Functional Ability Criteria Statement

It is the intent of Fox Valley Technical College (FVTC) to fully comply with Section 504 of the Rehabilitation Act of 1974 and the Americans with Disability Act (ADA) of 1990. (In accordance with the ADA and Section 504, FVTC does not provide students with personal devices and services)

In order to assist students successfully complete the Health Information Technology/Medical Coding program, FVTC has developed a set of objective functional ability criteria. Students will be asked to sign a form stating whether or not they are able to meet the functional abilities, with or without accommodations, as stated in this document. **If a student enters the Health Information Technology/Medical Coding program based on falsification of records related to their ability to meet the functional requirements, he/she may face disciplinary actions.** All documents will be kept on file in the Health Division Office at the College.

For students with a disability, reasonable accommodations are available. Reasonable modifications are defined as modifications or adjustments that allow individuals with disabilities to gain equal access and have equal opportunities to participate in FVTC's courses, services, activities, and use of the facilities. To be eligible for disability-related services/accommodations, students must have a documented disability. This documentation must be provided by a licensed professional, and qualified in the appropriate specialty area. The College is also not obligated to provide an accommodation that poses an undue financial or administrative burden to the College or poses a direct threat to the health and/or safety of others.

Examples of accommodations allowed, without disability documentation: supportive back brace or other supportive braces that does not impede required movement or interfere with infection control policies, hearing aids, glasses, and/or contacts. Other student-suggested accommodations will require approval of the Program Chair, the Disabilities Specialist, and the Department of Health Services. All requests should be approved BEFORE the student has enrolled in the program. Any accommodation cannot substantially alter the requirements of the program or inflict an undue burden on the respective program and clinical sites.

If after the start of class a student status changes and no longer meets all of the required HIT student's functional abilities; it is the student's responsibility to notify their instructor of any changes in their inability to perform and of the Functional Abilities listed here. The College is required to keep these documents on file.

Gross Motor Skills	Move within confined spaces Maintain balance in multiple positions Reach above shoulders (e.g., shelving units) Reach below waist (e.g., plug electrical appliance in wall outlet) Reach out front
Examples:	Function in a small workspace: Must be able to sit for long periods, maneuver in close proximity to other workstations.

Fine Motor Skills	Pick up objects with hands
	Navigate between two computer screens
	Grasp small objects with hands (e.g., writing instruments)
	Write with pen or pencil
	Key/type (e.g., use a computer)
	Pinch/pick or otherwise work with fingers (e.g., plug in devices)
	Twist (e.g., turn objects/knobs using hands)
Examples:	Must have adequate manual dexterity as to be capable of documenting, typing on a keyboard, researching manuals/books online.
Physical Endurance	Stand (e.g., shelving)
	Sustain repetitive movements (e.g., typing)
	Maintain physical tolerance (e.g., sit for long periods of time)
Physical Strength	Push and pull 40 pounds (e.g., move equipment)
	Lift 50 pounds (e.g., pick up boxes or equipment)
	Carry equipment/supplies
	Use upper body strength (e.g., carry equipment/supplies)
	Squeeze with hands (e.g., operate fire extinguisher)
Mobility	Twist
	Bend
	Stood/squat
	Move quickly (e.g., response to an emergency)
	Climb stairs
	Walk
Hearing	Hear normal speaking-level sounds (e.g., person-to-person report)
	Hear faint voices
	Hear auditory alarms (e.g., monitors, fire alarms, call bells)
Examples:	Answering/speaking into a phone, responding to requests from patients, physicians, and supervisors.
Visual	See objects up to 20 inches away (e.g., information on computer screen)
	See objects up to 20 feet away (e.g., client at reception desk)
	Use depth perception
	Use peripheral vision
Examples:	Read a patient chart paper/electronic to determine code selection and documentation.
Tactile	Detect environmental temperature
Smell	Detect odors (e.g., smoke, gasses or noxious smells
Environment	Tolerate exposure to allergens (e.g., chemical substances)
	Tolerate strong soaps
	Tolerate strong odors
Reading	Read and understand written documents (e.g., flow sheets, charts, graphs)
	Read digital displays
	Read and interpret physicians' orders
	Read and understand written documents
	Read very fine or small print

Math	Comprehend and interpret graphic trends Tell time Add, subtract, multiply, and/or divide whole numbers Compute fractions and decimals (e.g., medication dosages) Read digital displays Measure time Use a calculator
Examples:	Read and interpret graphics charts and graphic displays. Perform basic arithmetic functions in order to calculate minute ventilation, time elements on documentation, etc.
Emotional Stability	Establish professional relationships Provide client with support Adapt to changing environment/stress Deal with the unexpected (e.g., client condition, crisis) Focus attention on task despite distractions Cope with own emotions Perform multiple responsibilities concurrently Cope with strong emotions in others (e.g., anger, stress) Show appropriate compassion through communications
Examples:	Provide for a safe workplace environment. Perform multiple tasks concurrently, such as answer phone while addressing patient, co-worker, and/or healthcare professional. Maintain composure to remain calm and professional regardless of circumstances.
Analytical Thinking	Transfer knowledge from one situation to another Process and interpret information from multiple sources Analyze and interpret abstract and concrete data Evaluate outcomes Problem solve Prioritize tasks Use long-term memory Use short-term memory
Examples:	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.
Critical Thinking	Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information Make decisions independently Adapt decisions based on new information
Examples:	Evaluate different sources of diagnostic information to bring the pieces together to form a complete health record.

Interpersonal Skills *Examples:*	Establish rapport with individuals, families, and groups Respect/value cultural differences in others Negotiated interpersonal conflict Work effectively with physicians and staff Communicate effectively with co-workers, family, doctors, and nurses and other staff in order to process the health record.
Communication Skills *Examples:*	Teach (e.g., health care professionals about documentation) Influence people Direct/manage/delegate activities of others Speak English Write English Listen/comprehend spoken/written word Collaborate with others (e.g., health care workers, peers) Manage information Give oral reports Speak on the telephone Speak clearly and distinctly Communicate effectively and appropriately with doctors, nurses, patients, family and other staff in order to process the health record as accurately as possible.

Students requiring reasonable accommodations in order to meet program requirements must meet with the Department Chair as soon as possible to discuss their individual needs. Students should also contact Student Support Services.

Functional Ability Criteria
Statement of Understanding

The Americans with Disabilities Act (ADA) of 1990 (42 U.S.C & 12101. e*t seq.*), the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C & 794) prohibits discrimination of persons because of her or his disability. In keeping with these laws, colleges of the Wisconsin Technical College System will make every effort to ensure a quality education for students. The purpose of this document is to ensure that students acknowledge they have been provided information on the functional abilities required of a student in the Health Information Technology program.

This form will be received with the Health Information Technology/Medical Coding program information and application packet. It is to be completed and returned at the new Health Information Technology Information Session.

_____ (initials/date)	I have read and understand the *Functional Ability Criteria* specific to a student in the Health Information Technology/Medical Coding program.
_____ (initials/date)	I am able to meet the *Functional Abilities Criteria* as presented with or without accommodation.
_____ (initials/date)	I was provided with information concerning accommodations or special services if needed at this time.

_____

Name of Student (Please print)

_____   _____

Signature of Student   Date