



**Effects of Augmented Feedback on Cardiopulmonary Resuscitation Skill Acquisition: Concurrent versus Terminal**

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**ABSTRACT**

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**Background:** While various approaches, methods, devices have been employed to foster maximum learning of CPR skills, researchers suggested external feedback as the crucial source for the improvement of these skills. **Purpose:** The purpose of this study was to find out the effects of augmented concurrent (AC) and augmented terminal knowledge of results (AT-KR) on cardiopulmonary resuscitation (CPR) skill acquisition. **Method:** The sample of 76 2<sup>nd</sup> year university students participated in the study. All study participants, who were determined to be eligible, completed a total of 4 hours of CPR training (2 hours a week). Immediately after the training, the pre-test (10 sets of CPR) was

administered to determine the participants' baseline CPR skill level. Participants were then assigned into three groups, control and two experimental groups (AC and AT-KR), according to their sex and baseline CPR skill level. Participants in the AC group received a simultaneous visual feedback during CPR practice; participants in the AT-KR group received printed report of their performance after they finished CPR practice; and students in control group received no feedback related to their CPR performance. Upon completion of intervention, effects of feedbacks were measured as CPR performance improvement at post-test relative to pre-test. **Findings:** Students in the AC and AT-KR group performed better in some ventilation and compression skills than the students in the control group. **Implications for Research and Practice:** Usage of advanced technical feedback devices were recommended to enhance CPR skill acquisition.

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