Strategies for Transformative Change

transformative change

Transformative Change Initiative Overview

The Transformative Change Initiative (TCI) is dedicated to assisting community colleges to scale-up innovations that improve student outcomes and program, organization, and system performance.

Transformative Change Definition

TCI defines transformative change as follows: Raising the individual, organizational, and system performance of community colleges to unprecedented levels without sacrificing their historic commitment to access and equity.

CENTRALIZED CURRICULUM PROCESS FOR HEALTH IT PROGRAMS

The Health eWorkforce Consortium (HeW)

The Health eWorkforce (HeW) Consortium was formed to elevate national Health Information Technology workforce development efforts and train veterans, TAA-eligible workers, and others for promising careers in healthcare and Health IT. The consortium has nine member colleges: Bellevue College (consortium lead), Bellingham Technical College, Clark College, Clover Park Technical College, Northern Virginia Community college, Pierce College, Renton Technical College, Spokane Community College, and Whatcom Community College.

Consortium activity is structured for local capacity building and national uptake. Products the Consortium is developing, piloting, and preparing for national dissemination include:

• online courses to support seven new Health IT (HIT) certificate programs introduced and HIT curricular elements for infusion into eighteen existing nursing and allied health programs across nine colleges;
• an online preparation course for the Certified Associate of Health Information & Management Systems certification exam, in collaboration with Stanford Open Learning Institute;
• a veteran-focused health IT career services initiative developed and carried out by the Health Information Management Systems Society (HIMSS), "A HIMSS Hero's Welcome to Health IT";
• EMR-STAR—a cloud-based platform and on-line curriculum modules designed to give students opportunities for instruction and hands-on practice using open-source EMR software.
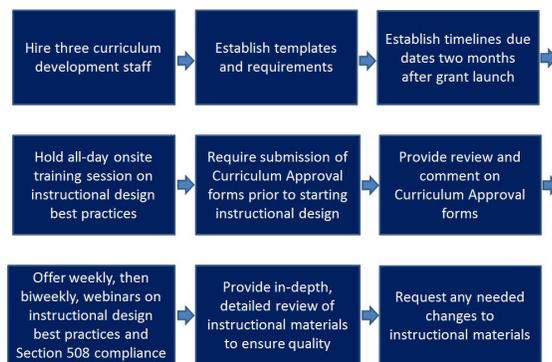
Major Factors:

- **Centralized Support for Curriculum:** The Health eWorkforce Consortium employs a centralized curriculum development support and review process to ensure uniform high standards and continuous improvement. Individual colleges are supported in curriculum development by expert e-learning, curriculum development and instructional specialists. A uniform set of standards for creation and review applies to all Consortium members without exception. The result is quality, durable curricular assets that raise the bar for teaching and learning.

  Curriculum development in many community colleges has historically referred to faculty creating outlines based on individual experience and exposure to external resources such as text books. A chronic lack of funding forces course content building, deployment, and curation to the margin of priorities with the rationale that the instructor is the medium of learning. Health eWorkforce Consortium members are committed to making inroads in that culture and providing a systematic framework for combining faculty content expertise with a standards-driven, centralized curriculum development process that values the inclusion of multi-media instructional tools and opportunities for active learning and continuous assessment of student learning gains.

- **Faculty as Subject Matter Experts:** The Health eWorkforce Consortium approach to curriculum development embraces each Consortium member as the institution whose faculty have expertise in a particular area of health information technology. Approval is required for each stage from the lead college curriculum specialist. The expectation is that curriculum development professionals will augment and elevate the effort. Central to successful curriculum development and review is the condition that each college apply grant resources towards engaging faculty as subject matter experts in the process as well as a part time curriculum development specialist. In this way, faculty is not burdened with procedure, but provides leadership to the work. Bellevue College, the Consortium lead, provides centralized resources, consultation and approval.

- **Course Material Standards:** All materials are designed for online delivery. Courses include observable learning objectives, assessment and skill checks for each objective, and feedback mechanisms for assessment that go beyond right and wrong, contributing to student knowledge and directing them back to specific content. When lectures are used, they include meaningful visual images with alternate tags for section 508 compliance, are divided into 5-15 minute segments, and provide opportunities for interactive questioning. Active learning is encouraged with two active learning activities required per course credit. Learn more on the project site: http://hiteducation.org/hew-member-college-resources/curriculum-development-resources/

Developing the Capacity of Community Colleges to Design and Offer Health IT Programs

Lead College's Role in Curriculum Development: The initial steps in the curriculum development process included establishing templates and the curriculum approval process, establishing timelines, and conducting all-day onsite training sessions on instructional design best practices. This was followed by regular, ongoing, training in instructional design best practices and Section 508 compliance. Ongoing processes over an 18-month period included a) college submission of the Curriculum Approval form, b) lead college staff review with approval or request for changes, c) development of materials by the submitting college, and d) lead college staff review with approval or request for changes. The iterative process of review, edit, and additional review, lead to quality, durable, curricular assets.

Hire three curriculum development staff → Establish templates and requirements → Establish timelines due dates two months after grant launch →

Hold all-day onsite training session on instructional design best practices → Require submission of Curriculum Approval forms prior to starting instructional design → Provide review and comment on Curriculum Approval forms →

Offer weekly, then biweekly, webinars on instructional design best practices and Section 508 compliance → Provide in-depth, detailed review of instructional materials to ensure quality → Request any needed changes to instructional materials

Results to Date: A highly vetted curriculum in community colleges is a luxury few institutions have been able to afford. TAACCCT support has created an opportunity to change that expectation, culture, process, and subsequent outcomes associated with the curriculum review process. Barriers to enriching curriculum development have included lack of infrastructure and faculty resistance. Intentionally creating a collaboration between faculty, as subject matter experts, and development and instructional design experts, with clear process steps has produced high quality, relevant, and durable curricula.

INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY
Status: Complete. Access: http://oli.stanford.edu/health-technology
As an extension of the TAACCCT project, participated in a Gates Foundation-funded project with Stanford University's Open Learning Initiative. The result, Introduction to Health Information Technology, resides on Stanford servers. Highly interactive and metrics driven, it is free to individual learners and faculty through March 2016. In addition to providing an introduction to the health IT sector, the course prepares learners for an entry-level industry association certification exam (http://www.himss.org/health-it-certification/cahims).

CERTIFICATE PROGRAMS
Status: Most are complete and are currently being piloted within the 9-college consortium. All will be complete and ready for dissemination by Summer 2015.

1. Healthcare Data Analytics
2. Healthcare Data Analyst
3. Networking in the Healthcare Environment
4. Healthcare Database Management and Design
5. Mobile Health Application Software Development
6. Mobile Health Device Management
7. Healthcare Information Security Professional (under development)

HIT COURSE MODULES FOR INFUSION INTO NURSING, ALLIED HEALTH, AND IT PROGRAMS
Status: Most are complete and are currently being piloted within the 9-college consortium. All will be complete and ready for dissemination by Summer 2015.

1. Hemodialysis Certificate
2. Nursing AAS
3. Medical Assistant Certificate
4. Medical Office Assistant Certificate
5. Medical Assistant Certificate
6. Health Information Management Associate Degree
7. Nursing ASN
8. Physical Therapist Assistant Certificate

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