**Assignment 2 – Problem Identification**

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 Working as a nurse is a lifelong commitment to continuous education. Once nursing school is completed, nurses must complete yearly education to maintain their competency. This is completed by taking in-person classes, such as CPR or fetal heart surveillance, or by completing online modules called I-Learns. However, unless you live in a larger center, nurses often must travel to complete in-person education. While in-person education is beneficial, some classes could be adapted to be done as an online course. Other courses have not been adapted to changing times because technology has not been updated.

 Working as a nurse in a specialty area requires more training and education. Perinatal nursing, or labour and delivery, requires several extra courses. Fetal Health Surveillance, or FHS, is a well-established course that teaches healthcare providers how to read and interpret a baby’s heart rate during labour (Canadian Perinatal Programs Coalition [CPPC], 2020). The course is offered through some universities or in-house training through the health authorities. The FHS course is textbook-based, with students completing online modules and exams before attending an in-person class. The in-person class has presentations with a few sound bites and handouts with photocopied fetal heart rate tracings. Nurses find the content often dry and sometimes hard to understand. The first time the course is taken, it is eight hours long. Nurses then have to recertify every two years with a four-hour refresher course, as the content or protocols are often updated. The problem with this course is that nurses inexperienced with using FHS often find the course overwhelming and feel under-prepared after completion. Alternatively, experienced nurses often find taking the course every few years a waste of time.

 My goal with redesigning the course would be to help inexperienced nurses feel more prepared while engaging the experienced nurses. Using the SECTIONS model by Bates (2015), redesigning the course, selecting media that would help the students to be more involved, increasing interactions between the students, and changing the strategies around how it is taught would increase the satisfaction of the course to all. The redesign would require the use of more technology than what was used previously. Using real-life example scenarios with fetal heart rate tracings with sound is just an example of a change that would be beneficial in the course. Another alternative is to add more interaction to the course by allowing more teamwork and collaboration through technology.

 Fetal Health Surveillance is a mandatory course perinatal nurses must complete to work in a Labour and Delivery unit. The course may be overwhelming to inexperienced nurses and may feel unnecessary to experienced nurses. Using Bates's (2015) SECTIONS model as a guideline to redesign how FHS is taught would help increase students' engagement and satisfaction with the course. Integrating technology into the course would breathe new life into the program.

References

Bates, A. W., (2015). *Teaching in a Digital Age: Third Edition – General.*

Canadian Perinatal Programs Coalition, (2020). *Fundamentals of Fetal Health Surveillance (5th ed).* https://elearning.ubccpd.ca/pluginfile.php/648701/mod\_resource/content/1/2022-09-22%20Fundamentals%20of%20Fetal%20Health%20Surveillance%20Course%20pdf.pdf