Functional Abilities / Core Performance Standards
Health Information Management Program - Clinical Expectations

Please Review the list of skills below. If you are unable to meet the standard/s even with correction (example: eyeglasses, hearing aids) on any of the items below, please list those on the last page.

The Health Information Management Program complies with the American with Disabilities Act (ADA), and consistent with the ADA, the attached Functional Abilities/Core Performance Standards Worksheet provides the framework to relate functional ability categories and representative activities/attributes to any limitations/deficits in functional abilities. These standards shall be used by the Health Information Management Program in combination with the professional scope of practice, job analysis, other resources, and expert consultation to make decisions related to the ability of the health information student to perform the essential functions of health information technology program.

If a prospective student is or becomes unable to meet the required “Functional Abilities/Core Performance Standards,” the Health Information Management Program in consultation with Collin College’s Student Support Services Disabilities Specialist will determine, on an individual basis, whether or not reasonable accommodations can be made that would permit the student to meet these “Functional Abilities/Core Performance Standards” and thus, to continue in the program.

Please note: "Skill/s tied to" under each of the sections is not intended to be a complete listing of skills but rather as an example of a skill for which that ability applies. For a more complete listing of skills, tied to that ability, please see the program director.

Instructions:
Please carefully review the eleven items and answer the three questions at the bottom:

1. **Gross motor ability**
   - Move within confined spaces
   - Sit and maintain balance
   - Stand and maintain balance

   **Skill/s tied to:** Function in a small workspace: Must be able to sit for long periods, maneuver in close proximity to other workspaces.

2. **Fine motor ability**
   - Navigate between two computer screens
   - Pick up objects with hands
   - Grasp small objects with hands
   - Write clearly and neatly with pen or pencil
   - Type on a keyboard
   - Pinch/squeeze or pick up objects with fingers

   **Skill/s tied to:** Must have adequate manual dexterity as to be capable of documenting, typing on keyboard, researching in manuals/books or online.

3. **Hearing**
   - Hear normal speaking level sounds

   **Skill/s tied to:** answering/speaking into phone, responding to requests from patients, doctors, supervisors.
4. **Visual**
   - See objects on computer screen
   - See objects on the printed page

   **Skill/s tied to:** Read patient chart to determine proper code selection and documentation.

5. **Reading**
   - Read and interpret physicians’ orders
   - Read and understand written documents
   - Read very fine or small print

   **Skill/s tied to:** Read and interpret physician orders, physician, therapist and nurses notes. Read from a computer monitor screen. Gather data reasonably accurate, and in a reasonable amount of time to ensure accurate processing of health information.

6. **Arithmetic**
   - Read and understand columns of writing (example: flow sheets)
   - Read digital displays
   - Read graphic printouts
   - Read graphs (vital sign sheets)
   - Tell time
   - Measure time (duration)
   - Able to perform basic arithmetic functions: add, subtract, multiply, divide
   - Compute fractions
   - Use a calculator
   - Record numbers (example: chart observed parameters)

   **Skill/s tied to:** Read and interpret patient graphics charts and graphic displays. Perform basic arithmetic functions in order to calculate minute ventilation, time elements on documentation, etc.

7. **Emotional Stability**
   - Adapt to changing environment/stress
   - Deal with the unexpected (example: crisis)
   - Focus attention on task despite distractions
   - Monitor own emotions
   - Perform multiple responsibilities concurrently
   - Show appropriate compassion through communications

   **Skill/s tied to:** Provide for safe workplace environment. Perform multiple tasks concurrently, example: answer phone while addressing patient, co-worker, healthcare professional. Maintain composure to remain calm and professional regardless of circumstances.
8. **Analytical Thinking**
   - Transfer/extrapolate knowledge from one situation to another
   - Process information
   - Problem solve
   - Prioritize tasks
   - Use long and short term memory

   Skill/s tied to: Evaluate different sources of diagnostic information to help arrive at a complete documentation/coding scenario. Evaluate priorities in order to complete the most relevant, important, time sensitive tasks as necessary.

9. **Critical Thinking Skills**
   - Identify cause-effect relationships
   - Synthesize knowledge and skills
   - Sequence information

   Skill/s tied to: Evaluate different sources of diagnostic information to bring the pieces together to form a complete health record.

10. **Interpersonal skills**
    - Negotiate interpersonal conflict appropriately
    - Respect differences
    - Establish rapport with co-workers
    - Work effectively with physicians and staff

    Skill/s tied to: Communicate effectively with co-workers, family, doctors, and nurses and other staff in order to process the health record.

11. **Communication Skills**
    - Teach (example: client and family)
    - Explain procedure
    - Give oral reports
    - Interact with others
    - Speak on the telephone
    - Direct activities of others
    - Convey information through writing
    - Speak clearly and distinctly

    Skill/s tied to: Communicate effectively and appropriately with doctors, nurses, patients, family, and other staff in order to process the health record as accurately as possible.
Please answer the following questions and indicate if the question does not apply:

1. Please list, (on the reverse if necessary), any of the standards above you feel you may not be able to meet even with correction (example: eye glasses, hearing aids).

2. Do you have any limitations or problems that might pose difficulties for which you may need accommodation? If yes, please list. Use the reverse if necessary.

3. For any items listed in the two questions above please contact the ACCESS office at Collin College:

ACCESS (Accommodations at Collin County for Equal Support Services) is a comprehensive accommodation program for all Collin College students. Reasonable accommodations for students with documented disabilities are provided. Students with disabilities are encouraged to make an appointment with an Access advisor as soon as possible in order to for the program to prepare reasonable accommodations that may exist. The reasonableness of the accommodation will be assessed by a program “Student Affairs Committee”.

___________________________________________
Print Name

___________________________________________
Sign Date