

ESSENTIAL FUNCTIONS OF HEALTH INFORMATION STUDENTS

Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential functions. Students with documented need for accommodations are to meet with the campus Disabilities Support Services Representative, Sue Gauck at 812-330-6046.

| FUNCTION ABILITY CATEGORY | REPRESENTATIVE ACTIVITY/ATTRIBUTE |
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| GROSS MOTOR SKILLS | Move within confined spaces Sit and maintain balance Stand and maintain balance Reach above shoulders (e.g., file cabinets) 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., pencil) Write with pen or pencil Key/type (e.g., use a computer) Pinch/pick or otherwise work with fingers (e.g., manipulate paper charts) Twist (e.g., turn objects/knobs using hands) Squeeze with finger (e.g., stapler) |
| PHYSICAL ENDURANCE | Stand (e.g., at client side during surgical or therapeutic procedure) Sustain repetitive movements (e.g., keyboard) Maintain physical tolerance (e.g., work entire shift) |
| PHYSICAL STRENGTH | Push and pull 25 pounds (e.g., pushing carts of charts) Lift 15 pounds (e.g., pick up a stack of charts) Move light object weighing up to 10 pounds Move heavy objects weighing from 11 to 50 pounds) 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 report) Hear auditory alarms (e.g., monitors, fire alarms) |
| VISUAL | See objects up to 20 inches away (e.g., information on a computer screen) See objects up to 20 feet away (e.g., client in hallway) See object more than 20 feet away (e.g., client) Use depth perception |

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| | Use peripheral vision Distinguish color (e.g., color codes on supplies, charts) |
| SMELL | Detect smoke Detect gases or noxious smells |
| READING ARITHMETIC COMPETENCE | Read and understand written documents (e.g., policies, protocols) Read and understand columns of writing (flow sheet, charts) Read digital displays Read graphic printouts (e.g., EKG) Convert numbers to and/or from the Metric System Read graphs (e.g., vital sign sheets) Tell time Add, subtract, multiply, and/or divide whole numbers Compute fractions Use a calculator |
| EMOTIONAL STABILITY | Adapt to changing environment/stress 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 Synthesize knowledge and skills Sequence information |
| INTERPERSONAL SKILLS | Respect differences in colleagues and clients Establish rapport with co-workers and clients |
| COMMUNICATION SKILLS | Explain procedures Interact with others (e.g., health care workers) Speak on the telephone Convey information through writing (e.g., projects) |

*Adapted from Validation Study: "Functional Abilities Essential for Nursing Practice, National Council of State Boards of Nursing, Inc. 1996.