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Development of a training program on first aid for teachers in general basic education centers

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DEGREE OF EXCELLENCE IN EDUCATION

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INTRODUCTION

Education at all levels of the system promotes comprehensive training in the students. This premise should also be directed towards teachers who are the those in charge of offering it.

Our education system encourages teacher training and professional development However, this professional growth is permanent and focuses only on content. Programmatic subjects, in the knowledge of other languages, focuses on techniques and strategies for teaching, in technological innovation; but it does not stop at one issue of utmost importance, such as the knowledge and practice of first aid.

Teachers at a general basic education center are exposed to situations on a daily basis. unforeseen events that happen to students, we're talking about fainting spells, epilepsy, injuries, blows, among others, and that in most cases, if not all, no action is taken to provide that initial care that could be vital to maintaining the quality of life of the students; either out of fear or lack of knowledge of the immediate procedures that should be applied.

As we know, students spend most of the day on campus with their teachers, which is why first aid training is essential for them the teachers and even all the administrative staff, that is, the entire community educational institution that has a direct relationship with students.

Therefore, training the teaching staff on this topic is a factor crucial to providing the student population with a safe environment and support in the face any accident.

It is essential to determine the accidents that often occur in the centers educational, to also understand their consequences, their impact and the techniques for to minimize future consequences. In addition, to identify the level of knowledge that they possess teachers on first aid.

This project consists of three chapters. The first chapter presents an overview. general of the situations or accidents to which students may be exposed in a staff due to daily interaction with other colleagues or the effusiveness of some, typical of Its stage. It details the line of research. The theoretical framework is presented in the second chapter. with the aim of guiding the investigative process based on background information and literature on the topic. The third chapter develops the action plan in a comprehensive way, along with the Methodological framework focused on training teachers in first aid as a prevention strategy.

FIRST CHAPTER
PROBLEM STATEMENT

1.1 Research line

The action project aimed at teachers has the objective of providing training to teachers of general basic education on first aid with the intention of provide them with the necessary tools to cope with risky situations that may arise This can happen to any member of the educational community, especially students.

Knowledge of first aid helps determine what actions to take in the event of an emergency. any emergency. It is extremely important to know how to use this tool to know what to do in any emergency. It can and cannot be done, since just as it can save a student's life, not applying it can also save their life. Doing it correctly can also complicate the risky situation.

Every educational center presents daily risk situations that warrant a rapid intervention to help minimize injuries or symptoms until the arrival of the medical assistance. Therefore, knowledge of first aid is not exclusive to health professionals, nor is it complex; since these are measures that provide physical and emotional support to the affected person.

This project is being implemented because the risks faced by students were observed. of general basic education and the protocol that is carried out before and during the call of Specialized staff. Students do not receive immediate attention because in the Educational institutions do not have trained personnel on this subject.

When schools talk about providing a healthy and safe environment, it's not just about... Reference is made to appropriate learning facilities, but also to to a space where feasible measures are taken to reduce any risk.

This situation motivates us to provide first aid training to the educators in the general basic education section as a method of prevention.

A questionnaire was administered to teachers of general basic education to determine the level of information they had about first aid.

This instrument consists of ten (10) questions related to the topic.

The following details are provided:

1. During your professional training, have you received training or seminars on the first aid?

   The educators stated that they have not received any training, only some information shared by teachers in the Physical Education area.

2. What is the protocol or logistics in your facility when faced with a risky situation?

   The teachers, for the most part, stated that the counselor or grade teacher is called. To arrange for the student to stay, the student's guardian is contacted. If the The parent/guardian is late arriving, so the teacher takes the student to a clinic for treatment. and if the case is serious, they wait for the ambulance.

3. Have you helped in emergency situations by giving first aid?

   The teachers stated that they have not been able to provide it because they do not know how. They have only offered moral support to those affected.

4. In the educational centers where you work, have you witnessed any accidents?

   The respondents stated that they have witnessed emergency situations in the schools where they work.

5. Are you aware of the various accidents to which they are exposed?

students in an educational center?

The teachers expressed that they believe they know some, perhaps the most common ones.

6. Do you have a general understanding of the human body?

The educators stated that they do know about the human body.

7. Do you know the characteristics of a fracture, a sprain, or a dislocation?

The educators expressed their lack of knowledge regarding fractures, sprains, and dislocations.

8. Do you know how to make a tourniquet?

The teachers stated that they do not know the technique to do it.

9. Are you willing to receive first aid training at the center?

educational during the opposite shift?

The teachers agreed to receive the training because they consider it necessary for the well-being and safety of its students.

10. Could you mention the emergency situations that have occurred most frequently?

frequency at the facility where you work?

The educators agreed that the most common injuries are wounds, blows, and fainting spells and seizures.

After analyzing the responses shared by teachers through the

The survey can determine the following:

Teachers in general basic education centers are unaware of the risks to that their students are exposed to daily in their environment. Similarly, they lack the basic actions to take in the event of any accident.

However, it was observed that although they do not offer first aid, they do provide it.
the necessary support in the emotional area.
Risk situations are ever-present, they are part of everyday life
And the teaching profession is no exception. These things happen unexpectedly, but
It is true that one must be prepared for them in order to provide immediate attention.
necessary and avoid complications.
In response to this result, an action plan was developed in the form of a practical workshop for the
training in which they will learn about the various risk situations to which
their students face challenges and the techniques for their proper and timely attention.

1.2 Problem statement

According to Law 34 of July 6, 1995, the level of general basic education includes the
The pre-primary stage is aimed at students aged 4 and 5, and the primary stage goes from
6 to 11 years and the pre-middle stage that takes place in students from 12 to 15 years old.
As can be seen, the students who attend a general basic education center
Depending on their age, they are characterized by being in constant motion and wanting to play.
constantly, for not considering the consequences of their actions, for not following instructions in
many cases. These behaviors often lead to accidents, and schools opt for
waiting for healthcare professionals because they don't know what treatments might be available
In those situations, the wound, the ailment, the injury can worsen during this waiting period.

Teachers of general basic education receive academic training, with
knowledge of teaching strategies and techniques, with an orientation towards the diverse
behaviors and character of the individual; but does not receive training or instruction on how
How to act in case of an accident or emergency that occurs at the school.

For this reason, it is considered necessary to train the teaching staff on fundamental aspects related to first aid in order to provide the necessary assistance.

Analyzing the above, the following question arises: What is the knowledge basic first aid skills that teachers of general basic education should possess according to the needs of their school environment?

1.3 Research Objectives

1.3.1 General objective

To train teachers in general basic education centers on the first aid so that they can provide initial care to students who suffer any accident.

1.3.2 Specific objectives

- Identify the risk situations to which students are exposed general basic education.

- Promote teamwork as a strategy to achieve a common benefit.

1.4 Hypothesis

The knowledge of first aid among teachers of general basic education is a a determining factor in the safety of the school environment.

SECOND CHAPTER

THEORETICAL FRAMEWORK

2.1 Human body

An important aspect of first aid is knowing the human body.
since it is a complex organism of systems and organs. In this sense, the teacher must
to understand related concepts in order to be able to apply the first ones appropriately
aid.

The structure of the human organism is divided into organ systems or regions.
bodily. The regional division of the human body is presented in the somatic area and in the
main parts of the body. These body regions can be superficial and
skeletal.

The surface regions into which the human body is divided contain structures
anatomical features of the locomotor system that present skin deformities and that have to do
with bones, joints, and muscles, important elements in support and balance
of the human skeleton.

The human body definitely possesses a structure that allows it to perform
movements, actions and knowing it facilitates the solution of the situation in which, as beings
Humans must be confronted.

2.2 Fainting

Fainting is considered a temporary loss of consciousness. This can
This can be caused by dehydration, standing for long periods, or a sudden change in temperature.
posture or a strong, sudden shock can also cause fainting. Being in a... can also cause fainting.
In crowded places with little or no ventilation, stress is also one of the
main causes of this emergency situation.

The symptoms we can detect in a person who has fainted are, firstly, the loss of consciousness, a pale complexion, labored breathing, and the sweating.

When you encounter a person with these symptoms, you should not give them anything. to ingest, nor rub on it any kind of refreshing liquid, much less allow the crowd of people in the place.

2.3 Fractures

A fracture is a partial or complete break in a bone of the human body. It's a topic delicate, because if you don't know the correct way to maneuver at the moment, you shouldn't move to the affected person.

Fractures can be open, characterized by the ability to see the bone. because it has come out or because the wound is very deep and allows the bone to be seen through She, and it could be a closed fracture, which is one in which the bone breaks, but doesn't... It can be observed with the naked eye because the skin does not allow it.

Fractures are caused by excessive force on a bone, greater than it can withstand. withstand. These fractures can usually be caused by direct blows to the body, falls or traumas.

2.4 Wounds

Wounds are injuries that open the skin or other body tissue; that is, an alteration on the skin. These types of emergencies are very common; most are not serious, but they are They require meticulous care to avoid infections in the area.

Injuries, depending on the object that caused them, can be:

- Cutting
- Sharp
- Confusing
- Due to tearing
- By scraping

Based on their depth, they can be:

- Superficial
- Deep
- Penetrating
- Piercing

When providing first aid to people with injuries, it is necessary to

Consider whether the wound is superficial or deep, whether it is contaminated or not, and whether it is a open or closed wound, if the object has remained inside the body by then

apply it properly.

2.5 Bites

Bites are injuries or wounds caused by the teeth of an individual or a

animal. Bites can cause wounds ranging from a simple superficial scratch to

a deep wound that causes severe infection from bacteria that pass from the mouth

from the animal to the affected person's skin; often this bacteria or poison passes into the body

This can result in allergies for the affected person.

The person who is going to give first aid in cases of bites must perform a deep cleaning not only to prevent infections but also to help the rapid wound healing.

The injuries caused by these emergency situations can be categorized as follows: injuries from the toxic effect of the venom, the wounds caused by the bite itself and side effects such as allergies.

2.6 Asphyxiation

Asphyxiation is the inability to breathe. It often occurs when a A medium-sized object is located in the airways and does not allow the passage of oxygen.

If air to and from the lungs does not have free passage, the brain stops receiving the oxygen. This type of choking asphyxiation becomes aspiration asphyxiation, which This is the most common case in educational centers.

The symptoms that indicate a possible case of asphyxiation are shortness of breath, difficulty speaking, the body takes on a bluish color, the body becomes flaccid, It usually supports the throat, among other things.

People who encounter cases of asphyxiation should apply the technique of The Heimlich maneuver, which seems simple but must be performed with caution, is mentioned. abdominal compressions to force the airflow upwards through the trachea and from the diaphragm so that the object in the trachea is expelled through the mouth.

2.7 Bruises

Bruises are caused by the action of an external force that leaves bruises on the skin without needing to open it. There are three classifications of contusions according to their Of particular importance is the simple contusion that causes reddening of the skin. without major effects, the first-degree contusion does break the capillaries of the skin leaving clumps of blood on it, the second degree contusion occurs with the accumulation of blood in the subcutaneous cellular tissue and produces inflammation in it and Third-degree contusion, which involves the death of skin tissue due to lack of nutritional aid.

Treatment for bruises involves applying compresses, ice, and rest. the affected area; however, if the contusion is more extensive, the affected person should be taken to a hospital. so that you receive the appropriate care for your case. It is important to pay attention to these emergencies. Even if there is no trace of blood, the blow received could cause tendon damage. muscles or other organs, leading to internal bleeding that would complicate care.

2.8 Seizures

Seizures consist of a sudden change in behavior caused by due to excessive electrical activity in the brain. Depending on the part of the brain. If the body is affected, various symptoms may be observed. Some seizures cause fainting spells with spasmodic episodes. However, others only experience episodes of A fixed gaze that may pass as normal behavior to others.

Most seizures end after several periods of time. But It is important to be attentive and provide the necessary help so that the person does not Avoid injury from nearby objects, do not swallow any liquids, and ensure you have enough oxygen.

which requires. Therefore, the fundamental thing is to protect the affected person, to prevent the victim from being injure her, protecting her from a fall and laying her down on the ground in a safe area. It is a a risky situation that causes some fear due to its characteristics, however if He handles the methods for his treatment well and can support the person in a appropriate.

CHAPTER THREE

PRACTICAL PROCESS

3.1 Project Type

The project to train general basic education teachers on the first Aid is an action project that addresses a specific situation through practice to transform and improve it. Similarly, it is an educational project that includes members of the educational community who make the achievement of a program possible of strategies to improve quality in the school environment.

3.2 Action Plan

Every project involves steps that contribute to achieving its objectives and allow it To define its effectiveness. To put the training of educators into practice. Regarding first aid, it is necessary to plan and then carry out the action. observe what has been developed, reflect or analyze it, and finally, make decisions.

3.2.1 Planning

The problematic situation that has captured the attention of the teaching staff is presented. It is carried out to carry out a kind of diagnosis that allows explaining with solid and evident arguments the situation affecting the educational community. Educators analyze the diagnosis and They determine the urgent need they have regarding the issue of first aid.

Accidents or emergency situations in educational centers are a reality of which no one escapes, since they usually happen unexpectedly. In many schools these The situations haven't escalated to major consequences, but it's crucial that the body Teachers should be trained in first aid. For this reason, it has been observed that teachers of General basic education requires first aid training in order to be able to offer the primary care that the affected person needs until they receive medical support.

3.2.2 Execution

Executing the action refers to bringing each of the tasks to fruition.
planned to address the problem defined from the beginning of the project.

The action is the training that educators in general basic education receive.
about first aid that will help them treat injuries, ailments or conditions
as a result of security incidents and will contribute to achieving effectiveness in care.

The execution of the project is established taking into account how complex it may be.
global theme of first aid for teacher learning, so that the
shared information reaches and remains with each person so that they can put it into practice in
at a given moment.

3.2.3 Observation

The observation process is established after the action has been initiated with the purpose
to analyze whether the expected changes are actually being perceived. This observation is made at
through an instrument called a checklist in which the aspects are recorded
observe in a parallel with the observed behaviors.

3.2.4 Analysis

This step is very important within the action plan, as it is the one that allows
To reflect on and study the results obtained from the action. The achievement of the
purposes through a kind of anecdotal notebook in which the elements are noted
most outstanding aspects of the process.

3.3 Strategy

The strategy is based on the transmission of knowledge focused on the
The presentation of information accompanied by modeling is also important.

guided practice, either individually or in a team.

As it is an educational project, teamwork is essential; therefore, the

Developing activities jointly helps to achieve goals for the benefit of all.

common and, of course, each participant benefits from the other.

The information shared is done through the support of literature obtained from books,

magazines and videos that facilitate interaction between participants and the updating of the

this.

The strategy should not only be aimed at sharing information on the topic, but also

also to awaken the desire to learn something new every day, to promote teamwork

The team is already fighting for the proper functioning of the educational center since everyone is part of it

of this.

3.4 Work plan

This project is implemented on Fridays from 1:00 pm to 6:00 pm

for teachers who work the morning shift and from 7:00 am to 12:00 pm. for those who

They work the afternoon shift.

The topics included in the project structure are as follows:

a. Organizing a first aid kit (what it is, its importance, what it should contain)

b. The human body (recognition of body parts)

c. Fainting (how to act in this situation)

d. Fractures (differentiate between types of fractures and recognize the appropriate treatment)

e. Wounds (how to treat these cases following the appropriate measures)

f. Bites (identify the types of bites and the action to take)

g. Choking (how to perform the Heimlich technique)

h. Bruises (what actions to take to deal with bruises)

i. Seizures (what measures should be taken to treat these emergencies)

CLASS 1

SPECIFIC OBJECTIVE: To organize a first aid kit properly and manage its use correctly.

Topic Development

It begins with an explanation of the functions of a first aid kit, its importance, and the elements that it must have to provide a quick response to any incident in the work environment.

A first aid kit is an effective tool for dealing with emergencies in close-up until professional attention is received.

When explaining this topic, videos and the physical first aid kit are used so that they to make it easier to understand the information transmitted.

Perhaps at first the content is a little complex, but through communication direct contact with each of the participating teachers in answering their questions, can achieve the required understanding.

When the participant observes the functionality and applicability of a first aid kit in health of its students will be willing to keep one in each of its classrooms.

This first phase of the training is the motivational part; it's the part where each The teacher recognizes their degree of responsibility for the safety of the school environment, therefore It begins with this topic, which corresponds to the team, to offer a quick solution to affected.

The information shared in this phase will be useful to teachers not only for their school educational, but also for their family environment.

CLASS 2

SPECIFIC OBJECTIVE: To recognize, in a general way, the parts of the human body to correctly determine the location of an injury or ailment.

Topic Development

This session begins with a general explanation of the parts of our anatomy. It is important that teachers know some relevant aspects of the human body before to fully enter into the identification of its parts.

After the introductory section, a human skeleton is used to go into detail about the various parts of the human body, specifically the upper and lower limbs of This. Subsequently, the dynamics of recognizing these parts in the skeleton are carried out and in their own body to achieve a more direct contact with the information.

Participating teachers are asked to share their opinion on the importance of Understanding the human body as a determining factor for providing assistance in a case of emergency.

Before the session ends, a group game is played in which everyone must Working with the parts of the human body until assembling the complete skeleton. This activity In addition to reinforcing knowledge on the topic covered, it will help with teamwork; that the health and safety of students is a team effort of each educational center.

CLASS 3

SPECIFIC OBJECTIVE: To identify and apply first aid in emergency situations

fainting spells.

Topic Development

Fainting spells are common occurrences in these elementary schools.

This can generally be due to skipping breakfast, stress, etc. Therefore, knowing how to deal with it is important.

Being prepared for these emergencies is vital for every teacher.

The session begins with an overview of the most common causes of fainting and

the techniques for treating them.

Teachers commonly tend to place a person who has fainted.

alcohol, to give it a breeze for better ventilation, among other things. In this session, the following occurs:

to learn in detail the processes for resuscitating the affected person.

A video is used that explains how fainting spells usually occur and how to respond.

answer to them.

The teachers then form groups to dramatize various scenes from

fainting spells and being able to observe how teachers apply what they have learned about the topic.

The mechanics of dramatization are important to awaken that sensitivity in them.

by other people when they have contact with their colleagues.

CLASS 4

SPECIFIC OBJECTIVE: To determine the actions to be taken according to the types of fractures.

Topic Development

This session begins with a dramatization of the topic. Teachers are asked to organize yourselves into teams and discuss how you would help that student who just... fracture.

This technique is used to determine if educators have any understanding of the techniques for treating fractures.

Following the activity, and taking into account the results, the process is explained step by step. What is the appropriate measure to address these cases?

Similarly, the proper way to immobilize the affected person and the necessary care are presented. that should be taken into account when transferring him from the educational center to a place to receive professional attention.

After sharing all the information, the teachers are asked to individually Apply the technique to treat fractures.

CLASS 5

SPECIFIC OBJECTIVE: To understand the process of immediate care in situations of wounds.

Topic Development

This session explains how to treat the various wounds that may occur. Students. It is known that superficial wounds are easy to treat, but those those that have some level of depth cause fear and even to a certain degree disgust because of the amount of blood that flows from it.

Knowing this, the first thing to do is to eliminate or minimize this fear of Provide the necessary care. Afterwards, the logistics for offering the assistance are explained. Given this situation, the importance of asepsis and the withdrawal process are discussed. from an object embedded in the skin, from the application of cold compresses to alleviate the pain of the affected person. And finally, work is done with the indications for the treatment of hemorrhages.

To apply what has been learned, three people are used and some type of red-colored substance to simulate a wound. Then the teachers, working in teams. They then proceed to put into practice the measures learned in this session. This working method It helps them to support each other in the face of any weakness.

CLASS 6

SPECIFIC OBJECTIVE: To provide first aid in cases of bites
any type.

Topic Development

General basic education centers located in areas with some vegetation
Those in the surrounding area are more exposed than others to cases of bites.
This session involves showing videos of different types of bites and their effects.
treatment to follow.

The technique used in this session is teamwork; the facilitator presents
Images of bites and the team present the tools and techniques of
first aid that I would use in each case, according to the information shared through the
video and the speaker's explanation.

As the facilitator presents their helping strategy, they share it with the rest of the group.
from the teachers if this is the appropriate one for the type of bite or if another should be used; of this
In this way, everyone feeds off the content and in the end they handle the same information.

CLASS 7

SPECIFIC OBJECTIVE: To manage the technique for attending to cases of asphyxiation.

Topic Development

This session is extremely relevant since the topic of asphyxiation can be a bit... complicated.

It begins by sharing fundamental aspects of asphyxiation; by this we mean that This means explaining its causes and symptoms through slides and the participation of facilitator.

Then the dramatization of hypothetical suffocation situations continues in different people and the Heimlich maneuver is explained to each one by the facilitator.

Next, each teacher is asked to perform the technique to verify the correct development of this, since improper use of the maneuver can cause other major discomfort and greatly affect the person being treated.

It is important that each teacher takes the test, since many of us claim to know the technique; but sometimes the implementation is not correct and it is not healthy to remain with misconceptions or doubts when it comes to health.

CLASS 8

SPECIFIC OBJECTIVE: To apply first aid for contusions.

Topic Development

This session begins with the following question: What do you do in a given situation?
of a student's contusion? Most likely the answers will be that they put some
type of menthol on the affected side, using menthol or alcohol, putting ice on it, among others
others.

The truth is that it is essential to know the correct and immediate process to follow in order to be able to minimize the pain felt by the affected person and treat the contusion.

In this session, the facilitator shares slides about the various types of contusions.
She presents the part of the body where it is located. She explains each one with its characteristics and its treatment so that teachers can compare their prior knowledge on the subject
with the reality of the information.

Then the facilitator selects five colleagues from the group of teachers to simulate
those with bruises and the rest should attend to them following the guidelines of the speaker
He shared with them.

The facilitator gives the teachers themselves the opportunity to evaluate whether the technique
Was the one used by your partner correct or not? If negative, how should you perform it?
that it is effective.

CLASS 9

SPECIFIC OBJECTIVE: To manage the techniques for treating seizures in the students.

Topic Development

This is another session with a very important topic: seizures are not situations that They are not taken lightly. Seizures require special attention and precise care. to avoid further aggravating the situation for the affected person.

Teachers have surely experienced this at some point during their workday work-related and it has caught his attention, because a seizure is an uncontrollable movement, it is a kind of tremor throughout the body caused by a sudden alteration of the brain activity. This risky situation causes nervousness among those involved. They find them around and often don't offer help out of fear or because they don't know what to do. to do in these cases.

The facilitator begins the session by explaining the causes of seizures and their consequences through a video. After this, proceed to exemplify how to address to a person who is having a seizure. The exercise is repeated several times so that the Teachers should be clear about the special treatment that should be given to these cases.

Then several drills are carried out with people not enrolled in the course so that everyone teachers have the opportunity to provide first aid and gradually increase the number of first aid supplies. necessary corrections to stabilize the affected person.

CLASS 10

SPECIFIC OBJECTIVE: To reinforce the knowledge acquired during the sessions previous ones related to first aid.

Topic Development

This final session is to consolidate the knowledge and information shared so that the application of first aid in risk situations.

The facilitator then asks the teachers questions related to the topics. worked on. It also presents different simulations of risk situations so that the Educators working as a team provide the requested care depending on the emergency.

In this way, the facilitator can verify if the course really had the impact It was desired and fulfilled the objectives of training them in first aid. If the results are poor, teachers will need additional support because the issue of First aid in schools is essential to achieving

CONCLUSIONS

First aid consists of techniques that are provided when there is an accident or some other type of emergency. emergency procedures. They are not very easy to implement, but if you know the different risks and their Treatments can save a life; since needs vary and with knowledge

In first aid, one can stabilize, reduce pain, and calm anxiety and

nervousness of the affected person until the arrival of the appropriate personnel.

Teachers in general basic education centers experience situations on a daily basis of risks with their students and perhaps in those cases the adrenaline of the moment won't Allow for reasonable action. However, if you have the training and education

Working with officially recognized staff, they will feel safe and can make the right decisions. more accurate decisions in response to emergencies.

The diversity of accidents or health problems that students face

During their daily classroom activities, they make first aid training more

which is necessary because of the physical integrity and health of students in the educational center It should be our priority.

RECOMMENDATIONS

Properly executed first aid techniques allow for safe and effective care.
and effectively address any risk situation that exists in an educational center. Therefore, the
Teacher training on this topic is of utmost importance to achieve an environment
reliable school.

Educational institutions should promote this type of training for their staff
not only as a strategy to provide a safe environment, but also as strategies
of working together to achieve set objectives.

Similarly, after receiving first aid training at the centers
In educational settings, it is recommended to organize brigades to be responsible for informing.
to practice and update the educational community on everything related to the topic so as not to
losing practice when facing an emergency situation.

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