

Career Hub

Sees Initial Launch

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Upcoming Events

Fiscal Y3 Q1 Round Table
 Nov.

Data Pulls Due in Drop Box
 October 14th

Y2 Q4 QNPR Due in Qualtrics
 October 14th

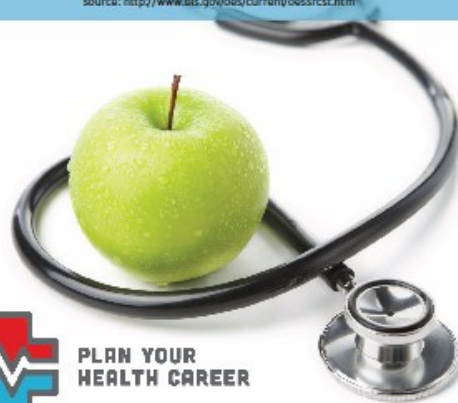
**TCI Learning Lab &
 F2F Leads Mtg. Baltimore**
 February 17th - 19th

THE BEST PRESCRIPTION FOR A GREAT POSITION

Could this be your next career?

Career	Annual Income*
Office Manager	\$49,120
Certified Medical Assistant (CMA)	\$31,190
Radiologic Technician	\$43,080
Health Support Worker	\$32,570
Health Specialties Professor	\$73,850
Emergency Medical Technician (EMT)	\$28,010
Licensed Practical Nurse (LPN)	\$38,180
Certified Nurse Aide (CNA)	\$24,810

*All values are the mean
 source: <http://www.bls.gov/oas/current/oasrcst.htm>



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Following the initial launch for the Career Hub in June 2014, coaches received first-look training, and marketing departments across the consortium went to work assisting in designing an effective marketing campaign for the hub’s full scale roll out. Postcards for each market area will be disseminated as an early “announcement” of this new and interactive tool to promote student success and employer engagement. Watch for details of the rapidly developing progress!

Consortium for Healthcare Education Online project material by CHEO Project TAACCCT Round 2 is licensed under a Creative Commons Attribution 4.0 International License.



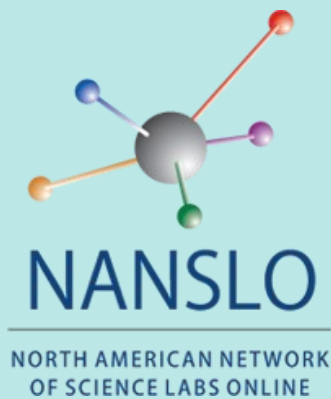
We want to share in all of your Successes! Please share your Success Stories for publication by submitting to Tanya Musso at Tanya.Musso@pueblocc.edu or 719-549-3090.

GFC NANSLO Lab Fully Operational

The Great Falls NANSLO lab is operational and will be providing remote labs to students this fall, including a pilot project to incorporate labs into the medical assisting program curriculum. This fall, MA students will be accessing the NANSLO microscopes remotely from a classroom setting to experiment with the NANSLO lab capabilities. Program Direc-

tor, Pam Christianson, wants to be able to observe how the students interact with the labs before creating completely online assignments which she hopes to implement this spring. "A test run such as this also allows us to tailor labs specifically to the objectives an instructor needs for their classroom," said NANSLO Lab Manager, Brenda Canine.

GFCMSU is also now offering two professional certificate programs linked to the CHEO objectives. Students earning EMT basics and Phlebotomy certificates will be meeting with Career Coach, Kristen Grue, who is a valuable networking resource for our students with her connections to employers in the community.



Dr. Sue Buie from Kodiak College, UAA at the recent TAACCCT On! Conference in Topeka, KS discusses best practices in student engagement with Lake Area Tech Lead, Terri Cordrey. CHEO hosted an exhibitors' table and Dr. Buie presented at a well-received concurrent session. Thanks for going the extra mile Kodiak!



Successfully Connecting to Careers



On August 7 and 8, “Career Coaching: Using Contemplative Techniques, Transition Tools, and Career Planning Resources to Help Students Achieve Success” professional development workshop was held for career coaches.

Linda Fauchoux, Associate Director for counseling in the office of career services at the University of Colorado Boulder, and a licensed professional counselor, shared insights on contemplative career coaching, and facilitated exercises for career coaches to interact, and apply contemplative career coaching techniques using strengths-based, positive psychology. She also shared methods for assisting students in a career transition, and facilitated interactive sessions where career coaches were able to apply these approaches for helping students in these transition phases.

The day concluded with a networking activity to help coaches connect to others with similar coaching styles.

Scott Vandever from Kuder, the company developing the allied health career hub, and Julia Pirnack from College in Colorado, provided career coaches with a guided tour of the extensive capabilities of the CHEO career hub launched in June 2014. With great excitement, the career coaches accessed the career hub, used hub tools to complete several career assessments, reviewed their own results, and found out how they could explore careers based on this information. Career coaches brainstormed ways of encouraging students to use this valuable collection of tools as they gain the skills to transition into the allied health careers offered through the CHEO initiative. The hub will provide support in mentoring career placement training. See <http://www.wiche.edu/nanslo/initiatives-projects/current-initiatives/cheo/cheo-career-coach-pd> for more information on this workshop and other workshops and webinars for career coaches delivered to date. Thank you to contributing writer Sue Schmidt, WICHE.

Stop by the career hub today for a self guided tour and watch for rapidly developing updates. www.planyourhealthcareer.org



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Call for Photos: PLEASE send OER compliant photos of students, faculty, and learning environments to personalize the Hub to Tanya Musso at Tanya.Musso@pueblocc.edu.

Pictures of your college settings will help students better connect to this interactive tool.

ICD Woes? What Does It Really Mean?

Medical Coding in one form or another has existed since the days of the Black Plague in the 1600's when it was used to track cause of death (mortality) in the population. In modern times, its main purpose hasn't really changed much except that in the United States we use coded medical data not only for public health tracking but also for payment of healthcare services. Consequently, in spite of the rest of the world having adopted the coding system ICD-10 (International Classification of Diseases 10th revision) as the most up-to-date data set, the United States is stuck on ICD-9.

WHAT'S THE BIG DEAL? Every health entity (physicians, nurses, hospitals, clinics, home health, hospice, etc.) who accepts payment from insurers or government programs has to submit electronic bills using ICD codes. The switch from ICD-9 to ICD-10 requires a huge investment of training and software for every health practitioner in the country right at a time that there are many other mandates hitting the industry from the Affordable Care Act.

SO WHAT HAPPENED? The healthcare industry was told to be ready for the switch to ICD-10 October 1, 2014. Many in the industry invested huge amounts of money and time to comply. Larger providers, educators, publishers, software companies, credentialing bodies were on track for the switch.

But other front line folks found the sympathetic ear of Congress and lobbied for them to add a few sentences to an unrelated March 2014 Bill delaying the implementation date. It passed.

WHAT'S THE FUTURE LOOK LIKE? That's a good question. Previously, educators were directed to teach only ICD-10 during the 2013 – 2014 academic year. Medical Billing courses are now being redesigned to include both ICD-9 and ICD-10 because no one really knows if the new October 1, 2015 implementation date will hold. There are a number of powerful influences that would like it to go away completely, as the transition is extremely costly. The uncertainty is uncomfortable for instructors and students alike, but education is nothing if not nimble!

Project Note: CHEO programs within Kodiak College, Laramie County Community College, and Pueblo Community College, were all affected by the last minute change in legislation, and faculty and staff worked together to make the necessary adjustments. Their guidance and patience demonstrated in this important matter is celebrated project-wide.

Thank you to our contributing writers Mary McMahon, PCC HIT Chair, and Dotsy Baxter, a PCC Instructional Designer.



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Project Director's Notes

Welcome to Year 3! Unbelievable isn't it? We begin the second half of this process with a clear understanding of our targeted areas of focus — ensuring student academic success and appropriate work-force placement. From the start, this has been the crux of the effort and the reason this large sum of money was awarded for our careful watch. We are quickly approaching the point in the project where all equipment funds must be spent, processes for student support are firmly underway, tested, and refined, and any fiscal forecasting and maneuvering has been thoroughly considered. The CHEO team continues to stand ready to assist you with these tasks so that by September 30, 2016, we have successfully done what we said we could and would do — and more.

CHEO Year Three Monitoring Questionnaire document will soon be sent your way. I ask that you collectively respond to this document carefully considering the questions about fiscal forecasting, performance, and quality control. We will use it as a tool to fine tune risk management efforts and ultimately meet or exceed the promises we have made as a consortium. You will have it in hand before November 1, 2014. It is due to me January 5, 2015.

Data Pulls for annual reporting are due this month, and as a project we continue to stress accuracy and timeliness in the submissions. Rutgers has been busy performing site visits and writing case studies that highlight the many strong points of college level projects. Watch for upcoming publications!

CHEO Allied Health Career Hub is an exciting, interactive student support mechanism that will come to full fruition in the coming months. There are many details being finalized currently, and the end product will be a phenomenal addition to our collection of student success and employer engagement tools.

NANSLO staffers have created nearly double the number of promised lab activities. With NIC's guidance, the CO lab has been renovated and expanded to meet increased capacity, and GFC's lab is equally as fully functioning — all as promised. Students are being served successfully, and processes are refined. Being leaders in a brave new world can be a lonely business but worthy of the effort certainly.

CHEO and DOL Repositories are prepped for loading newly and previously created OER. Instructional designers across the consortium are tirelessly working to ensure the highest quality CHEO programs are delivered and shared with others for years to come. It is humbling to consider the impact your college will have for years to come.

Whew! So much good work taking place. I recently heard DOL's TAACCCT Director say that of all the DOL ETA projects, the TAACCCT Projects were the "coolest kids on the block". I have to agree. Through site visits, phone calls, Basecamp discussions, and reporting, we so clearly see the dedication and honest effort you put forth each day. U.S. unemployment rates are improved, and economic hope is being revived. I firmly believe projects like ours are part of the reason for that upswing. DOL concurs.

Thank you for what you do each day for our students and for the nation's economy. It matters.

Maria Fieth

Data Pull Due to Box.com

NOTE: The CHEO project data pull for annual Year Two DOL reporting is due October 14, 2014. As a reminder, this data is gathered in three templates:

- **Course Unit of Analysis**
- **Student Unit of Analysis**
- **Course History**

A WebEx call between all data professionals across the consortium took place on September 16, 2014 . We discussed the Pull in detail, answered questions, and helped problem solve as appropriate. Minutes were distributed to all who were on the attendance list. Thanks to everyone who is working on this large scale effort!

Annual Data Pull Due Dates

January 14th (Complete Data for the Previous Summer and Fall Terms)

June 14th (Complete Data for Previous Spring Term)

October 14th (Complete data for Previous Summer and *Incomplete* Data for the Current Fall Terms)

QNPR Due Dates

January 14th

April 14th

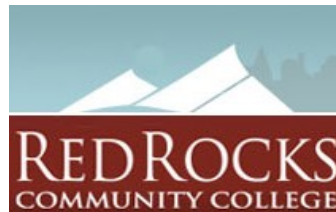
June 14th

October 14th

Coming soon!
Project-to-Date Monitoring Review Questionnaire



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