

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

*Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College*

**NUR* 102: Family Health Nursing
Laboratory Topics Schedule**

Obstetrical/Pediatric Nursing Topics

Lab Topic	Time
Breastfeeding (1 hour theory)	1 hour
Newborn Assessment and Care	2.5 hours
Post Partum Assessment/Care	1.5 hour
Maternal Beaverment	1 hour
TOTAL	6

Combined Nursing Topics

Lab Topic	Time
Urinary Catheterization Content (includes CBI)	1.5 hour
Urinary Catheterization Practice	1.5 hours
IVPB Content	2 hours
IVPB Practice	1 hour
Medication Calculation Testing or Support	1 hour
VALIDATIONS IVPB & CATHETERIZATION	2
TOTAL	9.0

Medical/Surgical Topics

Lab Topic	Time
Blood Transfusion	1.5 hours
Surgical Assessment	1.5 hour
Decompression Tubes Content Indications, placement, patency, Enteral Tube Medication Administration and Practice	2.0 hours
PCA/Epidural pumps	1 hour
Ortho Lab/Disorders of the Musculoskeletal System	1 hour
VALIDATION: ENTERAL MED ADMINISTRATION	1 hour
TOTAL	8.0
Surgical Scrubbing	1.0
NURSING 102 TOTAL LAB HOURS	24

Obstetrical/Pediatric Nursing Topics

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Care of Breastfeeding Clients (1 hour)

***Note to students: assigned readings to be completed prior to laboratory attendance**

Nursing Care of Breastfeeding Clients	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Discuss breastfeeding readiness and indications of infant hunger2. Describe signs that baby is getting enough milk3. Identify steps to ensure correct breastfeeding latch4. Discuss and demonstrate various infant holding positions to promote comfort, support and ease of breastfeeding5. Apply the nursing process to breastfeeding issues6. Identify benefits for both mother and baby related to breastfeeding.	<p>Review handouts/readings/videos related to breastfeeding</p> <p>Guest speaker</p> <p>Demonstration of various breastfeeding techniques</p>

Obstetrical/Pediatric Nursing Topics

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Nursing Care and Assessment of Newborns (2.5hours)

***Note to students: assigned readings to be completed prior to laboratory attendance**

Nursing Assessment and Care of Newborns	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Identify normal newborn reflexes2. Review the correct techniques for administration of newborn medications including routes, sites and equipment needed3. Describe the components of a complete newborn exam including normal variants vs. abnormal findings4. Describe care of the newborn following circumcision5. Review the components of a baby bath6. Discuss the variety of formulas and nipples used for bottle fed babies.7. Discuss ways to keep newborns safe from abduction and SIDs prevention	<p>Review handouts/readings/videos related to newborn assessment and care</p> <p>Demonstration and practice with return demonstration of newborn assessment using newborn manikins/Sim Baby</p> <p>Critical Thinking scenario and small group discussion: newborn care</p> <p>Guest speaker</p> <p>Case Study</p>

Obstetrical/Pediatric Nursing Topics

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Nursing Care and Assessment of the Postpartum Client (1.5 hours)

***Note to students: assigned readings to be completed prior to laboratory attendance**

Nursing Assessment and Care of the Postpartum Client	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Describe a systematic “Bubble” assessment of a postpartum client<ol style="list-style-type: none">a. Breastb. Uterus/fundusc. Bladderd. Bowele. Lochiaf. Episiotomy, Emotional 2. Describe routine care of the mother who has delivered her infant vaginally vs. cesarean section	<p>Review handouts/readings/videos related to postpartum assessment and care</p> <p>Student practice a return demonstration of a post partum assessment</p> <p>Critical Thinking scenario and small group discussion</p> <p>Case Study</p> <p>Guest speaker</p>

Obstetrical/Pediatric Nursing Topics

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Child Birth Education (1 hour)

***Note to students: assigned readings to be completed prior to laboratory attendance**

Child Birth Education	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Discuss different methods of prepared childbirth2. Review client variables and how they factor into educational development3. Discuss the role of the registered nurse and coach related to childbirth	<p>Review handouts/readings/videos related to childbirth education</p> <p>Critical Thinking scenario and small group discussion</p> <p>Case Study</p> <p>Guest speaker</p>

Combined Nursing Topics
NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Care of Clients Requiring Urinary Catheterization (1.5 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Part A: Nursing Care of Clients Requiring Urinary Catheterization	
Learning Objectives	Suggested Learning Activities
Upon completion of the Learning Laboratory the student will be able to:	
7. Describe the indications for urinary catheterization, such as: <ul style="list-style-type: none"> a. measuring residual urine volume b. urinary retention 	Review handouts/readings/videos related to urinary catheterization.
8. Describe the procedure for assessing post void residual urine using straight catheterization	Review handouts/readings/videos related to bladder scanning
9. State the advantages of using a bladder scanner to assess urine volume. <ul style="list-style-type: none"> a. Relate the steps for assessing bladder urine volume using a bladder scanner. 	Faculty demonstration of urinary catheterization and removal of indwelling catheter.
10. Describe the nursing assessments that should be done prior to catheterizing a client	Student practice on SimMan®: insertion of indwelling catheter, removal of catheter.
11. Describe nursing considerations related to catheterization of a female vs. a male client	Review of validation performance checklist for urinary catheterization.
12. Describe the procedural differences between straight and indwelling catheterization	Critical thinking exercise and small group discussion: urinary catheterization
13. Identify the equipment needed to perform urinary catheterization	
14. Compare and contrast the different types of urinary catheters	
15. State expected outcomes following completion of the procedure	
16. Discuss key principles related to urinary catheterization	
17. Demonstrate aseptic technique during	

Combined Nursing Topics

<p>catheterization and related procedures using laboratory simulation models.</p> <p>18. Discuss the risks and potential complications associated with catheterization, and the nursing interventions to prevent them</p> <p>19. Discuss client teaching related to urinary catheterization</p> <p>20. Demonstrate collection of a urine specimen from a continuous bladder drainage system.</p> <p>21. Review/Discuss routine catheter care and the procedure for removal of an indwelling catheter (NUR*101)</p>	
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Combined Nursing Topics

Part B: Nursing Care of Clients Requiring Continuous Bladder Irrigation (CBI) and Open Intermittent Catheter Irrigation	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none"> 1. Discuss the indications and purposes of urinary bladder and catheter irrigation. 2. Describe the indications for closed continuous (CBI) vs. open catheter (Intermittent) irrigation 3. List the equipment needed to perform closed continuous and open intermittent irrigation. 4. Describe the nursing assessments related to catheter irrigation. 5. State the expected outcomes following completion of the procedure 6. List the steps required for performing closed continuous bladder irrigation. 7. List the steps required for performing open intermittent catheter irrigation. 8. Describe nursing considerations related to the prevention of infection when performing catheter irrigation. 	<p>Review readings/handouts/videos related to CBI and open intermittent catheter irrigation.</p> <p>Demonstration and practice setting up a CBI and performing open intermittent catheter irrigation.</p> <p>Critical thinking exercise and small group discussion: bladder irrigation.</p>

**Combined Nursing Topics
Competency Assessment/Validation:
Insertion of an Indwelling Urinary Catheter**

**Competency Assessment/Validation:
Insertion of an Indwelling Urinary Catheter for a Female Client**

Student: _____ Date: _____

Psychomotor Skill <i>(Note: specific skills may vary slightly in accordance with equipment or facility protocol)</i>	S/U
Part I: Preparation for Catheterization	
1. Check M.D. order	
2. Gather equipment for catheterization <ul style="list-style-type: none"> a. Correct catheterization kit (Straight or Foley) and correct catheter size b. Extra pair of sterile gloves, extra sterile catheter or kit of correct size and type c. Bath blanket and linen protector 	
3. Identify patient and explain procedure	
4. Wash hands	
5. Provide privacy	
6. Raise height of bed	
7. Position patient in dorsal recumbent position with knees flexed	
8. Drape patient with bath blanket	
9. Cleanse perineum prn and identify anatomical landmarks	
Part II: Getting the Field Ready	
1. Open catheter kit	
2. Place outer plastic wrap at end of bed for waste disposal	
3. Place catheter set on bed between patient's legs	
4. Open outer wrap using principles of sterile technique	
5. Using sterile technique place sterile drape, plastic side down, under buttocks	
6. Don sterile gloves	
7. Place fenestrated drape over perineum maintaining sterility	
8. Organize equipment in order of use <ul style="list-style-type: none"> a. Place cotton balls/swabs, antiseptic solution, and lubricant closest to patient b. Pour antiseptic over cotton balls or open packet with swabs c. Test catheter balloon for leaks (unless manufacturer does not recommend) d. Pull back fluid to deflate balloon but leave syringe attached to lumen e. Squirt lubricant onto tray f. Lubricate tip of catheter 2 inches 	
Part III: Inserting Catheter	
1. Separate the labia minora with your non-dominant hand to expose urethral meatus	
2. Cleanse meatus, using downward strokes (front to back) <ul style="list-style-type: none"> a. Far labial fold first b. Near labial fold next c. Over center of meatus last 	
3. Pick up catheter (3in. from tip) with dominant hand	
4. Ask patient to bear down gently as if to void	

Combined Nursing Topics

5. Insert catheter 2-3 in. or until urine flows: when urine is seen, advance 1-2 in.	
6. Release labia and hold catheter in place with non-dominant hand	
7. Inflate balloon with recommended amount of sterile water and tug gently	
8. Allow bladder to empty	
9. Attach end of catheter to end of tubing on urinary drainage device if not pre-attached	
10. Remove gloves and wash hands	
11. Follow hospital protocol regarding securing catheter to leg (use clean gloves)	
Part IV: Patient Assessment and Documentation	
1. Assess color, clarity, odor, and amount of urine obtained	
2. Cleanse patient's perineum (insure that patient is clean and dry)	
3. Remove drapes	
4. Perform Documentation per facility protocol	

Lab Referral _____ Comments: _____

Dates Remediated/Comments: _____

Validating Instructor _____ Date: _____

Combined Nursing Topics
NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Intravenous Piggy Back Administration (IVPB) (2 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of Clients requiring Intravenous Administration Medication	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none"> 1. Discuss the indications and methods of administration for IV piggy back (IVPB) medications. 2. Demonstrate safe and competent practice during IV piggyback medication administration <ol style="list-style-type: none"> a. Assessment of client allergies b. Calculation of correct dose c. Verification of medication compatibility d. Maintenance of aseptic technique during preparation and administration of IV medications e. Accurate reconstitution of IVPB medication f. Regulation of infusion at prescribed rate g. Assessment of client response to IVPB medication 3. Relate potential complications associated with IVPB medication administration. 4. Demonstrate correct technique for saline lock med/intermittent infusion device administration (i.e. S-A-S) 	<p>Review of handouts/readings/videos related to IV piggyback medication administration.</p> <p>Demonstration and practice of preparing IV medication for administration via piggyback and saline lock/intermittent infusion device.</p> <p>Small group work-return demonstration (calculate dose, mix medication in mini bag, calculate infusion rate, back prime secondary line) utilizing laboratory equipment</p> <p>Practice IV medication reconstitution and calculation of piggyback drip rates.</p> <p>Critical Thinking Exercise with small group discussion Case study: client scenarios</p> <p>Review IVPB Validation Performance checklist</p>
<ol style="list-style-type: none"> 5. Discuss principles related to the administration of Intravenous medication/additives via a primary solution (i.e. Potassium, multivitamins) 	<p>Demonstration and practice of adding medication to primary IV solution.</p>
<ol style="list-style-type: none"> 6. Demonstrate the procedure for administering IV medication utilizing an infusion pump 	<p>Small group work-return demonstration utilizing laboratory equipment</p>

Combined Nursing Topics

Competency Assessment/Validation: Administration of Piggyback Medication via Secondary Line (IVPB)

Student: _____ Date: _____

Psychomotor Skill <i>(Note: specific skills may vary in accordance with equipment or facility protocol)</i>	S/U
1. Washes hands	
2. Obtains ordered medication and does three checks against M.D. order on MAR	
3. Verbalizes checking compatibility of medication with primary solution/additives	
4. Gathers appropriate equipment <ul style="list-style-type: none"> a. Verbalizes selection of correct IVPB solution / volume. b. Inspects solution for clarity, color, expiration date. c. Selects appropriate tubing and dates tubing per facility protocol d. Selects appropriate diluent for the medication 	
5. Reconstitutes medication and draws up accurate dose	
6. Injects medication into IV solution, using aseptic technique	
7. Clamps secondary tubing and spikes IVPB bag	
8. Labels bag per facility protocol (i.e. name of medication, dose, client name, room#, date, time, signature)	
9. Calculates drip rate precisely	
10. Properly identifies client and explains procedure	
11. Washes hands and gathers gloves	
12. Dons gloves and assesses IV site for: <ul style="list-style-type: none"> a. changes in temperature b. edema c. leakage d. color (pallor, redness) e. pain or tenderness 	
13. Cleanses upper Y-port on primary tubing with alcohol wipe and attaches secondary set	
14. Purges air from secondary tubing by back priming (i.e. lowers IVPB below level of Primary bag)	
15. Closes roller clamp on secondary tubing and hangs IVPB bag on pole	
16. Lowers primary bag on hanger	
17. Opens secondary tubing clamp completely	
18. Sets rate using primary line clamp, adjusted to within 5 gtts of correct rate	
19. Rechecks site to verify no infiltration, pain, leakage	
20. Verbalizes need to recheck site and rate again in 5-10 min	
21. Maintains principles of asepsis throughout procedure	
22. Documents per facility policy	

Lab Referral _____ Comments: _____

Dates Remediated/Comments: _____

Validating Instructor _____ Date: _____

Medical/Surgical Topics

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Administration of Blood/Blood Product Transfusions (1.5 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of Clients requiring Blood/Blood Products Transfusion/Administration	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
22. Relate the indications and therapeutic purposes for transfusion therapy.	Lecture/Discussion
23. Discuss the advantages of autologous transfusions.	Review of handouts/readings/videos related to blood transfusion.
24. Describe blood typing systems and their use in determining compatibility of blood components.	Review of equipment related to blood transfusion.
25. Describe the principles of safe transfusion administration.	Faculty demonstration of preparing PRBC's for administration.
26. Demonstrate safe and competent practice when monitoring transfusions:	Practice calculating drip rates to ensure timely administration of transfusion.
a. Client assessment pre-transfusion	Practice monitoring of blood transfusion.
b. Pre-administration protocol	Critical Thinking Exercise/Case Studies/ small group discussion related to the key factors in blood/blood products administration
c. Client identification	
d. Client monitoring	
e. Documentation	
27. Compare and contrast the different types of transfusion reactions.	
28. Discuss the prevention and nursing management of transfusion reactions.	

Medical/Surgical Topics
NUR*102: Family Health Nursing
On Campus Clinical Laboratory: Surgical Assessment (1.5 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of the Surgical Client	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none"> 1. Describe the <i>initial</i> nursing assessment of the client received from the Post Anesthesia Care Unit (PACU) such as: <ol style="list-style-type: none"> a. Airway assessment and positioning for maximal air exchange. b. Circulatory Assessment (vital signs, physical assessment) c. Level of Consciousness/ sedation d. Assessment of Comfort/ Pain Management 2. Identify the components of a generalized post-op client nursing assessment 3. Demonstrate preparation of the bedside unit for the client returning from surgery. 4. Discuss the rationale and teaching considerations for post-operative clients such as: <ol style="list-style-type: none"> a. Incentive Spirometry (IS) b. Leg Exercises/Intermittent Compression Devices (i.e.Venodynes) c. Pain Management d. Early mobility 5. Describe special considerations for the surgical dressing change 6. Discuss nursing interventions that promote resumption of client's baseline function and prevent post-op complications. 	<p>Review of readings/handouts/videos related to post-operative nursing assessment and care.</p> <p>Return demonstration of securing airway</p> <p>Practice utilizing devices for incentive spirometry and oxygen saturation.</p> <p>Role play instructing a client in post-op exercises.</p> <p>Case study/ critical thinking exercise with small group discussion.</p> <p>Develop a care plan for a post-op client.</p> <p>Case study-Small group discussion of post op day #2, development of atelectasis and decreasing oxygen saturation</p>

Medical/Surgical Topics
NUR*102: Family Health Nursing
On Campus Clinical Laboratory:

Nursing Care of Clients with Decompression Tubes; Enteral Tube Medication Administration (2 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Part A: Nursing Care of Clients with Decompression Tubes	
Learning Objectives	Suggested Learning Activities
<p>Upon completion of the Learning Laboratory the student will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between the various types of enteral tubes (i.e. PEG, NGT, jejunal, gastrostomy) 2. Describe the different types of tubes used for gastric decompression. 3. State the purposes of a Nasogastric (NG) tube. 4. Discuss the procedure for insertion of an NG tube. 5. Discuss expected outcomes following completion of the procedure. 6. Describe the evidence based procedure for verifying placement of an NG tube 7. Describe nursing management of the client with an NG tube to include <ol style="list-style-type: none"> a. the use of suction, b. NG Tube irrigation, c. evaluating NG tube output d. NG tube removal 	<p>Review readings/handouts/videos on NG tube for decompression.</p> <p>Student practice: setting up for NGT insertion.</p> <p>Faculty demonstration and student practice:</p> <ol style="list-style-type: none"> 1. verifying tube placement 2. anchoring tube 3. irrigating tube 4. attaching tube to suction 5. measuring tube output <p>Critical thinking exercise/case study: client with an NG tube (NGT)</p>

Medical/Surgical Topics

Part B: Enteral Tube Medication Administration	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none"> 1. Describe nursing assessments related to medication administration via enteral tubes 2. Demonstrate techniques for assessing placement of enteral tubes prior to medication administration 3. List the steps of the procedure for administration of medications via an enteral tube. 4. Discuss nursing considerations related to administration of medications via enteral tubes such as: <ol style="list-style-type: none"> a. Medications contraindicated for enteral administration b. Contraindications to crushing of certain medications c. Implications for medication incompatibilities such as: <ol style="list-style-type: none"> i. Clamping between medications 5. Discuss measures to prevent complications when administering medications via an enteral tube such as: <ol style="list-style-type: none"> a. Dislodging of tube b. Clogging of tube 6. State expected client outcomes following completion of medication administration via an enteral tube 	<p>Review of readings/handouts/videos for medication administration via enteral tubes</p> <p>Faculty demonstration and student practice of procedure.</p> <p>Critical thinking exercise/ case study with small group discussion.</p> <p>Review of validation performance checklist for medication administration via enteral tubes.</p>

**Competency Assessment/Validation:
Medication Administration via an Enteral Tube**

Student: _____ Date: _____

Psychomotor Skill (Note: specific skills may vary in accordance with equipment or facility protocol)	S/U
1. Gathers supplies (60 ml catheter tip syringe)	
2. Prepares medication per procedure using MAR, 6 Rights, Checks 2 forms of identity	
3. Obtains liquid form or crushes meds a. Verbalizes verification that medication is crushable	
4. Dilutes crushed medication with 30 ml water	
5. Assess that tube is securely taped or fastened	
6. Places towel under work area	
7. Places patient in high fowler's position	
8. Dons clean gloves	
9. Disconnects tube from feeding or suction or removes plug a. Holds tube up above level of stomach b. Pinches tube to prevent backflow and leaking	
10. Confirms tube placement: checks markings, checks aspirate color and pH a. Draw up 30 ml of air into 60 ml syringe b. Attach to end of feeding tube c. Flush tube with 30 ml of air before attempts to aspirate fluid d. Draw back on syringe slowly-obtaining 5-10 ml of gastric aspirate e. Gently mix aspirate in syringe f. Measure pH-dipping the pH strip into fluid or by applying few drops of fluid to the strip-comparing with the color on the chart provided by manufacturer i. Gastric contents < 4, tube feeding pH usually 5 or greater, ph of pleural fluid from the tracheobronchial tree is generally > 6	
11. Verbalizes how to aspirate for residual if feeding a. Return aspirated contents unless excessive amount (usually > 100cc)	
12. Flushes with 30 ml of warm water	
13. Removes plunger of syringe a. Pinches/kinks gastric tube b. Places end of syringe into gastric tube	
14. Administers meds by gravity, pours each med separately, flushes with 10 ml H ₂ O between each med	
15. After last medication flushes with 30-60 ml H ₂ O	
16. Pinches gastric tube, removes syringe and inserts clamp or connects to tube feeding. Do not reconnect to suction for 60 minutes	
17. Positions client with HOB elevated 30-45 degrees for 1 hour	
18. Records total amount of fluid given	
19. Verbalizes how to irrigate a nasogastric tube using 30 ml normal saline	

Lab Referral _____ Comments: _____

Dates Remediated/Comments: _____

Validating Instructor _____ Date: _____

NUR*102: Family Health Nursing

On Campus Clinical Laboratory:

Pain Management: Nursing Care of Clients with Epidural or Patient Controlled Analgesia (PCA) (1 hour)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of Clients with Epidural or Patient Controlled Analgesia (PCA)	
Learning Objectives	Suggested Learning Activities
Upon completion of the Learning Laboratory the student will be able to:	
1. Describe patient controlled analgesia and the different modalities used to provide it.	Review of readings/handouts/videos related to care of the client receiving PCA/epidural pain management.
2. Discuss the evidence to support the advantages of PCA and epidural analgesia (evidenced based practice)	Review of readings/handouts/videos related to epidural catheter management
3. Identify clients who would be candidates for PCA/epidural pain management.	Review of equipment used in providing PCA and epidural pain management.
4. State the agents (i.e. opioids) commonly used for PCA and epidural pain management.	Discuss nursing implications related to client teaching and safety with PCA and epidural.
5. Discuss concerns / safety issues related to PCA / epidural use.	Case study/ critical thinking exercise and small group discussion related to the care of clients receiving PCA/epidural pain management.
6. Discuss principles and safety features of PCA / epidural pump operation.	
7. Describe the process for client activation of PCA devices	
8. Describe safe and competent nursing care of the client receiving PCA/ epidural analgesia	
a. Design a nursing care plan for the client receiving PCA/ epidural analgesia to include but not be limited to:	
i. nursing assessments to monitor client response to PCA/epidural analgesia	
ii. nursing assessments to monitor	

the safety of the client receiving PCA/ epidural analgesia iii. nursing interventions for the client receiving PCA/ epidural analgesia	
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NUR*102: Family Health Nursing

Orthopedics Lab: Nursing Care of Clients with Disorders of the Musculoskeletal System (1 hour)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of Clients with Disorders of the Musculoskeletal System	
Learning Objectives	Suggested Learning Activities
Upon completion of the Learning Laboratory the student will be able to:	
<ol style="list-style-type: none">1. Discuss nursing considerations related to mobilizing clients with joint replacements and hip fractures.2. Relate the principles and rationale of hip precautions and their importance in preventing postoperative dislocation.3. Describe quad and glut setting exercises.4. Compare and contrast the different weight bearing status orders commonly seen with post-operative orthopedic clients.5. Discuss the fitting and use of ambulatory devices appropriate for a client's weight bearing status.6. Describe functional assist levels and their implications for safely mobilizing the post-op orthopedic client.7. Review the equipment used in the care of clients with fractured hip and major joint replacements.8. Relate the purposes, types, complications, and nursing care of the patient in a cast.9. Plan and implement care for the patient in a cast.	<p>Power point presentation by guest expert physical therapist.</p> <p>Demonstration of mobilization techniques and hip precautions by physical therapist.</p> <p>Discussion and question and answer session with physical therapist.</p> <p>Student practice of mobilization techniques on peers.</p>