

Medical innovation, digital divides and professional training

A necessary combination for the transformation of healthcare

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After reviewing the article “Innovation and creativity in medical practice: The dilemma between the absurd and the obsolete” (Acta Med Colomb 2025; 50), which reflects on the relationship between innovation, creativity, and the evolution of medicine, putting the complexity of medical practice into context, and proposing a comprehensive view of medicine that considers scientific advances along with the patients’ needs and context.

We believe it is appropriate to connect this with three basic elements that may be essential for developing medicine’s critical points in the future. The first point is creative solutions; much of true health innovation depends on the ability to adapt the available resources to a variety of complex clinical situations, attempting to break the barriers of access to technology, technical exclusion and age gaps. Second, the lack of equal access to health care can limit many patients’ chances of benefiting from innovation and new proposals. As we described in our article “Technology, its gaps and their impact on health care” (Acta Med Colomb 2023; 48), it is essential to create avenues and networks to expand coverage and keep people from being excluded from these new opportunities. Third, medical training must include instruction on transforming these realities. Based on the international consensus published in “The Digital Health Competencies in Medical Education Framework 2025,” in JAMA, which proposes 4 domains, 19 competencies and 178 learning outcomes for digital competencies in medical education, these could be used by medical schools focused on digital health professionalism, digital health for patients and the community, health information systems, and health data science. We believe that if these three approaches can be integrated, it will be easier to achieve a just and sustainable healthcare transformation. Therefore, we propose promoting academic environments dedicated to reflecting on the application of these theories to allow a broader development of “innovation and creativity” in medical practice.

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