

Health Information Technology 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.
 - 3) Example: Convey information in a clear, professional and timely manner.
 - 4) 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 health information.

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 DDCC code of ethics.
 - 2) Example: Respond appropriately to constructive feedback.
 - 3) Example: Take all tests and final examinations on time 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 multiple computer systems 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, 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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