Effectiveness of Skill Training Programme on Paediatric Basic Life Support

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ABSTRACT

Introduction: Children’s in all setting fully excluding that those who have resuscitated if those have a cardiac arrest, Therefore its necessary to maximum number of expert to perform Paediatric Basic Life Support on children and consists of school teachers, medical, dental, nursing students. Who can play vital role in performing Paediatric Basic Life Support during emergency conditions, its life threatening condition for children such as cardiac arrest may be responded to within six minutes to retention of knowledge and skills become a key concern in all urgent conditions. Objective: In this to find out to assess the exiting level of Knowledge and Practice regarding Paediatric Basic Life Support among School Teachers, students of medical, dental or nursing etc. Methods: The data was explored on three online electronic database – Google Scholar, EBSCO and Medline, check the availability of reviews in this order. Results: The available literature refines to get 5 qualitative research studies which condition depicts that participants had inadequate Knowledge and Practice regarding Paediatric Basic Life Support. Conclusion: There is feature a critical issue about limited Knowledge and Practice regarding Paediatric Basic Life Support among participants so that need to establishment of Paediatric Basic Life Support training for all school teachers, medical, dental and nursing students.

KEYWORDS: Knowledge, Practice, Paediatric Basic Life Support, School Teachers, Medical, Dental or Nursing students.
1. **INTRODUCTION**

The art of restoring life or consciousness of one probably dead is called “resuscitation”. Paediatric Basic Life Support is one of the most important in play role for saving actions that improves the survival rates following cardiac arrest. It is a standardized procedure and goals at continue the vital organ functions until the natural cardiac function had to restore. It has been advocated by the American Heart Association (AHA) in 2004, to train all teachers, nursing students and other health personnel on Paediatric Basic Life Support, moreover, in agreement with the new updates guidelines of the International Liaison Committee on Resuscitation (ILCOR). It has been strongly advocated to include Paediatric Basic Life Support in nursing school curriculum. Recently recognition and treatment of sudden cardiac arrest improve survival rate for Paediatric Basic Life Support to sudden children assessment, activation of Emergency Medical Services and sudden of Paediatric Basic Life Support, including defibrillation, adequate ventilation and chest compressions. The training programme regarding Paediatric Basic Life Support started in 2015. American Heart Association (AHA) guidelines should be more important for increase skills and knowledge of School Teachers regarding Paediatric Basic Life Support.

2. **AIMS**

The aim of this review is to find the Effectiveness of Skill Training Programme on Knowledge and Practice regarding Paediatric Basic Life Support.

3. **OBJECTIVES**

To evaluate the effectiveness of skill training programme on Knowledge and Practice regarding Paediatric Basic Life Support.

4. ** METHODOLOGY**

**SEARCH STRATEGY METHODS**

The effectiveness of skill training programme on Paediatric Basic Life Support has selected as the area of appeal and a search was directed of the online data base – PubMed and Google Scholar and Medline to fetch quantitative research article published till 2019. Only English study has included. The search terms used in this review were effectiveness skill training programme regarding Paediatric Basic Life Support.
5. SEARCH STRATEGY

“Skill Training Programme (all fields) “Paediatric” (MeSH Terms) or “Paediatric” word (Text word) Basic (all field) “Life” (MeSH Terms) or Life (Text Word) and Support (all field).

6. TYPES OF INTERVENTION

Educational programme, planned teaching programme, skill training programme and structured teaching programme

7. TYPES OF STUDIES

Pre experimental, quasi experimental, retrospective observation, pre experimental, quasi experimental design.

8. TYPES OF PARTICIPANTS

Paediatricians, school teachers, health care personnel, post basic B.Sc. nursing students, degree college students

9. SETTINGS

Schools, Hospital, Academic institutions.

10. OUTCOME

The outcome of this narrative review is that effectiveness of skill training programme regarding Paediatric Basic Life Support among school teachers.

11. RESULT

Out of 5 articles 4 articles shows that Paediatric Basic Life Support related to skill training programme demonstrate that there was a significant knowledge and practice scores of school teachers so there was on exceptionally find out major change in school teachers performance level related to Paediatric Basic Life Support using SimMan versus Traditional Manikin.

1 of the article review is shows that school teachers have average knowledge regarding PBLS and significantly increased confidence in school teachers during perform Paediatric Basic Life Support on children’s.
12. DELIVERY OF INTERVENTION

The narrative review has been predetermined with the analysis of reviews related to the topic “Effectiveness of Skill Training Programme on Paediatric Basic Life Support” the search begin with keywords Knowledge, Skill Training Programme, Paediatric Basic Life Support. Online database which were used for the search of review was Google scholar, PubMed from the year 2014 to 2019. Initial search retrieved 85,500 articles over which 20,000 was selected manually and duplicates were removed and reviewed 800 articles for eligibility. 1200 articles were rejected because of duplication in two database. 776 more review were rejected due to unavailable of full content. So 5 studies were screened in quantitative synthesis.

PRISMA FLOW CHART

**IDENTIFICATION**

- Recorded identified through database searching
  
  \[n = 45,500\]

**SCREENING**

- Number of records screened after duplication
  
  \[n = 20,000\]

**ELIGIBILITY**

- Records screened
  
  \[n = 800\]

- Full text articles assessed for eligibility
  
  \[n = 24\]

- Full text articles excluded due to irrelevant content
  
  \[n = 742\]

- Additional records identified through other sources
  
  \[n = 0\]

- Records excluded due to exceed limitation of the year
  
  \[n = 25,500\]

(Rest of the articles excluded because they do not match with the study criteria)
# DATA EXTRACTION TABLE

A detailed description of studies

<table>
<thead>
<tr>
<th>Author and Year</th>
<th>Research Design</th>
<th>Findings of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanjeev. K.R, et.al June 2019</td>
<td>Retrospective observational study</td>
<td>In this study shows that 499 participants should have trained in structured teaching programme and 97.6% had good knowledge found and 2.4% had poor knowledge so that found the effectively providers and successfully complete Paediatric Basic Life Support regarding teaching programme among health care personnel.</td>
</tr>
<tr>
<td>Binkhorst .M, et.al May 2018</td>
<td>Pre – experimental study</td>
<td>During this study fifty eight paediatricians had selected by using convenience sampling technique and tool</td>
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</tbody>
</table>
A self-administered questionnaire or likert scale was used so that depicts 69% average knowledge about PBLS among paediatricians and 19% paediatricians had good knowledge about PBLS. In this study conclude that retention of PBLS skills appears to be poor amongst paediatricians so knowledge had enhanced.

Abdulvehab, F., et al. April 2017

Cross sectional Study

In this findings revealed that 42.5% of school teacher had got good knowledge regarding paediatric basic life support but 57.5% had no previous information about PBLS but 18% of school teachers had not known contact numbers for emergency situation. This study concluded that emphasized a critical issue that a majority of school teachers shows good knowledge about Paediatric Basic Life Support.

Kumar, A., et al.

Pre – experimental
Paediatric Basic Life Support was effectively conveyed information among college students so that findings depicts that 83.9% majority of lack of knowledge regarding PBLS among college students and lesser number of participants had 44.3% excellent knowledge, 2.1% participants in poor category after training its significantly expanded knowledge and practice of PBLS. In this concluded that the skill training programme on PBLS should be good method of conveying information by demonstration.

There was a highly statistically significant improvement knowledge of B.Sc. nursing students regarding PBLS. In this study findings revealed that B.Sc. Nursing students had 18.4% poor knowledge, 26.8% had good knowledge about PBLS. Its highly significantly improvement
13. SUMMARY OF FINDINGS

The available reviews was refined to get 5 quantitative studies.

➢ Out of 5 articles 4 articles shows that Paediatric Basic Life Support related to skill training programme demonstrate that there was a significant knowledge and practice scores of school teachers so there was on exceptionally find out major change in school teachers performance level related to Paediatric Basic Life Support using SimMan versus Traditional Manikin.

➢ 1 of the article review is shows that school teachers have average knowledge regarding PBLS and significantly increased confidence in school teachers during perform Paediatric Basic Life Support on children.

14. DISCUSSION

In this chapter discuss the main findings of the research study. The quantitative studies on the effectiveness of skill training programme regarding Paediatric Basic Life Support directed in differing countries such as India, Palestine, and Europe and presumed that Paediatric Basic Life Support has been successfully delivered to a large number of school teachers with high participant and very great acquisition

15. IMPORTANCE IN EDUCATION

Most of time school teachers experience a high level of apprehension about being associated with Paediatric Basic Life Support during perform basic life support on children into school due to lack of confidence in their knowledge and skills during managing cardiac arrest condition in children. So that Skill Training Programme regarding on Paediatric Basic Life
Support should be help to heightened their knowledge and skills of school teacher for efficient performed with confidence basic life support on children.

16. FUTURE SIGNIFICANCE
Skill Training Programme on Paediatric Basic Life Support build up school teachers with hope to improve their skill, knowledge and confidence levels with the task being performed.

17. LIMITATIONS
➢ Computerized database search was limited
➢ Review was Limited to only skill training programme
➢ Limited to last 5 years.

18. STRENGTH AND WEAKNESS

STRENGTH
➢ Article search was carried out on a significant criteria.

WEAKNESS
➢ Only 5 articles has included for data synthesis due to limitations.
➢ Meta- analysis was not done , only quantitative synthesis done for this reviews
➢ Skill training programme regarding Paediatric Basic Life Support related articles only focused

SUMMARY
This chapter deal with a review of literature on the problem statement. In this chapter mainly included area related to skill training programme and Paediatric Basic Life Support and narrative review.

CONCLUSION
The review concludes that Paediatric Basic Life Support has effectual conveyed to a large number of school teachers, health care personnel, paediatrician, and nursing students with great achievement and participants fulfilment. It is important for improved participants psychomotor skills and procedure skill with confidence.
REFERENCES


