

Title: Evaluating the impact of staff education on asthma first-aid knowledge and first-aid skills performance in primary schools

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Abstract:

BackgroundImprovements in the knowledge and skills associated with Asthma First-Aid (AFA) have been highlighted as one of the areas which can be addressed to reduce the morbidity and mortality associated with asthma. AFA is required by a broad range of people especially those who look after children with asthma.To assess AFA training the skills required to treat an acute exacerbation of asthma should be assessed alongside AFA knowledge.PurposeTo explore AFA education in primary school staff by comparing the effectiveness of AFA skills-based scenario training to conventional asthma education given via a didactic oral presentation.MethodsNineteen primary schools (204 participants) were allocated to one of three arms, to compare AFA knowledge and AFA skills. Arm 1 underwent conventional asthma training, arm 2 underwent scenario based training and arm 3 had a combination of the two. Each participant was followed up at 3 weeks and again between 3-7 months after the first visit. ResultsAFA skills improved significantly from baseline for those study arms who recieved scenario based training (arms 2 and 3) and was sustained. There was a significant difference in AFA skills between study arm 1 (77.3%) and study arms 2 and 3 (91.5% and 91.1%) ($p=0.000$). After study arm 1 received the scenario-based training the mean skill score increased to 90% at visit 3 which was comparable to the other two study arms. AFA knowledge improved significantly in all study arms with no differences seen between arms. ConclusionScenario-based training was superior to conventional training for AFA skills. There was no significant difference in AFA knowledge with scenario-based training versus the conventional asthma training.