

Essential Functions of Health Information Technology Students

The following functions are required in most job settings for Health Information Technology Professionals. **Requests for accommodation must be in writing to the school.**

FUNCTIONAL ABILITY CATEGORY	REPRESENTATIVE ACTIVITY/ATTRIBUTE
GROSS MOTOR SKILLS	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	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	Stand (e.g., in filing area to file records) Sustain repetitive movements (e.g., typing, filing, or assembling records) Maintain physical tolerance (e.g., work entire shift)
PHYSICAL STRENGTH	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	Twist Bend Stoop/squat Move quickly (e.g., response to an emergency) Climb (e.g., ladders/stools/stairs) Walk
HEARING	Hear normal speaking level sounds (e.g., person-to-person interview) Hear faint voices Hear auditory alarms (e.g., monitors, fire alarms)

VISUAL	See objects up to 20 inches away (e.g., information on a computer screen) Distinguish color (e.g., color codes on charts)
SMELL	Detect smoke Detect gases or noxious smells
READING	Read and understand written documents (e.g., policies, protocols)
ARITHMETIC COMPETENCE	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	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	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	Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information
INTERPERSONAL SKILLS	Negotiate interpersonal conflict Respect differences with co-workers and physicians Establish rapport with physicians Establish rapport with co-workers
COMMUNICATION SKILLS	Teach (e.g., physicians about documentation needs) Interact with others (e.g., healthcare workers) Speak on the telephone Influence people Direct activities of others