



Enhancing Students' Knowledge of First Aid through Online Training

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ABSTRACT

This study aimed to evaluate the effectiveness of an online first aid training program in enhancing the knowledge of Bachelor of Physical Education (BPEd) students. This quasi-experimental study involved 23 BPEd students enrolled in the first semester of the Academic Year 2020-2021 at the University of Saint Louis Tuguegarao. Results showed a significant improvement in post-test scores compared to pre-test scores, indicating that the training effectively enhanced the participants' knowledge of first aid. Furthermore, the participants' overall evaluation of the online training was highly satisfactory. In conclusion, the findings demonstrate that Project L.I.F.T. (Learning Innovative First Aid Training) was successful in increasing the first aid knowledge of BPEd students, proving the effectiveness of online training as an alternative to traditional face-to-face instruction.

INTRODUCTION

Due to the long-lasting pandemic that the whole world is facing, the strain and the struggle are inevitable. Many things were interrupted and forced to stop like jobs, schools, and other activities that require face-to-face interaction among individuals. However, this advancement of technology has caused a shift from knowledge being fixed to knowledge being accessible at any place and time. Thus, it creates more opportunities and change the mode of instruction of a teacher or facilitator towards students (Rapanta, et al., 2020). Through online platform, people can now continue their jobs, studies or even conduct training programs online. In addition, utilizing online programs can give more advantages as compared to face-to-face interactions because it has the ability to increase accessibility to many logistical problems that the traditional training encounters. More so, online programs can adapt to any setting and probably can reach more remote populations (Wijesooriya, et al., 2020). Basic Life Support (BLS) training can be delivered or enhanced effectively by integrating different learning techniques like DVD, video, CD and online programs. Besides, using online and audiovisual media are more suitable in teaching cognitive based learning, commonly the theoretical aspects of first aid and cognitive skill development. Therefore, there are many alternatives which are effective than the traditional mode of teaching (Barton, 2020; Tang, et al., 2023; Quezada, et al., 2020).

Furthermore, life is valuable to every person because humans only have one and they don't know when and where their lives may be endangered. Accidents have always been a threat to human because it causes people to lose their lives or become injured permanently (Anjuman, et al., 2020). In the year 2016, 56.9 million deaths were recorded worldwide and 4.8 million people have died because of injuries (World Health Organization, 2018). In addition, 10% of the mortality rate and 15 % of disability worldwide were caused by injuries (James, et al., 2020). However, in the Philippines, accidents were one of the leading causes of death in all ages (Lu, 2021). Accidents may happen in the most unexpected turns or loops of time; it may cause minor or major injuries or worst, death. Hence, lives can be saved and complications can be prevented if individuals could offer first aid care to the victims. Therefore, first aid is vital in every accident (Singletary, et al., 2020).

However, during accidents and injuries, individuals can't always expect that there are medical experts that are in the scene. So, it is necessary for everyone to learn how to conduct First Aid treatment to the victims. First aid is giving initial, immediate and temporary care to an ill or sick person to keep the person alive until medical emergency help arrives (Coyne, 2021). Individuals who can administer immediate and adequate first aid care to a person who needs it may prevent worst outcomes. In incidents, the possibility of death can be decreased by 20% and can increase the success treatment of the injured person if effective first aid is applied (Zidedman, et al., 2021). Therefore, the success rate of the first aid treatment depends on the hand of the person who will conduct it.

Moreover, accidents are unpredictable that it can occur anywhere to anyone within the least expected moments and it can take our lives in an instant. It can happen in our respective houses, work places, roads and even in the school premises. In the school environment where teachers and students spend more time, accidents are more likely to happen such as sports injuries, asthma attacks, epileptic seizures etc. Thus, it requires first aid care. Across different countries, studies found out that a high percentage of students lack appropriate first aid knowledge (Israeli, et al., 2020; Abelairas-Gomez, et al., 2020). Some studies found out that the majority of people have lesser or no first aid training at all (Jacob & Barboza, 2021; Semeraro, et al., 2021). Thus, having first aid training in school can increase and enhance the knowledge of students in first aid treatment. In increasing the number of first aiders in the country, training the first-year university students can be a good way because these students will soon graduate and will go to different regions in the country. It can also play their own role within different sectors. Thus, due to that process they can become a first aider who can increase the awareness and importance of having a first aid training that can give them advantages in times of accidents.

The Bachelor of Physical Education (BPED) is a degree program that aims to train and educate students in terms of physical literacy and physical disposition. Thus, students are more exposed to movement and fitness activities. Furthermore, it's necessary for every BPED students to have a basic knowledge with regards to first aid because they spend more time on recreational activities and sports. Hence, it's inevitable to experience accidents that may result to minor or major injuries. With this, students would immediately response or administer first aid to an injured person or victim. Aside from that, in the future, BPED students will become teachers in their own respective schools and student's safety will become their responsibility. Thus, teachers are required to learn the basic first aid rules because they are the first ones to help the student in times of accidents or injuries that might occur in school (Bakalarski, 2020; Charalambous, 2021).

Having the different literature gaps presented, it's essential to conduct a study among BPED students to look into the effectiveness of online training course towards first aid. It is important to make sure that people get enough knowledge and practices in handling accident situations including students and teachers. Training will enhance the students' knowledge and awareness regarding first aid. It can be a great way in treating injuries in times of unexpected occurrence. With having a large number of accidents in schools and workplaces, this study aimed to evaluate the effectiveness of online training course among BPED students towards first aid in the University of Saint Louis in Northern Philippines.

LITERATURE REVIEW

Basic first aid training prepares individual to provide immediate medical assistance and to educate an individual on the proper handling of different incidents that might happen (Rocha Santana, et al., 2020). Furthermore, attending seminars and trainings about first aid are the most important key factor in increasing knowledge with regard to the matter (Wang, et al., 2021).

Students were compared as to level of their knowledge towards first aid. It was found that students who attended the first aid training have a high level of knowledge than those who have not undergone first aid training. Previous researchers have found that the factor which affects the level of first aid knowledge is related to one's first aid training experiences (Wyckoff, et al., 2022; Said & Chiang, 2020; Xie, et al., 2021). Moreover, scores of the students who attended formal first aid training were compared to the students who have not undergone such training. It was revealed that the students who attended such training have a better score than those who have not. Thus, attending the first aid training has a vital role in increasing one's knowledge and attitude toward first aid (Sijbrandij, et al., 2020). There's also a definite need to provide a regular training program in every school so that students will be able to intensify their first aid knowledge.

Considering the situation that people are facing right now due to the pandemic, having a face-to-face training would not be possible. There are many platforms that people can administer such as online training. The traditional way of teaching may not necessarily be the most effective way to provide the basic components of first aid training. For instance, incorporating variety of learning techniques such as online programs and trainings, videos and DVD to programs like BLS (Basic Life Support) (Luz, et al., 2023; Dick-Smith, et al., 2021). For cognitive-based learning, online and other audiovisual media are more suitable for instructions, but the effectiveness of the first aid training lies on the instructor and how well the program is being implemented and organized. A simple and clear demonstration of skills are a result of a well-organized and well-crafted audiovisual presentation (Semarayasa, et al., 2023). This may provide more consistency for better guidance than a poor demonstration or explanation by an unskilled educator.

METHODOLOGY

In order to accomplish the objectives of this study, a quasi-experimental method of research was employed. The effectiveness of the online training was assessed from the data collected through evaluation. The participants of this study were the Bachelor of Physical Education Students from 1st year to 3rd year level who were enrolled in the first semester of the Academic Year 2020-2021 in the University of Saint Louis Tuguegarao.

Tabel 1. The participants of this study were the Bachelor of Physical Education Students in the University of Saint Louis Tuguegarao

| Year Level | Number of Participants | Percentage |
|-------------|------------------------|---------------|
| First Year | 8 | 35.00 |
| Second Year | 11 | 48.00 |
| Third Year | 4 | 17.00 |
| Total | 23 | 100.00 |

The main research instrument that was used in this study were pre-test and post-test. The research questionnaire for pre-test and post-test were

validated by the experts on assessment, mathematics and research instrumentations. The questionnaire consists of 25-item multiple choice to assess the level of knowledge of BPED students towards First Aid. The items in the pre-test and post-test were based on the content of the 4 sessions of the Project L.I.F.T. specifically: First aid injuries, First aid Medical Condition, Animal bites and marine puncture wounds, and Cardiopulmonary Resuscitation. Furthermore, an evaluation was administered to the participants after the online training to check the strengths and weaknesses of the program. This research study followed a three phase of data gathering:

A. Pre-implementation Phase

The researcher produced 4 lesson plans for the guest speakers to have a basis and to have a guide for the online training. The lesson plans include the content of the online training every session, hence the topics were sorted out to every guest speaker. Furthermore, an approval to conduct the study was sought from the office of the Vice President for Academics and from the Dean of School of Education, Arts and Sciences. Consent to participate from the participants was asked through online platforms. A pre-test was administered before the utilization of the proposed online training for first aid to primarily determine the level of knowledge of the targeted participants. The pre-test was done synchronously and the distribution of questionnaire was sent through online. A Google form was sent to the participants and the researchers. The collected data were kept with utmost confidentiality.

B. Implementation Phase

The proposed Online First Aid Training course was utilized by the BPED students for at least 4 sessions. The researchers used a web-based video conferencing to implement the Project L.I.F.T. The researchers were the moderators in every session. The duration of every session of the online training was 2 hours. Throughout the training, the content of the sessions was similar to the content of the pre-test and post-test. Every after the session, the invited speaker was awarded a certificate of recognition for acknowledging their time and expertise as a guest speaker.

C. Post-implementation Phase

After the Online First Aid training, the same test was administered synchronously to the participants to determine if there's a significant difference between their pre-test level of knowledge and their post-test level of knowledge. The distribution of the questionnaire was sent through online Google form. In conclusion, the researchers summarized the results in order for it to undergo data analysis.

Data Analysis

The researcher utilized frequency count and percentage to illustrate the profile of the participants and to interpret the pre-test and post-test score for their level of knowledge towards first aid using the following range:

Tabel 2. Frequency and percentage calculations to interpret pre-test and post-test scores

| Range | Qualitative Description |
|-------|-------------------------|
| 23-25 | Excellent |
| 20-22 | Very Satisfactory |
| 17-19 | Satisfactory |
| 14-16 | Fair |
| 0-13 | Poor |

Furthermore, one-way analysis of variance was utilized to determine the significant difference of the post-test scores of the participants when grouped according to year level. Also, paired sample t-test was used to test the significant difference between the pre-test and post-test scores of the participants.

Mean average was utilized to interpret the data from evaluation and scores will be placed into Statistical Packages for Social Sciences (SPSS) for proper analysis while using the following range:

Tabel 3. Mean average was utilized to interpret the data from evaluation and scores

| Mean Range | Qualitative Description |
|------------|-------------------------|
| 3.50-4.00 | Very effective |
| 2.50-3.49 | Effective |
| 1.50-2.49 | Less effective |
| 1.00-1.49 | Not effective |

RESEARCH RESULT

Table 4. Pre-test Scores of the Participants

| Scores | Pre-Test | | | | | | | |
|-------------------------|----------------------|-------|----------------------|-------|----------------------|-------|-------|-------|
| | 1 st Year | | 2 nd Year | | 3 rd Year | | Total | |
| | n | % | n | % | n | % | N | % |
| 23-25 | 0 | .00 | 0 | .00 | 0 | .00 | 0 | .00 |
| 20-22 | 1 | .00 | 2 | 18.19 | 1 | 25.00 | 4 | 16.00 |
| 17-19 | 4 | 50.00 | 1 | 9.09 | 3 | 75.00 | 8 | 32.00 |
| 14-16 | 2 | 25.00 | 4 | 36.36 | 0 | .00 | 6 | 24.00 |
| 0-13 | 1 | 25.00 | 4 | 36.36 | 0 | .00 | 5 | 28.00 |
| Mean Score | 15.36 | | 14.30 | | 18.15 | | 15.94 | |
| Qualitative Description | Fair | | Fair | | Satisfactory | | Fair | |

Table 4 shows the pre-test scores of the Bachelor of Physical Education students with regard to their knowledge on first aid. It can be seen in the table

that the level of knowledge of the 1st year and 2nd year students is fair. However, the mean score of the 1st year students is higher as compared to the 2nd year students. On the other hand, the level of knowledge of the 3rd year students are satisfactory, resulting that the mean score of the 3rd year students is the highest among all the year level that took the pre-test. Overall level of knowledge of the Bachelor of Physical Education students is fair. By this means, the participants have an average level of knowledge with regard to first aid. There's no sufficient knowledge and skills that they may use during an emergency situation. Hence, the BPEd students need first aid training to enhance and improve their knowledge towards first aid.

Table 5. Post-Test Scores of the Participants

| Scores | Post-Test Scores | | | | | | | |
|-------------------------|----------------------|-------|----------------------|-------|----------------------|-------|-------------------|-------|
| | 1 st Year | | 2 nd Year | | 3 rd Year | | Total | |
| | n | % | n | % | N | % | N | % |
| 23-25 | 3 | 34.59 | 3 | 27.27 | 2 | 50.00 | 7 | 28.00 |
| 20-22 | 5 | 62.50 | 8 | 72.73 | 2 | 50.00 | 18 | 72.00 |
| 17-19 | 0 | .00 | 0 | .00 | 0 | .00 | 0 | .00 |
| 14-16 | 0 | .00 | 0 | .00 | 0 | .00 | 0 | .00 |
| 0-13 | 0 | .00 | 0 | .00 | 0 | .00 | 0 | .00 |
| Mean Score | 23.50 | | 21.45 | | 23.25 | | 22.73 | |
| Qualitative Description | Excellent | | Very Satisfactory | | Excellent | | Very Satisfactory | |

Table 5 reveals the post-test scores of the Bachelor of Physical Education students. It can be seen in the table that the post-test scores of the 1st year and the 3rd year BPEd students are excellent. Meanwhile, the post-test score of the 2nd year students is very satisfactory. Nonetheless, among the three-year levels, 3rd year students is the highest as compared to the mean score of the post-test. As a result, there is a positive increase of the level of knowledge of the BPEd students with regard to first aid.

Table 6. Significant Difference on the Post-Test Scores of the Participants when grouped according to Year Level

| Year Level | Mean Score | F-value | P-value | Decision |
|----------------------|------------|---------|---------|-----------|
| 1 st Year | 23.50 | 1.240 | .085 | Accept Ho |

Table 6 shows the significant difference of the post-test scores of the Bachelor of Physical Education students when grouped according to year level. It is revealed in table that the mean score of the 2nd year participants is the lowest among the 3 year levels who participated in the study. More so, the 3rd year BPEd students are the highest among the three when compared to the mean score of their post-test. However, the scores of the three-year levels do not deviate from the number gap. Thus, the post-test scores of the Bachelor of Physical Education students when grouped according to year level do not varied significantly.

Table 7. Significant Difference on the Pre-Test and Post-Test Scores of the Participants

| Test Scores | Mean Scores | df | t-value | P-value | Decision |
|-------------|-------------|----|---------|---------|-------------|
| Pre-Test | 15.94 | 24 | -7.285 | .000 | Significant |

Significant at .05 level

Table 7 reveals the significant difference between the pre-test scores and the post-test scores of the Bachelor of Physical Education students with regard to their knowledge on first aid. It can be seen in the result that the mean score of the pre-test is low as compared to the mean score of the post-test. As a result, pre-test and post test scores are varied significantly. This means that there is a high significant improvement between pre-test and post-test scores. Therefore, the Project L.I.F.T (Lousian Innovated First aid Training) seemed to improve the participant’s knowledge with regard to first aid.

Table 8. Evaluation of the Participants on the Implementation of Project LIFT

| ITEMS | Very Satisfactory | | Satisfactory | | Fair | | Poor | |
|--|-------------------|-------|--------------|-------|------|-----|------|-----|
| | n | % | n | % | n | % | n | % |
| The objectives of the training were clearly defined. | 18 | 78.26 | 5 | 21.74 | 0 | .00 | 0 | .00 |
| Participation and Interaction were encouraged. | 19 | 82.61 | 4 | 17.39 | 0 | .00 | 0 | .00 |
| The topics covered were relevant to me. | 19 | 82.61 | 4 | 17.39 | 0 | .00 | 0 | .00 |
| The content was organized and easy to follow. | 18 | 78.26 | 5 | 21.74 | 0 | .00 | 0 | .00 |
| These training experiences will be useful to me. | 21 | 91.30 | 2 | 8.70 | 0 | .00 | 0 | .00 |
| The trainers were | 17 | 73.91 | 6 | 26.09 | 0 | .00 | 0 | .00 |

| | | | | | | | | |
|--|------|-------|---|-----------|---|-----|---|-----|
| knowledgeable about the training topics. | | | | | | | | |
| The trainers were well prepared. | 19 | 82.61 | 4 | 17.39 | 0 | .00 | 0 | .00 |
| The training objectives were met. | 17 | 73.91 | 6 | 26.09 | 0 | .00 | 0 | .00 |
| The time allotted for the training was sufficient. | 15 | 65.22 | 8 | 34.78 | 0 | .00 | 0 | .00 |
| The topics were easily understandable. | 20 | 86.96 | 3 | 13.04 | 0 | .00 | 0 | .00 |
| Overall Mean | 3.52 | | | Excellent | | | | |

Table 8 reveals the evaluation of the participants towards the implementation of the Project L.I.F.T (Louisian Innovated First Aid Training). It can be seen the table that the overall evaluation is very satisfactory. This means that the participants and the researchers have achieved the objectives of the online training program which is to improve their knowledge towards First Aid. In addition, the result revealed that the content was well-organized and easy to follow. The participants also rated the trainer positively for being well-prepared and interactive. However, it also showed that some of the participants rated the duration of the online training was insufficient, but majority of the BPEd students rated it as sufficient. Furthermore, the results demonstrated that the objectives were clearly defined.

DISCUSSION

BPEd Students' Prior Knowledge towards First Aid

Administering emergency medical care to someone needs information on what they should do or should not do in each circumstance. The study found out that the participants have a fair level of knowledge after accomplishing the pre-Test. This is in relation to the study of Amin, et al. (2020), that during the pre-assessment, nearly all of the students claimed to have knowledge of first aid. However, a large percentage of students believed their knowledge was insufficient. Nonetheless, the fair score was a manifestation that students were not exposed to any first aid trainings or seminars. This is in connection with the findings of the study of Mao, et al. (2021) that the trained students' knowledge was better to that of the untrained students. More so, the study also revealed that the participants have a difficulty in answering the

items that were related to diabetes and shock. Moreover, the study also revealed that the score of the 1st year students was higher as compared to the 2nd year students. Meanwhile, the level of knowledge of the 3rd year students was satisfactory, resulting that their score was the highest among all the year levels that took the pre-test. This means that every student across different year levels have varied prior knowledge towards first aid.

Furthermore, taking the pre-test without any formal trainings or seminars may be seen that students have a difficulty in answering the provided pre-test questions with regard to first aid. This implies that the knowledge of the BPEd students towards administering proper first aid procedures were shallow. This is consistent with the study of Hashim, et al. (2021), that students from Ajman University of Science and Technology do not have sufficient knowledge and understanding about first aid. Thus, the majority of students felt incompetent in dealing with first-aid situations. Consequently, participants' knowledge with regard to first aid needs to be enhanced through training. It was confirmed by various literature that students who participated in the awareness program have showed considerable improvement in their understanding of the majority of the first aid questions (Wyckoff, et al., 2022).

BPEd Students' First Aid Knowledge after the Implementation of the Project L.I.F.T

It was revealed in the study that the students have high scores after accomplishing the Project L.I.F.T (Lousian Innovated First Aid Training). This means that the post-test scores of the BPEd students were much higher as compared to their pre-test scores. Thus, there was an increase of first aid knowledge of the BPEd students after the implementation of the online training. This supports the claim of Ndile, et al. (2020), that those who had received first aid training have a higher level of knowledge than those who have not received first aid training.

Additionally, accomplishing the post-test after attending the online training has a positive implication towards the scores of the BPEd students. As a result, the mean score of the post-test of the 3rd year BPEd students was the highest among the three-year levels. It also revealed that the scores of the 1st year and 3rd year BPEd students were excellent. Meanwhile, the post-test score of the 2nd year BPEd students was very satisfactory. Nevertheless, the scores of the participants do not differ from the number gap, meaning the post-test scores of the BPEd students do not vary significantly when grouped according to year level. This also means that after the Project L.I.F.T, almost of the BPEd students were able to answer the given post-test correctly. In addition, the items in the pre-test that have a low score such as topic of diabetes and shock were improved. Thus, the knowledge of the BPEd students towards first aid were enhanced and the students were able to understand properly how first aid will be administered during an emergency. This also implies that the first aid training could be administered through online. This supports the claim of Wang, et al. (2021), that the traditional method of teaching may not always be the most effective approach to teach the fundamentals of first aid. For example,

BLS (Basic Life Support) programs can use a range of learning modalities such as online programs and trainings, videos, and DVDs.

Effectiveness of Project L.I.F.T (Louisian Innovated First Aid Training)

Even in the past years, the advancement of technology was utilized to create a more accessible dissemination of information to everyone especially in establishing more opportunities for the teacher or instructor to modify the instructions given to the students. Furthermore, due to the strike of the COVID-19 pandemic, the traditional way of providing face-to-face trainings for first aid were prohibited. Online training for first aid was implemented to the BPEd students. The study revealed that the Project L.I.F.T was an effective medium to implement first aid for the BPEd student. This is consistent to the study of Sarwinda, et al. (2020), that in general, online and other audiovisual media are better for learning such as theoretical aspect of first aid and skill development. Therefore, online programs can be effective alternatives to classroom settings for teaching knowledge and skills. In other words, multi-media or the utilization of social media platforms to improve one's knowledge for first aid were effective and successful.

In addition, the effectiveness of online training program was also based on the instructor or the trainer who will deliver the subject course or topic. This means that if a trainer or speaker is prepared in a certain seminar, there will be a positive impact on the flow of the event. Also, there will be a proper delivery of information from the trainer to the audiences or the listeners. Moreover, the discussion or lecture will have a smooth transition from topic to topic and the trainers will have a sharper execution of skills that are needed to see and learn by the audiences or students. This supports the claim of Nguyen, et al. (2021) that the effectiveness of the first aid training lies on the instructor and how well the program is being implemented and organized. Meanwhile, the result of the evaluation of the Program L.I.F.T showed that the trainer was knowledgeable and prepared to deliver the first aid training for the BPEd students. It also revealed that the training objectives were met and clearly defined. More so, it showed in the study that some of the participants have rated the duration of the sessions inadequate. This means that the 2-hour per session was not sufficient for some of students to learn and comprehend the different first aid procedures. However, majority of them rated the sessions as sufficient. The time span that was given to every session were enough to learn and discuss the first aid procedures.

Furthermore, Project L.I.F.T was efficient in teaching and training the students with proper first aid procedures for an emergency. This program was also timely and relevant to the students for they were not able to employ face-to-face classes or trainings, thus, training through online was implemented. This also implies that through online training, it was convenient for the students to learn and enhance their knowledge towards first aid. This supports the study of Reveruzzi, et al. (2020) that there is also a clear requirement for every school to provide a regular training program for the student in improving their first-aid skills.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the utilization of Project L.I.F.T is effective in enhancing and improving the knowledge of the BPEd students toward first aid. The online training program is one of the alternative ways to encourage students in learning and improving their skills and knowledge for first aid that can be used during emergency situations.

The first aid trainer and the P.E instructor may use an alternative platform such as online programs to implement first aid training for the students. Since, first aid is an essential skill that is needed to save one's life, students should learn the basic first aid procedures so that as they become professionals in their own fields, students will be equipped with skills and knowledge that they can be used to save a life. These skills might help them whenever they will encounter accidents and they can offer a helping hand to those who requires first aid treatment in their presence.

BPEd students should learn the basic first aid skills since they will become P.E teachers in the future. While P.E subject focuses more on the physical engagement, students will be exposed to more physical activities, thus, students are more prone to injuries and accidents. It is very necessary for the Physical Education instructors to be skillful and knowledgeable in administering first aid whenever there are accidents or injuries that might occur in their field and through this process everyone can build a safe school environment.

The authenticity of first aid knowledge lies on a person or individual who will teach the students the first aid knowledge. Hence, it might be a good idea to coordinate with the professionals that are experts in the field of first aid such as the Bureau of Fire Protection (BFP) and the Department of Health (DOH). Rest assured that these experts will educate and demonstrate to the students the proper way in administering first aid during accidents or emergency situations. Even though the students are knowledgeable enough in first aid, the application of the knowledge is still questionable. Therefore, conducting a return demonstration on the basic first aid skills after the training can be a great avenue to familiarize them in emergency situations. It can also boost their confidence in applying first aid on a layperson or victim. The return demonstration can be monitored by the experts to guarantee that the application of first aid is properly executed.

Furthermore, everyone should learn first aid not only by the students, but everyone in every community. Therefore, the project L.I.F.T. (Louisian Innovated First Aid Training) can serve as an S.L.P. (Service Learning Program) for the BPEd students and teachers. It can serve as a bridge to extend our helping hand to the community by teaching first aid that is beneficial for everyone in a certain community. Moreover, teaching first aid in a community help us build a safer environment for everyone. Anyone can equip them with knowledge and decreases the possibility of death or major injuries in the community where we will conduct the said program. If we can help one or two communities every year, we can spread the knowledge of first aid little by little until we reach every community in the whole region hoping to decrease the

mortality rate of the region. Finally, the Project L.I.F.T may be conducted to train students with first aid knowledge and skills in an online platform considering the current situation that we are in, the pandemic.

ADVANCED RESEARCH

Considering the researchers' own inadequate knowledge and skills, the author of this paper becomes aware of numerous language, writing, and presentational flaws. For this reason, the researcher anticipates helpful critiques and recommendations from a variety of sources in order to make the piece flawless.

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