

## TECHNICAL STANDARDS

### LPN to ADN, Nursing, Paramedic to ADN, Registered Nurse Refresher Series

In this program grouping, students should be able to meet specific technical standards. These standards are the essential skills and abilities needed to be successful in a program, with or without reasonable accommodation. All Technical Standards documents are available for review on the Mid-State Technical College [website](#).

**It is important to review and understand these technical standards before applying to the program.**

Reasonable accommodations for persons with disabilities will be made to ensure access to academic programs, activities, services, and employment in accordance with Section 504 and 508 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, as amended. If accommodation is needed, contact the Accessibility Services Coordinator at 888.575.6782, TTY 711, at least two weeks in advance of needed assistance. Services available are documented on the Mid-State Technical College [website](#).

For more information, please see Mid-State Technical College's Equal Opportunity/Non-Discrimination [Policy](#).

TECHNICAL STANDARD	DEFINITION OF TECHNICAL STANDARD	EXAMPLES OF TECHNICAL STANDARD
Auditory Skills	<ul style="list-style-type: none"> <li>• Ability to hear speaking-level sounds (e.g., person-to-person report).</li> <li>• Ability to hear faint voices.</li> <li>• Ability to hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes).</li> <li>• Ability to hear in situations when not able to see lips (e.g. when masks are used).</li> <li>• Ability to hear auditory alarms (e.g., monitors, fire alarms, call lights).</li> </ul>	<ul style="list-style-type: none"> <li>• Able to hear and respond promptly to auditory alarms from a patient's heart rate monitor or oxygen saturation alarm to prevent potential emergencies.</li> <li>• Detect faint Korotkoff sounds while measuring a patient's blood pressure or listening for subtle sounds of air or fluid while assessing the placement of an endotracheal tube or feeding tube to ensure it is correctly positioned.</li> </ul>

Behavioral Skills	<ul style="list-style-type: none"> <li>• Ability to provide clients with emotional support.</li> <li>• Ability to adapt to changing environment/stress.</li> <li>• Ability to deal with the unexpected (e.g., client condition, crisis).</li> <li>• Ability to focus attention on tasks.</li> <li>• Ability to cope with own emotions.</li> <li>• Ability to perform multiple responsibilities concurrently.</li> <li>• Ability to cope with strong emotions in others (e.g., grief).</li> <li>• Ability to tolerate exposure to allergens (e.g., latex gloves, chemical substances).</li> </ul>	<ul style="list-style-type: none"> <li>• Perform health assessment auscultations (i.e., lung, heart, and bowel sounds, blood pressure) and identify accurate assessments.</li> <li>• Collect, clean, or interact with blood and body fluid of others.</li> <li>• Recognize and act within emergent situations, such as extinguishing a fire if found, alerting help when others will be needed to address a situation, perform life-saving measures including chest compressions, and move a person to safety.</li> <li>• Wash all surfaces and hands thoroughly.</li> <li>• Report errors of self or others using the appropriate procedures.</li> <li>• Use concepts of confidentiality with the care of clients and when in healthcare learning environments, such as sharing information only with those with a need to know or for healthcare educational purposes facilitated by an official educator/preceptor.</li> <li>• Demonstrate the ability to reflect on self to improve and foster a growth mindset.</li> <li>• Adapt to changing and emergent situations while maintaining neutral/positive attitude, appearance, and manners.</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Ability to teach (e.g., client/family about health care).</li> <li>• Ability to influence people.</li> <li>• Ability to direct/manage/delegate activities of others.</li> <li>• Ability to speak and write English.</li> <li>• Ability to listen/comprehend spoken/written words.</li> <li>• Ability to collaborate with others (e.g., health care workers, peers).</li> <li>• Ability to manage information.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly articulate information such as health information, plan of care or step-by-step instructions.</li> <li>• Adjust body language based on the situation to demonstrate nonjudgmental and respectful communication.</li> <li>• Use language (i.e., verbal, and nonverbal) and regulate tone of voice to demonstrate positive regard for others communicating sensitive information or emotions.</li> <li>• Read health information, generated from electronic sources, to provide client education on plan of care or health conditions.</li> <li>• Document and use data from electronic health records to inform the healthcare team decisions for client care.</li> <li>• Focus attention on client needs despite interruptions and multiple demands.</li> </ul>

<p>Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>• Ability to identify cause-effect relationships.</li> <li>• Ability to synthesize knowledge and skills.</li> <li>• Ability to sequence information.</li> <li>• Ability to make decisions independently.</li> <li>• Ability to adapt decisions based on new information.</li> <li>• Ability to transfer knowledge from one situation to another.</li> <li>• Ability to process and interpret information from multiple sources.</li> <li>• Ability to analyze and interpret abstract and concrete data.</li> <li>• Ability to evaluate outcomes.</li> <li>• Ability to problem solve.</li> <li>• Ability to prioritize tasks.</li> <li>• Ability to use short and long-term memory.</li> <li>• Ability to comprehend and interpret graphic trends.</li> <li>• Ability to calibrate equipment.</li> <li>• Ability to convert numbers to and from metric, apothecaries', and American systems (e.g., dosages).</li> <li>• Ability to tell time.</li> <li>• Ability to measure time (e.g., count duration of contractions, CPR, etc.).</li> <li>• Ability to count rates (e.g., drips/minute, pulse).</li> <li>• Ability to read and interpret measurement marks (e.g., measurement tapes and scales).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and report medication errors in accordance with healthcare institution policy.</li> <li>• Recognize the need to report abnormal client observations and advocate for their needs promptly.</li> <li>• Accurately calculate medication dosages based on weight and prescription.</li> </ul>
<p>Interpersonal Skills</p>	<ul style="list-style-type: none"> <li>• Ability to establish rapport with individuals, families, and groups.</li> <li>• Ability to respect/value cultural differences in others.</li> <li>• Ability to negotiate interpersonal conflict.</li> <li>• Ability to establish professional relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of understanding diverse populations and use this understanding to guide client care.</li> </ul>

<p>Mobility and Motor Skills</p>	<ul style="list-style-type: none"> <li>• Ability to move within confined spaces.</li> <li>• Ability to reach above shoulders (e.g., IV poles).</li> <li>• Ability to reach below waist (e.g., plug electrical appliance into wall outlet).</li> <li>• Ability to reach out front.</li> <li>• Ability to pick up objects with hands.</li> <li>• Ability to grasp small objects with hands (e.g., IV tubing, pencil).</li> <li>• Ability to write with pen or pencil.</li> <li>• Ability to key/type (e.g., use a computer).</li> <li>• Ability to pinch/pick or otherwise work with fingers (e.g., manipulate a syringe).</li> <li>• Ability to twist (e.g., turn objects/knobs using hands).</li> <li>• Ability to squeeze with finger (e.g., eye dropper).</li> <li>• Ability to twist.</li> <li>• Ability to bend.</li> <li>• Ability to stoop/squat.</li> <li>• Ability to move quickly (e.g., response to an emergency).</li> <li>• Ability to climb stairs.</li> <li>• Ability to walk.</li> <li>• Ability to stand (e.g., at client side during surgical or therapeutic procedures).</li> <li>• Ability to sustain repetitive movements (e.g., CPR).</li> <li>• Ability to maintain physical tolerance (e.g., work on your feet for a minimum of 8 hours).</li> <li>• Ability to push and pull 50 pounds (e.g., position client, move equipment).</li> <li>• Ability to support 50 pounds of weight (e.g., ambulate client).</li> <li>• Ability to lift 50 pounds (e.g., pick up a child, transfer clients, bend to lift an infant or child).</li> <li>• Ability to carry equipment/supplies.</li> <li>• Ability to use upper body strength (e.g., perform CPR, physically restrain a client).</li> <li>• Ability to squeeze with hands (e.g., operate fire extinguisher).</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer a client from one place to another safely and without harm to self or client.</li> <li>• Intervene when a client's safety or health is in jeopardy, such as maneuvering a client to a safe position or performing chest compressions.</li> </ul>
<p>Olfactory Skills</p>	<ul style="list-style-type: none"> <li>• Ability to detect and tolerate odors.</li> </ul>	<ul style="list-style-type: none"> <li>• Detect foul smelling drainage, alcohol breath, smoke, gases, or noxious smells.</li> </ul>
<p>Tactile Skills</p>	<ul style="list-style-type: none"> <li>• Ability to feel vibrations (e.g., palpate pulses).</li> <li>• Ability to detect temperature (e.g., skin, solutions).</li> <li>• Ability to feel differences in surface characteristics (e.g., skin turgor, rashes).</li> <li>• Ability to feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks).</li> <li>• Ability to detect environmental temperature.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw up medication into a syringe with accurate dosage and hold a syringe/needle for injection in a manner that demonstrates safe and infection control practices.</li> </ul>

Visual Skills	<ul style="list-style-type: none"> <li>• Ability to see objects up to 20 inches away (e.g., information on computer screen, skin conditions).</li> <li>• Ability to see objects up to 20 feet away (e.g., client in room).</li> <li>• Ability to use depth perception.</li> <li>• Ability to use peripheral vision.</li> <li>• Ability to distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness).</li> <li>• Ability to read and understand written documents (e.g., flow sheets, charts, graphs).</li> <li>• Ability to read digital displays.</li> </ul>	<ul style="list-style-type: none"> <li>• Visually identify changes in client's condition, such as pallor, cyanosis.</li> </ul>
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