

First Aid Awareness Campaign for Two Undergraduate Nursing Cohorts

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ABSTRACT

Context: First aid is an emergency measure of saving a life, preventing further deterioration, and promoting the victim's recovery before initiating professional medical help. Awareness campaigns are significant community efforts to raise awareness of community groups regarding critical concerns.

Aim: This study aims to evaluate the effect of the first aid awareness campaign on student knowledge among two undergraduate nursing cohorts.

Methods: A quasi-experimental research (pre/post-test design) is selected to achieve the aim of this study. The study is conducted at King Saud bin Abdel-Aziz University Health Science College. A sample of 82 undergraduate student nurses is allocated from the third and fourth years. A structured interview questionnaire is designed to assess the undergraduate student nurses' cohorts' level of knowledge regarding first aid.

Results: The study reveals a statistically significant improvement of the two undergraduate nursing cohorts' level of knowledge in the post-test compared to their pre-test scores. A non-statistically significant difference is revealed between two undergraduate nursing student cohorts (3rd and 4th year) level of knowledge after exposure to awareness session.

Conclusion: The study provides evidence of the efficacy of awareness campaigns to raise awareness of such a critical issue as first aid among nursing college students, recommending a separate first aid course for undergraduate nursing students once they start their major nursing courses. The study also recommends further studies for evaluating the effect of awareness campaigns as an active student learning method.

Keywords: First aid, awareness campaign, undergraduate nursing students

1. Introduction

First aid is an emergency measure, generally consisting of simple, often life-saving techniques that most people can train to perform with minimal or no equipment and no previous medical experience. It is not classed as medical treatment and does not replace interventions from a trained medical professional (Nordqvist, 2018). First aid could be provided for an ill or injured person at home, in the street, at school, or at any place to preserve lives, prevent further harm, and promote recovery before a health care provider is available (Joseph, Kumar, Babu, Nelliyanil & Bhaskaran, 2014).

The person who provides this help may be a first aider, a first responder, a policeman, a fireman, a paramedic, or an emergency medical team. (EMT) A first aider is a person who takes action while taking care to keep everyone involved safe and to cause no further harm while doing so

(Piazza, 2014). A rescuer's characteristics should include the ability to assess the situation quickly and calmly, deal with an emergency or life-threatening condition while protecting him/herself from the injuries. The rescuer must be able to recognize when help is needed and how to get it. The rescuer should also have enough knowledge and skills to help (Jiffry, 2013).

Many times, death occurs due to delay in helping the victims. Mortality and morbidity rates may be reduced by proper intervention of a rescuer as soon as possible, following the emergency. Studies related to first aid show that consciously and timely, first aid applications lower mortality ratios significantly. Consciously applied first aid practices can prevent 15-18 percent of deaths as a result of injuries. For instance, it is reported that giving the patient the right position could lower the mortality rate by as much as 10%. In addition to life-saving results of first aid, effective and timely first aid practices also prevent disabilities. For these reasons, the whole community should be trained to practice first aid Bayraktar, Celik, Unlu, &

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Bulut, (2009).

The International Federation of Red Cross (IFRC) and Red Crescent Societies believe that having high-quality, evidence-based first aid education available to people worldwide contributes to building safer and healthier communities by preventing and reducing risks in daily emergency and disaster situations. The IFRC advocates for first aid to be accessible to all. At least one person in each household has access to learning first aid regardless of their socioeconomic status or other potentially discriminatory factors. (*International Federation of Red Cross and Red Crescent Societies, 2016*) Recently, first aid education has been orientated towards increasing the propensity to act and develop the skills and knowledge to act in an emergency. Behavioral models suggest that attitudes, self-efficacy, the confidence to do a task well are essential. Methodology and content should have been designed to directly address these features to complement the learning of skills and knowledge. *Irish Red Cross, (2018)*

The community must be ready against emergency cases. Only those communities, which are ready against emergency cases, can practice effective life-saving and first aid applications. For this reason, the capacity of the community on the first aid issue cannot be underestimated. It is evident that training is the essential way to get the community ready against emergency cases. Health promotion is the dominant approach in improving the health status of the communities in recent years. In this respect, nurses have important responsibilities to provide necessary information to make people responsible for individually protecting and improving their health status. *Bayraktar, Celik, Unlu, & Bulut, (2009)*.

Nurses and nursing students are an essential component of the health care delivery system (*Goel et al., 2010*). Nurses are the foundation of any successful social healthcare program and instrumental in implementing any health plan. The role of nurses in improving the health and wellbeing of society is undeniable, and nurses should take their role more seriously for an everlasting effect on public wellbeing (*Nordqvist 2018*)

Community awareness is a crucial aspect of preventative healthcare. First aid has a unique and important place among the necessary information and applications to be provided to the community. A public awareness campaign has been defined as "a comprehensive effort that includes multiple educational components (messaging, grassroots outreach, media relations, government affairs, budget) to help reach a specific goal." The awareness campaign includes a group of educational episodes that raises awareness among people about a specific topic to help them understand different aspects of the topic (*Bouder, 2013*). The first aid awareness campaign includes clarification of the principles of first aid, cardiopulmonary resuscitation, bleeding and shock, road traffic accidents, fracture and trauma, wound, sunstroke, bites and stings, and burn.

2. Significance of the study

Many people die in Saudi Arabia because they do not get proper first aid interventions. Saudi Traffic Safety Council declared in 2012 that deaths from road traffic accidents reached 7153. Road traffic fatality in the Kingdom of Saudi Arabia (KSA) accounts for 4.7% of all mortalities, compared to 1.7% in Australia, the United Kingdom (UK), or the United States of America (USA). (*The Cooperation Council for the Arab States of Gulf, 2012*) Similarly, road fatalities in KSA have increased over the last decade from 17.4-24 per 100,000 population compared with 10 in the USA and 5 in the UK. (*World Health Organization, 2013*) Saudi Arabia is found to have a higher number of deaths from road traffic accidents (RTAs) among high-income states (accident to death ratio is 32:1 versus 283:1 in the USA) and is considered to be the country "s primary cause of death for 16-30-year-old males. (*World Health Organization, 2009*) Road injuries are reported to be the most serious in this country, with an accident to injury ratio of 8:6, compared with the international ratio of 8:1. (*Ansari, Akhdar, Mandoorah, & Moutaery, 2000*).

Besides, the five leading causes of death in Saudi Arabia are ischemic heart disease (21.7%), stroke (16%), lower respiratory infections (6.3%), road injury (5.8%), and diabetes mellitus (4.6%). (*Global Health Observatory, 2016*) Many studies look at the efficacy of a first aid intervention in health outcomes, but none has known to look at the value for other stakeholders, in particular learners. This study will describe the value a broader range of stakeholders have for first aid education and understand how it can be maximized through evaluating the effect of the first aid awareness campaign in raising awareness of undergraduate student nurses in KSAU-HS.

3. Aim of the study

This study aimed at evaluating the effect of the first aid awareness campaign on students' knowledge among two undergraduate nursing cohorts. The aim will be achieved by answering the following questions:

- What is the effect of the first aid awareness campaign on the undergraduate nursing students' knowledge about first aid?
- What is the difference in the knowledge acquisition between the two cohorts (3rd and 4th year) undergraduate nursing students?
- What is the student opinion in the first aid awareness campaign?

3.1. Research hypothesis

- The first aid awareness campaign will significantly improve the undergraduate nursing students' knowledge level.
- A statistically significant difference will be present between two undergraduate nursing student cohorts (3rd and 4th year) level of knowledge after exposure to awareness session.

4. Subjects & Methods

4.1. Research design

A quasi-experimental research design (pre/post-test design) is utilized to achieve the aim of this study.

4.2. Research setting

The study is conducted at the College of Nursing-Riyadh CON-R affiliated with King Saud bin Abdel-Aziz University Health Science (KSAU-HS). This university is a governmental university specialized in health sciences. KSAU-HS is accredited by the Ministry of Education in Saudi Arabia for its various programs for undergraduate and postgraduate degrees. These academic programs at King Abdulaziz Medical City are part of the Ministry of National Guard Health Affairs.

4.3. Subjects

A study sample of female students from the college of nursing in KSAU-HS. Level 6, 7, and 8 who studied major nursing courses (Fundamentals of Nursing, Adult Care Nursing I, Adult Care Nursing II, Health Assessment) and level 5 who are currently taking primary major nursing courses of Fundamentals of nursing Health Assessment. The mentioned student population is 82 students. There are 16 students from level 5, 25 students from level 6, 18 students from level 7, and 23 students from level 8.

4.4. Tools of the study

4.4.1. A Structured Interview Questionnaire

It is developed by the researchers to assess undergraduate student nurses' knowledge regarding first aid. It consists of two parts.

The first part includes the student's characteristics as age and grade level, in addition to their previous participation in first aid courses, their perception of the necessity of first aid activities, and whether being involved in situations require first aid before.

The second part has 55 statements specific to different situations that require first aid, such as principles of first aid (9 questions), cardiopulmonary resuscitation (12 questions), bleeding and shock (7 questions), road traffic accidents (5 questions), fracture and trauma (4 questions), wound (5 questions), sunstroke (4 questions), bites and stings (4 questions) and burn (5 questions). This questionnaire is distributed twice pre and post the educational session.

The questionnaire sheet is structured as true and false statements, and the student is asked to tick either "true," "false," or "do not know the response." The scoring system is Two scores for every correct answer, 1 for the incorrect answer, and 0 for do not know the answer. A sum of each part is calculated separately; then, a total score is counted.

4.4.2 Campaign Evaluation Opinionnaire

It is developed by the researchers as a 3-point Likert type scale to evaluate the student's opinion regarding campaign activities. It consists of three parts.

The first part includes 13 positive statements regarding campaign activities such as the importance of the topic, organization, educational session, used media, benefits. This part scores as agree (3 scores), neutral (2 scores), and disagree (1 score) option.

The second part is presented as one statement augmenting the overall student satisfaction with campaign activities. This part is scored against a 5-point scale ranging from excellent (5 scores), very good (4 scores), good (3 scores), average (2 scores), and poor (1 score). The total scores are summed out of 44 scores.

The third part is concerned with the students' suggestions to improve campaign activities in the future. The opinionnaire is distributed at the end of the campaign activities (end of the educational session).

4.5. Procedures

The arrangement of the campaign starts by planning for the campaign activities. The official permissions from the University Authority, Dean of KSAU-HS, Public Relation Office are granted. Campaign planning goes through the following main steps: a campaign theme based on community needs, students' needs, and interests. The selected objectives increase undergraduate nursing student awareness regarding issues of first aid. Target audiences are specified; they are all undergraduate student nurses. Questionnaires are subjected to evaluating their content validity by a Jury of Seven experts in Medical-Surgical and Community Health Nursing at KSAU-HS.

The campaign organizational structure is established. The research team is distributed to function as a leader responsible for the overall implementation of the campaign and coordination with related parties. The partner coordinator is responsible for identifying and working together with potential partners at various times, and students are assigned to activities being conducted in the campaign implementation phase. Campaign implementation partners are selected according to campaignaim (Automated External Defibrillator company, medical supplies companies, a print company).

A scheduled action plan for campaign activities are agreed upon, including a set of activities, the frequency of each activity, the responsible person for each, media used, target group, cost of each activity, and expected duration. The main activities in the campaign include student competitions, educational sessions, demo sessions, poster presentation, multimedia design (logo is designed with its explanation text, photos, and graphics display of important recent statistics of various emergencies in KSA). A 45-minute educational session includes main first aid principles and first aid for common emergencies. A demo for CPR with the assisted video is displayed in the exhibition hall of KSAU-HS. Brochures, flyers, stickers, and posters are designed for emergencies that need immediate first aid interventions as a take-home message.

Campaign enactment is started with a suitable announcement through the poster, college website, and students' groups on social media. On the prearranged day,

the activities commence according to the decided plan. During the educational session, the researchers inform the undergraduate student nurses' attendants with the aim of the study. Verbal and written consents are taken from the participants, and they are informed that it is voluntary participation. Their answers to pre/post-test do not affect their academic grades. The subjects are also notified that the data would be confidential and have the right to withdraw from the study.

A 45-minute session is conducted for all the participants at the end of the campaign day. The objectives of the session are explained. The session outlines are principles of first aid, cardiopulmonary resuscitation, bleeding and shock, road traffic accidents, fracture and trauma, wound, sunstroke, bites, and stings, and burn. The session starts and ends with a pre/post-test. Priority is given to undergraduate nursing students from grades three and four to complete the questionnaires for the study purpose. Finally, the campaign evaluation opinionnaires are distributed to attain the students' opinion regarding all campaign activities.

4.6. Data analysis

The study data is computed using the Statistical Package of Social Science (SPSS) version 20. The data are presented as numbers and percentages to show frequencies of categorical data; mean \pm sd is used to show the mean knowledge score. One sample t-test is used to test the difference between a sample mean and a known or hypothesized value of the mean in the studied population. The significance level is $P < 0.05$.

5. Results

Table 1 shows the characteristics of two undergraduate nursing cohorts. It indicates that the majority of students, 86.6% was between 20 and 22 years of age. The table also shows the equal percentage distribution of both third- and fourth-year students 50%. On the other hand, 51.2% do not participate in any previous first aid courses, 97.6% of both groups perceive the first aid activities as a necessity, and 25.6% of them are experienced in a situation requiring first aid.

Table 2 compares the undergraduate nursing cohort's knowledge between pre and post first aid awareness sessions. It shows a statistically significant improvement of the undergraduate nursing cohorts regarding all the topics included in the educational session ($p = .000$). The overall knowledge score shows significant improvement between the pre and post first aid awareness sessions (59.58 ± 14.53 and 93.00 ± 7.48 respectively $p = .000$).

Table 3 illustrates the comparison of two undergraduate nursing cohorts, pre, and post-educational

sessions. It shows that both pre-tests' mean and standard deviation indicates that knowledge of 4th-year students is relatively higher than 3rd-year students with a highly statistically significant difference ($p = 0.006$). However, the post-test results reveal no significant difference in the knowledge between the two undergraduate nursing cohorts ($p = 0.25$).

As shown in table 4, the comparison between pre and post-test scores for undergraduate nursing cohorts who previously took the first aid course and those who did not have a previous first aid course. The table reveals no statistically significant differences in both their pre and post-test scores.

Table 5 depicts the nursing students' opinions about the first aid session. The table demonstrates that 100.0% of the participant agree that campaign activities are relevant and comprehensive, that the information given is highly pertinent to their professional work, and that the skills presented are useful. Furthermore, it also shows that 98.8% of the participants agree that they gain usable knowledge and will be able to apply them. 97.6% agree that the educational media (brochures, flyers, posters, videos, demos) are illustrative, and the duration of the campaign is reasonable.

Also, 97.5% approve that the campaign topic is useful and the educational session objectives are presented and met. Moreover, a high percentage, 95.1%, agree that the campaign activities are well organized. The educational session is conducted at a sufficient pace, and that the main point is well covered and clarified. Likewise, 93.9% of the participant agree that the campaign facilitators are knowledgeable on the subject.

Table 6A demonstrates the undergraduate nursing cohorts' overall evaluation of the first aid awareness campaign. The table indicates that most participants, 75.6%, evaluate the awareness campaign as excellent, as 19.5% of the participants evaluate the campaign as very good. While a minority of the participants, 4.9%, evaluate the campaign as good. However, none of the participants evaluate the campaign as average or poor.

Table 6B shows the undergraduate nursing cohorts' overall session evaluation. It reveals great satisfaction by the two undergraduate nursing cohorts of the first aid awareness campaign. It is exhibited by the mean of 43.0244 out of a maximum of 44, whereas the minimum is 31.00.

Table 7 shows the students' suggestions for future campaigns. 69.2% of students suggest longer campaign duration, 61.5% request a soft copy of campaign activities, and 46.1% ask for uploading campaign activities on the college website. Moreover, 38.5% of them suggest further topics related to women's health, gender discrimination, breast cancer).

Table (1): Frequency and percentage distribution of students' characteristics.

Variable	No. 82	%
Age		
20-22 ys.	71	86.6
More than 22 ys.	11	13.4
Academic Level		
3 rd year	41	50
4 th year	41	50
Previous first aid courses		
Yes	40	48.5
No	42	51.2
The necessity of first aid activities		
Yes	80	97.6
No	2	2.4
Been in a situation requiring first aid		
Yes	21	25.6
No	61	74.4

Table (2): Comparison of student nurses' knowledge pre and post first aid awareness sessions.

Topics	Pre (M+SD)	Post (M+SD)	T	P
Principles of first aid	11.57±2.69	15.89±1.43	-13.222	.000
CPR	16.51±3.25	20.57±1.77	-10.983	.000
Bleeding and shock	8.07±2.55	12.13±1.55	-12.277	.000
Road traffic accidents	4.89±1.94	6.66±1.35	-7.763	.000
Fracture and trauma	4.89±1.94	6.66±1.35	-7.763	.000
Wound	5.42±2.55	8.54±1.26	-7.083	.000
Sunstroke	3.78±2.28	6.83±0.93	-11.690	.000
Bites and Stings	3.36±2.44	6.35±1.33	-12.041	.000
Burn	4.69±2.94	7.30±1.258	-7.560	.000
Overall Knowledge	59.58±14.53	93.00±7.48	-15.170	.000

Table (3): Comparison of total knowledge between third and fourth-year students pre- and post-education session.

Level	3 rd year(n=41)	4 th year(n=41)	T	P
Pre-test (Mean±SD)	60.88±14.62	69.56±13.09	-2.833	0.006
Posttest (Mean±SD)	93.68 ±6.91	90.49 ±5.715	-2.833	0.25

Table (4): Comparison of pre/post-test scores for two undergraduate nursing students' cohorts.

Students	Pre Course Mean + SD	T	P	Post Course Mean + SD	T	P
Previously taken First Aid Course (n = 40)	65.40±14.31	0.110	913	91.52 ±6.29	-7.60	0.449
Did not have previous FA course (n = 4)	65.04 ±14.77			92.62 ±6.72		

Table (5): Students' opinion about the first aid campaign activities (n = 82).

Items	Agree		Neutral		Disagree	
	n	%	n	%	n	%
The campaign topic was useful	80	97.5	1	1.2	1	1.2
The campaign activities were well organized	78	95.1	4	4.9	0	0
The campaign activities were relevant and comprehensive	82	100.0	0	0	0	0
The educational media (brochures, flyers, posters, videos, demos) were illustrative	80	97.6	2	2.4	0	0
The educational session objectives were clearly presented	80	97.5	1	1.2	1	1.2
The education session objectives were met	80	97.5	1	1.2	1	1.2
The Education session was conducted at an effective pace	78	95.1	4	4.9	0	0
I felt that the main points were well covered and clarified	78	95.1	3	3.7	1	1.2
The campaign facilitators are knowledgeable on the subject	77	93.9	5	6.1	0	0
The information given is highly pertinent to the professional work	82	100.0	0	0	0	0
The skills presented were useful	82	100.0	0	0	0	0
The duration of the campaign was reasonable	80	97.6	2	2.4	0	0
The student gained usable skills and will be able to apply them	81	98.8	1	1.2	0	0

Table (6A): Students’ Overall Evaluation of the First Aid Awareness Campaign (n.82).

overall evaluation of the first aid campaign									
Excellent		Very Good		Good		Average		Poor	
N	%	N	%	N	%	N	%	N	%
62	75.6	16	19.5	4	4.9	0	0	0	0

Table (6B): Students' overall satisfaction with the first acid awareness campaign.

Total students” no	Minimum	Maximum	Mean	Std. Deviation
82	31.00	44.00	43.0244	3.36274

Table (7): Undergraduate Students’ Suggestions for Future Campaigns (no.65).

Suggestions	N	%
Longer duration of the campaign	45	69.2
Sending a soft copy of campaign activities (such as educational videos, lecture presentation, flyers, and brochures)	40	61.5
Upload campaign activities on the college website, Facebook page, and social groups	30	46.1
Suggesting further topics (such as women's health, gender discrimination, breast cancer, vitaminD deficiency, osteoporosis)	25	38.5
Asking for recommended scientific websites to refer for in-depth knowledge	17	26.2

6. Discussion

First aid is the initial rapid response of care given to injured or suddenly ill people. Therefore, first aid is crucial for accidents or injuries and for people who suddenly become ill, like cardiac arrest, epistaxis, choking, and many more (Jamaludin, Zakaria, Saidi, & Chan, 2018). This study aims to evaluate the effect of the first aid awareness campaign on student knowledge among two undergraduate nursing cohorts. To our knowledge, this is the first published study reporting an evaluation of awareness campaign activities about first aid in KSAU-HS.

An organized awareness campaign is accomplished to raise the undergraduate student nurses" awareness regarding first aid. The present study's findings reveal that most of the students" age group is between 20-22 years of age. The study shows an equal distribution of students regarding their grade level. Besides, more than half of them do not participate in any previous first aid courses, although most of them perceive the first aid activities as a necessity, and more than one-quarter of them have been exposed before to situations that require first aid. This finding is verifying the importance of the campaign topic. Abernethy, MacAuley, McNally, and McCann (2003) emphasized this importance, who has found that improved first aid training reduces the rate of accidental injury. From the initial care to the advanced care, every minute can be the difference between life and death when an emergency occurs in public (Sun, n.d.).

These findings are also concluded by Rawins, Woollard, William, and Hallam (2009). They reported that for every 24–36 persons receiving CPR training, one life is saved. Also, CPR training becomes an essential component of the cardiac chain of survival. Besides, the out-of-hospital survival rate may also improve with CPR training (Rawins et al., 2009). Numerous experts trust that in emergencies, even a limited understanding of first aid would be critical in saving lives (Semwal, Jha, Rawat, Kumar, & Kaur, 2013).

This result is emphasized by a study done by Josephet al. (2014) entitled “Knowledge of first aid skills among students at a medical college in Mangalore city of South India.” The study reports that it is vital to ensure that individuals get enough training to handle such events,

including university students, as the incidences of emergencies are steadily increasing nowadays.

The current study presents a statistically significant difference between pre and post-test knowledge regarding all the topics explained in the educational session. The study also reveals a statistically significant difference between pre and post-test regarding the whole knowledge score, reflecting the benefits student nurses gain during campaign activities and educational sessions. This finding supports the first research hypothesis that a “first aid awareness campaign will significantly improve the undergraduates nursing students" knowledge level.”

These findings are consistent with a study done by Swetha, Suchitra, and Sahana (2015). The study concludes that most nursing students are aware that first aid is the initial help given to a victim of an accident. After a first aid course, 48% of students know the exact way to handle the case of choking. 86% are aware that positioned the victim to sit comfortably is essential in a suspected heart attack. Only 16% know that direct pressure should stop severe bleeding due to a cut injury in the arm. Moreover, many answers that the arm should be kept in cold water. Besides, 62% knew that if a victim is lying on the ground and not responding, the airway should be checked first.

The current study findings are also confirmed with Singh et al. (2015), who reports that medical students have poor awareness regarding first aid. They are average in awareness regarding fire safety before the training; after the training, their awareness of both first aid and fire safety is significantly improved.

The present study's finding indicates that the knowledge of 4th-year students is relatively higher than 3rd-year students, with a statistically significant difference between the two cohorts before the education session. This outcome may be referred to as older students having more nursing knowledge, more experience, more practical training, and additional nursing courses than their peers in the third year. However, the post-test results reveal no significant difference in the knowledge between the two undergraduate nursing cohorts regarding first aid.

This finding may reflect the benefit third-year students" gain from campaign educational activities to approach the

level of their colleagues in the fourth year. This finding is not supporting the second research hypothesis that “a statistically significant difference will be present between two undergraduate nursing student cohorts (3rd and 4th year) level of knowledge after exposure to awareness session.”

Moreover, there is no relationship between student pre/post-test scores and their previous first aid courses. This result could reflect the students' equal benefits in both nursing cohorts regardless of their previous training or grade level. This finding is evident by increasing their mean knowledge score regarding each sub-topic, the significant difference between pre/post-test, and their comparable results in a post-test mean score.

The Irish red cross reported a consistent finding in 2013. They conduct successful campaign activities to raise community awareness about the role of Community Based Health and First Aid (CBHFA) in some prisons. Volunteers give simple life-saving messages regarding seizures, chest pain, arresting bleeding, and patient reassurance. Red Cross volunteers and nurses involved in training report an increase in awareness among trainees regarding the first aid of the mentioned emergencies. (*Irish Red Cross Report, 2013*).

Moreover, a study is conducted at King Abdulaziz University, Saudi Arabia, entitled “Breast cancer awareness among Saudi Nursing Students.” The data show that the participants' knowledge of breast cancer increases significantly after the workshop. They become confident to teach and are willing to pass the information about breast cancer and breast self-examination to their relatives, friends, and colleagues. (*Yousuf, 2015*).

Another consistent study is conducted in Japan entitled “Educational benefits for nurses and nursing students of the dementia supporter training program in Japan.” The study is based on a national awareness campaign named “The dementia Supporter Caravan.” The results indicate that the attendants gain knowledge, understanding, and the confidence to care for people with dementia after attending the dementia supporter training program. Nursing students gain substantial knowledge and learn the importance of early detection and treatment to levels similar to those of nurses before training (*Matsuda et al., 2018*).

An additional study was conducted in Malaysia entitled “Improving breast health literacy through an innovative breast cancer awareness campaign using the “know your lemons” (KYL) materials in Malaysia.” There is an increase in self-reported knowledge of breast cancer. There is an increase in the knowledge mean scores after campaign activities compared to before exposure (*Islam et al., 2018*).

The findings of the current study reveal the students' opinion regarding the awareness campaign. All students agree with the relevancy, comprehensiveness of the information that is pertinent to their professional work. Besides, most of the students agree upon the use of knowledge. They also agree upon their ability to apply them, the usefulness of the campaign topic, and the accomplishment of session objectives. These findings may be referred to the varieties of educational activities employed during the campaign day, such as competition, posters, video presentation, demo explanation, brochures, flyers, and educational session. This rationale is evident by the current study results. Most of the students approved that

the educational media (brochures, flyers, posters, videos, demos) are illustrative, and the campaign activities are well-organized. Further, most of the students also report that educational session is conducted at an effective pace and that the main points are well covered and clarified. Likewise, the campaign facilitators are knowledgeable about the subject.

Syrja (2014) reported similar findings in a study entitled “first aid training for the degree program in nursing students” at the JAMK University of Applied Sciences in Finland. An evaluation of a first aid training session reveals positive and supportive comments from the student nurses. The students' comment with “Good job” and “well done.” Besides, they like the real-life experience and suggest more awareness sessions. Some comments are related to the course content, and they require more in-depth knowledge of first aid.

The current study findings are consistent with findings of research reported by the *British Red Cross (2018)* that many learners report an increase in the feeling of self-worth in the learner comments and a focus group. The comment states the change had come as a result of the first aid education itself. A learner from the focus group describes the feeling he got after intervening to help someone having an epileptic seizure in the street. Some learners who practice the learned skills report increased feelings of self-esteem. This finding comes from learning that they can “save a life.” *Handschu et al. (2006)* report the same finding. Participants of first aid training appreciate getting information about first aid provided for a patient with stroke.

The current study also discloses that more than three-quarters of student nurses in the current study evaluated the campaign activities as excellent and about one-fifth as very good. No one estimated the campaign activities as poor or average. Due to the campaign's variant supportive activities, the diverse educational media used the proper organization of these activities and sound planning. This finding is evident by the current study findings that more than two-thirds of the students recommend a longer duration of the campaign. These findings are consistent with *Kerschaver, DeLooz, and Moens (1989)*. They report that at the end of a study program, evaluating the feasibility and the effectiveness of a unique training session on CPR, most students ask for additional training opportunities.

Besides, about two-thirds of the students are ardent to obtain a soft copy of campaign activities to further boost their knowledge. Less than half of them ask for uploading campaign activities on the college website. Furthermore, about two-fifths of them recommend topics for future campaigns. This finding reflects a high satisfaction with the campaign's educational activities. The novelty of this educational approach in raising awareness among the nursing students might help student engagement and emphasize active learning strategies in raising the student nurses' awareness.

Moreover, Comparable findings are reported by Beirut Arab University when senior pharmacy students (during their experiential placement) show full enthusiasm, high levels of confidence, commitment, and a remarkable efficiency when volunteered in the first aid awareness campaign that was held at Rafik Al-Hariri University Hospital (*Beirut Arab University, 2018*).

Finally, the study sheds light on the implication of communicating knowledge to students through the awareness campaigns with its educational sessions and various educational activities, students' engagement in planning and implementing their own learning needs.

7. Conclusion

In conclusion, this study evidences the efficacy of awareness campaigns regarding raising awareness of critical issues such as first aid among nursing college students. As the study reveals an improvement in the knowledge mean scores post-implementation of the educational activities in the two students' cohorts comparable to their pre-knowledge level, with a non-statistically significant difference between them. This is supporting the first research hypothesis of increasing the students' knowledge level after education and rejecting the second one that states the presence of a difference between the two undergraduate nursing cohorts. Besides, a great satisfaction of students is achieved, for the entire campaign activities.

8. Recommendations

Based on the study results, the researchers recommend that the first aid course be given as a separate course for undergraduate nursing students once they start taking the major nursing courses. Aside from the theoretical aspect of delivering first aid courses, actual practice and or hands-on experience should be an integral part of the nursing student's education to completely grasp the importance and correct methods of first aid application.

Furthermore, first aid courses should not be dedicated to nursing colleges only. Still, all other health-related courses should be embedded in such classes to empower future health care professionals. First aid course can also be taught through media (TV., social media, workshops, use media figures, mobile applications), thereby permeate many people of all ages. The study also recommends researching the effect of first aid awareness campaigns on a larger population, besides further research concerning health education campaigns as an active method of student learning.

9. References

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