

Davidson-Davie Community College

Cancer Information Management Technical Standards

Criterion: Cognitive

Standard:

- A) Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1) Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom, field internship and clinical settings.
 - 2) Example: Apply broad class concepts to unique situations.
 - 3) Example: Concentrate to correctly perform health information tasks within the scope of practice.
 - 4) Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 - 5) Example: Respond appropriately to constructive feedback.

Criterion: Communication

Standard:

- A) Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
 - 1) Example: Establish and maintain a professional relationship with patients and colleagues.
 - 2) Example: Demonstrate appropriate impulse control and professional level of maturity.
- B) Effective communication with others, both verbally and in writing.
 - 1) Example: Convey information in a clear, professional and timely manner.
 - 2) Example: Listen and respond to others in an accepting and respectful manner.

Criterion: Motor Skills

Standard:

- A) Sufficient motor function to execute movements required to provide general health information duties.
 - 1) Example: Participate, within reasonable limits, to safely maneuver equipment and records to perform duties within scope of work.
- B) Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
 - 1) Example: Participate completely in classroom activities.
 - 2) Example: Participate fully in required activities in clinical setting including extended periods of sitting, standing, lifting equipment and walking briskly as is reflective of the general practice of Cancer Information Management.

Criterion: Professional Conduct

Standard:

- A) Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - 1) Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 - 2) Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 - 3) Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
- B) Incorporate professional standards of practice into all activities.
 - 1) Example: Advocate, uphold and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
 - 2) Example: Work effectively with a team in an academic or health care setting.
 - 3) Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
- C) Demonstrate integrity and accountability in clinical and academic settings.
 - 1) Example: Complete all assignments in a timely manner while adhering to the DCCC code of ethics.
 - 2) Example: Respond appropriately to constructive feedback.
 - 3) Example: Take all tests and final examinations as scheduled.
- D) Present self in a professional manner in clinical and academic settings.
 - 1) Example: Attend clinical following the dress code policy, including appropriate hygiene with no detectable scents or odors.
 - 2) Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
- E) Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 - 1) Example: Use Moodle to collect course information.
 - 2) Example: Utilize clinical computers to complete tasks.
 - 3) Example: Utilize the internet to collect current information from appropriate sources to provide appropriate patient care.
 - 4) Example: Communicate via e-mail in a professional and ethical manner.

Criterion: Sensory

Standard:

- A) Hearing sufficient to perform health information tasks.
 - 1) Example: Listening to physician and other health care providers' verbal communications.
 - 2) Example: Communication with employees, supervisor, instructor and other hospital staff.
- B) Vision sufficient for assessment necessary to perform health information tasks.

- 1) Example: Reading provider documentation, statutes, regulations, reference materials and accreditation standards.

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