



## Neurodiagnostic Technology Program Specifications

It is essential that health science students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to partially lift patients, stand for several hours at a time, and perform bending activities. The clinical health science experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties that impact patients' lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should give careful consideration to the mental and physical demands of the program prior to making application.

<u>Function Number</u>	<u>Essential Functions</u>
1	Communicate effectively with patients, family and other health care personnel.
2	Take and abstract histories.
3	Apply correct recording electrodes and use correct technique as indicated by each patient's specific problem.
4	Document the clinical conditions of patients.
5	Understand and employ the optimal utilization of neurodiagnostic equipment.
6	Understand the interfacing of EEG/EP equipment and other electrophysiological devices, including a thorough understanding of personal and patient electrical safety.
7	Recognize and understand the electroneurodiagnostic activity displayed.
8	Recognize, correct, and/or identify artifacts.
9	Manage medical emergencies in the laboratory.
10	Recognize and correct instrument faults.
11	Prepare a descriptive report of recorded activity for the physician.

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<b>Physical Factors</b>	<b>Yes</b>	<b>No</b>	<b>Essential Functions Numbers</b>
<b>Standing</b>	*		3
<b>Walking</b>	*		3
<b>Sitting</b>	*		2,3
<b>Lifting</b>			
• 10 lbs.	*		5
• 20 lbs.	*		5
• 50 lbs.	*		5
• 100 lbs.		*	
• 100 lbs.+		*	
<b>Carrying</b>			
• 10 lbs.	*		5
• 20 lbs.	*		5
• 50 lbs.	*		5
• 100 lbs.		*	
• 100 lbs.+		*	
<b>Pushing/Pulling</b>			
• 10 lbs.	*		5
• 20 lbs.	*		5
• 50 lbs.	*		5
• 100 lbs.		*	
• 100 lbs.+		*	
<b>Climbing</b>	*		3
<b>Balancing</b>	*		3
<b>Bending</b>	*		3
<b>Stooping</b>	*		3
<b>Crouching</b>	*		3
<b>Kneeling</b>	*		
<b>Crawling</b>		*	
<b>Running</b>		*	
<b>Twisting</b>	*		3
<b>Turning</b>	*		3
<b>Jumping</b>		*	3
<b>Grasping-Firm/Strong</b>	*		3
<b>Grasping-Light</b>	*		3
<b>Finger Dexterity</b>	*		3
<b>Reaching Forward</b>	*		3,5
<b>Reaching Overhead</b>	*		3
<b>Pinching</b>	*		7
<b>Simultaneous use of hand, wrist, fingers (e.g. typing, data entry)</b>	*		7,11
<b>Coordination</b>			
• Eye-hand	*		3,7
• Eye-hand-foot	*		3
<b>Driving</b>		*	
<b>Vision</b>			
• Acuity, Near	*		3,7
• Acuity, Far	*		3,7

• Depth perception	*		3
• Accommodation	*		3
• Color vision		*	
• Field of vision	*		3
• Face-to-face conversation	*		1,3
Verbal conversation with others	*		1,2,3
Hear normal conversation	*		1,2,3
Hear telephone conversation	*		1,2,3

<u>Cognitive/Mental Factors</u> <u>Reasoning</u>	<u>Yes</u>	<u>No</u>	<u>Essential Functions</u> <u>Numbers</u>
Deal with abstract and concrete variable, define Problems, collect data, establish facts and draw valid conclusions	*		1-11
Interpret instructions furnished in oral-written, diagrammatic, or schedule form	*		1-11
Deal with problems from standard situations	*		1-11
Carry out detailed but uninvolved written or oral instructions	*		1-11
Carry Out one or two step instructions	*		1-11
Mathematics Complex skills – Business math, algebra, geometry or statistics	*		
Simple “skills” – add, subtract, multiply and divide whole numbers and fractions, calculate time and simple measurements	*		3,6,11
Reading Complex skills – Comprehend newspapers, manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures and drawings	*		2,5,6,7,10,11
Simple skills – Comprehend simple instructions or notations from a log book	*		3,4,6,7,8,10,11
Writing Complex skills – Prepare business letters, report summaries using prescribed form at and conforming to all rules of punctuation, spelling, grammar, diction and style	*		2,4,7,8,11
Simple skills – English Sentences containing subject, verb and object; names and addresses, complete job application or notations in log book	*		1,2,3
Perception Spatial – ability to comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually of geometric forms	*		3,7,8
Form – ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line	*		2,4,7,8
Clerical – ability to perceive pertinent detail in verbal or tabula; material; to observe differences in copy, to proofread words and numbers and to avoid perceptual errors in arithmetic computation	*		2,7

Data Synthesizing	*		2
Coordinating	*		2,4,6,7,8,11
Analyzing	*		2,4,6,7,8,11
Compiling	*		2,4,6,7,8,11
Computing	*		2,4,6,7,8,11
Copying	*		2,7,11
Comparing	*		3,4,5,6,7,8,10
Public speaking	*		
Personal traits Ability to comprehend and follow instructions	*		1-11
Ability to perform simple and repetitive tasks	*		1-11
Ability to maintain a work pace appropriate to a given work load	*		1-11
Ability to relate to other people beyond giving and receiving instructions	*		1-11
Ability to influence people	*		1-11
Ability to perform complex or varied tasks	*		1-11
Ability to make generalizations, evaluations or decisions without immediate supervision	*		1-11
Ability to accept and carry out responsibility for direction, control and planning	*		1-11

<u>Environmental Factors</u>	<u>Yes</u>	<u>No</u>	<u>Essential Functions Numbers</u>
Works indoors	*		1-11
Works outdoors		*	
Exposure to extreme hot or cold temp		*	
Working at unprotected heights		*	
Being around moving machinery		*	
Exposure to marked changes in temperature/humidity		*	
Exposure to dust, fumes, smoke, gases, odors, mists or other irritating particles (specify) (Ethylene oxide gas)	*		3
Exposure to toxic or caustic chemicals	*		3
Exposure to excessive noises		*	
Exposure to radiation or electrical energy		*	
Exposure to solvents, grease or oils		*	
Exposure to slippery or uneven walking surfaces		*	
Working in confined spaces	*		2,3,4,5
Using computer monitor	*		7
Working with flammable materials	*		3
Exposure to vibration		*	
Exposure to flames or burning items		*	
Works around others	*		1,2,5,6
Works alone	*		1,2,5,6
Works with others	*		1-7,9,10,11
Safety Equipment (Required to wear) Safety glasses		*	
Face mask/face shield	*		3
Ear plugs		*	
Hard Hat		*	
Protective Clothing	*		3,6



**NEURODIAGNOSTIC TECHNOLOGY PROGRAM**

**Essential Functions Student Signature Page**

**To Be Completed Before Program Entry**

- Yes  No I have read and I understand the Essential Functions relative to the program.
- Yes  No I am able to meet the Functional Ability standards as specified and do not need any reasonable accommodation to meet those standards at this time.
- Yes  No I require the following reasonable accommodation(s) to meet the Functional Ability standard as specified:

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Name of Student: (Please Print) \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_



**NEURODIAGNOSTIC TECHNOLOGY PROGRAM**

I believe the applicant (please print) \_\_\_\_\_

\_\_\_ **will** \_\_\_ **will not** be able to function as a health science student.

If not, reason:

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**Name and signature of licensed healthcare examiner (M.D., D.O., N.D., N.P., P.A.):**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date