



A Study to Assess the Interprofessional Education on CPR Preparedness Among B.Sc. 2nd Semester Students in Selected Colleges of Pulwama District

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ABSTRACT

Background: Cardiopulmonary resuscitation (CPR) is a vital emergency procedure that provides oxygenation and circulation during cardiac arrest. It prevents irreversible brain damage and improves survival outcomes. Despite its importance, knowledge and preparedness among nursing students is often low. This study aimed to assess interprofessional education on CPR preparedness among B.Sc. 2nd semester students in Pulwama district.

Methodology: A non-experimental descriptive design was adopted. The study was conducted among 100 B.Sc. 2nd semester nursing students at Dolphin Institute of Medical Sciences and Technology, Pulwama. A self-structured knowledge questionnaire was administered. Data were analyzed using descriptive and inferential statistics.

Results: The mean knowledge score was 12.06 ± 2.101 , with a mean percentage of 40.2%. Majority of the students (89%) had below average knowledge, 11% had average knowledge, and none demonstrated good knowledge. Only type of house was significantly associated with knowledge scores ($p < 0.10$).

Conclusion: CPR preparedness among B.Sc. 2nd semester students was below average. Structured interprofessional education and CPR training programs are needed to enhance knowledge and preparedness.

Keywords: Cardiopulmonary resuscitation, Cardiac arrest, Interprofessional education, Nursing students

INTRODUCTION

Cardiopulmonary resuscitation (CPR) is an essential life-saving procedure consisting of chest compressions and rescue breaths. Guidelines are continuously updated by the American Heart Association (AHA) and International Liaison Committee on Resuscitation (ILCOR). CPR improves survival, yet studies indicate limited knowledge among nursing students. Interprofessional education is necessary to ensure preparedness during emergencies.

OBJECTIVES

1. To assess the knowledge regarding interprofessional education on CPR preparedness among B.Sc. 2nd semester nursing students in Pulwama district.
2. To find the association of knowledge scores with selected demographic variables.

METHODOLOGY

Research Approach: Non-experimental descriptive approach

Research Design: Descriptive design

Research Setting: Dolphin Institute of Medical Sciences and Technology, Pulwama

Population: B.Sc. 2nd semester nursing students

Sample: 100 students selected through non-probability purposive sampling

Tool: Self-structured knowledge questionnaire with 30 multiple-choice questions

Validity and Reliability: Tool validated by subject experts; reliability established by split-half method ($r = 0.7$)

Data Collection: Conducted in August 2024 with informed consent from participants

Ethical Considerations: Ethical clearance was obtained; confidentiality and anonymity maintained throughout the study

RESULTS

The study revealed that the mean knowledge score of students was 12.06 (SD \pm 2.101), with a mean percentage of 40.2%. A large majority of students (89%) had below average knowledge regarding CPR preparedness, while 11% had average knowledge, and none demonstrated good knowledge. Socio-demographic variables such as age, gender, father's occupation, mother's occupation, family income, and source of information showed no significant association with knowledge scores, except for type of house, which had a statistically significant association ($p < 0.10$).

DISCUSSION

The findings indicate that knowledge regarding CPR preparedness among B.Sc. nursing students in Pulwama district is below average. This aligns with similar studies conducted across India and abroad, which also reported inadequate levels of CPR knowledge and skills among students. Interprofessional education has been shown to improve teamwork, clinical confidence, and preparedness in emergency situations. Introducing structured CPR training programs, workshops, and simulation-based education can enhance both knowledge and practical competence in nursing students.

CONCLUSION

The study concluded that interprofessional education on CPR preparedness among B.Sc. 2nd semester students in Pulwama district was below average. Structured teaching and skill-based demonstrations are strongly recommended to improve CPR preparedness. Integrating CPR training in the nursing curriculum will significantly improve survival outcomes in cardiac emergencies.

ACKNOWLEDGEMENT

The authors express heartfelt gratitude to their research guide, the faculty of Ramzaan College of Nursing, and all the participants for their valuable cooperation and support during the study.

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