



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



## 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

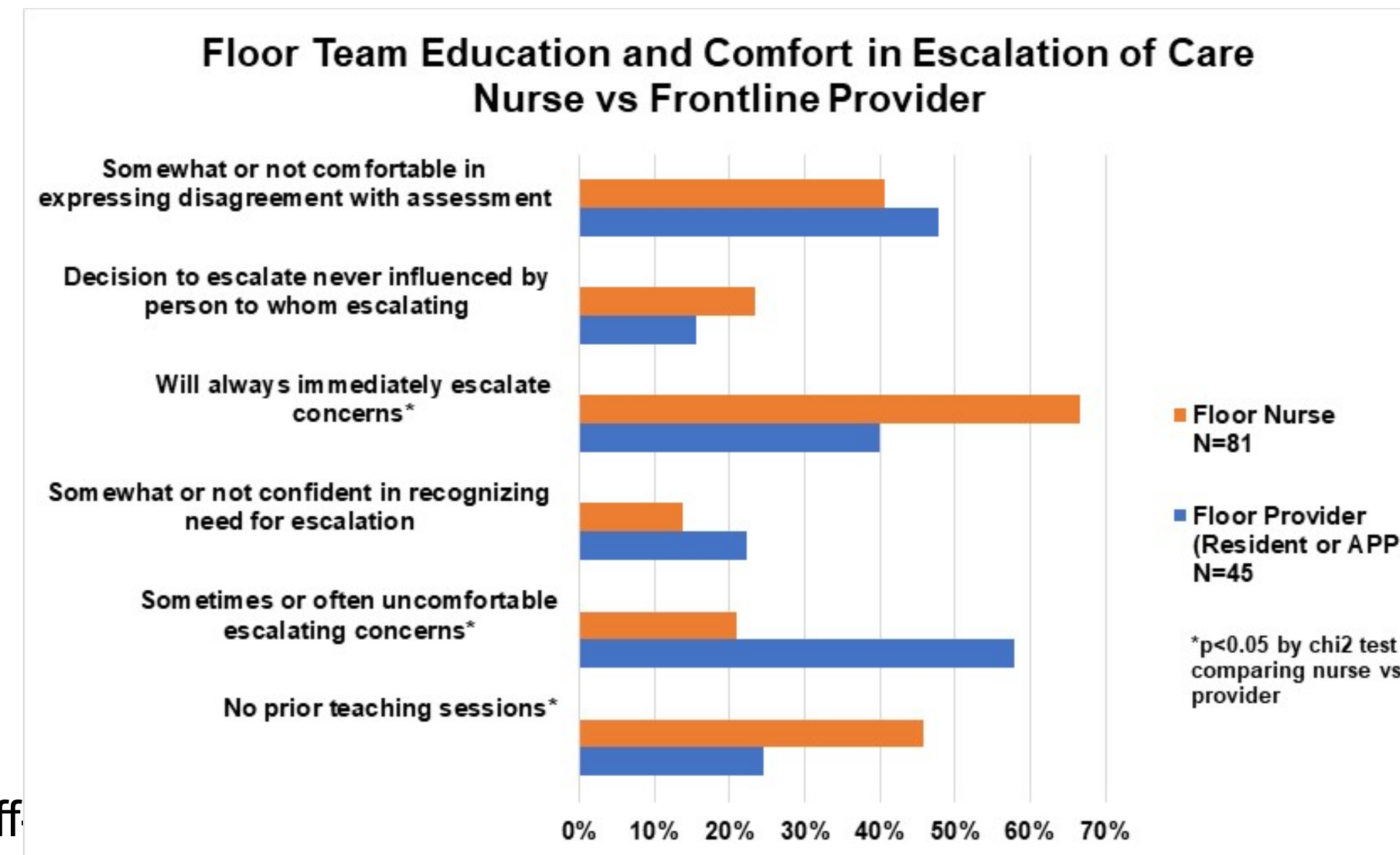
- To assess the learning needs for a pediatric escalation of care curriculum using a multidisciplinary approach

## 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 chi<sup>2</sup> analyses (p<0.05 considered significant)

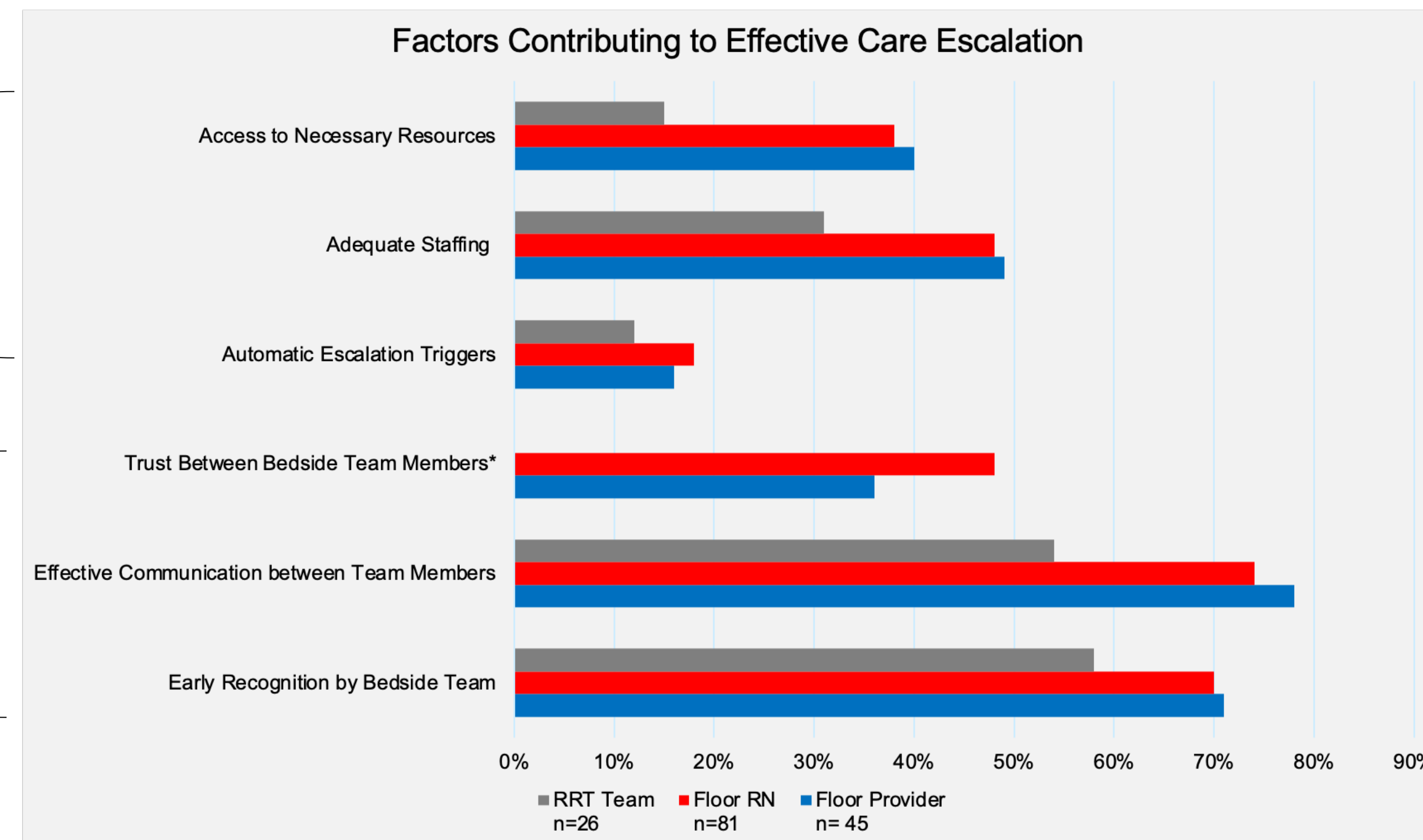
## RESULTS

- Total survey respondents = 152
  - Acute care floor RN = 81
  - Acute care frontline provider = 45
  - PICU RRT member = 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%)



### Systems-based Factors

### Team-based Factors



## 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