

スポーツ・健康系学部の学生に対する一次救命処置教育の効果に関する研究

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【目的】

本研究は、スポーツ・健康系学部の学生の一次救命処置に関する現状を明らかにするとともに、一次救命処置教育を行い、知識・情意に着目して、教育効果を明らかにすることを目的とする。

【方法】

はじめに、スポーツ・健康系学部、医療系学部、文系学部の学生 511 名に一次救命処置のアンケートを実施し、次にスポーツ・健康系学部の学生 49 名に一次救命処置に関するオンライン講習会を行った。教育内容は PUSH コース、構内 AED 配置場所の共有、心臓振盪の講義と心臓振盪・心肺停止時の映像共有とし、受講前、受講後、約 1 か月後にアンケートを実施した。

【結果】

スポーツ・健康系学部の学生は、一次救命処置に関する講習会への 3 回以上の受講は 35.1% であった。一次救命処置の知識として、心臓突然死に関する用語の認知が文系学部より有意に高く ($p < 0.05$)、一次救命処置の手順に関する知識と構内の AED 配置場所の 2 か所以上の認知が医療系学部、文系学部より有意に高かった ($p < 0.05$)。一次救命処置の情意は講習会への受講希望が 48.3%、一次救命処置への自信が 20.5%、現場で一次救命処置を実施すると回答した割合は 38.4% であった。講習会への受講を妨げる要素として、時間的制約や金銭的制約があげられた。一次救命処置教育により、知識・情意が 1 か月後まで有意に向上し維持した ($p < 0.05$)。

【結論】

スポーツ・健康系学部の学生は、他学部に比べ一次救命処置の知識は一定水準有しているが、講習会の受講回数や一次救命処置の情意が不十分であり、一次救命処置教育の必要性が示唆された。スポーツ・健康系学部の学生に対する一次救命処置教育は知識・情意が 1 か月後まで向上し維持した。一次救命処置教育の更なる教育効果の可能性として、金銭的制約と時間的制約に配慮した短時間かつ定期的な講習会開催が示された。

Effectiveness of basic life support education
for students from the department of Health and Sports Science

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[Purpose]

The purpose of this study is to identify the current understanding of basic life support among students of the department of Health and Sports science and examine the effects of educating these students about such support, focusing on knowledge and affection.

[Methods]

A questionnaire on basic life support was administered to 511 students from the departments of Health and Sports Science, Medical Sciences, and Humanities. An online course on basic life support was then conducted for 49 students from the department of Health and Sports Science. The content of the course included a PUSH course, sharing of AED locations on campus, a lecture on cardiac concussion, and sharing of video footage of cardiac concussion and cardiopulmonary arrest. The questionnaire was administered before, after, and approximately one month after the course.

[Results]

Overall, 35.1% of the students from the department of Health and Sports Science attended more than three lectures on basic life support. As for the knowledge of basic life support, the recognition of the term "sudden cardiac death" was significantly higher than that of the humanities faculty ($p < 0.05$), and the knowledge of basic life support procedures and the recognition of at least two AED locations on campus were significantly higher than those of the Medical Sciences and Humanities departments ($p < 0.05$). Regarding the affection for basic life support, 48.3% wanted to attend a training course, 20.5% were confident in basic life support, and 38.4% said they would perform basic life support at the scene. Financial and time constraints were cited as barriers to attending training sessions. Basic life support education significantly improved and maintained knowledge and affectivity up to one month after the course ($p < 0.05$).

[Conclusion]

Students from the department of Health and Sports Science had a certain level of knowledge of basic life support compared to students of other departments, but the number of times they attended training sessions and their affection for basic life support were insufficient, suggesting the need for related education. For the students from the department of Health and Sports Science who attended the basic life support course, knowledge and interest toward the field were maintained as reflected in the scores of the questionnaire scores one month after the course. For further improving the effectiveness of basic life support education, it is suggested that short and regular training sessions should be held considering financial and time constraints