

FP12 TEACHING CARDIO-PULMONARY RESUSCITATION AMONG SECONDARY SCHOOL STUDENTS BY PEER TRAINERS IN COMPARISON TO BASIC LIFE SUPPORT TRAINERS USING THE LIVES ENGAGED MODULE.

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INTRODUCTION

Public training of cardiopulmonary resuscitation (CPR) is necessary to improve out of hospital cardiac arrest. However due to lack of resources it is difficult to provide the training to the general public. Therefore, involving secondary school students and incorporating CPR training into the school curriculum may be a useful approach. A layman CPR training module named LIVES Engaged was developed. The study aimed to compare the knowledge and psychomotor skills of CPR among secondary school students between peer trainers and certified BLS trainers using the LIVES Engaged module.

METHODS

This prospective controlled study was conducted over a 3-month period in 2017. Thirty-six secondary school students were randomized to learned CPR either taught by peer trainers or BLS trainers using the LIVES Engaged module. Students' knowledge and psychomotor skill were tested using self-administered questionnaire and psychomotor test. Participants were tested prior to, immediately after and 3 months after the training.

RESULTS

Eighteen students were assigned to peer trainer group (group P) and another 18 students were assigned to the BLS trainer

group (Group B). At pre-test, the group P and Group B mean knowledge scores were 10.11 ± 2.27 , and 9.5 ± 2.5 ($p = 0.76$), while psychomotor scores were 2.00 ± 1.05 and 2.3 ± 1.56 ($p = 0.402$) respectively. The overall mean test scores improved significantly from the pre-test to post-test ($p < 0.05$) for both training groups. Both groups demonstrated no significant difference when compared to pre-test to post-test period and at 3 months post training.

CONCLUSION:

The peer trainers are equally effective in delivering CPR training module to the secondary school students as compared to the BLS trainer.