Escalation of Care Outside of the Pediatric ICU: Educational Needs from a Multidisciplinary Perspective

Lauren Castaneda1,2, MD, Justin Lockwood, MD, MScS3, Beth Wathen, MSN, RN, CCRN-K1, Angela S. Czaja, MD, MSc, PhD1,2

1Critical Care, 2Hospital Medicine, Children’s Hospital Colorado; 3Dept Pediatrics, Critical Care, Univ of Colorado School of Medicine

BACKGROUND

• Focused escalation education may improve timeliness and effectiveness of care escalation but often occurs separately or inconsistently for different team members
• Understanding overlapping areas for educational needs is important for development of interdisciplinary curricula

OBJECTIVE

• To assess the learning needs for a pediatric escalation of care curriculum using a multidisciplinary approach

METHODS

• Cross-sectional survey study at a quaternary care pediatric hospital (CHCO)
• Participants included
  • Acute care floor RN
  • Acute care frontline provider (residents, APPs)
  • PICU Rapid Response Team (RN, fellows, APPs)
• Survey domains included: self-efficacy, communication and competence related to care escalation practices
• Comparative testing was performed using chi² analyses (p<0.05 considered significant)

RESULTS

• Total survey respondents = 152
  • Acute care floor RN n=81
  • Acute care frontline provider n=45
  • PICU RRT member n=26
• Total response rate = 24%
  • 100% respondents had participated in patient care escalation at CHCO
• Respondents experienced care delays previously
  • Acute care floor RN n=61/81 (75%)
  • Acute care provider n=28/45 (62%)
  • PICU RRT member n=22/26 (85%)
• Most interested in inter-disciplinary education, on-shift timing preferred to off shift (96% vs 76%)

CONCLUSIONS

• Pediatric acute care floor team members often care for patients requiring escalation
• Dedicated education on escalation of care varies based on clinical role
• Escalation practices vary based on clinical role
• Important areas for educational focus identified by multidisciplinary stakeholders included:
  • early recognition
  • effective communication
  • hierarchical influences
• Interest in interdisciplinary escalation of care educational exercises, with on-shift timing preferred

IMPLICATIONS

• Interdisciplinary approach to education requires multiple stakeholder input to identify educational needs within care escalation curriculum
• Consideration of timing in implementation will be important for high engagement

DISCLOSURES

• The authors have no personal or financial disclosures