

# **Health Information Technology Performance Essentials**

Performance essentials or essential functions are defined as those physical, mental, and psycho-social characteristics that are necessary to meet the demands of the Health Information Technology (HIT) educational process and all tasks associated with that function.

Becoming a medical biller and coder requires the completion of a technical education program that is both intellectually and physically challenging. The purpose of this policy is to articulate the demands of the program in a way that will allow students to compare their own capabilities against these demands.

There are times when reasonable accommodations (i.e. hearing devices to improve communication with the hearing impaired) will be made in order to assist a student with a disability. Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; but that students are allowed an opportunity to complete the task in a fashion that may be different than what is considered the typical way to achieve the outcome.

Prior to enrollment, a student with a disability who wishes reasonable accommodations must request it through the Disability and Access center and the Coordinator of the HIT program. An offer of admission may be withdrawn if it becomes apparent that:

- The student cannot complete essential tasks even with accommodations
- Accommodations are not reasonable and would cause undue hardship to the institution
- Fulfilling the function would create a significant risk to the health or safety of others.

## **Performance Essentials for the Classroom/Lab/Clinical Experience**

### **Students must:**

- Meet class standards for course completion through the curriculum
- Complete readings, assignments, and other activities outside of class hours
- Be able to read, write, speak and understand English at a level consistent with successful course completion and development of appropriate relationships with peers, instructors, patients, family other allied health professionals, and the community.

### **Typical Physical Functions Required of the Health Information Technician:**

- Have interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate relationships.
- Collect decision-making data during activities in class or in the clinical setting without the assist of an intermediary such as a classmate or aide.
- Apply critical thinking to their work, exercise sound judgement and follow safety procedures established in the classroom and the clinic.
- Maintain personal appearance and hygiene conducive to classroom and clinical settings.
- Sit for long periods of time and repeat the same motions.
- Use hands or fingers to grasp, move, assemble or use of computers.
- Use muscles to push, pull, lift, or carry heavy objects.

- Possess near visual acuity; See differences between colors, shades and brightness, see details of objects that are less than a few feet away.
- Possess hearing in a normal range.
- Able to squat, bend, kneel, move about and reach overhead as well as climb using a stepstool.
- Demonstrate appropriate health status prior to clinical assignment per medical examination.
- Follow standards and policies specified in the Student Handbook.
- Provide sufficient support to safely assist patients/classmates when they are moving from sitting positions or from one surface to another (i.e. chair to exam table). Although this may not happen frequently, the student may be requested to assist.

**Typical Mental Functions Required of the Health Information Technician:**

- Attentively listens to others
- Controls verbal and nonverbal behaviors when communicating with others
- Accurately self-assesses own strengths and weaknesses
- Modified behaviors after receiving corrective feedback
- Takes responsibility for own actions-does not blame others for their situation or behaviors
- Behaves honestly and truthfully
- Concentrates on task at hand for extended period of time
- Utilizes problem-solving skills to meet needs of situation

- Handles stress of an intensive training program in preparation for clinical situations
  - Heavy academic demands
  - Fast paced clinical situations
  - Psychosocial responses of patients with disabilities.

I have reviewed the performance essentials and believe that I can, with or without accommodations, perform all the essential functions identified. I understand that inability to perform these essentials will result in program withdrawal or failure.

Name: \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_