

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

Learning Goals/Outcomes
<p>Upon completion of this lesson, you will be able to:</p> <ul style="list-style-type: none"> • Integrate the pathophysiology to the clinical manifestations of the different types of shock. • Implement primary care strategies for the clinical manifestations of hypovolemic, cardiogenic, distributive, obstructive or combined shock. • Prioritize and implement primary nursing interventions for the clinical manifestations of SIRS, Sepsis, Septic Shock, DIC, HIT, and MODS. • Analyze lab values in the care of the patient with sepsis, DIC, and HIT.
Pre-Class Preparation
<p>Required Reading:</p> <ul style="list-style-type: none"> • Chapter 66 <ul style="list-style-type: none"> o Shock, Sepsis, and Multiple Organ Dysfunction Syndrome <p>Additional Resources:</p> <ul style="list-style-type: none"> • www.survivingsepsis.org/
Learning Activities
<p>Classroom Activities:</p> <ul style="list-style-type: none"> • Lecture, discussion, case study, polling question and answer <p>Laboratory/Clinical Activities:</p> <ul style="list-style-type: none"> • Observe and/or care for patients suffering from or at risk for sepsis or shock in the clinical setting <p>Out of Class Activities:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=emOgJCoUy6Q (SIRS/MODS 7:43 mins) • https://www.youtube.com/watch?v=-bt-H5VQI5E (Septic Shock, 9:59 mins) • https://www.youtube.com/watch?v=CbM4UihE1TQ (Shock Explained Clearly, 16:06 mins)
Evaluation Methods
<ul style="list-style-type: none"> • Unit Exam • In-classroom discussion and participation • HESI

<i>Texas DECs</i>	<i>QSEN Competencies</i>
<p>Knowledge IA1a-c; IIA1a, IIA2a, c; IIB1, 4, 5, 7, 11; IIC6, IID1a-c, 3a, b, 5b; IIE 2, 3a, 4a, 5, 8,</p>	<p>Patient Centered Care Evidenced Based Care</p>

13; IIF 1, 2; IIG 2a-b; IIIA1, 2, 3; IIIB1a-c, 2; IIID 1a-c, IIIE1 a-c. Clinical Judgment/Behaviors IA 1, 2, 3b; IB 1, 6 a, b; 7, 8; IIA1, 2a- b; IIB2, 4, 5, 7; IIC 1, 4, 5, 7, IID 1, 2 a-c; IIE 3 a-b, 4, 6 b-d, 7c, 11; IIF1a-c, 2 a- b, 3 a- b, 4, 5a-c, 6; IIG 2a-b, 5 a; IIH6; IIIA2, 3, 4; IIIB2, 3a-c, 4, 5, 6, 9.	Teamwork and Collaboration
IM Student Learning Outcomes	NCLEX Test Plan
1,3,5,7,8	Safe and Effective Care Environment: <i>Management of Care:</i> Prioritize care, care within legal scope Physiological integrity: <i>Basic Care and Comfort:</i> Evaluate nutritional status, mobility, assess sleep patterns, evaluate intake and output <i>Pharm & parenteral treatment:</i> titrate dosage based on assessment and parameters, adverse effects/contraindications/side effects/interactions; blood & blood products, expected outcomes actions/outcomes <i>Reduction of risk potential:</i> change/abnormalities in vital signs, lab values, potential for alteration in body systems <i>Physiological adaptation:</i> Alteration in body systems, fluid & electrolyte imbalance, illness management, pathophysiology, hemodynamics, illness management, pathophysiology
Concepts	Faculty
Acid Base, Clotting, Fluid and electrolyte balance, Gas Exchange (Oxygenation), Immunity, Nutrition, Perfusion, Sensory & Perception, Thermoregulation, Clinical Judgment, Evidence-based practice, Patient centered care	D Smith, DNP, RN, NPD-BC, RN-BC
Date originated: 11/21/2016	Revision Dates: 4/5/2017, 11/8/2017, 4/03/2018, 4/9/2019, 9/30/2019, 4/20/2020, 3/9/2021, 2/22/2022, 8/9/2022, 8/1/2023

Instructional Module 7 Learning Guide

Topic: Care of the Shock and Septic Patient