



## Functional Abilities / Core Performance Standards

Please Review the list of skills below. If you are unable to meet the standard/s even with correction (example: eyeglasses, hearing aids) on any of the items below, please list those on the last page.

The Polysomnographic Technology Program complies with the American with Disabilities Act (ADA), and consistent with the ADA, the attached Functional Abilities/Core Performance Standards Worksheet provides the framework to relate functional ability categories and representative activities/attributes to any limitations/deficits in functional abilities. These standards shall be used by the Polysomnographic Technology Program in combination with the professional scope of practice, job analysis, other resources, and expert consultation to make decisions related to the ability of the polysomnographic technology student to perform the essential functions of polysomnography.

If a prospective student is or becomes unable to meet the required “Functional Abilities/Core Performance Standards,” the Polysomnographic Technology Program in consultation with Collin College’s Student Support Services Disabilities Specialist will determine, on an individual basis, whether or not reasonable accommodations can be made that would permit the student to meet these “Functional Abilities/Core Performance Standards” and thus, to continue in the program.

Please note: “**Skill/s tied to**” under each of the sections is not intended to be a complete listing of skills but rather as an example of a skill for which that ability. For more complete listing of skills, tied to that ability, please see the program coordinator.

### Instructions:

Please carefully review the sixteen items and answer the three questions at the bottom:

1. **Gross motor ability**
  - Move within confined spaces
  - Stoop/squat down and maintain balance
  - Stand and maintain balance
  - Reach above shoulders
  - Reach below waist
  - Reach out horizontally

Skill/s tied to: Function in a patient room: move about the patient’s room in order to perform sleep study procedures on the patient. Squat down to add leg leads. Reaching around patients to add thoracic and abdominal belts. Reach for wires on wire pole for electrode application. Reach for patients’ shoulders and side for electrocardiogram application.

2. **Fine motor ability**

- Pick up objects with hands
- Grasp small objects with hands
- Write clearly and neatly with pen or pencil
- Type on a keyboard
- Enter data using a key pad
- Pinch/squeeze or pick up objects with fingers
- Twist knobs with hands
- Must have adequate manual dexterity as to be capable of maintaining sterility

Skill/s tied to: Untangling electrodes. Filling electrodes with paste for application. Grasping small pieces of gauze and tape for electrode application. Scrubbing patient's skin with cotton tip applicator for electrode prep. Opening doors to patient's room to assist the patient or fix a wire or mask during the study. Writing documentation notes during study for physician to review.

3. **Physical Endurance**

- Stand at clients side during procedure
- Sustain repetitive movements (example: chest compressions in CPR)
- Maintain physical tolerance (continue tasks throughout a 10-12 hour shift)
- Work and complete tasks at a reasonable pace

Skill/s tied to: Stand and perform repetitive procedure/s on patients such as electrode application and CPR. Removing electrodes in the morning. Staying awake to monitor electrodes throughout the night to ensure electrodes do not come off.

4. **Physical Strength**

- Lift 25 pounds
- Restrain combative client
- Carry equipment/supplies
- Squeeze with hands (example: use of a fire extinguisher)
- Able to Push/roll 60 pounds
- Move heavy object weighing from 10-50 pounds.
- Use upper body strength

Skill/s tied to: Assist patient from bed to chair, and vice versa. Hoist patient up in bed. Move wire pole and sleep study supplies into the patient's room. Push oxygen concentrator to patient room. Move chairs in patient room. Lift equipment from bed height to shelf height above chest level.

5. **Mobility: Are you able to perform the following:**

- Twist
- Bend
- Stoop/squat
- Move quickly
- Climb ladders/stools/stairs
- Walk

Skill/s tied to: Turn to change settings on continuous positive airway pressure (CPAP) machine while standing at patient bedside. 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. Make way to patient room if an emergency is called.

6. **Hearing:**

- Hear normal speaking level sounds
- Hear faint voices
- Hear faint body sounds (example: breath and heart sounds)
- Hear auditory alarms
- Hear telephones

Skill/s tied to: Listen to patient breath sounds to determine if patient is breathing. Listen to heart sounds to determine if heart is beating. Hear audible alarms such as a fire alarm and CPAP alarms. Hear telephones for physician response to calls and pages.

7. **Visual**

- Visually assess clients
- See object up to 20 inches away
- See object more than 20 feet away
- Use peripheral vision
- Distinguish color
- Distinguish color intensity
- See emergency lights/lamps

Skill/s tied to: Read patient chart to determine correct therapy. Read settings on monitors and other equipment. Visually assess for changes. Confirm settings visually by viewing equipment displays, such as the CPAP display.

8. **Tactile**

- Detect select muscles

Skill/s tied to: Determine anterior tibialis muscle for leg electrode placement. Determine posterior muscle of lower arm for electrode placement for REM behavior disorder (RBD) studies. Feel vocal vibrations on the patient's throat to determine correct snore sensor placement.

9. **Smell**

- Detect odors from client
- Detect smoke
- Detect gas or noxious smells

Skill/s tied to: Assess for noxious odors originating from the patient or environment (example gas leak or smoke)

10. **Reading**

- Read and interpret physicians' orders
- Read and understand written documents
- Read very fine or small print

Skill/s tied to: Read and interpret physician orders and physician, manager and technologist 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.

11. **Arithmetic**

- Read and understand columns of writing (example: flow sheets)
- Read digital displays
- Read graphic printouts
- Calibrate equipment
- Convert numbers to metric
- Read graphs (sleep reports)
- Tell time
- Measure time (duration)
- Use measuring tools (example: tape measure)
- Read measurement marks (scales)
- Able to perform basic arithmetic functions: add, subtract, multiply, divide
- Compute percentages
- Use a calculator
- Record numbers (example: chart observed parameters)

Skill/s tied to: Perform basic arithmetic functions in order to calculate body mass index, accurately space electrodes using the International 10-20 System, determine sleep and REM latency, total sleep time, apnea-hypopnea index, arousal index and other sleep computations.

12. **Emotional Stability**

- Establish therapeutic boundaries
- Provide client with appropriate emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (example: crisis)
- Focus attention on task despite distractions
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (example: grief)
- Show appropriate compassion through communications

Skill/s tied to: Provide for safe patient care despite the environment. Perform multiple tasks concurrently, example: monitoring two patients simultaneously. Maintain enough composure to provide for safe and effective patient care despite crisis circumstances.

13. **Analytical Thinking**

- Transfer/extrapolate knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long and short term memory

Skill/s tied to: 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 when necessary.

14. **Critical Thinking Skills**

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Skill/s tied to: 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.

15. **Interpersonal skills**

- Negotiate interpersonal conflict appropriately
- Respect differences in clients
- Establish rapport with clients
- Establish rapport with co-workers
- Work effectively with physicians, staff, clients and clients' families

Skill/s tied to: Communicate effectively with disagreeable patients, family, doctors, and other staff in order to attempt to meet therapeutic goals for the patient.

16. **Communication Skills**

- Teach (example: client and family)
- Explain procedure
- Give oral reports
- Interact with others
- Speak on the telephone
- Direct activities of others
- Convey information through writing (example: progress notes)
- Speak clearly and distinctly

Skill/s tied to: Communicate effectively and appropriately with doctors, managers, patients, family, and other staff in order to provide for most effective and efficient patient care. Explain study procedures to patient and patient's family. Write clear and concise documentation about events and observations during patient's study.

