

14 - THE PHYSICAL EDUCATION TEACHER'S UNDER FIRST AID: A REVIEW.

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doi:10.16887/89.a1.14

INTRODUCTION

The promotion of physical activity in the school environment is characterized by improvements in the quality of student's life. On the other hand, because they are competitive activities, such as group games, they present greater physical contact and there is a high probability of accidents that require urgent care known as first aid.

In this way, the physical education teacher has a key role in school, being essential in different cases. Upon receiving training during the undergraduate physical education course on how to act in emergency situations, the teacher may act in unequal situations. Since, the teacher is the first person to have contact with the victim, it is their responsibility to provide first aid reinforcing their importance to know the basic rules about them (SÖNMEZ; USKUN; PEHLIVAN, 2014).

However, after graduation many teachers do not update their knowledge in first aid, thus generating, unprepared for an emergency situation. Consequently, difficulties will be encountered that may impair the out-of-hospital care of the victim, such as: mistake or omission of first aid, due to the psychological state in which the teacher is faced with the situation. There are several studies on this topic, however, there is not consensus and the information is dispersed in the literature. In this way, the objective of this bibliographic review is to address the preparation of physical education teachers in the school environment related to first aid.

METHODOLOGY

Original and review articles were used between the years 2010-2018 obtained from researches in electronic databases and scientific sites of free access: (SciELO-Scientific Electronic Library Online, Periodicals Capes and PubMed), where the terms Physical Education, First Aid, Injuries, School, Emergency, Teacher and Knowledge were described. The exclusion criterion was established so that papers that did not present information related to the topic "First Aid", and which did not contribute to the composition of the review were excluded after reading. Only articles containing the International Standard Serial Number (ISSN) were selected. In addition, articles were selected in Portuguese, English, and Spanish. The descriptors by subject used for the research were: First aid; Teacher; Physical School Education

A BRIEF HISTORY OF SCHOOL PHYSICAL EDUCATION

In Europe in the end of the 18th century and the beginning of the 19th century, Physical Education appears in the school environment through physical exercises in the cultural form of games, gymnastics, dance, riding; Time and space in which the formation of the national systems of education was constituted characteristic of the bourgeois society of that period.

Physical strength was exalted, since it became a labor force, where its use produced wealth that generated profit for society from context needed to "build" a new man: stronger, faster and more entrepreneurial. Therefore, there is a concern with the care of the body in the sense of maintaining the instrument of work, the state authorities start to "worry" with the workers and include the formation of hygienic habits such as: bathing, brushing teeth, washing the hands. Physical exercises were also included, being seen exclusively as a hygienic factor (SOARES, 2009).

The obligation of Physical Education in the school environment in Brazil comes through the Reform Couto Ferraz in the year 1851. This reform brought the obligation of Physical Education in the Brazil schools of all cities generating conflicts and resistance to the accomplishment of the activities, further, it was associated with military institutions (BRASIL, 1997).

THE ROLE OF THE PHYSICAL EDUCATION TEACHER IN SCHOOLS AND FIRST AID

The teacher's action of physical education in the face of an accident is fundamental, when considered its importance from this action that will result in a state of improvement or aggravation of the injury. Moreover, the teacher is the first person to have contact with the victim, which highlights the importance of the action and preparation of the professional to perform the necessary first-aid procedures (ESTEVEZ et. al., 2015).

During your undergraduate course, the teacher receives training related to first aid and after the completion of the course is theoretically able to perform the necessary first aid procedures. However, the lack of continuous training in the subject results in the forgetfulness of the content soon after certification, having a rapid deterioration of knowledge on average from two to six months (ANDERSON; GAETZ; MASSE, 2011).

This last factor generates unpreparedness and insecurity in the school environment under accidents, where teachers often moved by emotional and psychological factors end up making it difficult to care for the victim or even omitting the help (JESUS; SOUSA, 2015).

The opposite also occurs when the teacher is prepared to perform the necessary first aid procedures; the procedures are performed in a proper manner, conveying safety for both the victim and the others present at the accident site.

Authors	Inclusion of the "First Aid" content in class:	The Physical Education teacher should perform the "First Aid"	The Physical Education teacher is not prepared to perform the "First Aid"	The Physical Education teacher must carry out Continuing Education
Dive; Gomes, 2015.	X			
Alves, et al., 2013.	X			
Esteves et al., 2015.		X	X	X
Neto, et al., 2017		X	X	X
Veronese, et al., 2010.	X			
Eze, et al., 2015.		X	X	X
Calicchia, et al., 2016.	X		X	X
Anderson, Gaezt; Masse, 2011.	X			
Collard, et al., 2010.	X		X	X
Buck, et al., 2015.	X			
Sönmez-Uskun; Pehlivan, 2014.	X	X		
Bakke, et al., 2017.	X		X	X
Banfai, et al., 2017.	X			
Khatatbeh, 2016.	X			
Ammirati, et al., 2014.	X	X	X	X
Li, et al., 2014.	X	X		
Pallavisarji, Gururaj; Girish, 2013.			X	X
Reklaitis, et al., 2013.	X	X		
Almondes; Both, 2013.	X	X		
Leite, et al., 2013.	X	X		
Marques, et al., 2014.		X		
Palano, Ressurreição; Lacerda, 2014.		X	X	X
Silva; Filho, 2014.		X	X	X
Rodrigues, H. G.; Rodrigues, E. A. F., 2016.	X	X		
Ghamoum, et al., 2015.		X	X	X
Martin, 2015.		X		

RESULTS AND DISCUSSION

Table 1 - Approach of the contents "First Aid" according to each author.

Bernardes, Maciel; Vecchio, 2007.		X	X	X
Calandrim, et al., 2017.		X	X	X
Extremera ; Jiménez, 2013.	X	X	X	X
Coelho, 2015.	X	X	X	X
Abraides; Ortin, 2010.		X	X	X
Diniz; Silva, 2015.		X	X	X
Fioruc, et al., 2008.	X	X	X	X
Costa, et al., 2015.	X	X		
Alves; Silva, 2011.	X	X	X	X
Sales, et al., 2015.		X	X	X
Silva, et al., 2017.		X	X	X
Matos, Souza; Alves, 2016.	X	X	X	X
Albuquerque, et al., 2015.	X		X	X
Mesquita, et al., 2017.	X	X		

Source: BATISTA, J. W. N., 2018.

This comparative analysis was performed between articles used for the composition of the present study through the following topics: Inclusion of content in classes, physical education teacher must perform first aid, physical education teacher is not prepared to perform First Aid and the Physical Education Teacher must carry out the continuing education. It was verified that some authors presented positively the inclusion of the content "First Aid" in the classes of Physical Education pointing out as a pedagogical strategy to be used by the teachers. Based on a quantitative analysis of the data, of 40 (forty) articles used, 17.5% of articles dealt with the inclusion of "First Aid" content in class. While other authors approached the topics differently, 30% of the articles affirm that the Physical Education teacher should perform the necessary first-aid procedures, but are not prepared to perform them, and because of this, it is incumbent on them to perform training to stay current. 10% of the papers say that content inclusion is necessary, but the teacher is not prepared and it is up to them to carry out continuous training. 20% of the articles address the inclusion of content and the teacher's duty to perform the necessary First Aid procedures. Only 2.5% of the articles address in a central way the lack of preparation of the Physical Education teacher and their duty to carry out a continuous formation. Only 5% of the articles addressed the physical education teacher's commitment to perform the necessary first aid procedures. Finally, 15% of the articles discussed on all topics presented.

Extremera and Jiménez (2013), analyzed in their study the insertion of the first aid content in the physical education classes. They aimed the preparation of the students for possible situations of accidents in the day to day. Costa, et. al. (2015), defended the same idea corroborating previous study. Regarding the duty to perform the necessary first aid procedures, Esteves et. al. (2015), studied in their article the responsibility and duty of the physical education teacher to perform first aid considering that the teacher is the individual who is most likely to witness an accident. Rodrigues and Rodrigues (2016), also contribute to this idea.

The authors Bernardes, Maciel and Vecchio (2007), presented in their study a conflict of ideas regarding the preparation of the school physical education teacher to act in situations that need first aid. In the initial information of this study, the authors affirm that the teachers feel able to carry out the First aid with a regular level of qualification. However, according to the final information of the study, the teachers who participated in the research had an unsatisfactory level of knowledge. Then, they concluded that the teachers did not have the mastery of the content applied in the research.

However, Silva et. al. (2017), emphatically teachers are not prepared to perform the necessary first aid procedures, so it is up to them to undertake continuous training in order to be prepared to act in emergency situations.

The physical education teacher is subject to an accident in the school environment, especially when it comes to the place where the practice of physical activity is performed. It is up to that professional to perform the necessary first aid procedures. In this way, the continuous formation is presented as a way to avoid the disorders presented previously. Even so, teacher preparation promotes a safer practice through preventive measures of accidents that should be taught by the teacher. Finally, insertion of the content "first aid" in physical education classes is a pedagogical strategy to be used with the aim of preventing and preparing students for possible accidents defended by various authors (EXTREMERA; JIMÉNEZ, 2013; COSTA, et al., 2015; MATOS; SOUZA; ALVES, 2016).

CONCLUSION

The school physical education teacher is not prepared to perform the necessary first aid procedures. This lack of preparation is a result of the absence of continuing education in first aid after graduation, which is pointed out as a means of keeping teachers up to date and prepared.

Altogether, the importance and social relevance of first aid knowledge in the face of an accident at school. Physical

education teachers has obligation to remain updating in first aid knowledge (e.g. training courses, congresses, lectures, among others). Furthermore, the inclusion of the content "Basic Notions of First Aid" in physical education classes is an interesting pedagogical tool to be used in the sense of preventing and preparing students of possible accidents has already in basic cycle.

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ABSTRACT

Introduction: The promotion of physical activity in school is characterized by improvements in the quality of life for students. In this context, the physical education teacher's has a fundamental role in school, and it is essential to act in these cases. Training during the graduation course in physical education on how to act in emergency situations lead to act in different situations. Methodology: Bibliographic review by subject. Original and review articles were used between 2010-2018 obtained from researches conducted in electronic databases and free-access scientific sites: (SciELO-Scientific Electronic Library Online, Periodicals Capes and PubMed), where the terms "Physical Education", "First Aid", "Injuries", "School", "Emergency", "Teacher", and "Knowledge" were used. Objective: To carry out a bibliographical review on the preparation of physical education teachers in the school environment related to first aid. Conclusion: The school physical education teacher is not prepared to perform the necessary first aid procedures. This unpreparedness results from the absence of continuing education on the subject after graduation that is pointed out as a means of keeping teachers up to date and prepared. Physical education teachers has obligation to remain updating in first aid knowledge (e.g. training courses, congresses, lectures, among others). Furthermore, the inclusion of the content "Basic Notions of First Aid" in physical education classes is an interesting pedagogical tool.

Key words: Out-of-hospital care, school, Physical activity.

RESUMÉ

Introduction: La promotion de l'activité physique à l'école se caractérise par une amélioration de la qualité de la vie des élèves. Face à ce contexte, l'enseignant en éducation physique joue un rôle fondamental à l'école et il est essentiel d'agir dans ces cas-là. Lors de la remise des diplômes en éducation physique sur la manière d'agir en situation d'urgence, cette dernière peut agir dans différentes situations. Méthodologie: revue bibliographique par sujet. Des articles originaux et de synthèse ont été utilisés entre 2010 et 2018, obtenus à partir de recherches menées dans des bases de données électroniques et des sites scientifiques en libre accès: (SciELO-Scientific Electronic Library Online, Periodicals Capes et PubMed), où ils se trouvaient. "Éducation physique", "Premiers soins", "Blessures", "École", "Urgence", "Enseignant" et "Connaissance". Objectif: Réaliser une revue bibliographique sur la préparation des professeurs d'éducation physique en milieu scolaire aux premiers secours. Conclusion: le professeur d'éducation physique à l'école n'est pas prêt à effectuer les premiers soins nécessaires. Ce manque de préparation résulte de l'absence de formation continue sur le sujet après l'obtention du diplôme, ce qui est indiqué comme un moyen de tenir les enseignants informés et préparés. Les professeurs d'éducation physique ont l'obligation de se tenir au courant des connaissances en matière de premiers secours (cours de formation, congrès, conférences, entre autres). De plus, l'inclusion du contenu "Basic Aid" dans les cours d'éducation physique est un outil pédagogique intéressant.

Mots-clés: Soins préhospitaliers, L'école, Activité physique.

RESUMEN

Introducción: La promoción de la actividad física en el ámbito escolar se caracteriza por presentar mejoras en la calidad de vida de los alumnos. Ante este contexto, el profesor de educación física escolar tiene un papel fundamental, siendo imprescindible su actuación en esos casos. Al recibir la formación durante el curso de graduación en educación física sobre cómo actuar en situaciones de emergencia, éste podrá actuar en diferentes situaciones. Metodología: Revisión bibliográfica por asunto. Se utilizaron artículos originales y de revisión, entre los años 2010-2018, obtenidos a partir de investigaciones realizadas en bases de datos electrónicos y sitios científicos de acceso libre: (SciELO-Scientific Electronic Library Online, Periódicos Capes y PubMed), donde fueron se describen los términos: "Physical Education", "First Aid", "Injuries", "School", "Emergency", "Teacher", y "Knowledge". Objetivo: Realizar una revisión bibliográfica sobre la preparación del profesor de educación física en el ámbito escolar relacionado a los primeros auxilios. Conclusión: El profesor de educación física escolar no está preparado para realizar los procedimientos necesarios de primeros auxilios. Este despreparo es el resultado de la ausencia de una formación continuada sobre el tema después de la graduación que es apuntada como un medio de mantener a los profesores actualizados y preparados. Los profesores de educación física tienen la obligación de permanecer actualizados en conocimientos de primeros auxilios (por ejemplo, cursos de formación, congresos, charlas, entre otros). Además, la inclusión del contenido "Nociones Básicas de Primeros Auxilios" en las clases de educación física es una herramienta pedagógica interesante..

Palabras clave: Atención prehospitalaria, la escuela, Actividad física.

RESUMO

Introdução: A promoção da atividade física no âmbito escolar é caracterizada por apresentar melhorias na qualidade de vida dos alunos. Diante desse contexto, o professor de educação física escolar tem um papel fundamental, sendo imprescindível sua atuação nesses casos. Ao receber a formação durante o curso de graduação em educação física sobre como agir em situações emergenciais, este poderá agir em diferentes ocasiões. Metodologia: Revisão bibliográfica por assunto. Foram utilizados artigos originais e de revisão, entre os anos de 2010-2018, obtidos a partir de pesquisas realizadas em bases de dados eletrônicas e sites científicos de acesso livre: (SciELO-Scientific Electronic Library Online, Periódicos Capes e PubMed), onde foram descritos os termos: "Physical Education", "First Aid", "Injuries", "School", "Emergency", "Teacher", e "Knowledge". Objetivo: Realizar uma revisão bibliográfica sobre a preparação do professor de educação física no âmbito escolar relacionado aos primeiros socorros. Conclusão: O professor de educação física escolar não está preparado para realizar os procedimentos necessários de primeiros socorros. Esse despreparo é resultado da ausência de uma formação continuada sobre o assunto após a graduação que é apontada como um meio de manter os professores atualizados e preparados. Os professores de educação física têm a obrigação de permanecer atualizados em conhecimentos de primeiros socorros (por exemplo, cursos de formação, congressos, palestras, entre outros). Além disso, a inclusão do conteúdo "Noções Básicas de Primeiros Socorros" nas aulas de educação física é uma ferramenta pedagógica interessante.

Palavras-chave: Atendimento pré-hospitalar, Escola, Atividade física.