

Digital Health Foundations for Nursing and Midwifery: Competency Preparation for Placement

Introduction

This teaching resource is designed to support faculty delivering the Digital Health Foundations for Nursing and Midwifery: Competency Preparation for Placement course. The course aims to prepare nursing and midwifery students for clinical practice in digitally enabled healthcare environments. It includes five key modules, each aligned with the National Nursing and Midwifery Digital Health Capability Framework, ensuring consistency with national standards and supporting effective curriculum delivery.

Course Overview

This pre-placement course equips nursing students and midwifery students with foundational knowledge and skills to navigate the evolving digital health landscape. Fundamental to the course is an introduction to My Health Record, a pivotal tool in Australia's healthcare system, offering students practical insights into its role in clinical practice and patient care.

The course is structured around the National Nursing and Midwifery Digital Health Capability Framework, which supports the development of digital competencies across five key domains that are Digital Professionalism; Leadership and Advocacy; Data and Information Quality; Information-Enabled Care and Technology.

Students assess their digital capabilities, identify areas for growth, and build confidence in using digital tools effectively through interactive modules and applied learning. The students are better prepared to contribute to a technology-enabled healthcare environment and transition smoothly into professional practice at the end of course.

Intended Course Learning Outcomes

It is expected that participants who have completed this course will be able to;

- Create and evaluate strategies to enhance digital health skills by applying principles from the National Nursing and Midwifery Digital Health Capability Framework.
- Integrate My Health Record and other national digital health tools into professional practice to promote patient-centered care.
- Adapt to technology-driven healthcare environments through the promotion of quality data collection, analysis, and evaluation to improve patient outcomes.
- Promote digital professionalism and advocacy strategies that enhance healthcare delivery and patient outcomes

What Students Said About the Course

Students reported that the course helped them build **valuable knowledge in digital health**, grow their **confidence using digital tools**, and feel more **motivated to apply these skills** in their studies and future practice. Their feedback highlighted the course's relevance, clarity, and practical impact.

“The digital health course was very informative for me. It has highlighted how technology supports safe and efficient nursing practice.”

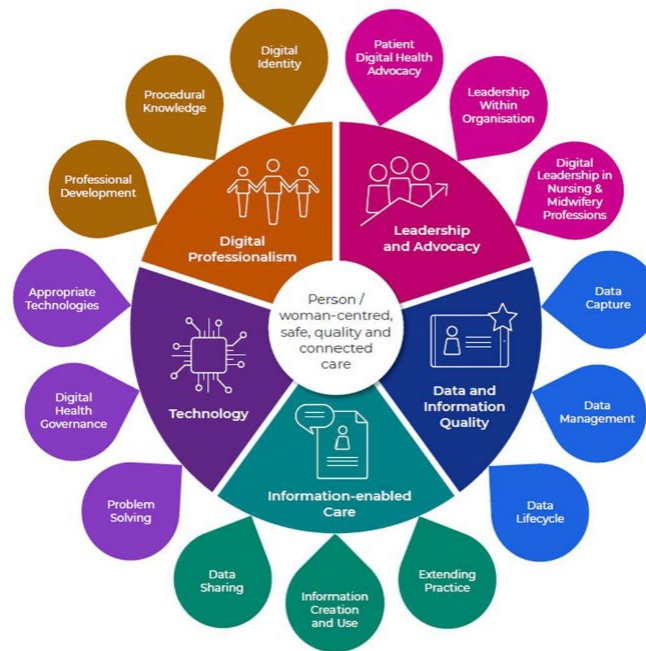
“This course improved my understanding of digital health and its role in safe, person-centred care. I feel more confident using tools like My Health Record and the learning was engaging.”

“I recognize that digital health is a rapidly evolving field, and maintaining competency requires a commitment to continuous learning and adaptability and I understand that their mastery is essential for delivering the highest standard of patient-centered care in the 21st century.”



Course design

Figure 1: National Nursing and Midwifery Digital Health Capability Framework (ADHA, 2020)



The course was developed through a collaborative and outcome-focused process, engaging a diverse range of stakeholders including clients, nursing academics, clinicians, recent graduates, and industry partners. This inclusive approach ensured the course content was informed by multiple perspectives and aligned with sector expectations.

Feedback was gathered through an advisory panel, focus groups, course surveys, and a pilot program. The resulting design is purposefully aligned with real-world healthcare challenges, ensuring the course effectively supports students in developing the digital capabilities required for contemporary practice. The course was also mapped to National Nursing and Midwifery Digital Health Capability Framework and the other National Standards as shown below.

Mapping to National Nursing and Midwifery Digital Health Capability Framework

The course is divided into five modules that align with the National Nursing and Midwifery Digital Health Capability Framework

- **Digital Professionalism**
Focuses on legal, ethical responsibilities, digital identity, and policy compliance essential for professionals.
- **Leadership and Advocacy**
Teaches students to advocate for digital health and promote inclusive digital access for all.
- **Data and Information Quality**
Emphasises accurate data capture, management, and cybersecurity to maintain information integrity.
- **Information-Enabled Care**
Trains students to use digital information for evidence-based, patient-centred care and coordination.
- **Technology in Practice**
Helps identify and apply digital technologies, governance policies, and problem-solving in clinical settings.



Table 1: Mapping of courses to RN Standards for Practice and ANMAC Accreditation Standards

Course Philosophy Element	NMBA Registered Nurse Standards for Practice	AQF Level 6 Learning Outcomes	ANMAC Accreditation Standards (2019)
<i>Recognition of digital capability as foundational to safe, effective, person-centred care</i>	Standard 1: Thinks critically and analyses nursing practice. Standard 6: Provides safe, appropriate and responsive quality nursing practice	Demonstrate broad and coherent knowledge of the underlying principles in a discipline	Standard 1.6: Curriculum includes contemporary and emerging health care trends, including digital health
<i>Alignment with national strategic priorities and professional standards</i>	Standard 1.1: Accesses, analyses, and uses the best available evidence	Apply knowledge and skills to new situations in professional practice	Standard 1.4: Curriculum reflects current and emerging national and international health priorities
<i>Development of knowledge, skills, and attitudes for digital health</i>	Standard 2: Engages in therapeutic and professional relationships. Standard 3: Maintains the capability for practice	Demonstrate cognitive and technical skills to analyse and evaluate information	Standard 3.1: Students are provided with learning opportunities to develop knowledge and skills in digital health
<i>Use of the National Nursing and Midwifery Digital Health Capability Framework</i>	Standard 1.5: Uses critical thinking to inform and guide practice	Analyse and generate solutions to complex problems	Standard 1.7: Curriculum is informed by relevant professional frameworks and standards
<i>Emphasis on ethical, legal, and professional dimensions of digital health</i>	Standard 1.6: Maintains accurate, comprehensive and timely documentation Standard 6.5: Practises in accordance with relevant legislation	Demonstrate responsibility and accountability for own learning and professional practice	Standard 1.3: Curriculum includes legal, ethical and professional responsibilities
<i>Focus on reflective, adaptive, and digitally literate professionals</i>	Standard 3.2: Reflects on practice to inform learning	Demonstrate initiative and judgement in planning and problem-solving	Standard 3.3: Students are supported to become lifelong learners and reflective practitioners
<i>Commitment to lifelong learning and professional accountability</i>	Standard 3.3: Identifies and acts to develop own professional learning needs	Engage in independent learning and professional development	Standard 6.1: The education provider fosters a culture of continuous improvement and professional development
<i>Alignment with interprofessional collaboration and evidence-based practice</i>	Standard 2.3: Communicates effectively with health care team. Standard 1.2: Develops practice through the integration of evidence	Communicate knowledge, skills and ideas clearly and coherently	Standard 1.5: Curriculum supports interprofessional learning and collaboration

Course teaching approach

The course integrates a variety of interactive and practical learning strategies to build digital health competencies. Unfolding case-based scenarios are used to contextualise key concepts, helping students apply theory to real-world situations. Simulation activities, including animated exercises such as electronic health record (EHR) tasks and digital consent role plays, provide hands-on experience with essential tools and processes. Animated discussions and branching scenarios allow students to explore complex challenges, while role plays enhance communication and problem-solving skills.

Assessment methods are equally diverse, incorporating scenario-based questions, decision trees, and practical skill demonstrations to ensure learners can confidently apply their knowledge in clinical practice. Course vignette animations can be used in class as follows to reflect or guide deep meaning for students.





Module 1: Digital Professionalism

Objectives:

- Understand legal, ethical, and privacy responsibilities in digital health.
- Manage personal and professional digital identity boundaries.

Case Study

Samantha navigates My Health Record during orientation, learning about ethical access and digital identity.

Vignette Animations

Samantha considers posting a picture of a client in an arm sling with the following caption

#likecats #nottheworstnurse "I Loving my placement!

<https://share.mindstamp.com/w/ITDMyGobGnfZ>

"A person has walked into hospital that she knows from the community and considers opening the EMR to check the reason for admission?!"

<https://share.mindstamp.com/w/obPGZCUHpybU>

Samantha considers posting the following online

- *"I can't believe how badly I'm being treated on this placement! My Buddy Nurse is rude, unhelpful, and makes me feel like I shouldn't even be here. No support at all! Do other nursing students go through this?!"*

Discussion Activities:

- Accessing My Health Record and Privacy Controls
- Digital footprint in EMR and audit trails
- Online identity and reputation



Module 2: Leadership and Advocacy

Objectives:

- Advocate for patient digital health rights.
- Participate in organisational and national digital health leadership.

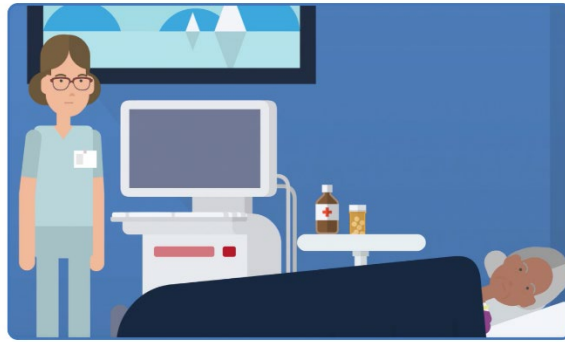
Course Vignette Animations:

Samantha, a nursing student on placement at a busy primary care clinic, is assisting with the digital intake process for new patients. During her shift, she helps Mr. Jafari, a new patient in his late 50s who speaks limited English, navigate the clinic's online intake form. Mr. Jafari appears uncertain and hesitant, asking questions like, "Why do they need all this information? Who will see it? Is it safe?"

Discussion Activities:

- Promoting digital health equity
- Leadership actions in digital settings.
- Digital innovation and review of digital health system

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Module 3: Data and Information Quality

Objectives:

- Capture complete, timely, and accurate data.
- Apply data management principles for privacy and reliability.
- Understand the data lifecycle in healthcare.

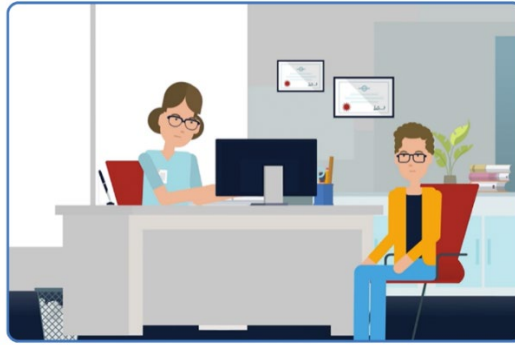
Course Vignette Animations

On her aged care placement, Samantha is reviewing a resident's file before administering medication. Samantha notices a recent note stating the resident experienced dizziness after a medication change. The current medication chart hasn't been updated. She brings this to the attention of the RN, who investigates and confirms the chart had not yet been reconciled.

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Discussion Activities:

- Data Integrity for Decision Making
- Quality in Data Capture
- Use of client data decision making



Module 4: Information Enabled Care

Objectives:

- Use digital data to inform and coordinate care.
- Create and share information securely.
- Extend practice through evidence-based digital tools.

Course Vignette Animations

Samantha accesses John Smith's file and navigates to the "Today's Notes" section. John is seeking advice about immunisation for going overseas to Japan. Samantha seeks information from diagnostic assistance in clinical. She selects travel medicine and the country Japan, then proceeds to discuss the recommendation with John.

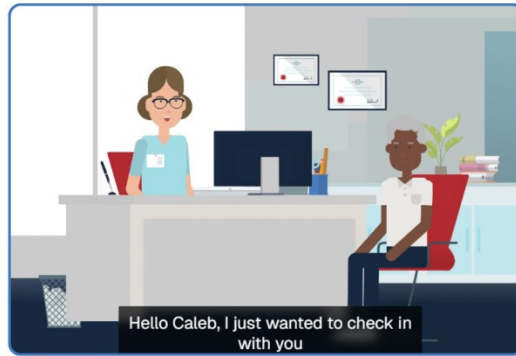
She writes: "John is going overseas and was seeking advice on immunisation. John has been given information and waits GP Review for prescriptions. Vitals recorded."

Samantha attempts to generate an Event Summary in My Health Record but receives an error message indicating that it cannot be created. What does she do next?

<https://vimeo.com/1081668868/fabc0810bd?share=copy&fl=sv&fe=cj>

Discussion Activities:

- Interprofessional data creation and sharing for continuity of care
- Understanding Healthcare Provider Identifier–Individual (HPI-I)
- Reflection on emergency access protocols and privacy codes.



Module 5: Technology in Practice

Objectives:

- Select appropriate digital technologies for clinical settings.
- Apply governance policies for ethical and secure use.
- Use digital tools for problem-solving and decision-making.

Case Study:

Lately, Samantha has been caring for Caleb Derrington a 71-year-old man with a history of hypertension, heart disease, osteoporosis, type 2 diabetes, cataracts, emphysema and depression. She notes that Caleb has been prescribed numerous medications for these conditions. Samantha is sure she can find some Apps and other digital technology to assist Caleb manage his medication regime and other chronic problems.

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Discussion Activities:

- Leading digital health innovation
- Digital health literacy and governance
- Evidence-Based Digital Health Tools