



Australian Government

Department of Education, Employment and Workplace Relations

HLTSL506D Perform specialised procedures

Release: 1

HLTSL506D Perform specialised procedures

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTSL506C Perform specialised procedures	HLTSL506D - Perform specialised procedures	Unit updated in V5. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to perform specialised procedures such as Multiple Sleep Latency Test (MSLT) and Multiple Wakefulness Test (MWT) to provide a report for diagnostic purposes

Application of the Unit

Application

Work will be performed within a prescribed range of functions involving routine and non-routine methods and procedures which require the exercise of some discretion and judgement

These specialised procedures are commonly conducted in hospitals

All activities are carried out in accordance with organisation policies, procedures and infection control guidelines

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Prepare *client* and environment for procedure

PERFORMANCE CRITERIA

- 1.1 Verify request for procedure
- 1.2 Review client's medical records for polysomnographic (PSG) results
- 1.3 Review and action client's pathology results as required
- 1.4 Provide *correct environment* for procedure
- 1.5 Ensure *equipment and materials* selected are clean and in working order
- 1.6 Reassure and explain procedure to client and obtain client consent/agreement as required
- 1.7 Provide opportunities for client to ask questions and discuss areas of concern
- 1.8 Instruct client to complete pre-procedure questionnaire

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------|--|
| 2. Attach monitoring equipment | 2.1 Utilise <i>personal protective equipment</i> in accordance with standard and additional precautions |
| | 2.2 Conduct head measurement to verify sites for electrode placement according to current standards and organisation policies and procedures |
| | 2.3 Prepare client's skin for the application of electrodes in accordance with infection control guidelines and client needs |
| | 2.4 Position and apply correctly electrodes according to current standards and organisation policies and procedures |
| | 2.5 Attach electrodes to headbox |
|
 | |
| 3. Perform procedure | 3.1 Instruct client to begin |
| | 3.2 Perform required polygraph and client calibrations |
| | 3.3 Complete document at commencement of procedure in accordance with organisation policies and procedures |
| | 3.4 Recognise and note sleep stages according to criteria |
| | 3.5 Monitor and document client's behaviour throughout procedure |
| | 3.6 Determine <i>contraindicated behaviour</i> and provide intervention, as required |
| | 3.7 Identify and respond to <i>clinical emergencies</i> in accordance with organisation emergency procedures |

ELEMENT**PERFORMANCE CRITERIA****4. End procedure**

- 4.1 End procedure according to recommended guidelines
- 4.2 Remove leads and electrodes from client and wash off paste/gel
- 4.3 Provide client with assistance as required, on completion of the procedure
- 4.4 Instruct client to complete *post-procedure questionnaire*
- 4.5 Confirm timely follow up with referring doctor for results
- 4.6 Clean and store electrodes in accordance with manufacturer's guidelines
- 4.7 Dispose of disposable electrodes and other materials in accordance with waste management procedures
- 4.8 Re stock equipment and materials
- 4.9 Clean and restore environment
- 4.10 Complete, print and present *report* to specialist for review

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Anatomy and physiology relevant for specialised sleep studies
- Basic electrical knowledge and electrical safety requirements
- Causes of the common trace interference and the appropriate remedies
- Confidentiality requirements of client information
- Emergency procedures in the event of a clinical emergency relevant in the performance of a diagnostic sleep study
- General knowledge of infection control principles and their application
- Identify artefacts and their source
- Recognise normal waveforms relating to sleep onset and sleep stages
- Routine maintenance policy and procedures for equipment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of boundaries of responsibilities and refer problems to supervisor or other appropriate health professional
- Communicate effectively with clients/carers in relation to the procedure and manage clients' anxiety level
- Comply with policies and procedures including those of WHS and infection control
- Demonstrate all steps that must be taken to ensure equipment is safe and functioning correctly
- Identify and manage all forms of interference with trace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate with people from diverse cultural and linguistic backgrounds
- Correctly anchor electrodes, sensors and leads
- Correctly connect electrodes to headbox
- Correctly operate computer hardware and associated monitoring equipment
- Correctly prepare skin
- Deal with conflict

continued ...

Essential skills (contd):

- Demonstrate basic cardiopulmonary resuscitation
- Identify a sleep study trace that is unsatisfactory for diagnostic purposes
- Manage the known common interferences in the production of a sleep study trace
- Place and attach electrodes to achieve an EEG recording of diagnostic quality
- Produce a sleep study trace satisfactory for diagnostic purposes
- Solve problems including an ability to use available resources
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use numeracy skills may range from the ability to complete basic arithmetic calculations, recording stock levels and statistical information
- Use oral communication skills required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
 - asking questions
 - providing clear information
 - listening to and understanding workplace instructions

- clarifying workplace instructions when necessary
- effective verbal and non verbal communication with a range of internal and external persons
- literacy in English or a community language, depending on client group and organisation requirements
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by the organisation at a level of skill that involves reading and documenting clinical information and understanding complex policy and procedure manuals
- Work with others and display empathy with client and relatives

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Context of and specific resources for assessment:

- Relevant organisation policy, guidelines, procedures and protocols

Method of assessment:

- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision
- Observation of work activities when performing specialised procedures
- Observation of simulation and/or role play when performing specialised procedures
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Recognition of relevant life/work experience
- Questioning, written assessments/projects, e-learning can be used to assess knowledge
- Authenticated reports of experience in performing specialised procedures (Documentation associated with performance reviews, supervisor/co-ordinator evaluations of work performance)
- Training records associated with First Aid, WHS training, orientation/induction training, safe manual handling, universal infection control procedures
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

- This unit can be assessed independently, however holistic assessment practice with other health services units of competency is encouraged

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Infants
- Children
- Adolescents
- Adults
- Elderly

Action in response to client's pathology results may include:

- Blood test and urine analysis for drug screening as requested by physician

Correct environment may include:

- Quiet
- Dark
- Temperature controlled

Equipment and materials may include:

- Sleep recording system
- EEG electrodes
- Conductive paste
- Gauze
- Tape

RANGE STATEMENT

Personal protective equipment may include:

- Gloves
- Mask
- Goggles
- Gown

Sleep stages must include:

- Wakefulness
- Sleep onset
- REM onset

Contraindicated behaviour may include:

- Use of stimulating or other drugs eg caffeine, alcohol
- Use of tobacco
- Exercise
- Non-compliance with procedure

Clinical emergencies may include:

- Severe respiratory distress
- Cardio-respiratory arrest

Post-procedure questionnaire may include:

- Length of sleep
- Amount of sleep
- Amount of dreaming
- Abnormal sensations eg feeling paralysed

Report must include:

- Number and time of naps
- Various latencies ie latency to sleep and to REM
- Number of sleep onset REM episodes
- Client's perception of nap
- Total sleep time of previous night's PSG
- Comparison of previous night's PSG sleep time with normal sleep time
- Overall mean sleep latency
- Total sleep in each nap
- Number of REM naps

Unit Sector(s)

Not Applicable