INTRODUCTION
Cardio pulmonary resuscitation (CPR) is a critical component of basic life support (BLS) and the established first line of response to a cardiac arrest. CPR has the potential to save lives in life threatening emergencies.

CPR is a vital skill which must be mastered by all health care professionals. Dental students are concerned with treating disorders related to oral cavity and have less understanding about medical emergencies. But medical emergencies can occur frequently in dental setting and effective management of such situations is of paramount importance. Lack of training and inability to manage such emergencies can lead to loss of life.

Studies have shown that dental students have superficial knowledge of medical emergencies, drugs and equipments. Hence there is need for dental students to acquire more skills in emergency management of which BLS is one of the important skills.

BLS skills teaching should be targeted at these groups in acquisition of skills in order make best use of resources available.

Hence our medical school conducts BLS course for health care professionals, as these skills are essential for saving lives.

METHODOLOGY
Thirty two dental students who were unfamiliar with basic life support (BLS) Skills were considered for the study.

All participants were provided with the BLS study material 15 days prior to the course. The course was a four hour training program which included lectures and video demonstration followed by hands-on experience on the mannequins.

Participants were trained to acquire various skills including identification of cardiac arrest, Cardiopulmonary resuscitation (CPR) and use of automated external defibrillator (AED).

At the end of the training schedule, the participants were assessed using a check list which was based on American heart association(AHA) training module.

Evaluation of acquisition of cognitive knowledge and psychomotor skills was done by three anesthesiologists who were the trainers of the course.

RESULTS:
All of the 32 participants were dental students out which 15 were males and 17 were females. Out of 32 participants, 26 (81.2 %) performed all the check list actions and their skills were satisfactory.

In our present study the other 6 (18.7%) did not achieve 100% skills. Compared to untrained group, people with previous CPR skills, teaching methods were satisfactory.

DISCUSSION:
The fundamental BLS knowledge in dental students is very little. Compared to untrained group, people with previous CPR training were more likely to perform CPR.

Studies indicate that majority of health care professionals fail to demonstrate competent BLS skills. One of the attributes for this is non acquisition of skills during BLS training. In contrast, in our study majority (81.2 %) of dental students acquired the necessary skill at the end of the BLS training.

In the BLS course taught in our medical school a traditional interactive method was used initially to teach participants and later hands-on training within small groups led by skilled instructors, who can give individual feed back and advice was done.

In order to ensure better skill acquisition by all, video demon-
stratification and providing feedback on performance may be added to the teaching methodology which is shown to be more effective.5

Conclusion:
BLS is an established first line response to cardiac arrest. The present study shows that a combination of teaching methods including lectures, video demonstration and hands-on experience on the mannequin can be effective in acquisition of BLS skills in a previously untrained group.

REFERENCE