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A survey was conducted to assess nursing teachers' knowledge of American Heart Association (AHA) Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC) at selected nursing schools and colleges in Uttar Pradesh

Dr. Sherin P.K

Principal Shri K. L. Shastri Smarak Nursing College, Mubarakpur, Mutkkipur, Uttar Pradesh

Abstract---Numerous studies have shown that student nurses do not have enough understanding of cardiopulmonary resuscitation (CPR). Because of this, the researcher made the decision to investigate the real reason for these gaps in knowledge. It's possible that a lack of quality instruction contributed to their development as well. As a result, the investigator made the decision to find out how much nursing professors in Uttar Pradesh knew about the American Heart Association (AHA) Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care. This was done at a few different nursing schools and colleges in Uttar Pradesh (ECC). The researcher decided to go with a descriptive study design, and the survey technique was the one that was employed to evaluate the participants' levels of knowledge. In this particular research, a method known as purposive sampling was used. The number of nursing instructors in the sample was 200. The demographic proforma and the knowledge questionnaire are the devices that were used for the gathering of data. Age, gender, qualifications, designation, and years of teaching experience are some of the components that make up demographic data. The knowledge questionnaire is divided into two sections: the first section is concerned with cardiopulmonary resuscitation (CPR), and the second section is concerned with emergency cardiovascular care (ECC). According to the results of this study, nursing instructors do not have an appropriate understanding of CPR and ECC, which will have an effect on the students' behaviour towards CPR and ECC. As a result, the relevant authorities should move immediately to develop a training programme addressing CPR

and ECC in accordance with the most recent guidelines issued by the AHA.

Keywords---Nursing teachers', knowledge , American Heart Association (AHA), Guidelines, Cardiopulmonary Resuscitation (CPR), Emergency Cardiovascular Care (ECC), nursing schools , colleges , Uttar Pradesh.

Introduction

Stress, alcohol consumption, smoking and sedentary lifestyle are the common causes of cardiac arrest in India.⁹ There are 4280 cardiac arrests per 100,000 population in India, and around 112 people die every minute due to cardiac arrest, although only 2% of the Indian population is trained in CPR. When a cardiac arrest occurs in a hospital or in a public setting¹, a nurse or medical professional will be the first responder. These nurses are trained by nursing teachers. If these teachers are competent, we can expect good outcomes from these nurses and nursing students, they are frequently the first responders to an emergency situation, and as such, they are the ones to begin CPR and call for the "advanced life support" or "arrest" team³. Learned proficiency in cardiopulmonary resuscitation (CPR) is recommended by the American Heart Association (AHA) to increase survival rates for people experiencing sudden cardiac arrest (SCA). When former Indian President A.P.J. Abdul Kalam passed out at a recent event, no one gave him CPR right away to stabilise the situation³. Many data points out that 80% of cardiac arrests occur outside of hospitals. Recent research has revealed that 40–60% of cardiac arrest victims could be saved if CPR was used.⁴

Many studies show that student nurses do not have sufficient knowledge regarding cardiopulmonary resuscitation. According to Vandali V, Gujar A, Kachare U, et al., revealed that GNM students required more knowledge and skills regarding CPR to practise effectively to save the life of a victim. Even though the majority of the GNM (diploma nursing students) had good knowledge, perfection is still required to practise it whenever needed in an emergency.⁶ Everett-Thomas R shows that both knowledge and skill levels significantly decline between the time of training and the time of recertification among student nurses². Since annual mock training and CPR recertification are necessary, more work is needed to assess the long-term impact of these programmes on participants¹. The healthcare institutions and training programmes that provide CPR instruction must incorporate all of the most recent guidelines. Hence, the researcher decided to check the actual cause of these knowledge deficiencies. They may have developed because of poor teaching too. So, the investigator decided to find out what the nursing teachers at some nursing schools and colleges in Uttar Pradesh knew about the American Heart Association (AHA) Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC).
Materials and Methodology

The study was carried out at the following nursing colleges and schools in Lucknow: Career College Of Nursing, Career School Of Nursing, Sips Institute Of Nursing And Paramedical Sciences, Sips School Of Nursing, KI Shasthri Smarak

Nursing College of Nursing, KI Shasthri Smarak Nursing School of Nursing, Lucknow, and the Institute of Paramedical Sciences College of Nursing and School of Nursing, Sithapur. The researcher opted for a descriptive research design and a survey method was used for assessing the knowledge. A purposive sampling technique was used in this study. The sample size was 200 nursing teachers. The data collection instruments used are the demographic proforma and the knowledge questionnaire. Demographic data contains age, gender, qualification, designation, and years of teaching experience. The knowledge questionnaire contains two parts: the first part regarding cardiopulmonary resuscitation (CPR) and the second part regarding emergency cardiovascular care (ECC). The Knowledge Questionnaire contains 40 knowledge questions. The reliability of the knowledge questionnaire was tested by split-half reliability with r value of 0.78. The researcher visited each school and college of nursing personally and met the samples. The researcher took 40 minutes for each nursing teacher to collect the data. The statistical methods used were frequency percentage, mean, and standard deviation for demographic data and knowledge level. The association between knowledge and demographic data was tested by using the chi-square test.

Results

The majority of teachers (50%) were between the ages of 25 and 35; 12% were under the age of 25, 10% were between the ages of 36 and 45, 10% were between the ages of 46 and 55, and only 8% were between the ages of 56 and 65. About 82% of the teachers were women, while only 18% were men. 48% of the teachers had an MSc in nursing, while 52% had a BSc in nursing. The majority (52%) of the teachers' designations were nursing tutors and lecturers (18%), associate professors were 10%, and professors only 5%. Regarding years of teaching experience, the majority (52%) of them had less than 5 years of experience, 43% had 5–10 years of experience, and only 5% had more than 10 years of experience. The knowledge level regarding Cardiopulmonary Resuscitation (CPR) and the second part regarding Emergency Cardiovascular Care (ECC) among teachers revealed that only 22% had adequate knowledge, 48% had moderate knowledge, and 30% had poor knowledge. The relationship between knowledge level and demographic variables showed that qualification designation and experience are strongly linked to knowledge level.

Discussion

The result shows that moderate knowledge levels are high among nursing teachers, but only 22% had adequate knowledge and 30% had poor knowledge. This indicates that their knowledge is out of date with the most recent AHA guidelines. It is very important that teachers' knowledge should be updated and their skills should be assessed every six months. If these teachers have competent CPR and ECC knowledge, we can expect some standards regarding student knowledge, attitude, and practise regarding CPR and ECC. Every day, they witness life-threatening situations in hospitals and on the streets, and if they are not trained in CPR and ECC, it will be a social disaster. This research paves the way to implementing a regular training programme regarding CPR and ECC among nursing teachers.

Conclusions

This survey reveals that nursing teachers do not have adequate knowledge regarding CPR and ECC and it will affect the students behavioural outcome regarding CPR and ECC. Hence, authorities should take immediate action to implement a training programme regarding CPR and ECC as per the latest guidelines of AHA.

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