

**Covenant School of Nursing**  
**Instructional Module 7 Learning Guide**  
**Topics: Care of the Septic Patient & Shock Patient**

| <b>Learning Goals/Outcomes</b>   |
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| Upon completion of this lesson, you will be able to: <ul style="list-style-type: none"><li>• Integrate the pathophysiology to the clinical manifestations of the different types of shock.</li><li>• Implement primary care strategies for the clinical manifestations of hypovolemic, cardiogenic, distributive, obstructive or combined shock.</li><li>• Prioritize and implement primary nursing interventions for the clinical manifestations of SIRS, Sepsis, Septic Shock, DIC, HIT, and MODS.</li><li>• Analyze lab values in the care of the patient with sepsis, DIC, and HIT.</li></ul>  |
| <b>Pre-Class Preparation</b>   |
| Required Reading: <ul style="list-style-type: none"><li>• Chapter 66<ul style="list-style-type: none"><li>◦ Shock, Sepsis, and Multiple Organ Dysfunction Syndrome</li></ul></li></ul> Additional Resources: <ul style="list-style-type: none"><li>• <a href="http://www.survivingsepsis.org/">www.survivingsepsis.org/</a></li></ul>  |
| <b>Learning Activities</b>   |
| Classroom Activities: <ul style="list-style-type: none"><li>• Lecture, discussion, case study, polling question and answer</li></ul> Laboratory/Clinical Activities: <ul style="list-style-type: none"><li>• Observe and/or care for patients suffering from or at risk for sepsis or shock in the clinical setting</li></ul> Out of Class Activities: <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=emOgJCoUy6Q">https://www.youtube.com/watch?v=emOgJCoUy6Q</a> (SIRS/MODS 7:43 mins)</li><li>• <a href="https://www.youtube.com/watch?v=-bt-H5VQI5E">https://www.youtube.com/watch?v=-bt-H5VQI5E</a> (Septic Shock, 9:59 mins)</li><li>• <a href="https://www.youtube.com/watch?v=Eipht99mh0g">https://www.youtube.com/watch?v=Eipht99mh0g</a> (Understanding Shock, 10:31 mins)</li></ul> |
| <b>Evaluation Methods</b>  |
| <ul style="list-style-type: none"><li>• Unit Exam</li><li>• In-classroom discussion and participation</li><li>• HESI</li></ul>   |

| <b>Texas DECs</b>  | <b>QSEN Competencies</b>   |
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| <b>Knowledge</b><br>IA2, IIA1a, IIA2a, b; IIB1, 4, 5, 7, 11; IIC6, IID1a, 3, 4; 11E 2, 3, 4, 5, 13; IIF 1, 2, IIG 2a, 3a, IIIB1a-c, 2, IIID 1a-c, IIIE1 a-c, 2, IIIF 1a-c, 2<br><b>Clinical Judgment/Behaviors</b><br>IA 1, 2, 3 a-b, IB 1 a, b, 6 a, b, 7, 8; IC2, IIA1, 2a, b, 4, IIB2, 4, IIC 1, 4, 5, 7, IID 1, 2 a-d, 4, IIE 3 a, b, 4, 6 a-d, 7, 11, IIF1a-c, 2 a, b, 3 a, b, 4, 5a-c, 6, IIG 2b, 5 a, b, IIH 5 a, 6, IIIA2, 3, 4, IIIB2, 3a-c, 4, 5, 6, 9 | Patient Centered Care<br>Evidenced Based Care<br>Teamwork and Collaboration  |
| <b>IM Student Learning Outcomes</b>  | <b>NCLEX Test Plan</b>   |
| 1,3,5,7,8  | <b>Physiological integrity:</b><br><i>Pharm &amp; parenteral treatment:</i> adverse effects/contraindications/side effects/interactions; blood & blood products, expected outcomes actions/outcomes<br><i>Reduction of risk potential:</i> change/abnormalities in vital signs, lab values, potential for alteration in body systems<br><i>Physiological adaptation:</i> Alteration in body systems, fluid & electrolyte imbalance, illness management, pathophysiology, hemodynamics, illness management, pathophysiology |
| <b>Concepts</b>  | <b>Faculty</b>   |
| Acid Base, Clotting, Fluid and electrolyte balance, Gas Exchange (Oxygenation), Immunity, Nutrition, Perfusion, Sensory & Perception, Thermoregulation, Clinical Judgment, Evidence-based practice, Patient centered care  | P Ponder, D Smith  |
| <b>Date originated:</b> 11/21/2016   | <b>Revision Dates:</b> 4/5/2017, 11/8/2017, 4/03/2018, 4/9/2019, 9/30/2019, 4/20/2020, 3/9/2021, 2/22/2022   |

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