

*Embedding digital health capabilities in curriculum  
for GPs and other Healthcare Professionals :  
A credentialing and pathways approach*



*RMIT case study for The Australian Medical Council*

23rd April, 2021

## OUR VISION:

A community of  
lifelong learners  
successfully  
navigating the  
world of work

## Background on RMIT Online

We are the online division of RMIT University; bringing the best digital methodologies and people to online education, focussed on meeting the needs of the future of work. Our wholly online courses range from short, 'snackable' credentials to full undergraduate and postgraduate accredited programs. With a heavy focus on digital skills and emerging technologies, our portfolio of courses is co-designed and co-delivered with world-leading industry partners.

### Our Portfolios

Non-accredited credentials:

Future Skills short courses

Micro credentials

Credentialing as a service

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Accredited degree programs:

In-house Future Degrees

Accelerated Future Degrees

Non-accelerated accredited

# Our Strategy and Approach in Digital Health

## Problem

### Digital health learning must be scaffolded over time and roles

- Digital health technologies and processes will impact almost every role in healthcare in the next decade.
- However, learning needs to be staged and scaffolded at the appropriate level, role, setting and stage of adoption.

### Upskilling the workforce in digital health requires investment

- Healthcare learning and development leaders want to fund their teams to study and apply digital health skills but do not have the budget for non compliance based activities.

### Digital health leadership capacity limits adoption scale & pace

The healthcare workforce needs expertise and guidance to evaluate new technologies, grounded in real world processes (Topol, 2019). So health services are under immense pressure to prepare their workforces to be capable of using digital health tools by 2022 (ADHA, 2020) but their departmental and other leaders lack the capability to plan and drive this adoption.

## Purpose and Strategy

### Credit Pathways from credentials to postgraduate degree

- RMIT Online starts by offering three short credentials for healthcare practitioners, leaders and healthcare designers.
- Completion of two of these courses provides a credit pathway into the postgraduate degree where capability is broadened and deepened.

### Upskilling investment partners improves care; reduces costs

- DHCRC partnered with RMIT Online to sponsor and co sponsor learning with workplaces for 120+ learners.
- More employer investment and related incentives are required to meet ADHA targets.
- Digital health initiatives can reduce costs by up to 11% and increase equity and access to care (McKinsey, 2019).

### The Graduate Certificate in Digital Health prepares emerging healthcare leaders

- to establish digital health services and capabilities within their departments and settings.
- Capability contributes to quality and scale in adoption.
- Courses build capability in virtual care and Electronic Medical Records contribute to the majority of digital health projects in Australia and can prevent most adverse medication events, save lives by improving compliance with care recommendations and reduce duplicate diagnostic tests (McKinsey, 2019)

# Current Digital Health Portfolio developed with industry and academy

## Digital Health Strategy and Change

is a six week online course facilitated industry mentors. One of the biggest barriers to patient outcomes from digital health initiatives is resistance to change. For existing health care leaders and nurses, this course equips you with the ability to evaluate, decide on and deploy digital health initiatives toward patient outcomes and that see your strategy meaningfully adopted by your workforce.

## Healthcare Design

is a six week online course facilitated industry mentors for people who want to design future health services. Design thinkers from any profession as well as health and social care managers will first grasp what good design looks like in healthcare, then be given the tools and frameworks to plan the design of a prototype for their portfolios.

## Technology Enabled Care

is a six week online course facilitated industry mentors that enables GPs and health practitioners to select and safely and effectively apply digital health technologies to help patients to achieve their health goals.

## 4. Graduate Certificate in Digital Health

for clinicians and leaders to develop and deliver digitally enabled healthcare services including technology and enablers, virtual care, usage of data and EMR, and two option courses in either strategy or delivery.

The strategy option course can receive direct credit transfer from two Future Skills courses.

**12 Credit Point credit transfer**



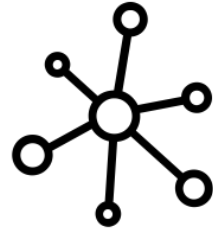
# Core principles underpinning our courses

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## Equity of Access & Ethical Care

Transformation should target inclusion for all system users including those from diverse cultural and socio-economic backgrounds



## Holistic View

Healthcare is a complex and inter-dependent system.

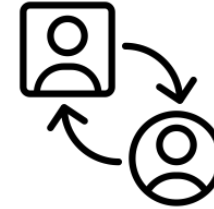
Successful transformations depend on the interactions between: Patients, Their Families, Service Providers, Payors, Purchasers.



## Patient at the Centre

Patients are helping to drive change and are at the centre of any digital transformation.

Health 2.0: *"Nothing to me without me"*



## People are at the heart of transformation

Technology is only a tool to support better healthcare outcomes.

People are the drivers of change and leaders of transformation.

Successful implementation requires investment in your people.



## Reflective Leadership

Healthcare is always changing and healthcare leaders will always be learning.

Continuous reflection and improvement are at the heart of an encouraging learning system.

# Our learners and learning outcomes



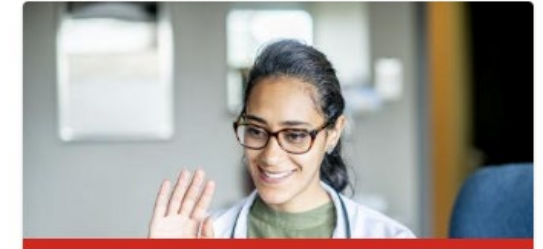
FUTURE SKILLS SHORT COURSE  
Digital Health Strategy and Change



FUTURE SKILLS SHORT COURSE  
Healthcare Design



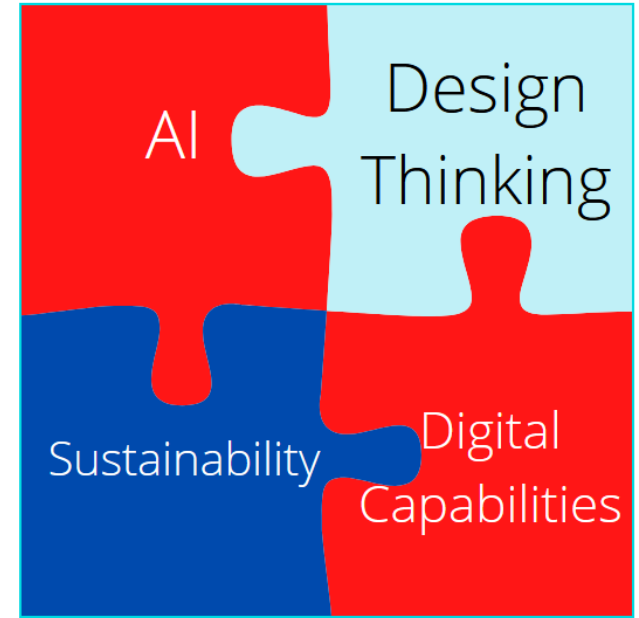
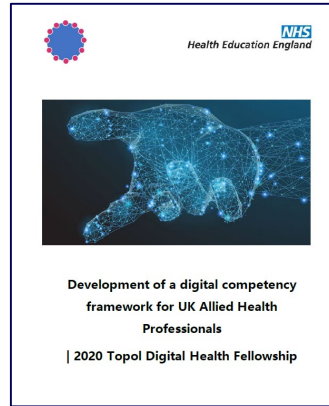
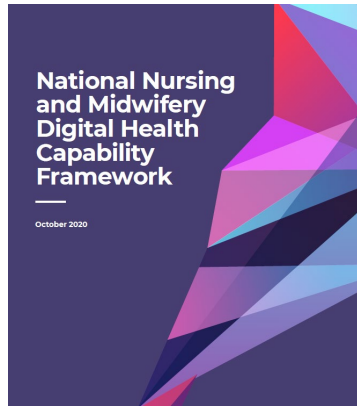
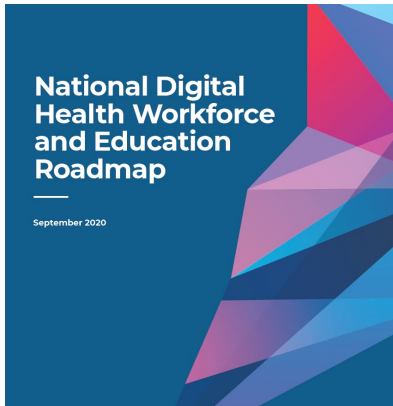
FUTURE SKILLS SHORT COURSE  
Technology Enabled Care



POSTGRADUATE  
Graduate Certificate in Digital Health

Learners	<ul style="list-style-type: none"> <li>Clinical healthcare managers</li> <li>Non clinical healthcare managers</li> <li>All settings and modalities</li> </ul>	<ul style="list-style-type: none"> <li>Design thinkers wanting to get into healthcare</li> <li>Healthcare managers</li> </ul>	<ul style="list-style-type: none"> <li>Clinicians including GPs, nurses, psychologists, other allied health professionals</li> <li>All settings and modalities</li> </ul>	<ul style="list-style-type: none"> <li>Early career clinicians</li> <li>Mid career health administrators</li> <li>Want to lead future of health</li> </ul>
Learning Outcomes	<ol style="list-style-type: none"> <li>Analyse how digital health trends technologies are impacting current and future healthcare ecosystems, and enabling including patient-centred care, new care models, the ageing population, legal and policy settings</li> <li>Evaluate readiness for a digital health initiative, considering alignment to state and organisational strategy within an Australian organisational context</li> <li>Formulate a strategy for a digital health initiative for a healthcare executive team to approve, including an approach to change management and adoption</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate, apply contemporary and relevant industry frameworks, the risks, barriers and success factors to adoption of current consumer and patient technologies</li> <li>Critically analyse approaches to efficacious, patient-centric, technology-enabled health and wellbeing</li> <li>Recommend digitally enabled approaches to patient care that support patient outcomes and wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate, apply contemporary and relevant industry frameworks, the risks, barriers and success factors to adoption of current consumer and patient technologies</li> <li>Critically analyse approaches to efficacious, patient-centric, technology-enabled health and wellbeing</li> <li>Recommend digitally enabled approaches to patient care that support patient outcomes and wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>Critically analyse societal, cultural, economic and technological factors that enable or inhibit patient, consumer and citizen engagement in safe, effective and efficient digital health service delivery and business models.</li> <li>Evaluate the importance of data, information and knowledge management in digital health and the implications for effective governance in both health service delivery and citizens' rights.</li> <li>Analyse contextual considerations, including regulation, policies and standards, socio-economic, socio-technical and cultural sensitivities, funding, workforce and other capabilities, to the provision of digital health services.</li> <li>Design an effective strategy for implementing digital health initiatives in two core socio-technical domains - electronic health records and virtual care delivery - using reflective leadership.</li> </ol>

# Embedding digital health capability across RMIT Health and Biomedical Sciences



Using key documents, we are developing:

RMIT definition of digital health

RMIT digital health capabilities

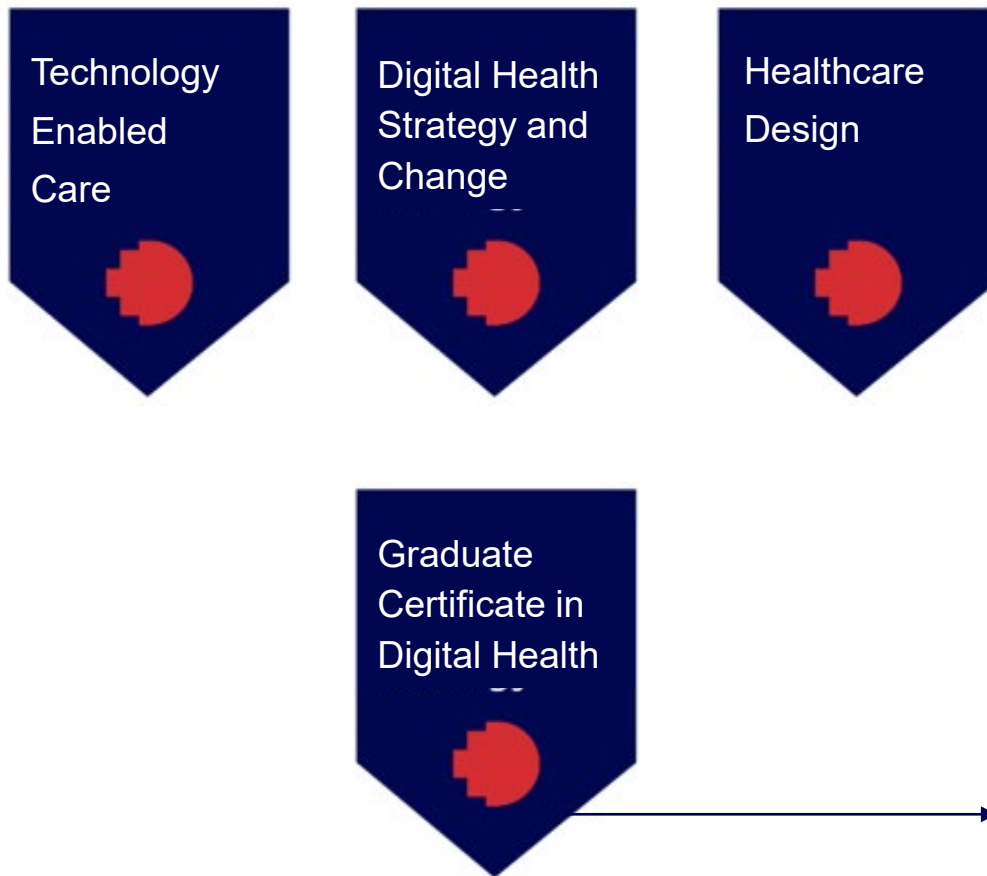
Position statement for accrediting bodies

Every STEM graduate program will include our four platform courses to develop graduate digital capabilities.

Every health graduate program will include our digital health capabilities to develop graduate digital health capabilities.

## Progress so far

### Courses we have built with the Digital Health CRC



- *Launched Aug 2020 with three short courses*
- *DHCRC sponsored 105 learners and half-sponsored 20 learners*
- *600+ expressions of interest*
- *180 total enrolments*
- *Evaluation of skills adoption and impacts yet to commence*

- *Credit Pathway Established from Short Courses*
- *First intake July 2021*

2 short course intakes

30 hours of webinars delivered

3.9 mOSI\*

\*mOSI = mean Overall Satisfaction Index, a weighted index generated from all surveyed students asked to rate their overall experience on a scale of 1-5.





*The **Healthcare Design** course has already benefited my role in that it has helped me be more 'health focused' with my tech background.*

*The most impactful piece of learning was the healthcare's three sided marketplace. I found my mentor to be incredibly well versed on the topic, approachable and accessible.*

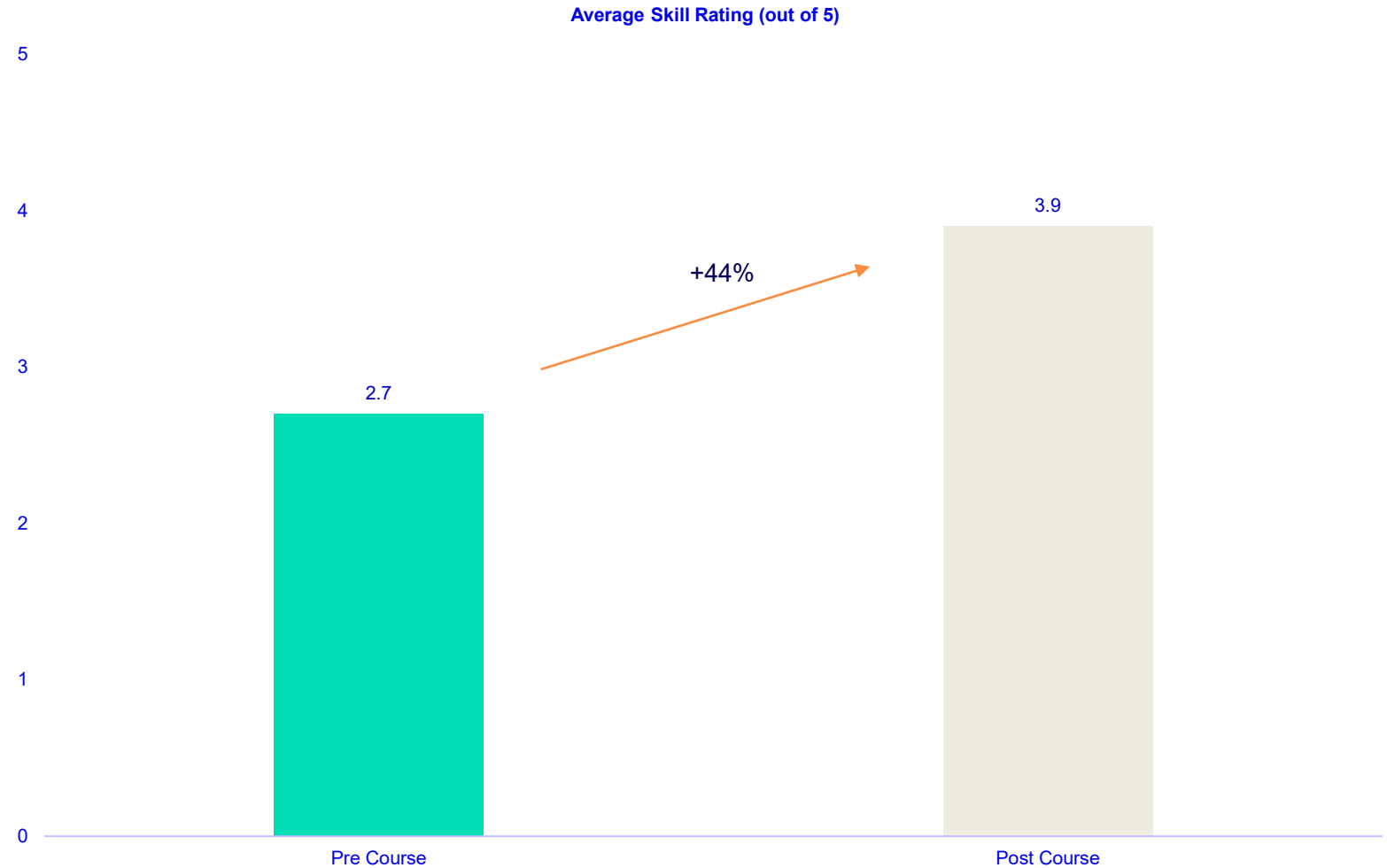
*As a result, I would definitely recommend this course as I feel the design thinking / innovation skills for my friends in health would be v. helpful"*



Georgina Drury, **Founder**,  
Springday



## Uplift of digital health skill confidence



# Insights into our sponsored & co-sponsored learners



*“The **Digital Health Strategy and Change** course has already helped me in my role. Indeed, I used the course content (my business case) in a review report that the Dept of Health commissioned my work to undertake.*

*This business case fed into my report and helped shape my organisational approach to rolling out a digital health initiative.”*

Andrew McAlister, **Data Governance and Ethics Specialist**, NPS MedicineWise NFP



Found the course practical & easy to apply  
**100%**



Learners would recommend this course to their colleagues  
**100%**



Course lived up to learners' expectations  
**91%**



DHCRC	2020 Enrolments	2021 Enrolments
Fully Sponsored	105	
Co-Sponsored	10	22
<b>TOTAL</b>		

\*Statistics are based on post course survey responses which included 30 learners

## Insights into our sponsored & co-sponsored learners

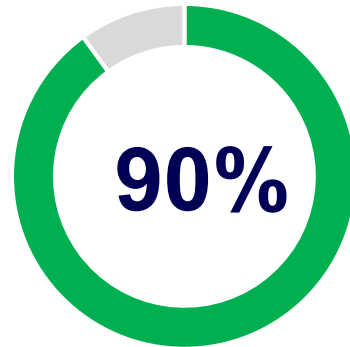


*The **Technology Enabled Care** course is such an eye opening and thought provoking course that can be applied to all healthcare situations and would be valuable for all healthcare professionals.*

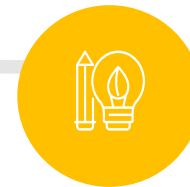
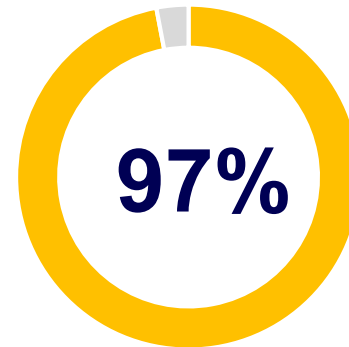
*I have learnt so much! It will make me reflect on the journey of the patient through the health system and how technology can support and impact on this”*



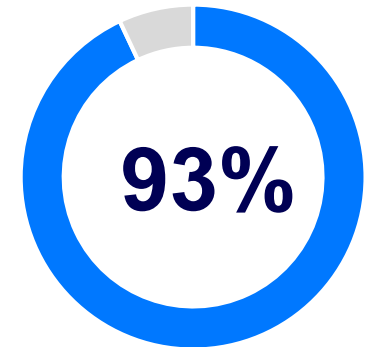
Natalie Wischer, **Chief Executive Officer**, National Association of Diabetes Centres



90% of our sponsored and co-sponsored learners completed their course.



97% of our sponsored and co-sponsored learners feel they have learnt something new from their course



93% of our learners would be interested in future DHCRC sponsorship opportunities across RMIT Online health courses

# Student Case Study

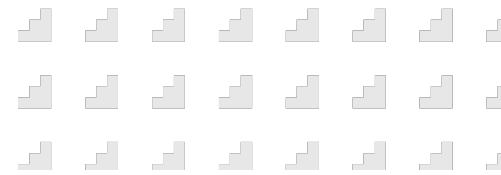
## Cameron Botterill

ICT Director – Business Growth & Innovation at Australian Red Cross Lifeblood

Graduate of Digital Health Strategy & Change

*"I completed the Digital Health Strategy & Change micro-credential. I have always had an interest in digital transformation and the role it can play in improving health outcomes. As digital technology increasingly shapes and influences our lives, consumer and patient experiences and expectations are changing and health needs to move with that. I've worked in and around technology and the role that it can play in improving health for many years, however it's always good to get a fresh perspective and learn about new capabilities and what other health industries are doing.*

*The course outline from RMIT really interested me in terms of using that to seek new ideas and perspectives. The fact that the course was also shaped by the Digital Health CRC was also a huge plus. The training has given me the confidence to continue to contribute to and shape digital transformation at Lifeblood."*



# THE AUSTRALIAN

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HOME / HIGHER EDUCATION



## Online micro credentials ideal for learning on the job

By JILL ROWBOTHAM  
HIGHER EDUCATION WRITER

6:34PM JANUARY 28, 2021  
NO COMMENTS



Cameron Botterill found a digital health ideal for honing his skills as ICT director for business growth and innovation at Australian Red Cross Lifeblood. Aaron Francis/The Australian

Cameron Botterill's first degree was a bachelor of science in molecular genetics followed by honours in pathology, which set him up nicely for his 21-year career at Australian Red Cross Lifeblood, where he is ICT director for business growth and innovation.

The clue is in his title: he is a classic lifelong learner, so there have been many other courses, most recently a Digital Health Strategy and Change microcredential from RMIT Online. It has the potential, combined with another short online course, of making him eligible to enrol in a graduate certificate of digital health.



# Credit Pathways Approach



The screenshot shows the Financial Review website header with navigation links: Home, Companies, Markets, Street Talk, Politics, Policy, World, Property, Technology, Opinion, Wealth, Work & Careers, and Life & Luxury. Below the header is an advertisement for Monash Business School with the text: "The right decision is an EXPLORE EXECUTIVE EDUCATION AT MONASH BUSINESS SCHOOL".

## It's boom time for industry-focused short courses



**Julie Hare**  
Education editor

An exponential growth in demand for mini, industry-specific and co-designed courses is boosting student numbers in international student-deprived universities but has experts calling for a coherent policy framework.

The diversity in approach to the hundreds of short, stackable courses that are coming on line could be confounding to students and employers.

Beverley Oliver, Australia's foremost expert on microcredentials, said there is a very real danger of confusion as institutions adopt different terminologies and value propositions.

"We need to figure out what we are trying to achieve," Professor Oliver said.

While some universities are assembling a "strategic program of microcredentials", others are just creating one-offs.

One of the strategic approaches is from RMIT Online, which will this week announce its [Future Skills Credit Pathway to Degrees](#) initiative. The program allows students to stack two microcredentials into a single unit that will then be recognised towards a graduate certificate or MBA.

# Thank you

Get in touch

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