**Health Information Technology Program**

**Essential Functions**

| *Functional Capacity* | *Standards (Tasks)* |
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| **Psychomotor** **Skills** | |
| **Gross Motor** | Move within confined spaces.  Sit and maintain balance; stand and maintain balance.  Reach above shoulders (e.g., put away supplies).  Reach below waist (e.g., plug electrical appliance into wall outlet). |
| **Fine Motor** | Grasp, pick up, and move small objects (e.g., office supplies).  Utilize writing instruments.  Key/type and otherwise operate common desktop computer accessories.  Pinch, pick, or otherwise manipulate paper charts.  Twist (e.g., turn objects/knobs/handles).  Squeeze (e.g., possess or transport several paper charts simultaneously).  Record numbers and/or notes in records. |
| **Physical Strength & Endurance** | Push and pull up to 25 pounds (e.g., push and pull carts of charts).  Lift up to 5 pounds (e.g., pick up a stack of charts).  Move light object weighing up to 10 pounds.  Move heavy objects weighing from 11 to 50 pounds.  Squeeze (e.g., operate a fire extinguisher).  Stand or sit; maintain physical tolerance (e.g., work entire shift).  Sustain repetitive movements (e.g., computer work, filing). |
| **Mobility** | Twist, bend, stoop, squat.  Move quickly (e.g., respond to emergency).  Climb (e.g., use ladder or stool to reach and return filed charts). |
| **Cognitive Skills** | |
| **Critical & Analytical Thinking** | Transfer and apply knowledge from one situation to another.  Process information and evaluate outcomes.  Problem solve and prioritize tasks.  Identify cause-and-effect relationships.  Plan/control and direct activities for others (e.g., determine tasks for completion and monitor results for quality control).  Sequence information.  Synthesize knowledge and skills.  Use both long-term and short-term memory.  Convert numbers to and/or from the Metric System.  Add, subtract, multiply, and/or divide whole numbers.  Use a calculator and compute fractions (e.g., medication dosages).  Tell time (e.g., to document minutes/hours spent on tasks). |
| **Safety** | Abide by safety policies and procedures in classroom, laboratory, and clinical facility settings.  Maintain awareness of alarms and emergency signals, and respond appropriately (e.g., monitors, fire alarms, etc.). |
| **Sensory Skills** | |
| **Observation** | Observe and recognize objects up to 20 inches away (e.g., information on a computer screen).  Distinguish color (e.g., color codes on charts, supplies). |
| **Perception** | Perceive verbal communication by others.  Perceive and appropriately respond to alarms and emergency signals (e.g., monitors, fire alarms).  Perceive depth in surrounding environment.  Maintain awareness of peripheral space.  Detect gases or noxious smells (e.g., identify potential danger and take appropriate action). |
| **Interpretation** | Process understanding of content contained in written documents (e.g., patient/client charts).  Process understanding of columns of writing (e.g., flow sheet, charts).  Process understanding of digital displays, graphs (e.g., vital sign sheets), and graphic printouts (e.g., EKG). |
| **Social-Behavioral Skills** | |
| **Communication** | Teach/instruct (e.g., co-workers).  Explain procedures (e.g., to a coworker or subordinate).  Provide reports (e.g., about completed work to supervisor).  Correspond via telephone using proper technique and etiquette.  Demonstrate assertiveness in expressing ideas.  Convey information through writing (e.g., projects). |
| **Adaptability** | Adapt effectively to changing environments and increasing tension levels in a variety of situations.  Perform multiple responsibilities at the same time.  Demonstrate flexibility and learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients/clients. |
| **Emotional Stability** | Monitor and appropriately regulate own emotions to maintain composure, without prompting from others (e.g., control anger and avoid aggressive behavior, even in very stressful or demanding situations).  Tolerate taxing workloads and function effectively under stress.  Focus sustained attention on tasks.  Recognize constructive criticism and performance feedback as avenues for improvement. |
| **Interpersonal Skills** | Interact with others (e.g., co-workers, vendors, physicians, patients/clients).  Negotiate interpersonal conflict.  Acknowledge and respect differences in colleagues and patients/clients.  Establish rapport with peers, co-workers, and patients/clients.  Develop mature, sensitive, and effective relationships with health care team members and patients/clients. |
| **Ethics & Professionalism** | Uphold the ethical obligations of the Health Information Management profession.  Protect patients’/clients’ privacy and confidential information (e.g., HIPPA, HITECH, and Privacy Act legislation).  Respect the inherent dignity and worth of every person. |