



Enhancing CPR Training for Pregnant Women: A Comparative Study of Simulation and Film Screening Methods for Midwives and Emergency Nurses

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ABSTRACT

Introduction: Despite significant advancements in cardiac arrest prevention, this complication remains a critical global health issue and a leading cause of sudden death in many countries. Cardiac arrest during pregnancy presents a particularly complex clinical challenge. Given the paramount importance of effectively resuscitating pregnant women, this study sought to compare the impact of cardiopulmonary resuscitation (CPR) training for pregnant women using simulation versus video screening on the cognitive learning and skills of nurses and midwives.

Methods and Materials: This semi-experimental study employed a two-group pre-test-post-test design. Eighty-six emergency department nurses and midwives from the 9th Di Torbet Heydarieh Teaching and Medical Hospital participated, selected through available sampling and random allocation. Data were collected using a checklist and questionnaire and analyzed using SPSS statistical software. Descriptive statistics included Chi-square, Fisher's exact test, and independent t-tests. At the same time, inferential analysis utilized independent and paired t-tests for standard data and Mann-Whitney U and Wilcoxon tests for non-normal data.

Results: Both educational methods increased nurses' and midwives' cognitive and functional learning scores. However, the average changes in cognitive and functional learning scores were significantly higher in the simulation group compared to the video screening group ($p = 0.01$).

Conclusion and Discussion: The findings indicate that CPR training for pregnant women through simulation enhances nurses' and midwives' cognitive learning and skills. This method holds promise for training and retraining nurses and midwives in CPR for pregnant women.

Keywords: Cognitive training, Nurses, Pregnant people

