

Essential Skill	Explanation/ Example
Motor skills	The student shall possess gross and fine motor skills sufficient to provide safe and effective patient care. Example: The student is able to position patients, manipulate controls on machinery and locks on equipment. The student is also able to maintain stable balance while performing exams on patients who have compromised balance.
Mobility	The student shall possess physical abilities sufficient to move from room to room, maneuver in small spaces, and stand and walk for extensive periods of time up to 10 hours. Example: The student is able to move around in client's room, move from room to room, move in small work areas, and administer CPR.
Tactile skills	The student shall possess tactile ability sufficient for data collection. Example: The student is able to palpate for bony anatomical landmarks, detect pulsation, and feel skin temperature.
Weight-bearing capabilities	The student shall possess the ability to lift and carry at least 40-50 pounds independently, and push/pull loads in excess of 200 pounds with assistance while preventing injury to the patient or self. Example: The student is able to move equipment and safely lift, manipulate, and move patients as necessary for the performance of sonographic procedures.
Hearing skills	The student shall possess auditory ability sufficient to monitor health needs and collect data. Example: The student is able to hear the doppler signals, equipment alarms, and a patient's cry for help.
Visual skills	The student shall possess visual ability sufficient for observation and data collection. Example: The student is able to see fine detail in order to evaluate sonograms for technical quality and evidence of blur.
Communication skills	The student shall possess communication abilities sufficient for verbal and nonverbal interaction with others. Example: The student is able to communicate clearly to explain procedures to patients and/or the patient's family, document patient responses, and communicate relevant patient history to the radiologist or other clinical personnel.
Interpersonal skills	The student shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of psychosocial cultural backgrounds. Example: The student is able to establish a rapport with clients and health care team members.
Critical thinking	The student shall possess critical thinking ability sufficient for clinical judgment. Example: The student is able to identify cause-effect relationships in clinical situations in order to obtain quality diagnostic images on patients with various physical and mental disabilities.
Ethical behavior	The student will provide services with respect for human dignity and uniqueness of the client unrestricted by consideration of social or economic status, personal attribute, or the nature of health problems. Example: The student will care for clients assigned regardless of race, religion, or diagnosis.