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Learning to Save Lives: Drivers and Detractors in Bls Education

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Abstract

This study explored the drivers and detractors influencing Japanese nurses' decisions to voluntarily participate in and retake external Basic Life Support (BLS) training. Using a qualitative descriptive design, interviews with eight self-funded nurses revealed three main themes: intrinsic motivation tied to professional identity, the impact of social and workplace influences, and the role of emotional reflection in reinforcing continuous learning. While commitment to patient care and peer encouragement served as key drivers, time constraints, financial costs, and limited institutional support were notable detractors. Findings highlight the need for supportive learning environments to sustain lifelong education and improve healthcare outcomes.

Keywords: Adult Learning; Intrinsic Motivation; Lifelong Education; Nursing Development; Professional Training