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Cnáimhseachais na hÉireann
Nursing and Midwifery
Board of Ireland

Digital Health Standards in Undergraduate Education

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Better Together for Digital Healthcare
December 2023

Rationale

What is Digital health?

It is defined as the use of information and communication technologies to improve health, healthcare services, and facilitate wellness.



The **ONMSD** led development of the All- Ireland Nursing and Midwifery Digital Health Capability Framework (2021).



An Roinn Sláinte
Department of Health

The **Department of Health** Expert Body Review (2022) highlighted the need for a dedicated workstream to action a suite of recommendations for Digital Health for Nurses and Midwives.



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The **NMBI**, under the Nurses and Midwives Act, 2011 are responsible for setting standards for education and training for the professions as detailed in the legislation - SI 218 of 2018, amended SI 501 of 2020)

The NMBI standards and requirements on digital health competencies are devised to complement the current Registration Programmes Standards and Requirements for both undergraduate nurses and midwives.

Core developers: Loretto Grogan, Vanessa Clarke & Carolyn Donohoe

Working Group Representation

- **Nursing and Midwifery Board Ireland (NMBI)**
- **Health Service Executive (HSE) Chief Nursing and Midwifery Information Office**
- **Nurses and Midwifery Planning Development Unit (NMPDU)**
- **Office of the Nursing and Midwifery Services Director (ONMSD)**
- **Department of Health (DoH)**
- **Group Director of Nursing and Midwifery**
- **Practice Development Coordinators Group**
- **Clinical Placement Coordinators Group**

- **Irish Universities Associations (IUA)**
- **Technological Higher Education Authorities (THEA)**
- **Midwifery**
- **Children's Nursing**
- **Mental Health Nursing**
- **Intellectual Disability Nursing**
- **Public Health Nursing**
- **Older Persons Services**
- **Services Industrial Professional and Technical Union (SIPTU)**
- **Irish Nurses and Midwives Organisation (INMO)**
- **Psychiatric Nurses Association of Ireland (PNA)**

Project Milestones

Working Group Established – December 2022

- 16 December 2022 (initial meeting)
- 17 January 2023 (in-person workshop at NMBI offices)
- 20 February 2023 (pre-consultation meeting)

Public Consultation of draft standards – 28 February to 11 April 2023

- 24 April 2023 (Final meeting for review of consultation feedback)

Regulatory Approval Structures

- 11 May 2023 (Education, Training and Standards Committee)
- 24 May 2023 (NMBI Board Approval)
- 21 June 2023 (Launched)

Key Consultation Themes from Public Consultation

Theme 1 Some unclear language

- **Actions**
- Re-ordered Domains 3, 4 and 5.
- Reworded or expanded on some competencies to provide better clarity; for example, 5.3 Digital health governance now includes three additional competencies.
- Updated the introduction section to provide more context for the standards.
- Expanded the Glossary section adding seven terms.

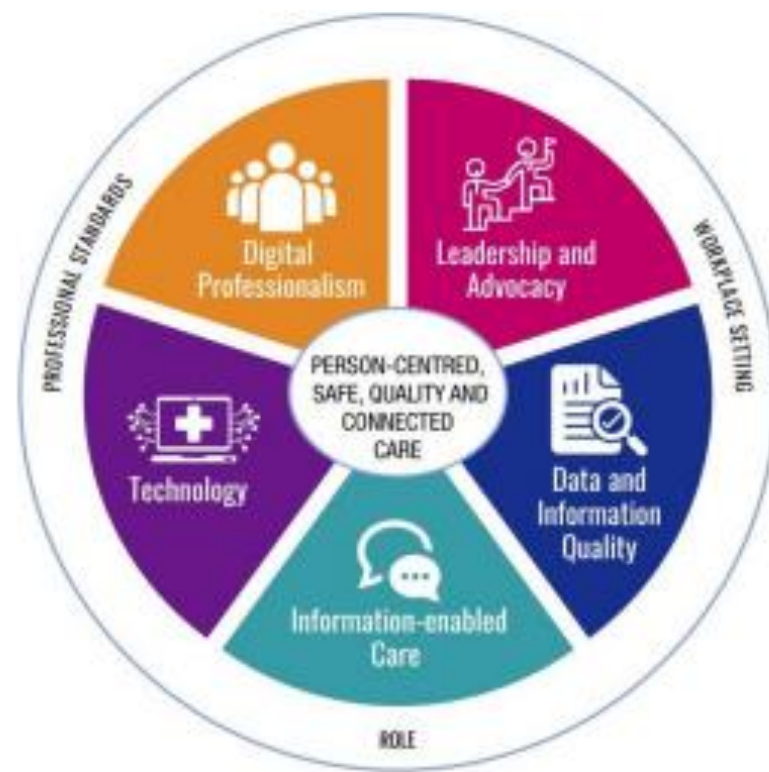
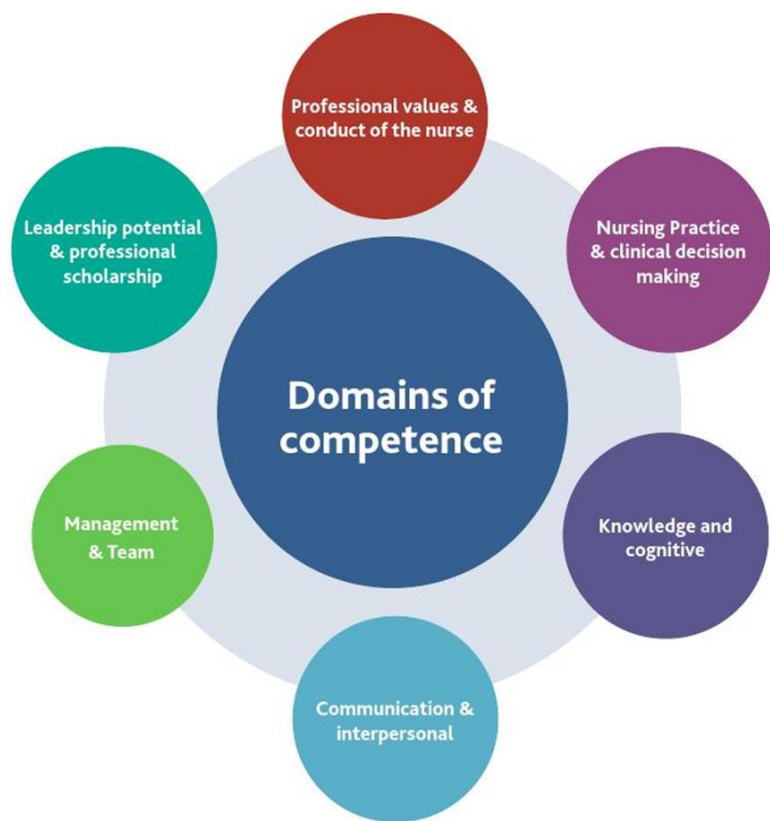
Theme 2 More examples to be included

- **Actions**
- Provided broad examples of tools in the assessment section.
- Included the NMBI Code of Conduct and Ethics for Nurses and Midwives (2021) as the overarching principles for use when undergraduates become qualified practitioners.
- Reviewed digital health legislation and found that examples identified are still in draft format, not yet ratified by the State, and so not included in the document.

Theme 3 National Competency Assessment Document (NCAD)

- **Actions**
- NMBI will provide a digital health competencies addendum for the NCAD when the standards and requirement are approved by the
- Board pending further national review of the curriculum.

Competence



Domains of Competence for Nurses and Midwives (Source: NMBI, 2016a, NMBI, 2016b)

1.3 Digital Identity

Competency statement

Undergraduates will use digital tools to develop and maintain safe and responsible use of their online professional identity and reputation.

Competencies

- Recognises that their professional digital footprint should showcase their skills, education, and professional experience.
- Understands the benefits and risks of different ways of presenting oneself online, both professionally and personally, and adheres to organisational and professional social media policies.
- Understands that online posts remain in the public domain and contribute to an individual's digital footprint.

Indicative content

- Available digital technologies to support learning and professional development.
- Legal framework, relevant policies and ethical principles governing digital health.
- Digital identity and cybersecurity.
- Available tools to develop an online digital identity.
- Benefits and risks of maintaining an online digital identity.

Domain 2: Leadership and Advocacy

2.1 Person's digital health advocacy

Competency statement

Undergraduates will work in partnership with the person regarding education and advocacy about information collection, access and use.

Competencies

- Understands the role of the nurse or midwife in advocating for a person's access to digital health technologies and establishing and developing the person's digital literacy.
- Understands the benefits and possible risks of different digital health applications when assisting and empowering the person to use evidence-based digital resources.
- Uses digital health in partnership with the person to aid culturally appropriate, informed decision-making and health literacy.
- Empower and assist where appropriate, the person in using a safe and culturally appropriate range of communication technologies in their care, such as telehealth consultations.

2.2 Leadership within the organisation

Competency statement

Undergraduates understand the leadership role of nurses and midwives in digital health decision-making within their organisations.

Competencies

- Recognises the role of the nurse and midwife in promoting the use of digital health technologies within an interprofessional framework.
- Understands the role of the nurse and midwife in the implementation and evaluation of digital health technologies.
- Recognises the advantages and challenges of digital health in practice.

2.3 Digital leadership in nursing and midwifery professions

Competency statement

Undergraduates understand the role of nurses and midwives in providing active leadership to ensure the professions are represented as part of national digital health decisions.

Competencies

- Understands the leadership role of the nurse and midwife nationally in the identification, co-production, design, implementation, and evaluation of digital health technologies that support nursing and midwifery practice.
- Understands the leadership role of the nurse and midwife in the design, implementation, and evaluation of digital health technologies at organisational and national levels across a broad range of stakeholders, taking into consideration disability, language, literacy levels and cultural background.

Indicative content

- Current and future contribution of digital health that is accessible, equitable, and enables safe quality person-centered care.
- Range of digital technologies to support healthcare delivery and associated risks and benefits.
- Role of the nurse/midwife in promoting the use of digital health technologies.
- The leadership role of the nurse and midwife in the design, implementation and evaluation of digital health technologies at organisational and national levels.

PROFESSIONAL
STANDARDS
NURSING &
MIDWIFERY

Digital Health Competency
Standards and Requirements
for Undergraduate Nursing
and Midwifery Education
Programmes

(First Edition)

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Digital Health Competency

Standards and Requirements

Next Steps...



Undergraduate Review - Standards and Requirements

- Expert Review Body on Nursing and Midwifery – Report 2022
- Implementation Action Group 1 – Education and Professional Development
- RUN ME research report November 2023 (review of undergraduate nursing and midwifery education)
- Recommendation 11:
In line with the digital health transformation policy, it is recommended that education bodies explore instructional design or similar frameworks to support flexible self-directed learning.





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Education, Policy and
Standards Department

Thank you