# A Study To Assess The Effectiveness of Video Assisted Teaching Versus Demonstration Method of Cpr, In Terms of Practice Among Bsc Nursing Students in Selected Colleges of Nursing in District Pulwama.

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ABSTRACT :

**Title:** "Assess the effectiveness of video assisted teaching versus demonstration method of CPR, in terms of practice among B.Sc. nursing students."

**Objectives:** Assess and Compare the practice scores of CPR among BSC Nursing students.

**Material and Method:** A non-experimental comparative research design is used in this research study. A Purposive sampling technique was used. Total 100 samples were included in the study. Checklist was used to asses and comparepractice scores regardingCPR. Thecollecteddata were analyzed by using descriptive and inferential statistics and Chi- square test was used to associate the demographic variables with practice score.

**Result:** The findings revealed that, 21(42%) moderate practice level regardingCPR, 17(34%)are having inadequate practice and least number of sample are having adequate practice level. While as the practice level among the demonstration group major 21 (42%) are having adequate practice level regarding CPR 18(36%) are having moderate practice and least number of sample 11(22%) are having inadequate practice level among B.Sc.Nursing students of Dolphin Institute of Nursing Pulwama.

**Conclusion:** The majority of B.Sc. Nursing student"s among video assisted group are having moderate practice while as majority of students among the demonstration group are having adequate practice. Thus video assisted teaching should be used as to supplement the demonstration method, provide learners with additional resources and review materials.

**Keywords:** Assess.Effectiveness, Practice

## Introduction :

Cardiopulmonary resuscitation (CPR) is a critical skill for healthcare professionals, including nursing students, to master. Effective CPR practice can significantly impact patient outcomes in cardiac arrest situations. The American Heart Association (AHA) estimates that over 350,000 out-of-hospital cardiac arrests occur annually in the United States, with only about 12% of victims surviving to hospital discharge (AHA, 2020). Nursing students must be proficient inCPR skills to provide high-quality patient care. However, traditional teaching methods may not be sufficient to ensure deep learning and retention of CPR skills. The importance of CPR education is emphasized by the Accreditation Council for Nursing Education (ACNE), which requires nursingprograms to include CPR trainingin their curricula (ACNE, 2019). Despite this, nursingstudents often demonstrate inadequate proficiencyin performingCPR, which can lead to poor patient outcomes (Brito et al., 2019). Innovative teaching approaches are necessary to enhance CPR education and improve patient care. Cardiopulmonary [CPR] is a lifesaving technique useful in many emergencies, including heart attack or near drowning, in which someone"sbreathingor heartbeat has stopped.

## Need :

The need to investigate the effectiveness of video-assisted teaching for CPR education in nursing programs is evident. Despite the importance of CPR skills, nursing students often demonstrate inadequate proficiencyin performing CPR, which can lead to poor patient outcomes (Brito et al., 2019). Traditional demonstration methods may not be sufficient to ensure deep learning and retention of CPR skills. Innovative teaching approaches are necessary to enhance CPR education and improve patient care. The limitations of traditional demonstration methods are exacerbated by the high rates of CPR skills decay among healthcare professionals (Bhanji et al., 2019). Nursing students require engaging and interactive learning experiences to develop and maintain their CPR skills. Video-assisted teaching has the potential to address this need by providing a more immersive and interactive

learning environment. Overall, the need to investigate the effectiveness of video-assisted teachingfor CPR education in nursing programs is driven by the importance of CPR skills, limitations of traditional teaching methods, advancements in technology, and the need for evidence-based teaching strategies. By addressing this need, this study aims to make a valuable contribution to the field of nursing education and patient care.

## RESEARCH OBJECTIVES :

1. To assess the practice scores of B.Sc. nursing students taught by video assisted teaching and demonstration methods of CPR using practice checklist.
2. TocomparethepracticescoresofB.Sc.nursingstudentstaughtbyvideoassisted teaching and demonstration methods of CPR
3. ToidentifytheassociationbetweenpracticescoreofB.Sc.Nursingstudentswiththe demographic variables

### *ASSUMPTION*

Students may have good practice regarding demonstrated method of CPR

## RESEARCH METHODOLOGY :

**RESEARCH APPROACH**
Quantitative research approach was used.
**RESEARCH DESIGN**
Non experimental comparative design was adopted for the study.
**VARIABLES**
Practice regarding effectiveness of video assisted teaching verses demonstration method of CPR.
**SETTING OF STUDY**
Dolphin Institute of Medical Science and Technology Pulwama was selected as setting of study.
**POPULATION:**
The population selected for the study is BSC nursing students.
**SAMPLE:**
B.Sc. Nursing students: only those who fulfill the inclusion criteria.

**SAMPLE SELECTION CRITERIA:**
1. Students who can understand English language.
2. Students who are willing to participate.
3. Students who are present at the time of data collection.

**SAMPLE SIZE:**
A total number of 100 samples was taken for the study.
**SAMPLING METHOD**
Non probability Purposive Sampling technique was implemented for the present study.
**DATA COLLECTION TOOL**
A Standardized tool was selected on the basis of objectives of  the Study.
1. CPR Checklist
**DESCRIPTIONOFTHE TOOL**
The tool for data collection consists of 2 sections:
- Tool 1(Demographic Data)
- Tool 2 (CPR Checklist)

**TOOL I (DEMOGRAPHIC DATA)**
This tool is constructed to collect background information of the participants to be included in the study. It consists of Age, Gender, Educational Qualification, Fathers Qualification, Mothers Qualification, Fathers occupation and mother"s occupation.

**TOOL 2 (CPR CHECK LIST)**
This is a checklist that attempts to check the practice of selected sample the items of the
checklistaregiveninstatementformanditconsistsof19steps.Eachright answerscored 1 mark and incorrect response scored 0.Total score is 19.

**LEVEL OF PRACTICE WILL BE GRADED AS:**

| LEVEL OF PRACTICE | SCORE RANGE |
|---|---|
| GOOD | 15-19 |
| AVERAGE | 10-14 |
| BELOW AVERAGE | Below 10 |

## DATA ANALYSIS AND INTERPRETATION :

**Table1:Frequency and Percentage distribution of study subjects according to their demographic variables.**

| Characteristics | FrequencyandPercentagedistributionofSocio-demographic Variables | | | | |
|---|---|---|---|---|---|
| | Content | VideoAssisted (n=50) | | Demonstration(n=50) | |
| | | F | p | F | P |
| Age(inyears) | 20-24 | 26 | 52 | 25 | 50 |
| | 24-28 | 17 | 34 | 10 | 20 |
| | 28-31 | 7 | 14 | 15 | 30 |
| | 31-36 | 0 | 0 | 0 | 0 |
| Gender | Male | 25 | 50 | 24 | 48 |
| | Female | 25 | 50 | 26 | 52 |
| | Others | 0 | 0 | 0 | 0 |
| Educational Qualification | 12thPass | 35 | 70 | 31 | 64 |
| | Undergraduate | 15 | 30 | 19 | 38 |
| | Postgraduate | 0 | 0 | 0 | 0 |
| EducationStatusof Father | FormalEducation | 25 | 50 | 29 | 58 |
| | Primary Education | 20 | 40 | 17 | 34 |
| | SecondaryEducation | 5 | 10 | 4 | 8 |
| | Graduateorabove | 0 | 0 | 0 | 0 |
| EducationStatusof Mother | FormalEducation | 13 | 26 | 15 | 30 |
| | Primary Education | 27 | 54 | 25 | 50 |
| | SecondaryEducation | 10 | 20 | 10 | 20 |
| | Graduateorabove | 0 | 0 | 0 | 0 |
| FathersOccupation | Farmer | 20 | 40 | 32 | 64 |
| | Self Employed | 10 | 20 | 2 | 4 |
| | Private Employee | 15 | 30 | 12 | 24 |
| | Govt.Employee | 5 | 10 | 4 | 8 |
| MothersOccupation | Housewife | 25 | 50 | 20 | 40 |
| | BusinessWoman | 5 | 10 | 5 | 10 |
| | Private Employee | 15 | 30 | 20 | 40 |
| | Govt.Employee | 5 | 10 | 5 | 10 |

**Table 2: Frequency and percentage distribution of B.Sc. nursing students taught by video assisted teaching using practice checklist.**

| | VideoAssistedTeaching(n=50) | |
|---|---|---|
| *PracticeLevel* | Frequency | Percentage |
| *InadequatePractice* (0-6) | 17 | 34 |
| *ModeratePractice* (7-12) | 21 | 42 |
| *AdequatePractice* (13-19) | 12 | 24 |

MinimumScore: 0

MaximumScore: 19

**Table3:Descriptive statistics of B.Sc .nursing students taught by video assisted teaching using practice checklist.**

| (Mean±SD) | Mode | Median | Minimum | Maximum | Range |
|---|---|---|---|---|---|
| (12.4167±1.853) | 13 | 12 | 7 | 15 | 8 |

**Table 4: Frequency and percentage distribution of B.Sc. nursing students taught by demonstration using practice checklist.**

| | Demonstration(n=50) | |
|---|---|---|
| *PracticeLevel* | Frequency | Percentage |
| *InadequatePractice* (0-6) | 11 | 22 |
| *ModeratePractice* (7-12) | 18 | 36 |
| *AdequatePractice* (13-19) | 21 | 42 |

MinimumScore: 0

MaximumScore: 19

**Table 6: Frequency and percentage distribution of B.Sc. nursing students taught by video assisted teaching and demonstration methods of CPR using practice checklist.**

N=100

| | VideoAssistedTeaching(n=50) | | Demonstration(n=50) | |
|---|---|---|---|---|
| *PracticeLevel* | Frequency | Percentage | Frequency | Percentage |
| *InadequatePractice* (0-6) | 17 | 34 | 11 | 22 |
| *ModeratePractice* (7-12) | 21 | 42 | 18 | 36 |
| *AdequatePractice* (13-19) | 12 | 24 | 21 | 42 |

MinimumScore: 0

MaximumScore: 19

## MAJOR FINDINGS OF THE STUDY :

**Depiction of demographic characteristics**

- Majority 52% belonged to 20-24 years of age group in video assisted group while as in demonstration method majority 50% belonged to 20-24 years of age group.

- Male and female ratio were in equal proportion i-e 50% both in male and female in video assisted group while as in demonstration group majority 52% were females.
- 70% were 12th pass in video assisted group while as in demonstration group62% participants were 12th pass.
- 50% fathers of students are having formal education among the video assisted group while as in demonstration group majority 58% fathers are having formal education.
- Majority 54% mothers of students are having primary education in video assisted group while as 50% mothers of students are having primary education in demonstration group.
- 40%fathersofstudentsarefarmersinvideoassistedgroupwhileasindemonstration method 64% fathers of students are farmers.

**Findings related to Practice score of Participants in Video assisted teaching method of CPR**

21(42%) moderate practice level regarding CPR .17(34%) have inadequate practice level.12(24%) have adequate practice level

**Findings related to Practice score of Participants in Demonstration teaching method of CPR**
21(42%) adequate practice level regarding CPR, 18(36%) have moderate practice level 11(22%) have inadequate practice level

**Findings related association of the demographic variables with practice score of sample in video assisted teaching method of CPR**
age, Gender, Educational Qualification, Fathers Qualification, Mothers Qualification, Fathers occupation and mother"s occupation are associated with practice score.

**Findings related association of the demographic variables with practice score of sample in demonstration method of CPR**
Age, Gender, Educational Qualification, Fathers Qualification, Mothers Qualification, Fathers occupation and mother"s occupation are associated with practice score.

## Discussion :

Our studies are supported by a pre experimental study conducted by **Prateeksha Gurung**, **Salakha Mishra, Kavita Chandrakar,** to assess the effectiveness of structure teaching programmed on knowledge regarding CPR among BSc Nursing students. The present study show that 73.33% of students has inadequate knowledge 26.66% had moderate knowledge in the pretest where after the administration of STP, 43.33% had inadequate knowledge, 40% had moderate knowledge and 16.67% had adequate knowledge in the post test . Hence there was astatically difference between Pretest & Posttest level of knowledge regarding CPR.

The Researchers had conducted a visit to Dolphin institute of medical science and technology pulwama to analyze the effectiveness of video assisted teaching versus demonstration method of CPR, in terms of practice among BSC nursing students. After analyzing the data we have found that majority of video assisted group are having 21(42%) moderate practice level regarding CPR, 17(34%) are having inadequate practice and least number of sample are having adequate practice level. While as the practice level among the demonstration group major 21 (42%) are having adequate practice level regarding CPR 18(36%) are having moderate practice and least no. of sample 11(22%) are having in adequate practice level.

## Conclusion :

- This comparative study investigated the effectiveness of video assisted vs. demonstration method of teaching CPR among B.Sc. Nursing Students the result showed that demonstration method significantly improved CPR knowledge and skills.
- Demonstration method of teaching was effective as compared to video assisted method.
- Demonstration method provided a visual representation of CPR techniques making it easier for learners to understand and retain.
- 50% mothers of students are housewife in video assisted group while as housewife and private  employees are in equal proportion in demonstration group that is 40% are housewife 40% are private employees.

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