

Chapter 3

THE EFFECT OF THE LEARNING TYPE ON THE BASIC AND ADVANCED LIFE SUPPORT EDUCATION GIVEN TO FIRST AND EMERGENCY AID PROGRAM STUDENTS

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INTRODUCTION

The main purpose of health care education is the practical learning of students by doing and experiencing. Therefore, applied teaching has become an indispensable element of educational programs (Görgülü, 2002). The criteria that determine the adequacy of education are the integration of theoretical knowledge and practice, and the students learning by doing and living in laboratories organized with appropriate materials in the educational environment and then in the application fields. According to the Emergency Health Services Regulation, “It is the whole of the services provided by the teams specially trained in emergency health services during the transportation to the scene and hospital with the support of medical tools and equipment (Turkish Ministry of Health, 2000). Qualified human resources are undoubtedly required in the provision of qualified health services. However, the phenomenon of learning by doing and experiencing is the technical infrastructure, from time to time due to the lack of “medical equipment support”.

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students with the competence level to work in the field of pre-hospital emergency health services. The results obtained from this study showed the effectiveness of BLS and IDD training given on a theoretical and demonstration basis. According to Mann-Whitney U Test results; a statistically significant difference was found concerning BLS pre-test and post-test mean scores of formal and secondary education students ($p < 0.05$) (Table 3). Similarly, according to Wilcoxon Test results, there was a statistically significant difference in ALS pre-test and post-test mean scores of formal and secondary school students ($p < 0.05$) (Table 4). Similarly, with this study, Tuna et al. (2017) found a significant difference between the pre-test and post-test scores of the university students studying in nursing, midwifery and emergency aid and disaster management departments. In another study conducted by Vural, Kosar, Kerimoglu, Kizkapan, Kahyaoglu, Tugrul, and Isleyen (2017), it was determined that CPR training given to nursing students increased their knowledge and level.

Conclusions and Recommendations

As a result; our findings suggest that BLS and ALS education given to the students of the first aid and emergency programs increased the knowledge level of the students. It is very important to provide BLS and ALS training during their education to be able to intervene more effectively in the cases that the first aid and emergency program graduates who will work in 112 (Emergency) units and Command and Control Centers within the scope of emergency services of public and university hospitals or pre-hospital emergency health services will encounter. The paramedic profession is a different occupation from other occupational groups, so the methods to be applied in education should be different. Permanent, up-to-date information and practice on BLS and ALS during the years they have chosen and maintained their profession; repetitive training should be evaluated and knowledge and skills should be evaluated and behaviors thought to be incomplete should be eliminated. It is important to strengthen the infrastructures of the vocational schools of health services and to provide students with pre-graduate BLS and ALS education programs using interactive education methods (Dyson, et al., 2016). Thus, increasing the quality of education will contribute to the development of professional awareness and training of qualified students.

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