

## Intersectoral working in schools between education staff and primary healthcare professionals.



### Case study description

Title of the initiative / case study	First aid and cardiopulmonary resuscitation workshop
Country / Territory	Villafranca del Bierzo, León. Spain.
Summary of the intersectoral initiative	<p>The initiative consists of a series of sessions with a theoretical and practical part, with the aim of teaching students, parents and teachers about accident prevention, first aid and cardiopulmonary resuscitation maneuvers.</p> <p>Different sessions were held depending on the age of the students. The youngest students from 3 to 6 years old were divided into groups and different topics were explained in different areas of the gymnasium: choking, lateral safety position, prevention of child accidents and prevention of sunburn. When all the students had passed through all the zones, they were placed in the center of the gymnasium and with the help of dolls and stuffed animals, they were taught cardiopulmonary resuscitation maneuvers with a song.</p> <p>The older students were also divided into groups and were rotated through the different explanation areas, but they were given more detailed explanations, adapted to their age. One stand was on choking and the Heimlich maneuver, another on lateral safety position and how to call the emergency services, another on cardiopulmonary resuscitation maneuvers and another on how to act in the event of a seizure. They then applied what they had learned with role-playing games and by performing the C.P.R. song and rap.</p> <p>For the group of teachers and parents, a theoretical talk was given to explain how to prevent and act in case of accidents and intoxications, wounds, burns, stings, seizures, and allergic reactions.</p> <p>Afterwards, a theoretical and practical workshop was held with training mannequins to learn how to act in case of choking, Heimlich maneuvers, CPR maneuvers and the use of a portable defibrillator.</p>
Focus of the initiative	Prevention and first aid
Goal and objectives Overall goals and	Around 30,000 cases of sudden cardiac death occur each year in Spain, and it is estimated that the chances of survival without sequelae after out-of-hospital cardiac arrest range between 5 and 10%. Adequate and rapid

specific objectives.	<p>action, until the emergency services arrive, is essential.</p> <p>In Spain, only 12% of the population knows cardiopulmonary resuscitation techniques (CPR), so first aid training is essential. It is interesting that this training is extended to the general population and one of the best ways to do this is to train school children from the lowest to the last grades.</p> <p>Childhood accidents are a serious public health problem, and they are the first cause of death in children between the ages of one and fourteen.</p> <p>Therefore, the objectives of these workshops are as follows:</p> <ul style="list-style-type: none"> <li>-learning to prevent and manage the main child accidents.</li> <li>-learn how to identify choking, how to act and how to perform the heimlich maneuver.</li> <li>-To know how to place an injured person in a lateral safety position, and to know how to make an emergency call.</li> <li>-Identify a cardiorespiratory arrest and know how to perform basic cardiopulmonary resuscitation maneuvers.</li> </ul>
<p>School setting</p> <ul style="list-style-type: none"> <li>- Age group of students covered (0-18)</li> </ul>	<p>3-6</p> <p>6-8</p> <p>8-10</p> <p>10-12</p> <p>15-16</p> <p>Teachers</p> <p>Parents</p>
<ul style="list-style-type: none"> <li>- Number of students in the school</li> </ul>	264 students participated at the workshops, including all the ages that were been imparted
<ul style="list-style-type: none"> <li>- Public (<i>no fees</i>) or Private (<i>pay fees</i>)?</li> </ul>	Public
<ul style="list-style-type: none"> <li>- Location</li> </ul>	Rural
<ul style="list-style-type: none"> <li>- Socioeconomic environment</li> </ul>	All types

<p>Description of the initiative</p> <ul style="list-style-type: none"> <li>- What was the driver to start the initiative? <i>Was it the pandemic, or something else?</i></li> <li>- From when to when</li> </ul>	<p>Nordic countries train their schoolchildren in emergency care maneuvers. For this reason, their rate of efficacy in saving the life of a patient in sudden cardiac arrest is over 70%.</p> <p>In Spain this rate is less than 10%. Spanish citizens reach adulthood without being trained to recognize CRA or to perform effective CPR. Royal Decree 126/2014 of February 28 obliges schools to include the teaching of first aid in the basic curriculum of Primary Education. But</p>
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<p>did the initiative take place? <i>Does it continue now?</i></p> <ul style="list-style-type: none"> <li>- Did it get funding? How was it funded?</li> <li>- What type of activities took place <i>e.g. health professionals seeing students or staff for consultations, health professionals training education staff, teachers training health professionals?</i></li> </ul>	<p>it is still not done neither in all schools nor in a regulated way. For all these reasons we decided to start first aid and cardiopulmonary resuscitation workshops.</p> <p>During the 2022-2023 academic year, 24 editions of the first aid and cardiopulmonary resuscitation workshop were held for children of different ages, teachers and parents. We would like to continue with these workshops in the next academic courses.</p> <p>As we have already explained, the activities carried out included talks and workshops about accident prevention, first aid and cardiopulmonary resuscitation. They were carried out by means of short theoretical talks, and put into practice by means of role-playing games, songs and the use of resuscitation mannequins.</p> <p>In addition, the teachers of the educational centers were trained to know how to react in the event of an accident in the educational center and were also taught CPR maneuvers and the use of the portable defibrillator.</p>
<p>Partners</p> <ul style="list-style-type: none"> <li>- Who are the partners involved?</li> <li>- Who are the education professionals involved in the initiative?</li> <li>- Who are the health professionals involved in the initiative?</li> <li>- Where are the health professionals located? <i>(e.g. In the school, in the community?)</i></li> <li>- At what stage/s did intersectoral work happen <i>(eg conceptualization, co-design, implementation or evaluation)?</i></li> </ul>	<ul style="list-style-type: none"> <li>-There were involved teachers, parents and health professionals.</li> <li>-Educational professionals: María Teresa Guzmán Cebrián (C.E.I.P. Toral de los Vados director), M. Eugenia Couceiro Merayo (I.E.S. Padre Sarmiento), M<sup>a</sup> Isabel Tahoces Díaz (C.E.I.P. San Lorenzo de Brindis director), María del Mar Torcal Sagredo (CRA Marcial Álvarez Cela), María del Pilar García Lomba (CRA Jimena Muñiz)</li> <li>- Health professionals involved: Andrés Bardón Carro (health emergency technician), M<sup>a</sup> de las Mercedes Blanco García (nurse), Isabel Casal Iglesias (R.N.I), Verónica Castro Alonso (Midwife. First aid workshop responsable), Santiago Fernández Colinas (nurse), Lorena Fraga González (nurse), Rafael F. García Yebra (family doctor), Ana María López Tejedor (R.N.I), Jérica Martín Marcos (family doctor) Caterina Minniti (family doctor) Francisco Javier Prieto Miguélez (nurse) Ana Isabel Rafael Castro (family doctor) Iván Antonio Ramón Insunza (nurse) Patricia Reguera Álvarez (nurse) Andrea Rodríguez López (M.R. I) Aroa Roldán Montero (R.N.I) Mireia Sevane Gómez (family doctor) Natalia Toral Lara (Family doctor), Marcos García López (health emergency technician), Antonio Muñoz Tíscar (health emergency technician), Yolanda Marqués González (nurse) Cintia Avilés Calo (R.N.I) y Mónica Voces Vega</li> <li>- The workshops were held in the school and high school gymnasiums during school hours.</li> <li>-The coordinator of health education activities contacted the school and high school principals to see if they were interested in the topic</li> </ul>

	<p>to be addressed, at what ages it could be given, where, and with what materials, etc. A working group was formed with the health professionals who were going to participate in order to prepare the workshops. The teachers helped the health professionals to carry out the workshops and to maintain order among the students.</p>
<p>Results of the initiative</p> <ul style="list-style-type: none"> <li>- What were the deliverables?</li> <li>- Can you give some examples of actions resulting from the initiative?</li> <li>- What do you think was the impact of the initiative, if any?</li> </ul>	<p>The experience has been positive, the children have learned how to stay calm in an emergency situation, they now know how to call the emergency services and explain what is happening, as well as how to act while the medical assistance arrives.</p> <p>The teachers are now more confident in dealing with small health problems that may arise during school hours, and they know how to perform Heimlich manoeuvres, CPR and use a portable defibrillator.</p>
<p>Evaluation of the initiative</p> <ul style="list-style-type: none"> <li>- Was the initiative evaluated? <span style="float: right;">If</span> <i>Yes - How, and by whom?</i></li> <li>- Name two things that went well.</li> <li>- Name two things that could be improved.</li> <li>- What were the main <u>barriers</u> to intersectoral working?</li> <li>- What were the main <u>facilitators</u> for intersectoral working?</li> <li>- What advice would you give to others who would like to do a similar initiative?</li> </ul>	<p>-The initiative was evaluated with a multi-response test, and a satisfaction test, both only answered by secondary students, parents and teachers.</p> <p>-On a positive note, in all the sessions that were given, the children, teachers and parents participated and collaborated a lot during the workshops. The impression of the health workers was positive, and the evaluations of the students through satisfaction surveys were also very positive.</p> <p>-The talks and workshops were all held on the same day, with no rest time between activities, and some children were so young that they could not maintain attention for so long (an hour and a half). It would be better to do some breaks or do different workshops on different days.</p> <p>-Other thing we could improve is to do some accident simulation, a few weeks or months later, to test their knowledge.</p> <p>- The most difficult thing was to agree with nurses, doctors, teachers and directors of the schools on which days to give the talks. There were a total of 24 sessions. In primary care we have many time problems, with a lot of overwork and stress. Most of the time we cannot do any activity beyond the care activity because we do not have time, and we do not have substitutes.</p> <p>-In order to carry out the workshops, it has been necessary the collaboration and involvement of the health professionals who have</p>

	<p>taught them, as well as the staff of the primary care center, who during the hours in which these workshops were given, had to take care of their consultations and to replace the colleagues who were giving the workshops.</p>
<p>Additional information if available:</p> <ul style="list-style-type: none"> <li>- Links to relevant websites</li> <li>- Link to / title of relevant articles</li> <li>- Other relevant resources</li> </ul>	<p><a href="http://www.rcpdesdemicole.com/index.php">http://www.rcpdesdemicole.com/index.php</a>  <a href="https://enfamilia.aeped.es/lecturas-recomendadas/guia-practica-primeros-auxilios-para-padres">https://enfamilia.aeped.es/lecturas-recomendadas/guia-practica-primeros-auxilios-para-padres</a>  <a href="https://www.aeped.es/sites/default/files/documentos/guia_aep-fm_prevenccion_lesiones_infantiles.pdf">https://www.aeped.es/sites/default/files/documentos/guia_aep-fm_prevenccion_lesiones_infantiles.pdf</a>  <a href="http://hdl.handle.net/10347/18895">http://hdl.handle.net/10347/18895</a>  Carrera, R. (2005). Primeros auxilios en la Educación Infantil. Soluciones eficaces ante situaciones de emergencia en el aula. Vigo, España: Ideaspropias Editorial</p>