Keywords: Children, pain assessment, satisfaction, and smartphone application.

Introduction: There are few studies that describe the usage of applications for pain assessment in the paediatric field. A pain cut-off ≥ 4 is considered.

Objectives: To evaluate prevalence, incidence and intensity of paediatric pain at home at 24 hours, 5 days and 30 days post-surgery.

Methods: Post-operative pain was monitored with an app developed specifically for this project.

Results: In a population of 214 participants, at 24 hours the prevalence pain evaluation is 71% (intensity mean 2.3), at 5 days 48% (intensity mean 1.4) and at 30 days 24% (intensity mean 0.5). The incidence at 24 hours is 73%, at 5 days 5%, at 30 days 2%.

Discussion: The pain app is a useful tool for pain measurement at home, facilitating monitoring and communication between parents and healthcare providers.

Conclusions: The pain application can be a valuable monitoring and decision-making tool for pain management.

PO15 – PBLS and primary school teachers: survey on training needs in first aid environment

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Theme: School health.

Keywords: Early defibrillation, cardiopulmonary resuscitation, lay, paediatric basic life support, school teachers.

Introduction: Only 15% of European cases of CPR are performed by a witness. Prompt interventions can increase the person's chances of survival. Secular training programs are gaining even more importance.

Objective: Investigate primary school teachers' level of CPR training in two provinces of Piedmont (Italy).

Methods: We interviewed 667 teachers of which 82% took part in the study. A questionnaire of 24 questions was created to assess the level of expertise.

Results: 25 teachers had witnessed a student's cardiopulmonary arrest. Just 2 were able to perform a CPR on them. 38% of the survey participants had been trained in PBLS. 87% of the educators stated they would not be capable of using an AED and 58% of them declared their schools are not equipped with AEDs.

Conclusions: This study shows how the majority of the teachers are not adequately trained and it proves the positive effect of a PBLS-D course.