Alvin Community College
Technical Standards for Polysomnography Program

General Job Description

Qualified applicants are expected to meet all admission criteria as well as essential functions. **Students requesting reasonable accommodations to meet these criteria must inform the Program Chair in writing of the need for accommodations at the time of admission. The student is expected to contact the ADA counselor in the new ESC (Enrollment Services Center) to file the appropriate forms documenting the need for accommodations.**

FUNCTIONAL ABILITY CATEGORY	REPRESENTATIVE ACTIVITY/ATTRIBUTE	EXAMPLES
GROSS MOTOR SKILLS	- Move within confined spaces - Sit and maintain balance - Stand and maintain balance - Reach above shoulders - Reach below waist	Stand to perform patient preparation for PSG exam. Raise/ lower arms and bend at waist or knees while applying electrodes and sensors.
FINE MOTOR SKILLS	- Pick up objects with hands - Grasp small objects with hands - Write with pen or pencil - Key/type - Pinch/pick or otherwise work with fingers - Twist - Squeeze with finger	Grasp electrodes and sensors with hands during patient preparation. Type patient information into PSG software with keyboard. Document on paper tech notes. Change settings computer software with computer mouse. Troubleshoot equipment by turning knobs and changing wires then observing improvements.
PHYSICAL ENDURANCE	- Sustain repetitive movements - Maintain physical tolerance for 8 or 12 hour periods - Ability to perform activities day, afternoon, evening and night.	Sitting in chair for long periods. Repetitive key strokes on keyboard while staging and scoring a PSG exam. Sit or stand for 12 hours shifts. Stand and perform repetitive procedure(s) on patients such as CPR.
PHYSICAL STRENGTH	- Push and pull 25 pounds - Support 25 pounds - Lift 25 pounds - Carry equipment/supplies - Use upper body strength - Squeeze with hands	Assist patient from bed to chair. Hoist patient up in bed. Move patient from stretcher to bed and back.
MOBILITY	- Twist - Bend - Stoop/squat - Move quickly - Climb - Walk	Bend to change equipment settings on floor, at knee level, waist level, chest level, eye level, above head. Make rapid adjustments if needed to ensure patient safety. Respond to patient quickly.

HEARING	• Hear normal speaking level sounds • Hear faint voices • Hear in situation when not able to see lips • Hear auditory alarms	Hear audible alarms. Hear patient over intercoms. Hear patients in dark rooms.
VISUAL	• See objects up to 20 inches away • See objects up to 20 feet away • Use depth perception • Use peripheral vision • Distinguish color • Distinguish color intensity • See objects and read in low lighted areas	Read patient chart to determine correct therapy. Visually assess patient color to assess for hypoxia. Read settings on monitors and other equipment. Visually assess for changes in dimly lighted patient and control rooms. Confirm settings visually such as with ventilator display.
TACTILE	• Feel vibrations • Detect temperature • Feel differences in surface characteristics • Feel differences in sizes, shapes • Detect environmental temperature	Assess patient by feeling for patient pulse and O2 Saturation using pulse oximetry.
SMELL	• Detect odors from patients • Detect smoke • Detect gases or noxious smells	Assess for noxious odors originating from the patient or environment (example gas leak or smoke).
READING	• Read and understand written documents	Read and interpret physician orders, physician, therapist and nurses notes. Read from a computer monitor screen. Gather data reasonably accurate, and in a reasonable amount of time to ensure safe and effective patient care relative to other care givers.
MATH COMPETENCE	• Read and understand columns of writing • Read digital displays • Read graphic printouts • Calibrate equipment • Convert numbers to and/or from the Metric System • Read graphs • Tell time • Measure time • Count rates • Use measuring tools • Read measurement marks • Add, subtract, multiply, and/or divide whole numbers • Compute fractions • Use a calculator • Write numbers in records	Read and interpret patient graphics charts and graphic displays. Perform basic arithmetic functions in order to calculate head measurements using 10-20 system. Convert time given in minutes into hours and minutes. Calculate sleep efficiency, sleep onset, and all calculations needed in the final PSG report.

EMOTIONAL STABILITY	• Establish appropriate emotional boundaries • Provide emotional support to others • Adapt to changing environment/stress • Deal with the unexpected • Focus attention on task • Monitor own emotions • Perform multiple responsibilities concurrently • Handle strong emotions	Provide for safe patient care despite a rapidly changing and intensely emotional environment. Perform multiple tasks concurrently. Maintain enough composure to provide for safe and effective patient care despite crisis circumstances.
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	Evaluate different sources of diagnostic information to help arrive at a patient diagnosis. Evaluate priorities in order to provide for the most appropriate care. Appropriately evaluate data in order to notify physician and nursing when necessary.
CRITICAL THINKING	• Identify cause-effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information	Evaluate different sources of diagnostic information to help arrive at a patient diagnosis and treatment. Evaluate data in order to formulate an appropriate action plan.
INTERPERSONAL SKILLS	• Negotiate interpersonal conflict • Respect differences in patients, fellow students, and members of the healthcare team. • Establish rapport with patients, fellow students, and members of the healthcare team.	Communicate effectively with disagreeable patients, family doctors, and nurses and other staff in order to attempt to meet therapeutic goals for the patient.
COMMUNICATION SKILLS	• Teach • Explain procedures • Give oral reports • Interact with others • Speak on the telephone • Influence people • Convey information through writing	Communicate effectively and appropriately with doctors, nurses, patients, family, and other staff in order to provide for most effective and efficient patient care.

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