


THE IMPORTANCE OF FIRST AID EDUCATION FOR PRIMARY EDUCATION PROFESSIONALS: A LITERATURE REVIEW

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ABSTRACT

The present study is an exploratory literature review of qualitative character that aims to demonstrate the importance of first aid training actions for professionals working in early childhood education, as well as to verify the level of knowledge of these professionals on the subject. First aid is characterized as the initial conducts that can be performed by a spectator, not necessarily a health professional, with the objective of providing help to the person at risk of death to maintain vital functions with as little aggravation and impairment as possible, ensuring the maintenance of life while specialized help is available. In this context, first aid training aimed at professionals working in primary education has the potential to mitigate the serious or fatal consequences resulting from accidents, urgencies and emergencies with children in the school environment, so the relevance and pertinence of this study is justified. To this end, a bibliographic survey was carried out through consultations in the database of the journal Scientific Electronic Library Online (SciELO) and Google Scholar according to the terms "first aid", "early childhood education", "teachers" and "children". The results obtained pointed out that, by being trained in first aid, professionals can respond quickly and effectively to common emergencies in the school environment. It is concluded that, despite the Lucas Law, the first aid training of primary education professionals still does not have the necessary coverage to ensure the safety of

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children; This training has the potential to minimize injuries and deaths resulting from accidents and emergencies.

Keywords: First aid. Early childhood education. Health education.

INTRODUCTION

According to the health education guidelines, the level of knowledge of teachers in first aid and the implementation of emergency plans within the school environment is of great importance, thus allowing immediate help to students, health promotion, prevention of diseases and accidents among children and adolescents (FUNASA, 2007).

The object of this study seeks not only to demonstrate the lack of knowledge about the topic addressed, but also its importance. Because, as in other environments of collective coexistence, the school environment proves to be dynamic in terms of the sudden change of situation and experience. And such a change does not always refer to something positive. Because, as statistics point out, the school setting is constantly the scene of accidents and injuries, in which the need for knowledge and practice in first aid is latent (PEREIRA, 2019).

Circumstances where there is a need for first aid in schools are very common, especially in primary schools. And the lack of mastery and even basic knowledge about the subject, generates many problems such as omission of help or incorrect handling of the victim, which can lead to aggravation of the situation and even more disastrous and irreversible consequences, such as death, for example. Many lives can be saved, as well as possible sequelae and mitigated traumas. (RAGADALI FILHO; NERDILEI; IVONILDE et al, 2015).

First aid is understood as the set of measures used in extra-hospital environments aimed at helping victims of accidents or situations that put them at risk of death, with a view to recovering health and minimizing possible complications, until the arrival of the specialized service. In this sense, first aid is an initial approach that can be performed by a bystander, not necessarily by a health professional, with the objective of providing help to the person at risk of death, ensuring the maintenance of their vital functions, mitigating the aggravation and possible compromise while specialized help is available (POSSUELO et al, 2022).

Thus, first aid is the basic and immediate care given to the victim at the time and place of the accident, and quality care is essential, so that the knowledge of basic care by the general population is essential (AHA, 2015), especially people who deal with children on a daily basis, including professionals in the school environment, aiming to ensure the protection and protection of school-age children. According to the Statute of the Child and Adolescent (ECA), a person up to twelve years of age is considered a child and is guaranteed the right to freedom, understood in its broadest aspect, which encompasses communication and expression through speech and body, playing, exercising, having fun,

being happy, and not just seeking, but to receive refuge, help and guidance (BRASIL, 1990).

School-age children, in addition to all purity and innocence, draw attention for their characteristics of perspicacity and curiosity, however, unlike adults, there is a lack of perception of risks and dangers, often exposing themselves to threatening situations, causing adults great apprehension about the safety of the little ones. (TOSATTO; PORTILHO, 2013).

All the curiosity characteristic of age, combined with the body in formation, the nervous system still developing, motor aptitude and lack of perception of risks, makes them even more susceptible to accidents. Thus, the school presents itself as an important scenario when it comes to incidents and accidents involving children, in which it demands extra care and attention (FERREIRA; DE MEDEIROS; BONFIM et al, 2018).

In this context of freedom, curiosity and fragility, the need for protection in all environments is evident, especially in the school environment, since education, as well as health, in order to be provided in its entirety, has its educational process inalienable from care. Thus, the responsibility for the child's care, while permanently in the educational institution, becomes an obligation of the employees who are part of it (DE SOUZA, 2013). Regarding such care, the ECA says that

Art. 4 The guarantee of priority comprises: a) Primacy of receiving protection and help in any circumstances. (...) Art. 7 Children and adolescents have the right to protection, life and health, through the implementation of public social policies that allow for birth and healthy and harmonious development, in conditions worthy of existence (BRASIL, 1990, p. 11-12).

In view of the above, this work has the general objective of exploring the published scientific literature in order to deepen the knowledge of education professionals about first aid. And as specific objectives to verify, from the literature review, the level of knowledge in first aid of professionals working in early childhood education. As well as, to demonstrate the importance of health education actions on first aid for the training of professionals who work in early childhood education. Thus, it is essential to discuss the subject, to promote awareness and visibility based on the shortcomings and mistakes identified, as well as to promote health and education based on the actions that are necessary.

METHODOLOGY

The present study is a qualitative research, of the bibliographic review type that has the methodological objective of exploring first aid education for primary education

professionals, its importance and deficiencies. To achieve an understanding of the theme, the following research question was elaborated: What is the importance of first aid training for primary education professionals and teachers? Articles and/or books that answered the guiding question, through publications, texts, periodicals, on the importance of first aid education in children, the performance of teachers and primary education professionals.

Data collection took place from April to June 2023, through queries in the Scientific Electronic Library Online (Scielo) and Google Scholar databases. The research was carried out according to the descriptors registered in DeCS (Health Sciences Descriptors): first aid, early childhood education, teachers and children. Articles published in Portuguese in the period from 2016 to 2023, with a theme related to health education and care for accidents in the school environment, were included. Of the articles found, duplicates and studies that do not correspond to the objective of the research were excluded.

RESULTS AND DISCUSSION

THE IMPORTANCE OF FIRST AID KNOWLEDGE

First aid training for primary school staff is extremely important, as it can help save lives in the event of a medical emergency. Primary school employees, such as teachers, teaching assistants, coordinators, and administration officials, are often the first to notice when a child is in danger or needs help (OLIVEIRA; SOUZA; MARQUES; CRUZ et al, 2014). By being trained in first aid, these employees can respond quickly and effectively to emergencies, such as cardiac arrests, choking, seizures, asthma attacks, allergies, and other problems that can affect children (OLIVEIRA et al, 2014).

First aid training can also help reduce incident response time and minimize damage until emergency medical services arrive. Staff trained in first aid can assess the situation, take immediate action to stabilize the victim, and ensure that appropriate medical care is provided as soon as possible (CAVALCANTE, 2015).

Additionally, first aid training can help increase the confidence and safety of school staff, making them more prepared to handle emergencies. This can create a safer and more peaceful work environment for employees, parents or guardians and, especially, for students (RITTER; PEAR TREE; SILVA et al, 2013).

Stander et al, (2015), report that knowledge of first aid is of great importance, as it is due to techniques that, when applied quickly and correctly, can save lives, avoiding the worsening of situations, reducing sequelae and possible deaths in victims.

According to Ragadali Filho et al, (2015), it is of great importance that people seek to expand their knowledge in first aid, taking courses and training, even if these trainings are

not part of their profession, and this type of information is extremely relevant, so that it can be used in any work environment.

Carvalho, Alarção, Barroso et al (2014), also highlight that with the increase in violence in municipal and state schools, the need to address the issue of first aid in schools is evident, considering that most teachers do not know how to intervene in situations of risk or emergencies. The authors also point out that, if knowledge in first aid were more widespread among education professionals, many people could be helped, because in situations where students have accidents, it is routine for teachers to perform incorrect maneuvers, because they do not have any type of qualification or training throughout their education or professional performance.

Against this backdrop, first aid training is essential to ensure the safety and well-being of primary school students and staff. It is a proactive measure that can help save lives in emergency relief situations and create a safer and more confident work environment for all (RITTER et al, 2013).

THE HEALTH AT SCHOOL PROGRAM

Aiming at the interaction between Health and Education, the Health at School Program (PSE) was created through Decree No. 6,286, of December 5, 2007, which was regulated by Ordinance No. 1,861, under the responsibility of the Ministry of Health (MS) with the signatory municipalities of the program. The PSE aims, through the partnership between the Ministry of Health and the Ministry of Education, to carry out health promotion and prevention actions, in addition to carrying out actions in the health and education sector, taking advantage of the school space and its resources, reducing the vulnerability of this public and encouraging social participation (SANTIAGO; RODRIGUES; OLIVEIRA JUNIOR; MOREIRA, 2012).

In this sense, the PSE helps to strengthen actions in the school environment, so that it articulates programs and actions between health and education, which must be inserted in the school's pedagogical plan and executed according to the essential collaboration and mutual support between education and health managers, aiming at the qualitative improvement of education and health of students (BRASIL, 2022). Educational actions such as those of the PSE, as government tools, are important not only in the prevention of diseases, but also in the prevention of aggravations resulting from accidents, through educational actions for students and continuing education for professionals (PESTANA et al, 2013).

Therefore, the main objective of health promotion is to promote equal knowledge for all, reducing the difference in the health status of the population and allowing everyone to have knowledge and training to achieve the objectives and prevent possible accidents (PESTANA et al, 2013).

THE MAIN ACCIDENTS IN THE SCHOOL ENVIRONMENT

As pointed out by the World Health Organization (WHO), the definition of accidents is an event that does not depend on human will, being known as an inevitable and unpredictable accident. However, this definition has been changed, due to the possibility that the accident is a predictable and avoidable event, calling into question its prevention (BATALHA; SAGE; SANTOS et al, 2015). Some types of injuries, especially in childhood, can leave physical and emotional sequelae in children and adolescents, becoming an educational public health problem (MAIA; ANGELS; MIRANDA NETO et al, 2012).

Studies indicate that most deaths recorded among children and adolescents aged 1 to 14 years in Brazil result from unintentional injuries caused by accidents. It is estimated that for each death recorded due to accidents, another four children are left with sequelae that generate great discontent, in addition to emotional and social problems, indicating a major public health problem (OLIVEIRA et al, 2014). Among the most common accidents in childhood, including in the school environment, are convulsions, falls, fractures, fainting, hemorrhage, epistaxis, intoxication, electric shock, dental avulsion, anaphylaxis, burns, choking and cardiorespiratory arrest, which are briefly presented below.

Among the main aggravations and injuries is the convulsion or seizure crisis, understood as abrupt changes in brain functions, which cause involuntary muscle contractions, presenting loss of consciousness of the victim. One of the multiple factors that precipitate the seizure crisis is the state of hyperthermia in infants and children, from six months to five years of age, caused by viral infections (FIORUC; MOLINA; VITTI JUNIOR; LIMA, 2008).

Falls, frequent in childhood, are defined as an unintentional event that results in the change of the individual's position to a lower level than his initial posture, where there is a disturbance of balance that the postural control system cannot compensate, causing the individual to fall (RIBEIRO; FILE; RODRIGUES et al, 2016). A common consequence of falls is fractures, which consist of the cracking or breaking of one or more bones. It can be a closed fracture, where there is no rupture of the skin, causing intense pain, impossibility of mobilization and local edema. Or open, when the skin breaks and the bone is visible (CRUZ; SAINTS; WASSMANSDORF, 2015).

Another common accident that requires dexterity in first aid is fainting or syncope, characterized as sudden loss of consciousness due to lack of oxygenation of the brain. The triggering factors can be of an emotional nature or physical symptoms, such as fever, pain and prolonged exercise, for example (SÃO PAULO, 2007).

Hemorrhage, defined as acute loss of blood volume from vascular lesions, can also occur in the school environment. It can be classified as external or internal hemorrhage. In external hemorrhage, there is extravasation of the blood volume into the environment, which can be visualized. In internal bleeding, the extravasation of blood is not visible, occurring in the internal organs (SANTOS; APRILE; RASO, 2011). Nosebleed, or epistaxis, is the type of nosebleed caused by the rupture of blood vessels in the nose (CRUZ; SANTOS; WASSMANS DORF, 2015).

Intoxication is characterized by a set of reactions, signs and symptoms, caused by the interaction of a chemical agent with the biological system. The chemical agent causes an imbalance in the body that originates due to exposure to a chemical substance, due to the ingestion of chemicals, medicines and toxins from plants and animals (SALES; SUGUYAMA; GUEDES et al, 2017). In addition to the types of accidents already mentioned, there is also electric shock, resulting from the child's contact with electric current, which can cause cardiac, neurological, pulmonary alterations and severe burns (SMS, 2007).

Dental avulsion is the displacement of the dental element of its original alveolus, causing the rupture of the apical vascular nerve bundle and the fibers of the periodontal ligament, being one of the most traumatic dento-alveolar injuries. Trauma can occur accidentally, due to the practice of sports, recreational games, insufficient motor coordination, seizures and even intentionally, in situations of violence (MENEGOTTO; SCATENA; PEREIRA et al, 2017).

Anaphylaxis or anaphylactic reaction is defined as a set of acute and severe systemic reactions, triggered by the immune system due to contact with an antigen. It can be caused by contact with medicines, food, and insect venom (BERND; SOLÉ; PASTORINO et al, 2006).

Burns can be classified according to the depth of the affected region, being of the first, second or third degree, and can be caused by chemical, thermal, electrical, radioactive or even biological agents when caused by plants or animals. According to Takino, Valenciano, Itakussu et al (2016), burns in children have exaggerated consequences due to the child's growth phase.

Choking refers to the blockage of the passage of air through the airway due to the presence of a foreign food or object in the area. From a physiological perspective, the epiglottis works in a similar way to a valve: on inspiration the valve opens allowing air to reach the lungs and on swallowing the valve closes preventing anything from going into the airways. Coughing, in these cases, acts as a reflex mechanism that hinders the occurrence of obstruction (FARINHA; RIVAS; SOCCOL, 2021).

Cardiorespiratory arrest (CPA) consists of the sudden cessation of systemic circulation in individuals with an expectation of restoration of cardiopulmonary and cerebral function, who do not have an intractable chronic disease or in the terminal phase (ESPÍNDOLA et al, 2017). It is recognized by the absence of cardiac mechanical activity (AEHLERT, 2013. KLEINMAN et al, 2015). In children, unlike adults, it is rarely sudden (CARDOSO, 2012).

In view of the numerous accidents to which children are exposed, it is essential that professionals who work in early childhood education have adequate knowledge about first aid, so that they can provide quality care and avoid complications arising from common accidents in the school environment.

LUCAS LAW

In Brazil, as in several countries, trauma is the main cause of death in children and young people, constituting a serious public health problem. According to the World Report on the Prevention of Accidents with Children and Adolescents (2008), released by the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF), 830 thousand children die annually, victims of accidents worldwide. In Brazil, it is known that, on average, 13 children and adolescents up to 14 years of age die daily from accidents, thus becoming the main cause of infant mortality from 1 to 14 years of age (WHO, 2009).

In this context, it is urgent to implement measures to mitigate infant mortality due to accidents, to which Law No. 13,722, of October 4, 2018, called the Lucas Law, responds, which in its caput "Makes training in basic notions of first aid mandatory for teachers and employees of public and private basic education establishments and children's recreation establishments." (BRASIL, 2018, p.2).

The aforementioned Lucas Law received this name to honor student Lucas Zamora, from São Paulo, who in 2017 suffered a fatality on a school trip. It was sanctioned as a mandatory federal law throughout the national territory, for public and private schools (MENDES et al, 2021). The Law provides that training is offered annually, including recycling of teachers and employees who have already gone through the training. The

education network must be responsible for carrying out the training when a public establishment, as well as define, in regulation, the number of professionals who must be trained. This number depends on the number of teachers and staff and the flow of care of children served (BRASIL, 2018).

The law also states that the themes of basic first aid courses must be consistent with the nature and age group of the public served in educational or recreational establishments. Likewise, all establishments must have first aid kits available, according to the guidance of entities specialized in emergency care to the population and the certification proving the completion of the training must be posted in a visible place (BRASIL, 2018).

From the law, the importance of planning the teaching of first aid and basic rescue behaviors has increased, however, many schools have not adapted to the standardization and still do not provide training to the school team (FONTOURA; KADER, 2021). The authors argue that in addition to the team, children should also be prepared for emergencies and, with children, this theme can be worked on through playfulness. The partnership between education professionals and health professionals in the planning of actions in the field of health and their approach in the school environment help to propose new methods, strategies and ways of thinking about the prevention of accidents that require first aid (SILVA; COSTA; FURTADO et al, 2017).

The accident that occurred with the boy Lucas Begalli, only 10 years old, who choked while eating a hot dog during a walk at school, draws attention to the importance of knowledge, even if basic, in first aid, because a simple choking maneuver would have avoided the tragic outcome of young Lucas' life. However, the lack of knowledge led an entire pedagogical team to watch the tragic end of a child while waiting for specialized help (RODRIGUES; SOUZA; DUTRA et al, 2022). The fact had great repercussions and echoed the need for health education integrated with the school routine, especially with regard to first aid and urgent and emergency situations.

CONCLUSION

From the study carried out, it became possible to explore the level of practical knowledge of professionals in the area of Early Childhood Education and initial grades about first aid. It is concluded that education workers, in some situations, know how to act partially correctly, however, there is still a high rate of errors, which can cause, in some cases, permanent sequelae and even death in the most severe cases. With this, it is recognized that education professionals are not able to adequately help victims in any emergency situation within the school, so it can be said that the Lucas Law has not yet

reached the expected scope. It is also concluded that training in first aid allows education professionals to act with expertise in first aid, not as a health professional, but so that the aggravation, sequelae or even death of children in urgent and emergency situations does not occur, due to lack of knowledge or carelessness, due to lack of training in performing first aid maneuvers.

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