

HEALTH INFORMATION TECHNOLOGY ESSENTIAL FUNCTIONS ANNUAL UPDATE

ESSENTIAL FUNCTIONS

All accepted Health Information students are expected to meet the following nonacademic criteria (essential functions) in order to understand and meet the demands required to be successful as a student/graduate of the HIT program and in professional practice. Failure to meet the essential functions will result in dismissal from the program. Essential functions for acceptance into the HIT program and clinical practical experiences are included below:

Essential Functions of Health Information Technology Students

FUNCTIONAL ABILITY CATEGORY	REPRESENTATIVE ACTIVITY / ATTRIBUTE
GROSS MOTOR SKILLS	<ul style="list-style-type: none"> ▪ Move within confined spaces ▪ Sit and maintain balance ▪ Stand and maintain balance ▪ Reach above shoulders (e.g., filing charts on higher shelves) ▪ Reach below waist (e.g., plug electrical appliance into wall outlets)
FINE MOTOR SKILLS	<ul style="list-style-type: none"> ▪ Pick up objects with hands ▪ Grasp small objects with hands (e.g., labels, pencil) ▪ Write with pen or pencil ▪ Key/type (e.g., use a computer) ▪ Pinch/pick or otherwise work with fingers (e.g., assemble pages in a health record and tag deficiencies) ▪ Twist (e.g., turn objects/knobs using hands)
PHYSICAL ENDURANCE	<ul style="list-style-type: none"> ▪ Stand (e.g., in filing area to file records) ▪ Sustain repetitive movements (e.g., typing, filing, or assembling records) ▪ Maintain physical tolerance (e.g. assemble pages in a health record and tag deficiencies)
PHYSICAL STRENGTH	<ul style="list-style-type: none"> ▪ Push and pull 25 pounds (e.g., cart to move records to filing areas) ▪ Lift 10 pounds (e.g., lift stack of records) ▪ Move light objects weighing up to 10 pounds ▪ Carry equipment/supplies ▪ Use upper body strength (e.g., filing in high areas). ▪ Squeeze with hands (e.g., operate fire extinguisher),
MOBILITY	<ul style="list-style-type: none"> ▪ Twist. ▪ Bend ▪ Stoop/squat ▪ Move quickly (e.g., response to an emergency) . ▪ Climb (e.g., ladders/stools/stairs)
HEARING	<ul style="list-style-type: none"> ▪ Hear normal speaking level sounds (e.g., person-to-person interview) ▪ Hear faint voices ▪ Hear auditory alarms (e.g., monitors, fire alarms)
VISUAL	<ul style="list-style-type: none"> ▪ See objects up to 20 inches away (e.g., information on a computer screen) ▪ Distinguish color (e.g., color codes on charts)
SMELL	<ul style="list-style-type: none"> ▪ Detect smoke ▪ Detect gases or noxious smells

READING	<ul style="list-style-type: none"> ▪ Read and understand written documents (e.g., policies, protocols)
ARITHMETIC COMPETENCE	<ul style="list-style-type: none"> ▪ Read and understand columns of writing ▪ Read graphs ▪ Add, subtract, multiply, and/or divide whole numbers ▪ Use a calculator ▪ Calculate statistics (e.g. incomplete rate, length of stay, transcription line count)
EMOTIONAL STABILITY	<ul style="list-style-type: none"> ▪ Establish therapeutic boundaries ▪ Adapt to changing environment/stress ▪ Deal with the unexpected (e.g., upset physicians, crisis) ▪ Focus attention on task ▪ Monitor own emotions ▪ Perform multiple responsibilities concurrently
ANALYTICAL THINKING	<ul style="list-style-type: none"> ▪ Transfer knowledge from one situation to another ▪ Process information ▪ Evaluate outcomes Problem solve Prioritize tasks ▪ Use long term memory Use short term memory
CRITICAL THINKING	<ul style="list-style-type: none"> ▪ Identify cause-effect relationships ▪ Plan/control activities for others ▪ Synthesize knowledge and skills ▪ Sequence information
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> ▪ Negotiate interpersonal conflict ▪ Respect differences with co-workers and physicians ▪ Establish rapport with physicians ▪ Establish rapport with co-workers
COMMUNICATION SKILLS	<ul style="list-style-type: none"> ▪ Teach (e.g., physicians about documentation needs) ▪ Interact with others (e.g., healthcare workers) ▪ Speak on the telephone ▪ Influence people ▪ Direct activities of others