

attempts. Eight students (12%) ventilated the manikin with 500–600 ml air, six (18%) with <400 ml air, and 24 (70%) with >600 ml.

Conclusions: The ability to perform effective cardiac compressions and artificial ventilation was satisfactory. The use of the highly-equipped manikin improved the efficacy of the CPR courses.

Keywords: basic life support; cardiopulmonary resuscitation; manikin; medical students; training

Prehosp Disast Med 2007;22(2):s25–s26

(42) Mouth-to-Mouth Ventilation Restrains Rescuers from Performing Compressions-Only Cardiopulmonary Resuscitation

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Hypothesis: Proper teaching during cardiopulmonary resuscitation (CPR) training improves the willingness of the rescuers to perform CPR.

Methods: The questionnaire used was constructed by a team of CPR experts. A total of 46 healthcare providers (HCPs) were evaluated.

Results: The age of the subjects ranged from 21–48 years. The sample consisted of nine males and 37 females, 33 of whom were nurses and 13 were medical doctors. Nineteen HCPs (42%) had not attended basic life support courses during the last three years. Twenty-one (45.6%) believed that they had sufficient knowledge of CPR. Three (71.7%) would not perform CPR on a stranger (out-of-hospital), mainly due to their unwillingness to perform mouth-to-mouth ventilations. When they were informed that they could perform compressions-only CPR without being accused of malpractice, 30 out of the 33 HCPs (91%), who earlier stated that they would not perform CPR, now confirmed that they actually would perform CPR.

Conclusions: The knowledge of CPR was not satisfactory. Results from this study indicate that mouth-to-mouth ventilation restrains rescuers from performing compressions-only CPR. The fact that proper information-sharing during CPR training changed the attitude of the rescuers towards the cardiorespiratory arrest victim, illustrates the need for improvement in CPR training.

Keywords: cardiopulmonary resuscitation (CPR); compressions-only cardiopulmonary resuscitation; education; knowledge; mouth-to-mouth ventilation; rescuers; training

Prehosp Disast Med 2007;22(2):s26

(43) Evaluation of Competency-Based, Online Learning Modules for Nurses

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Introduction: Several grants have been received to develop an online curriculum for nurses in emergency preparedness using the competencies developed by the International Nursing Coalition for Mass Casualty Education (INCMCE). A unique aspect of the development of these modules

is that they reflect the “How People Learn” Cycle (HPL). **Methods:** Five proposed modules were completed on 01 November 2006. This presentation will provide data to determine the effectiveness and efficiency of learning programs designed to educate nurses volunteering for service.

Results: Data analysis is currently ongoing at the writing of this abstract. One initial finding is that learners did not complete all modules in sequence, but rather individual modules. Faculty members have reported that they found the modules to be most useful for stimulating seminar discussions. Additionally, the modules provided a variety of international resources that could be used alone or in combination with other resources in a rich multimedia experience. Overall confidence scores also have increased from pre- to post-module completion. The comparison of face-to-face to online learning was not possible due to the fact that the majority of learners chose the online method. Perhaps, this selection may be a reflection of today’s society, in which computer-accessed learning is becoming more of a norm.

Conclusions: The modules currently are being translated into other languages in conjunction with the Pan-American Health Organization. The long-term objective of this study is to provide quality educational materials for volunteer nurses, thereby improving the quality of health following emergency public health events worldwide.

Keywords: computer-based module; educational materials; emergency nursing; emergency preparedness; online learning

Prehosp Disast Med 2007;22(2):s26

(44) Challenges and Opportunities for Chemical, Biological, Radiological, Nuclear First Responder Training

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The objectives of the European Union-funded research project Innovative Measures for Protection Against Chemical, Biological, Radiological, and Nuclear (CBRN) Terrorism (IMPACT) are: (1) to establish the foundation for an integrated European CBRN counter-terrorism research and acquisition program; and (2) to validate, assess, and demonstrate innovative technological capabilities, operational concepts, and procedures to assist in developing preventive and suppressive crisis management. Current European capabilities to detect and respond to CBRN threats are modest, and are spread among many organizations. This lack of coordination stresses the need to unify the current response capability and establish standards and guidelines for European nations.

Training is an important factor in this context. The objective of a training system is to ensure that units/people involved in the response to CBRN events acquire and maintain an adequate readiness levels to perform assigned mission(s) in accordance with doctrine/strategy. However, this is complex. Tasks must be performed in a variety of environments and scenarios, and several doctrines must be considered. The competencies vary from the individual level to the team and organizational level, from mono-disciplinary