



**PLEASE PRINT**  
edit date:  
**August 2006**

## **JOB FACT SHEET**

### **1 Introduction See Page 4 in Guidebook**

The collection of accurate, complete, up-to-date and gender neutral job information is essential to, and forms the basis of the job evaluation process.

This job fact sheet provides a format and serves as a questionnaire designed to describe a job, to capture the skill, effort and responsibility normally required in the work, and to record the conditions under which it is usually carried out. The job fact sheet focuses on **CURRENT** job content and requirements. **THIS IS NOT AN APPRAISAL OF YOUR PERFORMANCE ON THE JOB.**

Please read the job fact sheet carefully, and complete each section. Throughout the job fact sheet examples are requested and are important as you describe the job. Attach additional pages if necessary.

Your immediate out of scope supervisor or assigned job fact sheet reviewer (where appropriate) will review your completed job fact sheet. Feel free to keep a copy of the job fact sheet. Please complete the signature Section (17) on page 21.

Any changes, as mutually agreed with your supervisor/job fact reviewer are to be recorded in the specific job fact sheet section and initialed by both parties. Additional job holder comments can be recorded in Section (16) on page 21. Additional supervisor/reviewer comments can be recorded in Section (18) on page 22.

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### **2 Job Identification See Page 6 in Guidebook**

Job Title *Diagnostic Medical Sonographer*  
*Working Supervisor Dual Credential*

**JEC # 353**

Name of person completing the job fact sheet for single employee job or contact person for multi-employee (group) job fact sheet submission.

#### **REPRESENTATIVE JOB FACT SHEET**

Home Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_

Health District \_\_\_\_\_

Facility/Agency \_\_\_\_\_

Department \_\_\_\_\_

Part-time  Full-time  Other (specify)  \_\_\_\_\_

See Section (17) on page 21 for signatures.

Office use only:

**3 Job Summary See Page 8 in Guidebook**

Briefly describe the general purpose of this job. Consider "Why does this job exist?" and "What is this job responsible for?"

*Supervises the staff and work processes of the Diagnostic Sonography Department. Performs ultrasound techniques to assist with the detection and diagnosis of conditions and diseases. Acts as a liaison/coordinator with the educational institution and among departments/facilities.*

**4 Key Work Activities See Page 10 in Guidebook**

Consider the full range of job duties or responsibilities undertaken over the year. Summarize these in rough form before completing this section. **Group the job duties or responsibilities that are related and summarize them by a phrase, at the top of each box** (i.e. counselling and patient education; preventative maintenance; community involvement). Estimate (to the nearest 5%) the percentage of time per year spent on each key work activity summarized in the section(s) below. **The total of all key work activity sections should equal 100%.** For example: 1/2 day every day per year = 50%; 3 months per year = 25%; 2 1/2 weeks per year = 5%. (See Guidebook for other examples.)

After summarizing each key work activity, provide details or examples that describe the related job duties or responsibilities.

**Key Work Activity A: Patient Imaging****Duties/Responsibilities:**

- ◆ *Prepares and assesses patient (e.g., identification, consent, medical history, medications, and instructions for procedure).*
- ◆ *Assists/transport and positions patient.*
- ◆ *Assists with and maintains sterile environment.*
- ◆ *Sets machine parameters with constant adjustments during exams.*
- ◆ *Expands test areas to capture full extent of conditions/abnormalities.*
- ◆ *Monitors patient's condition during the procedure.*
- ◆ *Recognizes significance of all structures visualized on the monitor at all times to differentiate artifacts from normal and pathological processes.*
- ◆ *Records and stores images on required hard copy.*
- ◆ *Ensures an optimal series of diagnostic views are obtained for physician to view and interpret.*
- ◆ *Prepares an initial interpretation prior to consulting with the physician.*
- ◆ *Prepares, organizes, processes and reports test results.*
- ◆ *Assists physician with sedation administration and monitoring.*
- ◆ *Assists with specimen collection, labeling and transporting.*
- ◆ *May perform portable examinations within the hospital.*

**Key Work Activity B: Supervision / Administration**

**Duties/Responsibilities:**

- ◆ *Provides technical direction/functional advice and direct supervision of staff and students.*
- ◆ *Provides input for performance evaluation, performance reviews and hiring.*
- ◆ *Coordinates and organizes department work flow, schedules staff.*
- ◆ *Coordinates orientation and general instruction/training for students and staff.*
- ◆ *Acts as a liaison with other departments and facilities.*
- ◆ *Assists with the preparation/monitoring of capital/operating budget.*
- ◆ *Assists with the development of and compliance with departmental policies and procedures.*
- ◆ *Implements policy changes.*

**Key Work Activity C: Clinical Coordinator / Instruction**

**Duties/Responsibilities:**

- ◆ *Acts as a liaison (employer representative) with the educational institution.*
- ◆ *Instructs and evaluates practical and theoretical education of students and reports/documents progress to the educational institution.*
- ◆ *Recognizes individual student concerns or personal difficulties and offers appropriate assistance.*
- ◆ *Prepares and conducts tutorials/review sessions.*
- ◆ *Organizes, orientates, coordinates, instructs, monitors and documents student progress.*
- ◆ *Instructs resident physicians, medical students and nursing students on ultrasound procedures.*
- ◆ *Participates in student selection and evaluation.*
- ◆ *Maintains a library of images for research and teaching files.*

**Key Work Activity D: Quality Assurance / Quality Control**

**Duties/Responsibilities:**

- ◆ *Participates in Quality Assurance/Quality Control programs as required by local protocols and government regulations.*
- ◆ *Performs and records quality control checks on all equipment.*
- ◆ *Assists in the development of quality control procedures.*

**Key Work Activity E: Related Key Work Activities**

**Duties/Responsibilities:**

- ◆ *Participates in research projects as per designated protocol and criteria.*
- ◆ *Retrieves, files, reports and distributes results.*
- ◆ *Performs computer work (e.g., data entry, back-up).*
- ◆ *Maintains inventory, orders supplies, where required by the job.*
- ◆ *Cleans, maintains and troubleshoots equipment according to established standards.*
- ◆ *Disposes of records, films and biohazardous waste, as per departmental procedures and policies.*
- ◆ *Responds to inquiries from physicians/patients and other staff members.*

**5 Decision Making See Page 14 in Guidebook**

1 = Almost never  
 2 = Sometimes  
 3 = Often  
 4 = Most of the time

(a) In this job, do you (**circle all responses that apply**):

Follow specific instructions/procedures, use well-defined methods or use established guidelines to achieve desired end results. Example: *Policies and procedures* 1 2 3 4

Modify or change established department methods and procedures, but stay within program or legislative boundaries. Example: *Modify techniques/images depending on patient need/condition.* 1 2 3 4

Develop new solutions to diverse and complex problems with conflicting requirements because there are no guidelines. Example: 1 2 3 4

Other (specify) \_\_\_\_\_ 1 2 3 4

(b) When there is a situation you have not come across before do you (**circle all responses that apply**):

Immediately ask the supervisor/leader what to do 1 2 3 4

Ask co-workers for help in deciding what to do 1 2 3 4

Read manuals and figure out what to do 1 2 3 4

Decide with my supervisor what to do 1 2 3 4

Check guidelines and past practices 1 2 3 4

Decide what to do based on my related experience 1 2 3 4

Get advice with problems from management and/or other sources (i.e. suppliers, consultants) 1 2 3 4

Other (specify) *Specialists* 1 2 3 4

(c) To what extent are the decision making requirements of this job guided by others (**circle all responses that apply**):

Immediate supervisor (Example) *Department manager* 1 2 3 4

Others in own program/department (Example)\_\_\_\_\_ 1 2 3 4

Others district wide (Example) \_\_\_\_\_ 1 2 3 4

Departmental Management (Example) \_\_\_\_\_ 1 2 3 4

Specialists/Clinical Experts (Example) \_\_\_\_\_ 1 2 3 4

Senior Management (Example) \_\_\_\_\_ 1 2 3 4

Other (Example) \_\_\_\_\_ 1 2 3 4

6 Education and Specific Training See Page 16 in Guidebook

(a) What minimum level of completed schooling or formal training would be necessary for a new person being hired into this job?

Elementary School Grade 8

High School: Grade 9  Grade 10  Grade 11  Grade 12

Technical/Vocational /Community College 1 yr  2 yrs  3 yrs

Specify: (Do not use abbreviations) Diagnostic Medical Sonography diploma

Licensed Trades: 1 yr  2 yrs  3 yrs  4 yrs  5 yrs

Specify: (Do not use abbreviations)

University: 3 yrs  4 yrs  Masters

Specify: (Do not use abbreviations)

(b) Is any Provincial, National or professional certification mandatory? Yes  No

Specify: (Do not use abbreviations) Certification with the American Registry of Diagnostic Medical Sonographers and credentialed as a Registered Diagnostic Medical Sonographer (RDMS) and Registered Diagnostic Cardiac Sonographer (RDCS) and/or Registered Vascular technologist (RVT)

(c) What additional special skills, training or licenses are needed to perform the job (please specify) and indicate length of course/program? (Do not use abbreviations)

- ◆ Intermediate computer skills
- ◆ Advanced knowledge of testing procedures and guidelines
- ◆ Interpersonal and communication skills
- ◆ Advanced organizational and analytical skills
- ◆ Ability to work independently

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**7 Experience See Page 18 in Guidebook**

Estimate the **minimum** relevant experience gained prior to (a) and/or on the job (b), that is required for a new person with the education recorded in Section 6, to acquire the skills needed to carry out the requirements of this job.

(a) Required previous related job experience.

- |   |   |
|---|---|
| <input type="checkbox"/> None           | <input type="checkbox"/> 2 years                    |
| <input type="checkbox"/> Up to 3 months | <input type="checkbox"/> 3 years                    |
| <input type="checkbox"/> 6 months       | <input checked="" type="checkbox"/> 4 years         |
| <input type="checkbox"/> 9 months       | <input type="checkbox"/> 5 years                    |
| <input type="checkbox"/> 1 year         | <input type="checkbox"/> More (specify years) _____ |

Describe the experience requirements gained on previous jobs here or elsewhere needed to prepare for this job (Do not include practicum or apprenticeship if covered in Section (5) education).

- ◆ *Forty-eight (48) months previous experience as a Sonographer to consolidate knowledge and skills and acquire the additional credentials as a Registered Diagnostic Cardiac Sonographer (RDCS) and/or Registered Vascular Technologist (RVT)*

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(b) Average time required on the job to learn and/or adjust to this job.

- |  |  |
|--|--|
| <input type="checkbox"/> 1 month or less | <input checked="" type="checkbox"/> 18 months        |
| <input type="checkbox"/> 3 months        | <input type="checkbox"/> 2 years                     |
| <input type="checkbox"/> 6 months        | <input type="checkbox"/> 3 years                     |
| <input type="checkbox"/> 9 months        | <input type="checkbox"/> More (specify years ) _____ |
| <input type="checkbox"/> 1 year          |  |

Describe the tasks and responsibilities that need to be learned in order to satisfy the requirements of this job.

- ◆ *Develop supervision, communication and instructing skills*
- ◆ *Become familiar with region/facility/department policies and procedures*

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**8 Independent Judgement See Page 20 in Guidebook**

All jobs require some independent action, but to varying degrees. Some jobs are highly structured and have many formal procedures, while others require judgements or actions that have no precedents to serve as a guide.

Consider the type and level of guidance provided to this job. Guidance can come from rules, instructions, established procedures, defined methods, manuals, policies, professional standards, precedents, leadership from others and direct supervision.

(a) To what extent does this job control its own work as opposed to being guided by influences such as rules, procedures, policies, supervisory presence or instructions directing actions required. **Please check the answer that most closely represents expected job requirements.**

- Most job requirements (to the extent possible) are set out within structure and rules and/or readily understood schedules to guide job tasks/duties required.
- Some restrictions apply, but the control over setting work priorities and pace of work is contained within the job.
- There are minimal restrictions, leaving significant control over the work being carried out within the scope of the job.
- Other (please explain).  
\_\_\_\_\_

(b) To what extent does this job exercise judgement to determine how the work is to be done? **Please check the answer that most closely represents expected job requirements.**

- Work is mostly repetitive and predictable with little need for judgement.  
Example: \_\_\_\_\_
- Work may present some unusual circumstances that require judgement or choices to be made.  
Example: \_\_\_\_\_
- Work presents difficult choices or unique situations that require judgement.  
Example: *Analyzing and/or troubleshooting unusual problems relating to new equipment and procedures, assuring that professional standards are maintained.*
- Other (please explain).  
\_\_\_\_\_

**9 Working Relationships See Page 22 in Guidebook**

- (a) What are the typical contacts or working relationships **necessary** in doing this job? For each contact listed below determine the purpose of the contact and **check off all that apply** in the chart below. **Do not include contact with those you supervise.**

**Purpose of Contact**

- A) No exchange
- B) Exchange of factual or work related information
- C) Explanation and interpretation of information or ideas
- D) Discussion of problems with a view to obtaining consent, cooperation and/or coordination of activities
- E) Counselling
- F) Secure cooperation of others for the development of services, programs, policies or agreements on behalf of the Program/Department
- G) Negotiation of service and/or supply agreements

| Work Related Contact                                     | Check Off All That Apply<br>(more than one if applicable) |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
|  | Purpose of Contact  |   |   |   |   |   |   |
|  | A   | B | C | D | E | F | G |
| Employees in the same department                         |   | ✓ | ✓ | ✓ |   |   |   |
| Employees in another department/site/agency (specify)    |   | ✓ | ✓ | ✓ |   |   |   |
| Students   |   | ✓ | ✓ | ✓ |   |   |   |
| Managers/supervisors of programs/departments or services |   | ✓ | ✓ | ✓ |   | ✓ |   |
| Clients/patients/residents                               |   | ✓ | ✓ | ✓ |   |   |   |
| Family of clients/patients/residents                     |   | ✓ | ✓ | ✓ |   |   |   |
| Physicians   |   | ✓ | ✓ | ✓ |   | ✓ |   |
| Business representatives                                 |   | ✓ | ✓ | ✓ |   |   | ✓ |
| Suppliers/contractors                                    |   | ✓ | ✓ |   |   |   | ✓ |
| Volunteers   |   | ✓ |   |   |   |   |   |
| General public   |   | ✓ | ✓ |   |   |   |   |
| Other health care organizations or agencies              |   | ✓ | ✓ |   |   | ✓ |   |
| Professional organizations/agencies                      |   | ✓ | ✓ |   |   | ✓ |   |
| Government departments                                   |   | ✓ | ✓ | ✓ |   | ✓ |   |
| Social Service establishments                            | ✓   |   |   |   |   |   |   |
| Community Agencies                                       | ✓   |   |   |   |   |   |   |
| Police and Ambulance                                     |   | ✓ | ✓ |   |   |   |   |
| Foundations  | ✓   |   |   |   |   |   |   |
| Others (specify) <i>Mohawk College</i>                   |   | ✓ | ✓ | ✓ |   | ✓ |   |
|  |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |

**9 Working Relationships (cont d)**

How often does your job require you to:

**1 = Almost never**  
**2 = Sometimes**  
**3 = Often**  
**4 = Most of the time**

(b) Have to tell people things they don't want to hear?

|                                    |   |          |          |   |
|------------------------------------|---|----------|----------|---|
| Other employees                    | 1 | 2        | <u>3</u> | 4 |
| Client/patients/residents/families | 1 | <u>2</u> | 3        | 4 |
| The general public                 | 1 | <u>2</u> | 3        | 4 |
| Other (specify) _____              | 1 | 2        | 3        | 4 |

(c) Have contact with very upset or very angry:

|  |   |          |   |   |
|--|---|----------|---|---|
| Clients/patients/residents/families (not other workers)? | 1 | <u>2</u> | 3 | 4 |
| Outside groups (not other workers)?                      | 1 | <u>2</u> | 3 | 4 |
| General public   | 1 | <u>2</u> | 3 | 4 |
| Other employees  | 1 | <u>2</u> | 3 | 4 |
| Management   | 1 | <u>2</u> | 3 | 4 |
| Physicians   | 1 | <u>2</u> | 3 | 4 |
| Other (specify) _____                                    | 1 | 2        | 3 | 4 |

(d) Have contact with extreme/special needs clients/patients/residents?

|  |   |   |          |   |
|--|---|---|----------|---|
|  | 1 | 2 | <u>3</u> | 4 |
|--|---|---|----------|---|

Specify: *Long term clients/critically ill/mentally challenged*

(e) Talk with clients/patients/residents:

|  |          |          |   |          |
|--|----------|----------|---|----------|
| Get information from them                | 1        | 2        | 3 | <u>4</u> |
| Inform them                              | 1        | 2        | 3 | <u>4</u> |
| Counsel them                             | <u>1</u> | 2        | 3 | 4        |
| Devise mutual goals/objectives with them | 1        | <u>2</u> | 3 | 4        |
| Check on their progress                  | 1        | <u>2</u> | 3 | 4        |

(f) Talk with families:

|  |          |   |          |   |
|--|----------|---|----------|---|
| Get information from them                | 1        | 2 | <u>3</u> | 4 |
| Inform them                              | 1        | 2 | <u>3</u> | 4 |
| Counsel them                             | <u>1</u> | 2 | 3        | 4 |
| Devise mutual goals/objectives with them | <u>1</u> | 2 | 3        | 4 |
| Check on their progress                  | <u>1</u> | 2 | 3        | 4 |



**10 Impact of Action See Page 26 in Guidebook**

When carrying out your job duties and responsibilities what is the likelihood that there would be an impact or outcome affecting the following? Such affects are typical and are not to be classed as carelessness, wilful neglect or extreme circumstances.

Safety of others

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Handling of sharps, glass vials, needles.***

Client/patient/resident relations

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Inappropriate pressure on blood clots can dislodge them.***

Family of clients/patients/residents

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Errors affecting patients can have serious emotional effects on families.***

Provision of services

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Delays in service cause delays in diagnosing illness/injury and treatment.***

Departmental/site/agency/district operations

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Delays in service can cause delays in diagnosis/treatment, affecting operations of other departments.***

Equipment/instruments

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Poorly cleaned equipment leads to spread of infection, Improperly maintained equipment can provide incorrect of unusable results.***

Reports and records

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Poor record keeping can lead to poor diagnosis or delays in treatment/services.***

Financial resources

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Improper diagnosis leads to more expensive examinations. Poorly handled/maintained equipment leads to expensive repair/replacement.***

Other ***Supervising staff***

Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Improper instruction can lead to misdiagnosis causing delays, cost to district for repeat testing.***

**11 Leadership/Supervision See Page 28 in Guidebook**

Leadership refers to the requirements of the job to supervise others, lead others, provide functional guidance or provide technical direction to enable others to carry out their job. Do not include clients/patients/residents.

Specify any jobs or work group as appropriate, under one or more of these categories. **Check all that apply and provide examples.**

**Examples**

- Provide occasional orientation to others. *New staff/students in department*
- Assign and/or check work of others doing work similar to yours. *New staff/students in department*
- Lead a project team; prioritize tasks, assign work, monitor progress to achieve planned outcome(s). *Special projects as assigned by manager*
- Provide functional advice/instruction to others in how to carry out work tasks. *New staff/students*
- Provide technical direction as an expert in a field in order for others to carry out their primary job responsibilities. *New staff/students*
- Provide input to appraisal, and/or hiring. *Students/new staff*
- Coordinate replacement and/or scheduling of employees. *Work and call schedules. Schedules students and residents.*
- Supervise a work group; assign work to be done, methods to be used, and take responsibility for all the group. \_\_\_\_\_
- Supervise the work, practices and procedures of a defined program. \_\_\_\_\_
- Supervise the work, practices and procedures of a department. *Staff of Ultrasound Department*
- Provide counselling and/or coaching to others. \_\_\_\_\_
- Provide health promotion/outreach (teaching/instruction). *Sonographer Awareness Week*
- Other (specify) *Research projects*

**12 Responsibility for Resources See Page 30 in Guidebook**

Responsibility for resources refers to the responsibility of the job for determining the use of resources, setting service standards and/or monitoring the results produced by others.

Determining the use of resources affects the way resources such as information, material, processes, instrumentation, equipment, technology and finances are utilized at the workplace in order to contribute to the control and/or flow of work.

While all jobs have a responsibility to ensure quality, service and/or performance criteria established for the job are met, some jobs are also responsible for setting service standards and/or monitoring the results produced by other jobs.

**From the following, please check all that apply.**

**Examples**

- |                          |   |   |
|--------------------------|---|---|
| ✓                        | Provide input for the evaluation of services delivered.             | <i>Input into evaluation</i>                          |
| ✓                        | Make resource allocation choices.                                   | <i>Input into capital budget</i>                      |
| <input type="checkbox"/> | Design programs and/or services for delivery.                       | _____   |
| ✓                        | Develop new methods and/or procedures.                              | <i>New techniques for new protocols</i>               |
| ✓                        | Modify established methods and/or procedures.                       | <i>Scanning procedures, training methods, manuals</i> |
| ✓                        | Establish tests and/or service standards.                           | <i>Quality Assurance, Quality Control</i>             |
| ✓                        | Verify accuracy of information provided by others.                  | <i>Verify clinical history</i>                        |
| ✓                        | Select vendors/contractors for supply of goods and services.        | <i>Input into new equipment purchases</i>             |
| ✓                        | Prioritize order/sequence of tasks carried out.                     | <i>Daily workload</i>                                 |
| ✓                        | Determine training needs for others.                                | <i>Students, staff</i>                                |
| ✓                        | Approve expenditures and/or commitment of resources.                | <i>Non-capital supplies</i>                           |
| ✓                        | Edit reports produced by others.                                    | _____   |
| ✓                        | Address changes in conditions that affect client/patient care plan. | <i>Report patient changes, unusual test results</i>   |
| ✓                        | Develop expenditures for budget planning.                           | <i>Cost estimates replacement equipment</i>           |
| ✓                        | Develop internal control procedures.                                | <i>Quality Assurance on equipment</i>                 |
| ✓                        | Ensure compliance with regulations.                                 | <i>Policies, procedures. Code of Ethics.</i>          |
| <input type="checkbox"/> | Other (specify)   | _____   |

**13 Physical Demands See Page 32 in Guidebook**

(a) What **physical effort** is required on a **regular** basis for your job? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year. Indicate weight where applicable.

**Light weight** up to 9 kg/20 lbs

**Medium weight** over 9 kg/20 lbs

**Heavy weight** over 23 kg/50 lbs

**Occasional** - means the activity occurs once in a while.

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

| ACTIVITY EXAMPLES   | WEIGHT                                  | DURATION                        | FREQUENCY  |          |            |
|---|---|---------------------------------|------------|----------|------------|
|   | Light,<br>Medium,<br>Heavy<br>(specify) | Approximate<br>% of<br>time/day | Occasional | Frequent | Continuous |
| <i>Assisting/transferring patients</i>  | <i>L - H</i>                            | <i>20%</i>                      |            |          | ✓          |
| <i>Scanning patients working in uncomfortable positions for extended periods with continual repetitive motion</i> | <i>L - M</i>                            | <i>80%</i>                      |            |          | ✓          |
| <i>Pushing/pulling machines, moving furniture</i>   | <i>H</i>                                | <i>25%</i>                      |            |          | ✓          |
| <i>Filing, obtaining charts/films</i>   | <i>L - M</i>                            | <i>25%</i>                      |            |          | ✓          |
| <i>Stocking supplies, cleaning equipment</i>  | <i>L</i>                                | <i>10%</i>                      |            | ✓        |            |
|   |   |                                 |            |          |            |
|   |   |                                 |            |          |            |
|   |   |                                 |            |          |            |
|   |   |                                 |            |          |            |
|   |   |                                 |            |          |            |
|   |   |                                 |            |          |            |

**13 Physical Demands (cont d)**

(b) Does your work require **accurate hand/eye or hand/foot coordination**? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

**Occasional** - means the activity occurs once in a while

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

| ACTIVITY EXAMPLES   | DURATION                  | FREQUENCY  |          |            |
|---|---------------------------|------------|----------|------------|
|   | Approximate % of time/day | Occasional | Frequent | Continuous |
| <i>Scanning patients/film critique, ultrasound probe manipulation</i> | 80%                       |            |          | ✓          |
| <i>Computer operation</i>   | 20%                       |            |          | ✓          |
| <i>Guiding students hand movements</i>                                | 25%                       |            |          | ✓          |
| <i>Assisting with biopsies and preparing laboratory specimens</i>     | 12%                       |            | ✓        |            |
| <i>Organizing and handling supplies for procedures</i>                | 5%                        | ✓          |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |
|   |                           |            |          |            |

**14 Sensory Demands See Page 36 in Guidebook**

(a) What **Visual Effort** is required on a **concentrated** basis in your job? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

**Occasional** - means the activity occurs once in a while.

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

| ACTIVITY EXAMPLES  | DURATION                  | FREQUENCY  |          |            |
|--|---------------------------|------------|----------|------------|
|  | Approximate % of time/day | Occasional | Frequent | Continuous |
| <i>Scanning/film critique</i>                                | 80%                       |            |          | ✓          |
| <i>Supervising student technique</i>                         | 25%                       |            |          | ✓          |
| <i>Computer operation</i>                                    | 20%                       |            |          | ✓          |
| <i>Reading/completing charts and patient history</i>         | 12%                       |            |          | ✓          |
| <i>Assembling instruments on probes</i>                      | 12%                       |            |          | ✓          |
| <i>Assessing student images, technical impression sheets</i> | 25%                       |            |          | ✓          |
| <i>Observing patients</i>                                    | 50%                       |            |          | ✓          |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |

**14 Sensory Demands (cont d)**

(b) Does your job require that you **Listen Attentively**? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

**Occasional** - means the activity occurs once in a while.

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

| ACTIVITY EXAMPLES  | DURATION                  | FREQUENCY  |          |            |
|--|---------------------------|------------|----------|------------|
|  | Approximate % of time/day | Occasional | Frequent | Continuous |
| <i>General direction/instruction from physicians</i>           | 20%                       |            |          | ✓          |
| <i>Acquiring patient histories</i>                             | 20%                       |            |          | ✓          |
| <i>Discuss cases and instruct students</i>                     | 15%                       |            |          | ✓          |
| <i>Equipment sounds (Doppler)</i>                              | 50%                       |            |          | ✓          |
| <i>Listening to patients</i>                                   | 12%                       |            |          | ✓          |
| <i>Communicating with vendors, other departments and staff</i> | 10%                       | ✓          |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |
|  |                           |            |          |            |

(c) Must attention be shifted frequently from one job detail to another?

Yes   
 No

If yes, please give examples: *Multiple tasks performed during each exam. May get stat requisition. Multiple patients. May be performing an exam and get called by a student for assistance.*

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**15 Working Conditions See Page 40 in Guidebook**

(a) Are you exposed to some degree of **unpleasantness** in the day-to-day activities of your job? **Check all conditions that apply to you, and indicate only one of "occasional", "frequent", "continuous".**

**Occasional** - means the condition occurs once in a while.

**Frequent** - means the condition occurs often.

**Continuous** - means the condition occurs almost every day.

| CONDITION (specify if applicable)        | OCCASIONAL | FREQUENT | CONTINUOUS |
|--|------------|----------|------------|
| Blood/body fluids                        |            | ✓        |            |
| Chemical substances <i>Bleach, cidex</i> |            | ✓        |            |
| Cold                                     |            |          |            |
| Congested workplace                      |            |          | ✓          |
| Dust <i>Lint</i>                         |            | ✓        |            |
| Extreme temperature                      |            |          |            |
| Foul language                            | ✓          |          |            |
| Grease                                   |            |          |            |
| Head lice                                | ✓          |          |            |
| Heat <i>From machines</i>                | ✓          |          |            |
| Inadequate lighting                      |            | ✓        |            |
| Inadequate ventilation                   |            | ✓        |            |
| Insects, rodents, etc.                   | ✓          |          |            |
| Interruptions                            |            |          | ✓          |
| Isolation                                | ✓          |          |            |
| Latex                                    |            | ✓        |            |
| Moisture                                 |            |          |            |
| Mold                                     |            |          |            |
| Multiple deadlines                       |            |          | ✓          |
| Noise <i>Machine hum</i>                 |            |          | ✓          |
| Odor                                     |            | ✓        |            |
| Oil                                      |            |          |            |
| Radiation exposure (specify)             |            |          |            |
| Second hand smoke                        |            |          |            |
| Soiled linens                            |            |          | ✓          |
| Steam                                    |            |          |            |
| Transporting or handling human remains   |            |          |            |
| Travel                                   |            |          |            |
| Vibration                                |            |          |            |
| Other (specify)                          |            |          |            |
|  |            |          |            |
|  |            |          |            |
|  |            |          |            |
|  |            |          |            |

**15 Working Conditions (cont d)**

(b) Is there some degree of exposure to **hazards** in the day-to-day activities of your job? **Check all hazards that apply to you, and indicate only one of "occasional", "frequent", "continuous".**

**Occasional** - means exposed to hazards once in a while.

**Frequent** - means exposed to hazards often.

**Continuous** - means exposed to hazards almost every day.

| HAZARD (specify if applicable)                                     | OCCASIONAL | FREQUENT | CONTINUOUS |
|--|------------|----------|------------|
| Abusive clients  | ✓          |          |            |
| Blood/body fluids  |            | ✓        |            |
| Chemical substances <i>Bleach, cleaning solutions</i>              |            | ✓        |            |
| Travelling in inclement weather                                    |            |          |            |
| Excessive/unpredictable weights <i>Patients, equipment, beds</i>   |            | ✓        |            |
| Exposure to infectious disease (specify) <i>TB, HIV, Hepatitis</i> |            | ✓        |            |
| Extreme noise  | ✓          |          |            |
| Faulty/inadequate equipment  | ✓          |          |            |
| Personal injury  |            |          |            |
| Personal safety at risk due to isolation                           |            |          |            |
| Radiation exposure (specify) <i>X-ray</i>                          | ✓          |          |            |
| Sharp objects <i>Needles</i>                                       |            | ✓        |            |
| Small aircraft   |            |          |            |
| Steam  |            |          |            |
| Verbal and/or physical abuse                                       | ✓          |          |            |
| Video display terminal   |            |          | ✓          |
| Violence   | ✓          |          |            |
| Working from heights   |            |          |            |
| Other (specify)  |            |          |            |
|  |            |          |            |

(c) Do you have to take certain training, precautions or wear protective clothing to avoid a work injury? (Check one and provide an explanation or example of the type of precaution(s) normally taken).

Yes

No

Please explain your answer: *Gloves, gowns, protective eye wear, mask, lead apron (x-ray)*

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**16 Other Comments See Page 44 in Guidebook**

Please add any additional information or comments and reference the specific job fact sheet section and question as appropriate.

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**USE ADDITIONAL SHEETS IF NECESSARY.**

**17 Signatures See Page 46 in Guidebook**

(a) Single job submission

Signature: \_\_\_\_\_

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

(b) Multiple job/group submission

Signatures:

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

