

## AP134

**Analysis of knowledge and opinion of nurses at ILS courses in Croatia**

Marino Canadija\*, Silvija Hunyadi Anticevic, Anita Lukic

Department of Emergency Medicine of the City of Zagreb, Zagreb, Croatia

**Purpose:** To analyse the progress in theoretical knowledge of nurses with different levels of education before and after European Resuscitation Council (ERC) Immediate Life Support (ILS) courses. Also we analyse participants opinion about the course.

**Methods:** We analysed data from 210 participants at 10 ILS courses in Croatia (January 2012–December 2013). The pre-course and post-course theoretical knowledge were assessed using ERC 40-question MCQ. Participants' opinion of the course were analysed using ERC evaluation form (Table 1). Also, the participants

**Table 1**

Statements for the evaluation of ERC ILS course.

1.	How well did the course meet your objectives?
2.	Did the ILS manual help you prepare for the course?
3.1	Lecture: causes and prevention of cardiopulmonary arrest
3.2	Lecture: ALS algorithm
3.3	CASDemo ALS Algorithm
3.4	Skill station 1: ABCDE approach
3.5	Skill station 2: Airway and breathing
3.6	Skill Station 3: BLS
3.7	Skill Station 4: Defibrillation
3.8	Skill Station 5: CASTeach
4.	Would you recommend this course to your colleagues?
<b>Likert-type scale</b>	
Bad	1      2      3      4      5      Very well

could add their free comments about the course.

**Results:** Bachelor nurses achieved pre-course = 85% and post-course = 92% ( $p < 0.001$ ), while registered nurses had pre-course = 84% and post-course = 89% ( $p < 0.001$ ). In the course evaluation, 90% of the participants rated the course components in statements 1, and 3.1–3.8 as very well, while 73% rated the statement 2 as very well. All candidates would recommend ILS course to their colleagues. Half of the participants commented the course, and their leading comment was that the course should be extended to two days.

**Conclusion:** Bachelor nurses showed higher improvement in theoretical knowledge than registered nurses, so, in our opinion, this course should be integrated in their education programme and/or licensing exam in Croatia. All participants had very positive attitudes towards ERC ILS course.

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## AP135

**Assessment of e-learning teaching (Moodle platform) in immediate life support (ILS) by the Spanish Resuscitation Council (CERCP). Results of a satisfaction survey for course instructors**

Juan Antonio Cordero-Torres<sup>1</sup>, Manel Cerdà-Vila<sup>2</sup>, Salvador Quintana<sup>3</sup>, Francesc Carmona-Jiménez<sup>3,\*</sup>

<sup>1</sup> Spanish Society of Family Practice, Spain, Spain

<sup>2</sup> Spanish Resuscitation Council, Spain, Spain

<sup>3</sup> Catalan Resuscitation Council, Catalonia, Spain

**Objective:** The teaching of life support knowledge can benefit, as many other disciplines, of 'e-learning' technologies. The CERCP designed an immediate life support (ILS) course containing an on-line learning module. The aim of this study is to assess the instructors' perceptions about the usefulness of the e-learning module (Moodle platform) as a tool of online teaching in an ILS course.

**Methods:** Satisfaction questionnaires were sent to all the instructors participating in the homologation course for ILS instructors of the CERCP, to test their opinion about the distance teaching and the face-to-face period. Percents were used to describe categorical variables and means and standard deviation (SD) to describe quantitative data.

**Results:** 86 out of 108 instructors answered the questionnaire (79.6%). 73.2% considered the access to the Moodle platform simple or very simple. The time assigned was considered as adequate by 57% and short by 28% of the participants. 74.4% judged positively the usefulness of the distance teaching period in the development of the face-to-face period. The overall score for the course was 83.9/100 (SD = 18.3).

**Conclusions:** Although a fourth of the instructors considered the access was difficult and the time inadequate, the overall degree of positive assessment of the e-learning period as well as the full course is high. In our opinion, this methodology is suitable to be used in ILS courses. Nuvials X, Fonseca FJ, Almagro V, Molina R, Martínez M, Acedo V. are also members of the CERCP's ILS Working Group.

**Further reading**

1. Cordero Torres JA, Caballero Oliver A. Artículo especial: la plataforma Moodle, una herramienta útil para la formación en soporte vital: Análisis de las encuestas de satisfacción a los alumnos e instructores de los cursos de soporte vital avanzado del programa de enseñanza en Soporte Vital en Atención Primaria (ESVAP) de la semFYC. Aten Prim 2014 [in press].

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