

INNOVATIVE METHODOLOGIES IN THE TEACHING OF CARDIOPULMONARY REANIMATION: EXPERIENCE REPORT OF A UNIVERSITY EXTENSION PROJECT

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Abstract: Cardiopulmonary resuscitation is a set of actions adopted in a critical state of life. This way, adopting innovative methodologies for teaching basic life support techniques becomes crucial for good care. This work aims to report the experience of adopting innovative methodologies in teaching CPR in medical education as a tool that enhances learning.

Keywords: Song. Cardiopulmonary resuscitation. First aid. Innovation. Education.

INTRODUCTION

Cardiopulmonary resuscitation, or CPR, is a set of actions that must be adopted when the patient is experiencing cardiac and/or respiratory failure, a situation that can lead to serious damage and even death. This way, adopting innovative methodologies for teaching the basic life support technique is crucial, as it ensures easier memorization and consequently the correct implementation of first aid to patients with this condition.

OBJECTIVES

To report the adoption of innovative methodologies in teaching CPR during medical education.

Understand the importance of teaching the correct technique to perform CPR.

Understand how innovative methodologies can contribute to the correct application of CPR.

METHODOLOGY

During an extension project, one of its objectives is to teach the lay public how to approach pediatric emergencies. Therefore, in order to meet the demands of this public and bring the practice closer to what is recommended by the guidelines, it is necessary to review and update traditional methodologies.

One of the alternatives found was the musicalization of the rhythm to be followed in chest compressions, with songs known as Stayin' Alive or Baby Shark, tools that facilitate learning. Such music helps in moments of insecurity, facing a case of cardiorespiratory arrest, in order not to let nervousness get in the way of correct chest compression, thus maintaining a satisfactory rhythm (between 100 and 120bpm) and regular throughout the maneuver.

Comparing the effectiveness of the maneuvers before and after the musical assistance, the improvement in the quality of the applied technique is noticeable. This translates into patient survival, whether they are rescued by health professionals or even by the lay public.

RESULTS

Upon entering any healthcare course, students are taught how to proceed in cases where CPR is required. However, it is the different ways of approaching this subject that facilitate the use of the correct technique when indicated, especially considering the emotional factors involved, since it is a moment of extreme attention and precision in the execution of the acquired skills.

With the help of music that makes it easier to follow the rhythm of the CPR maneuvers, there is a gain in rescue effectiveness. In addition, this practice facilitates the dissemination of basic knowledge of first aid among lay people, an important measure for educating this population in health.

FINAL CONSIDERATIONS

Once the importance of innovative methodologies is understood for the correct teaching of CPR, it is evident that the use of such tools must be the reality in courses in the health area and in projects that aim to bring knowledge to other people in society,

since this teaching it takes place in a playful and fun way for the lay population through musicalization, which takes place through the use of songs known to most people, making learning even easier. It is, therefore, a very important tactic for reducing morbidity and mortality from accidents.

Thus, anyone, if trained and prepared, can provide first aid care, remaining calm and confident, and having a quick and safe approach as a basic principle.

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