producing a desire of having an in tended to expected effect.

- **In this study:** It refers to the extent to which the structure teaching programme achieves the desired improvement in the knowledge among staff nurses.

STRUCTURED TEACHING PROGRAMME: According to oxford dictionary: it refers to systematically developing structured Programme using instructional aids, designed to provide information.

- **In this study** - structured teaching Programme means planned and developed systematic information regarding Basic Life Supports(BLS).

KNOWLEDGE:According to oxford dictionary: Knowledge means awareness

or familiarity gained by an experience about facts.

- **In this study:** The correct responses from the participants regarding the knowledge of

Basic Life support (BLS) assessed by structured knowledge.

BASIC LIFE SUPPORT:- Emergency medical procedures performed to support the circulation and breathing of a person in cardiac arrest or experiencing a life-threatening condition. Includes Cardiopulmonary Resuscitation (CPR), use of an Automated External Defibrillator (AED), and choking relief techniques. Measured by Knowledge questionnaire.

STAFF NURSES:

- According to oxford dictionary: A person trained to care for the sick or infirm, especially in a hospital.
- **In this study:** working at selected hospitals who fulfill the inclusive criteria.

HOSPITAL:

- According to oxford dictionary: Hospital means an institution providing medical and surgical treatment and nursing care for sick or injured people.
- **In this study:** it is a place where the study is conducted

SAMPLING: - Probability Convenience sampling

SAMPLE SIZE: 60 Staff nurses in selected Hospital(30 experimental,30 control group).

Research Design: - Quasi experimental design (nonequivalent control group) research design

CRITERIA FOR SAMPLE SELECTION

The criteria for sample selection are mainly depicted under two headings which includes the inclusive and exclusive criteria.

INCLUSION CRITERIA

Staff nurses included in the study those who are –

- ✓ Registered from UP Nursing council
- ✓ Available during the time of data collection
- ✓ Able to read, write and understand English

EXCLUSION CRITERIA

Excluded from the study those who are -

- ✓ Not available during the time of data collection.
- 1. The study included adult patients who:
 - a. are interested in participating in the study.
 - b. Patients are 18 years of age or older.
 - C. agreed to participate in the study.
 - D. was admitted to the general ward
 - I. was hospitalized for at least two days
 - F. were bilingual (English/Hindi) or multilingual (both English/Many languages).

RESULT AND DISCUSSION

Major findings of the study include: -

Majority are age of the staff nurse working at selected hospitals, 38.33% them were from the age group 21-25 years, 31.67% from the 26-30 years, 20% from the age

group 31-35 years and 10% from the age group above 35 years of age.

- Majority are gender of the staff nurse working at selected hospitals, 40% them were males and 60% were females.
- Majority are educational qualification of the staff nurse working at selected hospitals, 15% them were GNM qualified, 48.33% from BSc Nursing and 36.67% from the post graduate.
- Majority are area of work of the staff nurse working at selected hospitals, 35% them were working in the emergency departments, 21% in the ICU and 43.33% working at the other departments.
- Majority are work experience of the staff nurse working at selected hospitals, 33.33% them had experience few months to 1 year, 31.67% between 2-4 years, 26.67% in the 5- 7 years and 8.33% had more than 8 years.
- Majority are previous knowledge of the staff nurse working at selected hospitals, 56.67% them answered yes they had previous experience and 43.33% answered no.
- Majority are source of previous knowledge of the staff nurse working in selected hospitals, 41.18% of them answered from Clinical Experience, 8.82% from Books, Journals, and 50% from the internet.

Assessment on knowledge before administration of structured teaching programme The pretest, level of knowledge regarding Basic Life support among staff nurse, 28.33% of them in the group poor knowledge group, 71.67% in the average knowledge group and no one

in the good knowledge group .Assessment on knowledge after administration of structured teaching programme The post test, level of knowledge regarding Basic Life support(BLS) among staff nurse, no one in the poor knowledge group, 65% in the average knowledge group and 35% in the good knowledge group.

The pre test average mean score was 12.06 with standard deviation of 2.51. The post test average mean score was 19.93 with standard deviation of 2.47. The test statistics value of the paired t test was 22.04 with p value 0.00. The p value less than 0.05, shows the significant difference in the pretest and post-test average knowledge regarding Basic Life support among staff nurse working at selected hospitals.Shows that “Structured teaching programme to improve knowledge BLS among staff nurses working at selected hospitals was effective ”.Hence **H1** is accepted. And **H01** is rejected

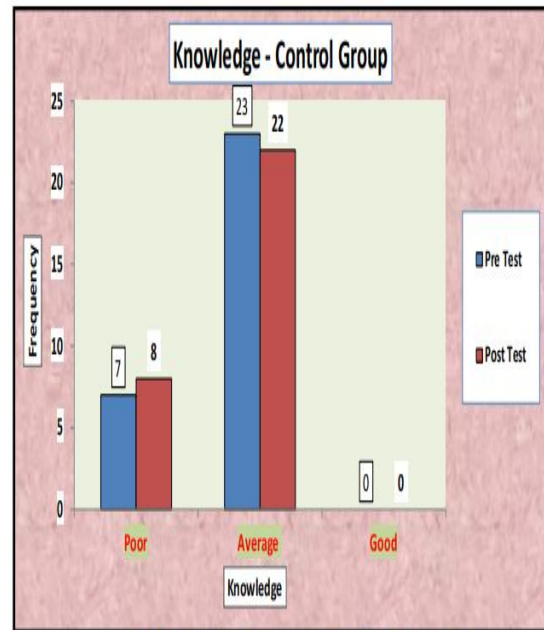


Figure No- 11: General assessments of pre and posttest knowledge

The comparisons of the pretest and posttest means of the knowledge in experimental group were done by the unpaired t test. The pretest average score was 12.13 with standard deviation of 2.86. The posttest average score was 19.53 with standard deviation of 2.30. The test statistics value of the paired t test was 17.41 with p value 0.00. The p value less than 0.05, hence reject the null hypothesis and accept the alternative hypothesis. Shows that,structured teaching programme on knowledge regarding Basic life support among staff nurses working at selected hospital was effective. For the demographic variables age, gender, area of work, work experience and previous knowledge about BLS, the p value of the association test with knowledge was more than 0.05, hence accept the null hypothesis. Concludes that, there was no significant association of knowledge regarding BLS with these demographic characteristics of staff nurses working at selected hospital

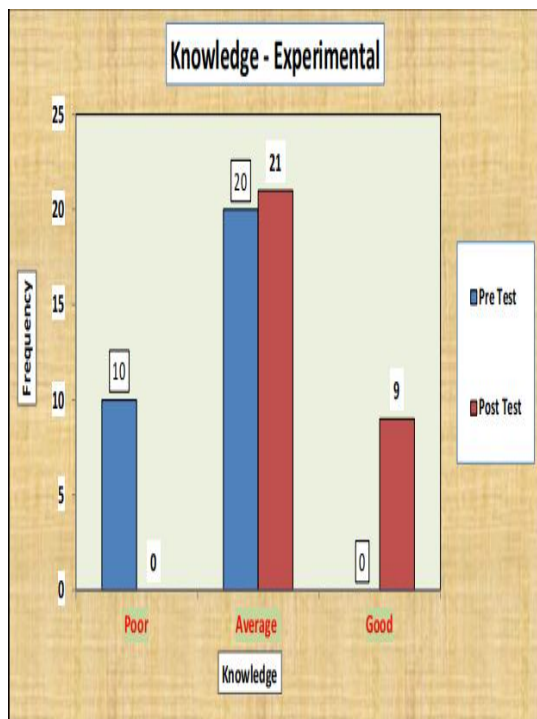


Figure No-10: General assessments of pre and posttest knowledge

Conclusions: - the conclusion drawn from the study were:- In that study, the

contributing that affect the knowledge level of the staff nurses working at selected hospitals are age, gender, education qualification area of work ,work experience ,previous knowledge of Basic Life support, source of knowledge

Discussion: - The present study can be justified on the fact that most of the staff nurses don't have the knowledge of Basic Life support (BLS), Structured teaching programme provided knowledge regarding BLS among staff nurse working at selected hospitals .And it is beneficial for staff nurses to improve their knowledge regarding BLS Training The quasi experimental one group pre- test post -test research design was used for the study, which consists of 60 subjects that were selected on the basis of non probability purposive sampling criteria. The pre- test was administered to all 60 subjects. Structured teaching programme was given to the subjects after pre-test the post test was conducted after 7th day. Based on the objectives and the hypothesis, the data was collected and analyzed by using descriptive and inferential statistics.

Implications:

The findings of the study have implications for nursing education, nursing practice, nursing administration and nursing research.

Implication of nursing education:-

The elements of healthy life style being the determining forces of effective coping mechanisms. Such as per the needs to be incorporated into the nursing curriculum.

Recommendations: -

1. A similar study can be conducted on larger sample for wider generalizations.

2. A study can be done to assess the level of knowledge regarding Basic Life supports and saving life managements.

3. Quasi experimental study can be conducted to assess the effectiveness of knowledge regarding Basic Life Support.

4. An exploitative study should be carried out the various problems

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