



Teaching methods of first aid knowledge in schools

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Abstract

For Romanian society and the education system after 1990, Health Education has a special relevance, especially on increasing health, increasing the quality of life, reducing some risk factors that lead to diseases, etc. From a public perspective, health is, due to its huge individual, but also social and demographic implications, one of the most relevant elements of government policies and strategies around the world. In the Romanian education system, teaching of first aid notions is of particular relevance, especially given that students / students from postgraduate courses urge qualified staff to organize such courses / activities. The paper presents the results of an opinion poll conducted among the students in the gymnasium cycle on the knowledge to be included in the Health Education discipline, but also the results of a questionnaire administered to the teachers, to doctors of some specialties (school doctors, specialists in medical emergencies, anesthesiology-intensive care physicians) who teach this discipline or who are involved in practicing practical activities with students. The school, through its moral authority, can make a substantial contribution to the transmission of this knowledge of student health education (with a strong emphasis on first aid) and has the ability to encompass and address, over time, to a high percentage of the population.

Keywords: Health, Education, First Aid

1. Introduction

Contemporary society - be it Romania or the rest of the world - is undergoing a series of transformations, with a profound and permanent character. We can mention the transformations from an economic, social, cultural, demographic, medical point of view, which, over time, can influence the evolution of individuals' mentality. As a pillar in the development of society, education should be a model of good practice in delivering health education and teaching major subjects such as acquiring and assimilating first-aid practice by the population.

From a public perspective, health is, due to its huge individual, but also social and demographic implications, one of the most relevant elements of government policies and strategies around the world (Cojocari et al., 2015: 163; Blândul, 2014:76).

The Health Education Curriculum has been developed in a modular fashion. "The modular organization aims to provide the user with a flexible basis for the implementation of the National Health Education Program in the Romanian School, within the curriculum at the School Decision (CDS)" (Ministry of Education, Research, Youth and Sport, 2007: 3).

Following a poll among the pupils in the gymnasium cycle in Bihor-Romania (337 pupils, both urban and rural), the issue of the content of health education revealed the increased concern of the students regarding first aid knowledge. The following situations, which we present hierarchically (Marinescu et al., 2017:241), have been recorded in the question, "What knowledge do you want to include in the Health Education discipline?" The following situations have been recorded, which we present hierarchically (Marinescu et al., 2017:241):

- the first place is: theoretical and practical notions on medical emergencies, about volunteering at the Mobile Emergency, Reanimation and Extrication Service (SMURD), the harmful influence of psychoactive substances, the hygiene of reproduction, the growth and development of the human body, the management of stress;
- second place: research and discoveries in the field of medicine, researches and discoveries in the field of medical genetics, recent medical researches;
- third place: notions about metabolic and genetic diseases, notions about infectious diseases, diseases of the digestive system, occupational diseases, mental hygiene, individual and collective hygiene;
- fourth, we record: healthy and ill man's diet, parasitic diseases, health legislation.

In conclusion, the students are concerned about emergency medicine, medical research in the leading medical sciences, human reproduction, as well as the harmful influence of psychoactive substances. We will continue to present the results of a questionnaire delivered to teachers and doctors on the need to teach first-aid knowledge.

2. Method

The sample of participants was represented by a consortium of 80 biologists, secondary and high school graduates, as well as graduates of the Master "Health Education", school physicians and doctors with emergency medicine or anesthesia and intensive care.

The questionnaire used is presented in the Annex. The wording of the questions was in line with the topic we approached. The questionnaire has a total of 5 questions, being

administered in one meeting, the time being one hour. Most items require open responses, thus offering freedom of expression on the probing of issues related to the place and role of teaching first-aid knowledge. The indirect / written inquiry / self-completion (self-administration) of the questionnaire was used. After motivating the subjects to apply the questionnaire, the necessary clarifications and recommendations were made on how to fill in the questionnaire, insisting on the importance of honesty and honesty with which answers are given.

3. Results

The first item of the questionnaire relates to students' preference for first aid knowledge teaching within Health Education, Biology, Tutor. Frequencies of answers are shown in figure no. 1.

- a. a great desire to save lives, help those in distress, etc. (50%);
- b. any citizen must master, practical, medical-emergency skills (25%);
- c. high incidence of road accidents lately, accidents at work, accidents in schools, road accidents, domestic accidents, etc. (18%);
- d. connections between some subjects: road education, civic spirit (5%);
- e. others (2%).

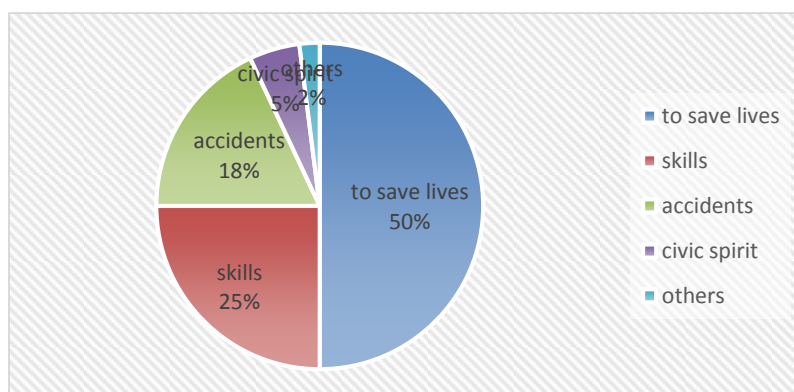


Figure 1. Frequency of responses to the reasons for students' preference for first aid knowledge

The second item refers to the communication on the place and importance of first-aid knowledge in the community and a modern society. The percentages of responses are shown in figure no. 2.

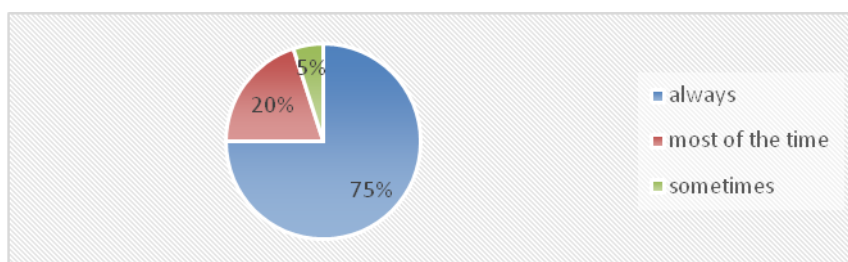


Figure 2. Frequency of site communication and the importance of first aid knowledge
The frequencies of the answers to the third item regarding the activities that are most relevant for the development of practical skills in the field of medical emergencies in pupils are presented in figure no. 3.

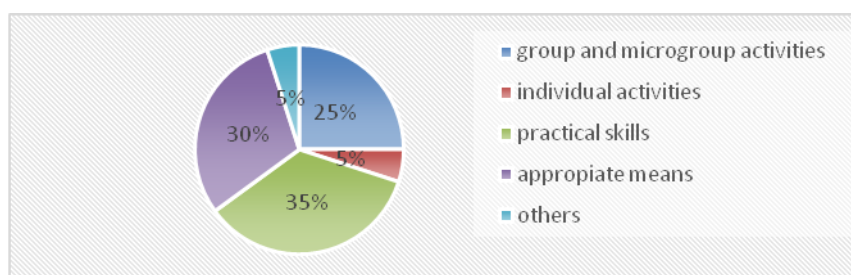


Figure 3. Frequency of answers on the most relevant activities for the development of practical skills in the field of medical emergencies, in pupils

Item four aims at identifying factors that positively and negatively influence the promotion of first aid knowledge. discipline, within the educational system of our country. The following results were obtained:

• Positive Factors:

40% - use of adequate education and medical technology in teaching - learning - assessment of first aid knowledge;

30% - accentuation of practical-applicative character in teaching - learning - evaluation of this knowledge;

15% - use of practical skills training lessons;

10% - Practical activities with students, in groups and micro groups, and participation in the "Healthy Sanitation" contest or other medical competitions;

5% - others. The other category refers to first-aid medical activities, visits to SMURD, or ambulance or even medical practices, conducted under the School-Other Program, or to achieve more extracurricular accruals on this topic.

• Negative Factors:

45% - use in teaching the mixed lesson;

25% - the absence of a laboratory equipped with medical equipment, of a medical office in each school;

15% - is based more on a theoretical-than-practical teaching-learning;

15% - do not apply interdisciplinarity and do not simulate.

Item 5 revealed question: "To what extent do you consider that your students prefer giving first-aid knowledge, compared to other taught knowledge?"

The following results were obtained: 60% "very much" or "much"; 38% "little" or "very little"; 2% "Not at all".

4. Discussion

Facing the National Program "Education for Health in the Romanian School" with the educational reality, with the priorities of the contemporary society, but also with the wishes of the students and the teachers (discussions with medical specialists), it is noted the necessity to bring some amendments regarding the contents (Ionescu, 2001:10), and the introduction of new content and the removal of others, which is a very important priority.

Building a systemic and clear image of educational disciplines is also achieved by identifying major topics of interest and organizing the content around them (Guțu, 2008:54). This is also the case for Health Education.

In the context of the current curricular reform, each teacher is given the freedom and responsibility in designing and organizing instructional and educational activities (Ionescu, 2003:19), given that the current programs are centered on goals / competences and not on content. Each teacher is required to have a well-built, system-wide systemic picture of the entire curriculum corresponding to one year of study in order to make the necessary correlations (Cucos, 2009:25). Building a systemic and clear image of educational disciplines is also achieved by identifying major topics of interest and organizing the content around them. The boundaries between educational situations are not obvious: there is an osmosis between them and a continuity that is hardly interrupted or surprising didactic. In fact, it is also one of the modern orientations in Didactics (Marinescu et al., 2017:245).

Both the pupils survey and the questionnaire administered to teachers, school doctors, emergency medical specialists, ATI, etc. there is a re-emphasis on the very preoccupation with teaching, learning and assessing medical emergencies in today's society. It is a necessity where the number of medical accidents, road, domestic, workplace is quite high. First aid courses should be organized with teachers of all specialties and with auxiliary staff in schools, at intervals of 2-3 years, with the issuance of certificates of competence.

Annex – Questionnaire

By expressing your own opinions in completing this questionnaire, you will contribute to the formation of a real image of the place of discipline Education for health in the education system of the Romanian school.

1) What do you think are the reasons why your students prefer to teach first-aid knowledge within the Health Education, Biology discipline?

2) Do you communicate to students the place and importance of introducing first-aid knowledge to the community and a modern society?

a. Always b. Often c. Sometimes d. Never

3) What activities do you consider to be the most relevant for the development of practical first aid skills for students:

a. group and micro group activities performed in lessons;

- b. individual activities performed within the lessons;
 - c. practicing the type of practical skills training lesson;
 - d. use of adequate teaching tools (medical utensils, dummies, medical kit, etc.) in the teaching-learning-evaluation process;
 - e. Other (Please specify)
- 4) What do you think are the factors that influence positively and negatively the promotion of the teaching of first aid knowledge within the education system in our country?
- 5) To what extent do you consider that your students prefer first aid teaching compared to other taught knowledge?
- a. Very much 4. Much 3. Less 2. Very less 1. Not at all

5. Conclusions

More formal and non-formal activities on this or other topics should be organized, for example: first aid for food poisoning, or in the event of drowning, electrocution, sunstroke, etc. Finally, it is worth welcoming the success of specialists in the medical and educational field, materialized in the fact that starting with the school year 2015-2016, national competitions of the "Little Sanitary" circles are organized at the level of the primary school.

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