

**Fox Valley Technical College**  
**Health Information Technology and Medical Coding Program**  
**Technical Standards**

In order to assist students to successfully complete the Health Information Technology or Medical Coding Program, FVTC has developed a set of objective technical standards. Students will be asked to sign a form stating whether they are able to meet the technical standards, with or without accommodations, as stated in this document. Students in the Health Information Technology or Medical Coding Program must be able to demonstrate critical, logical and analytical thinking while also possessing motor, auditory and visual skills that enable them to meet the certificate objectives and perform job duties required by the profession. 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).

If a student enters the Health Information Technology or Medical Coding Program based on falsification of records related to their ability to meet the technical standards, he/she may face disciplinary actions.

<b>PROGRAM SKILL LEVEL</b> Specific Ability Required for Technical Skills Attainment	<b>APPLICATION TO HIT CLINICAL</b> Activities Including but Not Limited To
<b>GROSS MOTOR COORDINATION</b>	
<ul style="list-style-type: none"> <li>• Move within confined spaces</li> <li>• Maintain balance in multiple positions</li> <li>• Reach and bend when necessary, up or down, to perform job tasks</li> <li>• Reach out front</li> </ul>	<ul style="list-style-type: none"> <li>• Reach above shoulders for shelving units</li> <li>• Reach below waist to plug electrical appliance into wall outlet</li> <li>• Function in a small workspace: Must be able to sit for long periods, maneuver in close proximity to other workstations.</li> </ul>
<b>FINE MOTOR COORDINATION</b>	
<ul style="list-style-type: none"> <li>• Pick up objects with hands</li> <li>• Navigate between two computer screens</li> <li>• Grasp small objects with hands</li> <li>• Key/type</li> <li>• Pinch/pick or otherwise work with fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Write with pen or pencil</li> <li>• Type on a computer keyboard</li> <li>• Plug in devices</li> <li>• Turn objects/knobs using hands/manipulate equipment</li> <li>• Must have adequate manual dexterity as to be capable of documenting, typing on a keyboard, researching manuals and books online.</li> </ul>
<b>ENVIRONMENT &amp; PHYSICAL ENDURANCE</b>	
<ul style="list-style-type: none"> <li>• Stand</li> <li>• Sustain repetitive movements</li> <li>• Maintain physical tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Stand and reach shelving units</li> <li>• Typing</li> <li>• Sit for long periods of time</li> <li>• Demonstrate flexibility</li> <li>• Exposure to body lotions, cleaning products, chemical substances, latex products</li> </ul>
<b>PHYSICAL STRENGTH</b>	
<ul style="list-style-type: none"> <li>• Push and pull 40 pounds</li> <li>• Lift 50 pounds</li> <li>• Use upper body strength</li> <li>• Squeeze with hands</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to move equipment</li> <li>• Pick up boxes or equipment</li> <li>• Carry equipment/supplies</li> <li>• Operate fire extinguisher</li> </ul>

<b>MOBILITY</b>	
<ul style="list-style-type: none"> <li>• Twist and Bend</li> <li>• Stand/squat</li> <li>• Move quickly</li> <li>• Climb stairs</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to an emergency quickly</li> </ul>
<b>SMELL</b>	
<ul style="list-style-type: none"> <li>• Detect odors</li> </ul>	<ul style="list-style-type: none"> <li>• Detect smoke, gasses or noxious smells</li> </ul>
<b>READING</b>	
<ul style="list-style-type: none"> <li>• Read and understand written documents</li> <li>• Read digital displays</li> <li>• Read and understand written documents</li> <li>• Read very fine or small print</li> </ul>	<ul style="list-style-type: none"> <li>• Read worksheets, charts, graphs, medical records</li> <li>• Read and interpret physicians orders</li> </ul>
<b>VISION</b>	
<ul style="list-style-type: none"> <li>• See objects up to 20 inches away</li> <li>• See objects up to 20 feet away</li> <li>• Use depth perception</li> <li>• Use peripheral vision</li> </ul>	<ul style="list-style-type: none"> <li>• See objects on computer screen</li> <li>• See client at reception desk</li> <li>• Read a patient's chart (paper/electronic) to determine code selection and documentation.</li> </ul>
<b>HEARING</b>	
<ul style="list-style-type: none"> <li>• Hear normal speaking-level sounds</li> <li>• Hear faint voices</li> <li>• Hear auditory alarms</li> </ul>	<ul style="list-style-type: none"> <li>• Person-to-person and telephone conversations</li> <li>• Hear monitors, fire alarms, call bells</li> <li>• Answering/speaking into a phone, responding to requests from patients, physicians, supervisors, and coworkers.</li> </ul>
<b>TACTILE</b>	
<ul style="list-style-type: none"> <li>• Detect environmental/technology temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Detect overheating of technology equipment</li> </ul>
<b>MATH</b>	
<ul style="list-style-type: none"> <li>• Comprehend and interpret graphic trends</li> <li>• Tell time</li> <li>• Add, subtract, multiply, and/or divide whole numbers Compute fractions and decimals</li> <li>• Read digital displays</li> <li>• Measure time</li> <li>• Use a calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Use of military time and analog clock</li> <li>• Calculate medical statistics</li> <li>• Read and interpret graphic charts and graphic displays. Perform basic arithmetic functions in order to calculate length of stay, and time elements on documentation.</li> </ul>
<b>INTERPERSONAL SKILLS</b>	
<ul style="list-style-type: none"> <li>• Establish rapport with individuals, families, and groups</li> <li>• Respect/value cultural differences in others</li> <li>• Negotiated interpersonal conflict</li> <li>• Work effectively with physicians and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Provide service to and interact with patients of diverse age, gender, sexual orientation, race, religion, nationality, physical or mental condition</li> </ul>

<b>COMMUNICATION SKILLS</b>	
<ul style="list-style-type: none"> <li>• Teach</li> <li>• Influence people</li> <li>• Direct/manage/delegate activities of others</li> <li>• Speak English</li> <li>• Write English</li> <li>• Listen/comprehend spoken/written word</li> <li>• Collaborate with others</li> <li>• Manage information</li> <li>• Give oral reports</li> <li>• Speak on the telephone</li> <li>• Speak clearly and distinctly</li> </ul>	<ul style="list-style-type: none"> <li>• Teach healthcare professionals about documentation</li> <li>• Follow verbal and written direction</li> <li>• Work with health care workers and peers/healthcare team</li> <li>• Communicate effectively and appropriately with doctors, nurses, patients, family and other staff in order to process health records as accurately as possible.</li> <li>• Able to interact with others to report observations and advocate for the needs of a patient.</li> <li>• Provide clear verbal instructions to patients and coworkers.</li> </ul>
<b>EMOTIONAL STABILITY</b>	
<ul style="list-style-type: none"> <li>• Establish professional relationships</li> <li>• Provide client with support</li> <li>• Adapt to changing environment/stress</li> <li>• Deal with the unexpected; focus attention on task despite distractions</li> <li>• Cope with own emotions</li> <li>• Perform multiple responsibilities concurrently</li> <li>• Cope with strong emotions in others</li> <li>• Show appropriate compassion through communications</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to cope with anger, stress and strong emotions in others.</li> <li>• Deal with changing client conditions, and crisis's.</li> <li>• Provide for a safe workplace environment. Perform multiple tasks concurrently, such as answer phone while addressing patient, co-worker, and/or healthcare professional.</li> <li>• Adapt to unpleasant, stressful and emergent situations common in clinical settings.</li> <li>• Prioritize task to ensure completion of assigned work.</li> <li>• Maintain composure to remain calm and professional regardless of circumstances and responsibilities.</li> </ul>
<b>CRITICAL THINKING</b>	
<ul style="list-style-type: none"> <li>• Identify cause-effect relationships</li> <li>• Plan/control activities for others</li> <li>• Synthesize knowledge and skills</li> <li>• Sequence information</li> <li>• Make decisions independently</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate different sources of diagnostic information to bring the pieces together to form a complete health record</li> <li>• Application of knowledge and skills</li> <li>• Adapt decisions based on new information</li> </ul>
<b>ANALYTICAL THINKING</b>	
<ul style="list-style-type: none"> <li>• Transfer knowledge from one situation to another</li> <li>• Process and interpret information from multiple sources</li> <li>• Evaluate outcomes</li> <li>• Problem solve</li> <li>• Prioritize tasks</li> <li>• Use long-term memory</li> <li>• Use short-term memory</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze, organize and interpret abstract and concrete data</li> </ul>



**FOX VALLEY TECHNICAL COLLEGE  
HEALTH INFORMATION TECHNOLOGY and MEDICAL CODING PROGRAM**

**TECHNICAL STANDARDS CRITERIA  
Statement of Understanding**

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 the student can no longer meets all of the required above named program technical standards; it is the student's responsibility to notify their instructor of any changes in their inability to perform and of the technical standards listed here. The College is required to keep these documents on file.

The Americans with Disabilities Act of 1991 (42 U.S.C. 12101, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C 794) prohibits discrimination of persons because of her of his disability. In keeping with these laws, colleges of the Wisconsin Technical College System (WTCS) make every effort to insure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided information on the technical standards of a student in the Health Information Technology or Medical Coding program. In addition, information was given to the student on reasonable accommodations to meet the Technical Standards at this time.

_____	I have read and understand the <i>Technical Standards Criteria</i> specific to a student in the Health Information Technology or Medical Coding Program.
initials	
_____	I am able to meet the <i>Technical Standards</i> presented with or without accommodation.
initials	
_____	I was provided with information concerning accommodations or special services, if needed at this time.
Initials	

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**Name of Student (Please print)**

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**Student ID#**

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**Signature of Student**

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**Date**