Nursing Technical Standards

Upon entering the program, students enrolled in the Nursing Program should be able to meet the established technical standards identified below with or without reasonable accommodation. The technical standards for the Nursing Program are representative of those found in the Nursing profession.

<table>
<thead>
<tr>
<th>Area</th>
<th>Standard</th>
<th>Examples (not inclusive)</th>
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</thead>
<tbody>
<tr>
<td>Physical Skills</td>
<td>The student should demonstrate:</td>
<td>• Ability to grasp, twist, squeeze, pinch, and manipulate equipment (i.e., operate fire extinguishers, use a manual blood pressure cuff, word process on a keyboard)</td>
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<td></td>
<td>• Fine motor ability for data collection/assessment and to promote a safe care environment</td>
<td>• Ability to move in confined spaces; maintain balance in standing position; move body from one side to the other; reach below the waist and to the front or the side of the body to the level of the top of head (i.e., adjust overhead lights, plug electrical appliance into wall outlet); and ability to push, pull, stabilize, and freely move arms to allow movement of an object or transfer of a client from one place to another</td>
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<tr>
<td></td>
<td>• Gross motor ability for data collection/assessment and to promote a safe care environment</td>
<td>• Ability to squat or execute a modified squat (one knee on the floor); move quickly in case of emergency situations; climb and descend a flight of stairs; and walk independently without the assistance of cane, walker, crutches, wheel-chair or the assistance of another person</td>
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<td></td>
<td>• Stamina sufficient to maintain physical activity for a period of a typical clinical shift</td>
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<td>• Ability to tolerate working in confined areas</td>
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<td>Sensory Skills</td>
<td>The student should demonstrate:</td>
<td>• Tactile examples include ability to distinguish subtle vibrations through the skin (i.e., assess a pulse), identify the subtle difference in surface characteristics (i.e., feel a raised rash), and detect temperature (i.e., skin, liquids, environment)</td>
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<td></td>
<td>• Tactile, auditory, visual, and olfactory ability for data collection/assessment and to promote a safe care environment</td>
<td>• Olfactory examples include ability to detect differences in body and environmental odors</td>
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<td></td>
<td>• Ability to tolerate heat and humidity</td>
<td>• Auditory examples include ability to hear and understand voices spoken at a normal speaking volume at a distance of a typical length of a room and the ability to hear faint noises such as whispers when side by side with another individual</td>
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<td></td>
<td>• Ability to tolerate exposure to odors and common allergens</td>
<td>• Identify dangerous objects and client situations within the client room (examples include shower and spa rooms)</td>
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<tr>
<td></td>
<td></td>
<td>• Placement in a latex or allergen free environment cannot be guaranteed</td>
</tr>
</tbody>
</table>

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### Communication Skills

| The student should demonstrate: | • Ability to interact and support clients during times of stress and emotional upset  
• Ability to cope with strong emotions and physical outbursts of clients while remaining in a reasonable state of calm  
• Ability to focus attention on client needs despite interruptions and multiple demands  
• Ability to apply knowledge gained in classroom to establish appropriate relationships with clients, families and coworkers  
• Ability to interact as a member of the health care team  
• Ability to show respect for diversity in culture, religion, sexual orientation, marital status, socio-economic status and abilities/disabilities |

- Effective communication with clients, client families, and other members of the health care team  
- Ability to understand text  
- Ability to understand charts, graphs, and worksheets  
- Ability to read and understand digital and computer displays, as well as enter data in a computerized client record  
- Emotional stability  
- Interpersonal skills

### Critical Thinking Skills

| The student should demonstrate: | • Addition, subtraction, multiplication, and division with or without the use of a calculator  
• Measure length by reading a tape measure or ruler, and the ability to tell time on a clock  
• Recognize the need to consult with healthcare professionals  
• Prioritize patient care duties  
• Problem solve complex situations while maintaining a professional demeanor |

- Ability to count and understand the meaning of numbers  
- Problem solve and make decisions  
- Apply knowledge, skills and experience  
- Addition, subtraction, multiplication, and division with or without the use of a calculator  
- Measure length by reading a tape measure or ruler, and the ability to tell time on a clock  
- Recognize the need to consult with healthcare professionals  
- Prioritize patient care duties  
- Problem solve complex situations while maintaining a professional demeanor

### Professionalism

| The student should demonstrate: | • Exhibit positive interpersonal skills  
• Maintain confidentiality  
• Demonstrate ability to work as a team member  
• Adhere to attendance, dress code, and personal hygiene policies  
• Respond to challenging situations while maintaining composure and professionalism |

- Ability to accept constructive feedback  
- Accept responsibility for own actions  
- Ability to adapt to changing situations and emergency conditions while maintaining emotional control  
- Exhibit positive interpersonal skills  
- Maintain confidentiality  
- Demonstrate ability to work as a team member  
- Adhere to attendance, dress code, and personal hygiene policies  
- Respond to challenging situations while maintaining composure and professionalism

### Safety

| The student must: | • Work in an environment with potentially infectious materials  
• Demonstrate adherence to safety guidelines and regulations  
• Recognize potentially hazardous conditions and take appropriate actions  
• Maintain immunization and health care requirements  
• Utilize personal protective equipment (gloves, masks, eyewear, gown)  
• Operate equipment, adhering to safety standards  
• Identify and resolve unsafe situations  
• Be familiar with and follow emergency procedures |

- Apply knowledge, skills and experience to provide a safe work environment  
- Work in an environment with potentially infectious materials  
- Demonstrate adherence to safety guidelines and regulations  
- Recognize potentially hazardous conditions and take appropriate actions  
- Maintain immunization and health care requirements  
- Utilize personal protective equipment (gloves, masks, eyewear, gown)  
- Operate equipment, adhering to safety standards  
- Identify and resolve unsafe situations  
- Be familiar with and follow emergency procedures

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Students may individually discuss the technical standards with a college representative. Reasonable accommodations are available for students with documented disabilities through the Student Accessibility Office, located in C-021, 262.691.5318. For more information related to the reasonable accommodation process, please visit: www.wctc.edu/student-accessibility.
Technical Standard Criteria - Statement of Understanding

The Americans with Disabilities Act (ADA) of 1990 (42 U.S.C & 12101. et seq.), the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C & 794) prohibits discrimination of persons because of her or his disability. In keeping with these laws, Colleges of the Wisconsin Technical College System make every effort to ensure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided information on the Technical Standards required of a student in a School of Health Program.

This form is to be reviewed prior to applying for the Nursing Program. Sign and submit this page on the first day of class.

_______ I have read and understand the Technical Standard Criteria specific to a student in a School of Health Program.  
(initial)

_______ I am able to meet the Technical Standard Criteria as presented with or without accommodation.  
(initial)

_______ I was provided with information concerning accommodations or special services if needed at this time.  
(initial)

_______________________________________________________________________  
_________________________________  
Name of Student (print)  Student ID Number

_______________________________________________________________________  
_________________________________  
Student Signature   Date