June 2011

Guidelines for Implementing a Team

Illinois Emergency Medical Services for Children

is a collaborative program between the
Illinois Department of Public Health
and
Loyola University Medical Center

www.luhs.org/emsc

LOYOLA UNIVERSITY HEALTH SYSTEM
Loyola University Chicago
# TABLE OF CONTENTS

Acknowledgements ......................................................................................... 2
Introduction ........................................................................................................ 3
Role of Pediatric Rapid Response Team ............................................................ 4
Major Components ............................................................................................ 4
  Team Composition ........................................................................................... 4
Criteria to Activate the Pediatric Rapid Response Team ....................................... 5
Activating the Pediatric Rapid Response Team ..................................................... 6
  Who can activate the team? .............................................................................. 6
  How is the team activated? .............................................................................. 6
Documentation .................................................................................................. 6
Communication .................................................................................................. 7
Required Education ............................................................................................ 7
  During the implementation of the Pediatric Rapid Response Team ............... 7
  Continued education requirements ................................................................. 7
Protocols ............................................................................................................. 8
Evaluation .......................................................................................................... 8
Implementation .................................................................................................. 8
  Steps to implementing a Pediatric Rapid Response Team ............................. 9
  Barriers to the implementation process ......................................................... 10
Appendix
  A: References .................................................................................................. 12
  B: Sample Evaluation Forms ........................................................................... 13
  C: Sample Documentation Forms .................................................................. 14
  D: SBAR Form and Guidelines ....................................................................... 19
  E: Call Criteria ................................................................................................ 22
ACKNOWLEDGEMENTS

Illinois Emergency Medical Services for Children gratefully acknowledges the commitment and dedication of all of those who helped contribute to the development of this document. Illinois Emergency Medical Services for Children is a collaborative program between the Illinois Department of Public Health and Loyola University Medical Center. This document was developed by Illinois Emergency Medical Services for Children under the direction of the EMSC Advisory Board, Illinois Terrorism Task Force’s Pediatric Bioterrorism Work Group, the Facility Recognition Committee, and the Quality Improvement Sub-Committee. In addition, contributions have also been made by Pediatric Quality Coordinators and various hospital emergency preparedness and safety staff who have reviewed and commented on draft versions of this document. Initial printing and distribution of this booklet was supported through federal funding from the Assistant Secretary for Preparedness and Response (ASPR) grant.
INTRODUCTION

Pediatric Rapid Response Teams (PRRTs) are multidisciplinary groups of clinicians within a hospital that can bring pediatric specific critical care expertise to the patients’ bedside as a way to improve clinical outcomes. Other common names and variations for Rapid Response Teams are Critical Access Teams (CAT), Medical Emergency Teams (MET) and Critical Care Outreach (CCO). Rapid Response Teams (RRTs) in general have been implemented over the years as a way to decrease the number of unnecessary and avoidable deaths that occur in hospitals every day (1). Although implementing RRTs will not be able to prevent all in-hospital codes since clinical conditions can change suddenly and without warning, it has been shown that both adults and pediatric patients typically have several hours of warning signs and symptoms of deterioration that occur before a cardiopulmonary arrest (CPA) (2). The Agency for Healthcare Research and Quality (AHRQ) has defined these “failure to rescue” events as deaths that occur as a result from complications rather than the primary diagnosis and commonly occur in non-ICU areas (3). Several systemic issues have been found to contribute and lead to these “failure to rescue” events (4, 5, 6):

- Failures in planning including assessments, treatments and goals
- Failure to communicate including a delay in calling for assistance
- Lack of readily available medical staff
- Lack of empowerment to obtain assistance
- Failure to recognize the signs and symptoms of deterioration in the patient’s condition

Having a Pediatric Rapid Response team in place within a hospital can provide a means to address and prevent many of the systemic issues that have been found to contribute to the “failure to rescue” events involving pediatric patients.

Although the effectiveness of RRTs in the adult population has been repetitively demonstrated, there have been relatively few studies that examine their effectiveness in the pediatric population. However, as a result of the 100,000 Lives Campaign and the “Getting to Zero: the Kids Campaign” initiated by the Institute for Healthcare Improvement (IHI) in 2004-2006, many hospitals began initiating Pediatric Rapid Response Teams based on the potential benefits that could occur (6). One children’s hospital revealed an eighteen percent drop in monthly mortality rate and a seventy one percent drop in monthly codes after initiating a pediatric rapid response team at their facility (2). Over the nineteen months that this study was conducted, thirty three children’s lives were saved (2). The implications that this has on mortality rates of hospitalized children nationally are tremendous.
ROLE OF PEDIATRIC RAPID RESPONSE TEAMS

The main goal of having a Pediatric Rapid Response Team in a facility is to have a system in place that identifies pediatric patients who may be at risk for arrest and quickly provides the resources necessary to assess, stabilize and assist with transfer to either a higher care unit or facility that can better care for that patient. It is imperative to emphasize that implementing a PRRT in a facility is not intended to take away the control of the management of that patient’s care from the primary physician nor is it to replace the traditional clinical hierarchy (3, 7). The benefits that PRRTs do provide include:

- Reduction of cardiac arrest and mortality rates, including postoperative mortality (3,8)
- Improved clinical outcomes and decrease duration of hospital stay (3)
- Provide a system to educate staff on recognizing signs and symptoms of physiological deterioration or instability (9)
- Improve the safety culture within the facility by assisting with detection of medical errors and system safety issues
- Improve staff satisfaction and empowerment of the nurses, other medical personnel and family to be able to request urgent medical assistance

One additional role that a Pediatric Rapid Response Team may play is to provide additional staffing resources to assist in times of surge capacity and mass casualty incidents that involve critically ill pediatric patients. Mass casualty incidents (MCI) are disaster events that result in more patients than the available resources can manage using routine procedures. When these types of incidents involve children, they can quickly overwhelm hospitals especially those who do not normally care for children or that do not have many resources in reserve. Having a Pediatric Rapid Response Team can provide a hospital with additional resources in times of mass casualty incidents that involve children.

MAJOR COMPONENTS

Team Composition

The makeup of the Pediatric Rapid Response Team should be based on the individual hospital’s needs, culture, and available resources. The minimum requirements would be a critical care nurse with pediatric background or training and a pediatric trained respiratory therapist (4). Respiratory therapists are essential members on Pediatric Rapid Response Teams because the most common cause for an arrest in the pediatric population is related to respiratory complications. Others that may be added to the PRRT if resources are available include pediatric intensivist, pharmacists, hospitalists, nurse practitioners, resident physicians, physician assistants, nursing supervisor and a chaplain. Whatever the makeup of the team is in each hospital, certain factors need to be considered (4, 8, 10, 11). Team members need to be able to respond immediately; have the technical, diagnostic and communication skills to respond to a variety of emergencies and initiate a higher level of care; be able to prescribe treatments either directly or
through pre-established protocols; and be able to organize care in such a way that it supports and educates staff. One other factor to consider, especially for smaller hospitals that may not have pediatric intensive care services, is to designate during the planning process a team member who will be responsible for initiating and coordinating the transfer if the patient needs to be sent to another facility for higher level of care. This could be accomplished, for example, by adding the nursing supervisor or manager to the team.

Currently, there are two systems through which a hospital can develop or incorporate a PRRT into its current rapid response team and/or code team system. There are advantages and disadvantages to both system models. Each hospital has to determine their needs and available resources when deciding which one would be the best choice for their facility.

A 1-tier system means that there is one team within a hospital that responds to all rapid response calls and code events. Advantages of this system are that definitive care is quick, and all services are immediately available with one team. Several disadvantages of a 1-tier system are it requires highly skilled personnel to respond, even if it is for an urgent consultation; it is more costly; and it can be more intimidating to the staff initiating the response. Smaller hospitals who have limited staffing resources may find this system easier and more practical to implement.

In a 2-tiered system, the code team and rapid response teams are completely separate and have established criteria for what each team is responsible for responding to. The main advantages of this system are that it’s less costly and less intimidating to staff. Disadvantages include the need for more staff with expert clinical skills to be available for two teams (3). Large health care institutions that have more available resources may find this system realistic to implement.

Criteria to Activate the Pediatric Rapid Response Team

Many hospitals that have initiated Pediatric Response Teams in their facilities have established criteria for activating the team. Evidence has shown that establishing specific call criteria that includes both nurse and physician components may lead to better outcomes (10). The most common reasons listed for initiating RRTs in hospitals include (8):

- Acute changes in heart rate, blood pressure, or respiratory rate
- Hypoxia
- Mental status changes
- Staff and/or family concerns

In appendix E, there are examples of criteria hospitals use including the PEWS (Pediatric Early Warning Score) to activate their pediatric rapid response teams.

There are important factors to consider when developing criteria for activation of the PRRT. First, establishing a “no false alarm” approach will reinforce that a serious concern for the patient is a valid reason for activating the team (8). Second, pediatrics patients have more variables to be
considered when developing the call criteria for a RRT compared to adults due to age specific
norms (3). This can cause some confusion for staff and family on what is the right time to activate
the team. Developing criteria that is clear and that contains as few variables as possible to
adequately cover common warning signs seen in pediatric patients may decrease confusion and
resistance to activating the team. Thirdly, during the implementation process it is vital to determine
where in the hospital the team will respond to. For example, code teams often respond to calls in
nonclinical areas like the cafeteria or lobby. It is necessary to determine if the rapid response
team will do the same or is to be used only on patient care units. Next, it is important to define
the pediatric age range that the PRRT will be responsible for responding for. Finally, hospitals will
need to address whether a pediatric versus an adult RRT responds to a call for assistance when
pediatric patients are cared for on adult patient care units.

Activating the Pediatric Rapid Response Team

Who can activate the team?
Any staff member that either identifies the patient is showing signs of deterioration as dictated by
the established criteria or has serious concerns about the patient can activate the team.

Giving families the ability to access the rapid response team is not universal at all facilities who
have initiated PRRTs in their hospital. There are typically concerns that family will overuse the
team for minor concerns and problems. However, in one study done at the North Carolina
Children’s Hospital, eight percent of all PRRT activations were by family and in more than half of
those family activated calls, the patient needed to be transferred to the PICU (12).

How is the team accessed?
There are many ways the PRRT can be activated within a hospital. Some of these methods include:

- Pager system
- Public announcement
- Hospital operator
- Radios
- Wireless telephone
- Combination of above

Documentation

Documentation on a formal record during the rapid response event is crucial and should be
added to the patient’s medical record after the event. Documentation assists with communication
about the event and interventions performed and allows for gathering information for quality
improvement (4). There are several types of documentation records that can be used (see
Appendix C). Key documentation elements include: reason for the call, who activated the call,
interventions required and administered, team members that responded to the call, and the
patient disposition after event. When initiating a PRRT within a hospital, an assignment should be made on who will be responsible for the documentation during the event.

COMMUNICATION

Breakdown in communication is the most common cause of many different types of medical errors and can occur among all health care professionals involved in the care of patients (13). One approach to improve communication not only during a rapid response event but in any critical medical situation is to use the Situation, Background, Assessment, Recommendation (SBAR) process. SBAR process aids staff in organizing and communicating the information about the patient’s condition. See Appendix D for an example of a SBAR flow sheet and guidelines for its use.

REQUIRED EDUCATION

During Implementation of Pediatric Rapid Response Team

During the implementation of the Pediatric Rapid Response Team, education is vital to the success of the team. Education for team members includes PALS or other advanced pediatric critical care training, the SBAR process, defined protocols, communication skills, and the expectations of the team such as response time and importance of having a non-judgmental, non-punitive attitude. Goals, benefits and any misnomers about using the PRRT should also be included in the medical staff’s education about using PRRT. Education for the general nursing staff should also include criteria for calling, the notification process, communication skills, SBAR process and the job roles and expectations of those involved (1). Further education is needed if the hospital plans to utilize those on the team during times of surge or mass casualty incidents involving critical ill children.

Continued Education Requirements

Continual education is recommended, not only to maintain the skills of the PRRTs but also to remind staff of the importance and purpose of the rapid response team. Examples of types of training that can be used include skill competency training, mock rapid response alerts, seminars, and review sessions. Ensure team members remain current on PALS and other advanced pediatric critical care training. Another aspect of education that needs to be considered is if a family activating system is in place. It will be necessary for staff to orient parents or guardians on the activation process. Reminder posters should be placed in every patient room to remind staff and family of the criteria and the process to activate the team. Continual education on emergency preparedness such as the JumpSTART Pediatric MCI Triage Tool © is also recommended if the team will assist during surge or mass casualty incidents involving pediatric patients.
PROTOCOLS

Some hospitals, especially those who do not have a physician dispatched with the rapid response team may choose to put in place standing orders or protocols for the pediatric rapid response team members to initiate. If a facility chooses this route, standing orders should be developed with both physician and nurse input and should be written into the hospital’s Pediatric Rapid Response Team Policy.

Some common protocols or standing orders include:

- application of oxygen and use of airway adjuncts (nasal pharyngeal airways (NPA) or oral pharyngeal airways (OPA))
- ordering and obtaining exam tests (chest x-ray, laboratory tests, and electrocardiograms)
- administering certain medications (albuterol nebulizers, pain medications or antihistamines)
- administering an intravenous (IV) fluid bolus
- bedside glucose with treatment recommendations (glucose).

Once established, education about these protocols or standing orders should be provided to the PRRT and easily accessible during an event. The standing orders or protocols can be included on the Pediatric Rapid Response Team Documentation Record for quick access as well as ease of documentation.

EVALUATION

Having an evaluation process in place is imperative when a Pediatric Rapid Response Team exists in a hospital. The evaluation process is used to gather feedback on patient outcomes, success stories, lessons learned and how accepted the process is. This feedback can then be presented to the staff and used for education, encouragement, and to emphasize the role the team is playing in patient safety and decreasing mortality (3). It is used to determine what difficulties exist in the system. The evaluation process gathers data on the results from outcome, frequency of usage, most common reasons for initiating the team, and benefits of having a PRRT which can then be used for quality improvement. The information gathered can not only be used to improve hospital processes, but can also provide needed research in relation to the benefits of Pediatric Rapid Response Teams (8). The evaluation process should include information gathered from all involved in the response: the one who activated the team (both staff and family), the team members, and medical staff. Many types of evaluation tools exist and can be used. An example of an evaluation form can be found in Appendix B.
IMPLEMENTATION

There are many things that need to be taken into consideration when a hospital decides to implement a PRRT at their facility. Four necessary components have been identified to successfully implement this type of intervention (3, 8):

- **Afferent component**: consists of staff being able to detect an event and trigger the response (team). This component relies on the assessment and monitor interpretation skills of the staff.
- **Efferent component**: the area that provides the crisis response (the team itself) and available equipment.
- **Evaluative/Process improvement component**: exists to improve the patient care and safety.
- **Administrative Component**: exists to not only implement the process but maintain and sustain the services and system itself.

**Steps to Implement a Pediatric Rapid Response Team**

The length of time it takes to implement a rapid response team in a hospital will depend on the culture of the institution. Eight to twelve months divided into three stages of planning, pilot, and full implementation have been cited.

**Planning**

Administrative support during the planning stages is vital to the entire process. Lack of support from administration is often a recipe for failure. Administration sets the tone for acceptance of the process by the staff in the hospital. Identify nurse and physician leaders who can not only champion the project and cause but can also help to educate their colleagues. Specific goals or ways to measure success of the intervention should be developed during this planning step. Pre-code and post-code rates, mortality data, pre-ICU and post-ICU admission rates, and staff/family satisfaction are all examples of outcome measures that can be measured. Goals and outcome measures determined during this process need to be communicated to both the leaders and stakeholders during the education process.

Determine the structure of the team. This includes establishing all the major components of the team as listed earlier in this document. If protocols are to be used, they should be designed during this phase.

Provide education and training as listed earlier in this document. Since education on communication is often left out of the implementation process, methods to improve communication should be included (3).
Pilot

Once the plans are in place for a PRRT, execute a pilot of the program. Start small by utilizing one floor or unit. After a designated time frame, allow changes or revisions to be made before initiating the program hospital wide.

Full Implementation

Introduction of the system hospital wide requires a significant amount of educational time. Many systems have been introduced over a two to four month time frame with intense education directed at both nurses and physicians (10). Factors that have been shown to impact the nurses’ use of rapid response teams effectively include education on the process and team, support by medical and nursing staff, level of familiarity and advocacy the nurses have for the patients, and the workload of the nurses (14, 15).

Barriers to the Implementation Process

Barrier:

The culture and professional norms that can exist within a hospital may be resistant to the process. Development of PRRTs may threaten some of the traditional hierarchal beliefs that exist in medicine.

Solution:

Senior hospital leaders must take an active and prominent role throughout the process while stressing the importance and benefits to patient care and safety that PRRTs can bring. Taking a multidisciplinary approach from the beginning and throughout the planning phase that includes physicians, mid-level providers, nurses, respiratory therapists, managers and administrative leaders will help build teamwork throughout the process. It is during this time that if a multidisciplinary approach is taken to define the roles, makeup and protocols for the team, this collaborative work can break down the barriers that tend to exist with traditional hierarchal beliefs. The Agency for Healthcare Research and Quality (AHRQ) published an innovation adoption guide called “Will It Work Here? A Decisionmaker’s Guide to Adopting Innovations” that may be a useful reference while adopting new programs or making changes to existing ones within a hospital (16).

Barrier:

Limited data exists on the effectiveness of pediatric rapid response teams and hospitals may be skeptical or unwilling to put valuable resources into a process that does not have consistent research demonstrating the benefits (9). Physicians may discredit such safety measures like PRRTs because of inconsistent evidence that currently exists (9).

Solution:
Although it has been limited, the data from studies on the effectiveness of having a Pediatric Rapid Response Team at a hospital has been shown to be beneficial. One study recorded almost a thirty eight percent decrease in pediatric arrests outside of the ICU and a little more than twenty one percent drop in mortality (14, 17). The American Heart Association’s 2010 Treatment Recommendations state that PRRTs may be beneficial in reducing the risk of respiratory and/or cardiac arrest in children that are hospitalized outside an intensive care unit (18). Hospitals and physicians may be subject to financial risk and liability claims for not implementing a rapid response system, even if its effectiveness has not been proven repetitively through multiple studies (9).

**Barrier:**
Lack of communication and teamwork that exists between disciplines may hinder efforts while developing all or certain components of the process (3).

**Solution:**
As mentioned above, if senior hospital leaders take an active and prominent role throughout the process, this will set the standard that is expected of those in the facility. The multidisciplinary approach that includes all disciplines will help build teamwork throughout the process. Earlier in this document, it was suggested that one factor to consider when developing the call criteria for the team is the need to take a “no false alarm approach.” This concept of mutual respect and putting the safety and concern for the patients as the priority can help encourage teamwork and cooperation between disciplines. Finally, by providing education on the SBAR, communication between disciplines will be enhanced.

**Barrier:**
As hospitals struggle to function with scarce resources, the potential cost of implementing a significant patient safety measure such as a PRRT may be a source of resistance.

**Solution:**
In relation to the potential cost of executing a PRRT, it was found that a RRT program can be designed and implemented with no additional increase in funding for staffing (2). Utilizing the 1-tier method instead of the 2-tier method is a way to make use of existing staff and resources as a way to prevent increased costs from implementing a Pediatric Rapid Response Team. Providing education for the team as well as general staff during work time hours will allow for training without incurring increased costs.
APPENDIX A: REFERENCES


## Appendix B: Sample Evaluation Forms

Rapid Response Team Evaluation/Debriefing Form  

### (side 1) RRT Requestors:  
Med-surg/Intermediate care/SSU staff, parents, others who are concerned about the patient

<table>
<thead>
<tr>
<th>The RRT arrived in a timely manner (&lt;10 min)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### (side 2) RRT Responders:  
Hospitalists, Intensivists, PICU Nurses, PICU Respiratory Therapists

<table>
<thead>
<tr>
<th>We were able to be relieved from my duties in the PICU to respond to this RRT</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The RRT was helpful – approached patient and requesting unit ready to offer help/obtained info</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>We received appropriate information from the requesting team.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The patient’s plan of care reflected new interventions or treatments, and when to call.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The RRT physician defined and communicated the plan of care going forward, and when to call.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Patient transferred to PICU?</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommend Case for Review?</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

**Comments or suggestions:**

---

Please submit a [Children's Online Safety Learning Report](#) for any Safety Concerns.

If you have additional concerns, please contact the chair of the Resuscitation/RRT Committee (Tel # 612-743-6856).

**NOT PART OF MEDICAL RECORD**

Please mail to Resuscitation Performance Improvement Lead, MS# 17-750

Used with permission from Children's Hospital and Clinics of Minnesota.
Appendix C: Sample Documentation Forms

C-1:

[Image of a sample documentation form from Baystate Medical Center's Rapid Response Team Record]
SBAR report to physician about a critical situation

**S** - Situation
- I am calling about [patient name and location].
- The patient’s code status is [code status].
- The problem I am calling about is [description].
- I am afraid the patient is going to arrest.
- I have assessed the patient personally:
  - Vital Signs are: Blood Pressure [value] / [value], Pulse [value], Respiration [value] & Temperature [value].
- I am concerned about the:
  - Blood pressure because it is less than 90 or 20 mmHg below usual.
  - Pulse because it is [ ] over 130 or [ ] less than 40.
  - Respiration because it is [ ] less than 6 or [ ] over 24.

**B** - Background
- The patient’s mental status is:
  - Alert and oriented to person, place and time.
  - Confused [ ] cooperative [ ] non-cooperative.
  - Agitated [ ] combative.
  - Lethargic but conversant and able to swallow.
  - Comatose [ ] Eyes closed. Not responding to stimulation.
- The skin is:
  - Warm and dry.
  - Pale.
  - Mottled.
  - Diaphoretic.
  - Extremities are cold.
  - Extremities are warm.
- The patient [ ] is not or [ ] is on oxygen:
  - The patient has been on [ ] (min) or [ %] oxygen for [ ] minutes (hours).
  - The oximeter is reading [ ] %.
  - The oximeter does not detect a good pulse and is giving erratic readings.

**A** - Assessment
- This is what I think the problem is: [problem description].
- I am not sure what the problem is but the patient is deteriorating.
- The patient seems to be unstable and may get worse, we need to do something.

**R** - Recommendation
- I [ ] suggest or [ ] request that you [ ] do what you would like to see done:
  - Transfer the patient to critical care.
  - Come to see the patient at this time.
  - Talk to the patient or family about code status.
  - Ask the on-call family practice resident to see the patient now.
  - Ask for a consult to see the patient now.
- Are any tests needed:
  - Do you need any tests like [ ] CXR, [ ] ABC, [ ] EKG, [ ] CBC or [ ] BMP?
  - Others:
- If a change in treatment is ordered then ask:
  - How often do you want vital signs?
  - How long do you expect this problem will last?
  - If patient does not get better when would you want us to call again?

Used with permission from Baystate Medical Center, Springfield MA 01199 /Baystate Children’s Hospital.
### CRITICAL ASSESSMENT TEAM CONSULTATION RECORD

<table>
<thead>
<tr>
<th>SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival Date:</strong> / / Time:</td>
</tr>
<tr>
<td><strong>Resident Notified:</strong> □ YES □ NO Name:</td>
</tr>
<tr>
<td><strong>Worsening change in respiratory rate/effort</strong></td>
</tr>
<tr>
<td><strong>Worsening change in heart rate</strong></td>
</tr>
<tr>
<td><strong>Worsening change in character of pulse, perfusion or color</strong></td>
</tr>
<tr>
<td><strong>Worsening change in behavior/LOC</strong></td>
</tr>
<tr>
<td><strong>Worsening change in O₂ saturation</strong></td>
</tr>
<tr>
<td><strong>Seizures</strong> □ Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BACKGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for admission:</strong></td>
</tr>
<tr>
<td><strong>Interventions this admission:</strong></td>
</tr>
<tr>
<td><strong>Pertinent medications:</strong></td>
</tr>
<tr>
<td><strong>Pertinent past medical history:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allergies:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial vitals:</strong> Date: / / Time:</td>
</tr>
<tr>
<td><strong>Patient Weight:</strong> kg</td>
</tr>
<tr>
<td><strong>Airway patient?</strong> □ Yes □ No If no, describe:</td>
</tr>
<tr>
<td><strong>Breathing adequate?</strong> □ Yes □ No If no, describe:</td>
</tr>
<tr>
<td><strong>Lungs normal?</strong> □ Yes □ No If no, describe:</td>
</tr>
<tr>
<td><strong>Circulation adequate?</strong> □ Yes □ No If no, describe:</td>
</tr>
<tr>
<td><strong>Is LOC at Baseline?</strong> □ Yes □ No If no, describe:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interventions (CHECK ALL THAT APPLY):</strong></td>
</tr>
<tr>
<td>□ Chest X-ray</td>
</tr>
<tr>
<td>□ ABG/VBG</td>
</tr>
<tr>
<td>□ Oral/intubation</td>
</tr>
<tr>
<td>□ Nebulizer treatment with albuterol/racemic epi</td>
</tr>
<tr>
<td>□ IV Fluid Bolus:</td>
</tr>
<tr>
<td>□ Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient outcome:</strong> FOLLOW UP:</td>
</tr>
<tr>
<td>□ Code Blue initiated</td>
</tr>
<tr>
<td>□ Transfered to higher level of care</td>
</tr>
<tr>
<td>□ No change in level of care</td>
</tr>
<tr>
<td>□ Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ See Resuscitation Record</td>
</tr>
<tr>
<td>□ See Patient record</td>
</tr>
<tr>
<td>□ See Order Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post vitals:</strong> Date: / / Time:</td>
</tr>
<tr>
<td><strong>Follow Up Notes:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Departure Date:</strong> / / Time:</td>
</tr>
<tr>
<td><strong>APN/Hospitalist Signature:</strong></td>
</tr>
<tr>
<td><strong>PICU Charge RN Signature:</strong></td>
</tr>
<tr>
<td><strong>RCP Signature:</strong></td>
</tr>
</tbody>
</table>

Used with permission from Children's Memorial Hospital, Chicago, IL.
# Rapid Response Team Consultation Record

**Patient Name:**  
**Room #:**  
**Caller’s Name:**  
**Time of Call:**

<table>
<thead>
<tr>
<th>SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Worrisome change in heart rate</td>
</tr>
<tr>
<td>☐ Worrisome change in systolic blood pressure</td>
</tr>
<tr>
<td>☐ Worrisome change in level of consciousness</td>
</tr>
</tbody>
</table>

**BACKGROUND**  
Reason for this admission: ________________________________________________________  
Past medical history: ____________________________________________________________  
Interventions this admission: ____________________________________________________  
Current medications: ____________________________________________________________

**ASSESSMENT**  
Patient Weight: _______ KG

Vital Signs:  
***Recorded on Back of Rapid Response Team Consultation Record***

NL: ABNL

☐ Airway (drooling, congestion, stridor etc.): ________________________________

☐ Breathing (wheezing, rhonchi, retractions etc.): ____________________________

☐ Circulation: (Abnormal rhythm, color, refill etc.): __________________________

☐ Consciousness (confused, agitated, somnolent etc.):

**RECOMMENDATIONS**

☐ CODE BLUE initiated  
☐ (REQUIRED) Discussed with Physicin: ___________________________ M.D., then (check all that apply):
  ☐ Transferred patient to higher level of care  
  ☐ No change in level of care  
  ☐ Evaluated directly by Intensivist  
  ☐ Other: ______________________________

☐ (REQUIRED) Patient’s Attending notified by: ___________________________ at _______ hours

Interventions (check all that apply):

☐ Chest X-ray

☐ ABG/VBG

☐ Oral / nasal / pharyngeal suctioning

☐ Nebulizer treatment with albuterol/nebulizer epi

☐ IV Fluid Bolus

☐ Other: ______________________________

☐ Other: ______________________________

Additional documentation:

☐ See Resuscitation Record  
☐ See Physician Report  
☐ See Physician Order Form

**TEAM**  
Departure Date: __/__/__  
Time: __________

Signature: ___________________________  
RN: ___________________________  
Signature: ___________________________  
RCP: ___________________________

Signature Date: __________ Signature Time: __________  
Signature Date: __________ Signature Time: __________
## Rapid Response Team Consultation Record

<table>
<thead>
<tr>
<th>FREQUENT VITAL SIGNS</th>
<th>TIME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temp:</td>
<td></td>
</tr>
<tr>
<td>Site:</td>
<td></td>
</tr>
<tr>
<td>Pulse:</td>
<td></td>
</tr>
<tr>
<td>Respirations:</td>
<td></td>
</tr>
<tr>
<td>Systolic BP:</td>
<td></td>
</tr>
<tr>
<td>Diastolic BP:</td>
<td></td>
</tr>
<tr>
<td>FiO2:</td>
<td></td>
</tr>
<tr>
<td>SaO2:</td>
<td></td>
</tr>
<tr>
<td>INITIALS:</td>
<td></td>
</tr>
</tbody>
</table>

Used with permission from Children's Hospital and Clinics of Minnesota.
## SBAR report to physician about a critical situation

### Situation
I am calling about <patient name and location>.
The patient's code status is <code status>.
The problem I am calling about is ____________________________.
I am afraid the patient is going to arrest.
I have just assessed the patient personally:
Vital signs are: Blood pressure _____/_____. Pulse ______. Respiration____ and temperature _____

I am concerned about the:
- Blood pressure because it is over 200 or less than 100 or 30 mmHg below usual.
- Pulse because it is over 140 or less than 50.
- Respiration because it is less than 5 or over 40.
- Temperature because it is less than 95 or over 104.

### Background
The patient's mental status is:
- Alert and oriented to person place and time.
- Confused and cooperative or non-cooperative.
- Agitated or combative.
- Lethargic but conversant and able to swallow.
- Stuporous and not talking clearly and possibly not able to swallow.
- Comatose. Eyes closed. Not responding to stimulation.

The skin:
- Warm and dry.
- Pale.
- Mottled.
- Diaphoretic.
- Extremities are cold.
- Extremities are warm.

The patient is not or is on oxygen.
The patient has been on _____ l/min or (%) oxygen for ______ minutes (hours).
The oximeter is reading ________%.
The oximeter does not detect a good pulse and is giving erratic readings.

### Assessment
This is what I think the problem is: <say what you think is the problem>.
The problem seems to be cardiac, infection, neurologic, respiratory ______.
I am not sure what the problem is but the patient is deteriorating.
The patient seems to be unstable and may get worse, we need to do something.

### Recommendation
I suggest or request that you <say what you would like to see done>.
- Transfer the patient to critical care.
- Come to see the patient at this time.
- Talk to the patient or family about code status.
- Ask the on-call family practice resident to see the patient now.
- Ask for a consultant to see the patient now.

Are any tests needed:
- Do you need any tests like CXR, ABG, EKG, CBC, or BMP?
- Others?

If a change in treatment is ordered then ask:
- How often do you want vital signs?
- How long to you expect this problem will last?
- If the patient does not get better when would you want us to call again?
Guidelines for Communicating with Physicians Using the SBAR Process

1. Use the following modalities according to physician preference, if known. Wait no longer than five minutes between attempts.
   1. Direct page (if known)
   2. Physician’s Call Service
   3. During weekdays, the physician’s office directly
   4. On weekends and after hours during the week, physician’s home phone
   5. Cell phone

Before assuming that the physician you are attempting to reach is not responding, utilize all modalities. For emergent situations, use appropriate resident service as needed to ensure safe patient care.

2. Prior to calling the physician, follow these steps:
   - Have I seen and assessed the patient myself before calling?
   - Has the situation been discussed with resource nurse or preceptor?
   - Review the chart for appropriate physician to call.
   - Know the admitting diagnosis and date of admission.
   - Have I read the most recent MD progress notes and notes from the nurse who worked the shift ahead of me?
   - Have available the following when speaking with the physician:
     - Patient’s chart
     - List of current medications, allergies, IV fluids, and labs
     - Most recent vital signs
     - Reporting lab results: provide the date and time test was done and results of previous tests for comparison
     - Code status

3. When calling the physician, follow the SBAR process:
   (S) Situation: What is the situation you are calling about?
   - Identify self, unit, patient, room number.
   - Briefly state the problem, what is it, when it happened or started, and how severe.
   
   (B) Background: Pertinent background information related to the situation could include the following:
   - The admitting diagnosis and date of admission
   - List of current medications, allergies, IV fluids, and labs
   - Most recent vital signs
   - Lab results: provide the date and time test was done and results of previous tests for comparison
   - Other clinical information
   - Code status
(A) Assessment: What is the nurse’s assessment of the situation?

(R) Recommendation: What is the nurse’s recommendation or what does he/she want?
Examples:
- Notification that patient has been admitted
- Patient needs to be seen now
- Order change

4. Document the change in the patient’s condition and physician notification.

This SBAR tool was developed by Kaiser Permanente. Please feel free to use and reproduce these materials in the spirit of patient safety, and please retain this footer in the spirit of appropriate recognition.
# Appendix E: Call Criteria

## Normal Vital Signs

Vital signs are based on chronologic age, not adjusted age.

Vital signs are assessed by norms for age, not adjusted baseline for the patient.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Heart Rate at rest</th>
<th>Respiratory Rate at rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn (birth – 1 month)</td>
<td>100-180</td>
<td>40-60</td>
</tr>
<tr>
<td>Infant (1 – 12 months)</td>
<td>100-180</td>
<td>35-40</td>
</tr>
<tr>
<td>Toddler (13 months – 3 years)</td>
<td>70-110</td>
<td>25-30</td>
</tr>
<tr>
<td>Preschool (4 – 6 years)</td>
<td>70-110</td>
<td>21-23</td>
</tr>
<tr>
<td>School Age (7 – 12 years)</td>
<td>70-110</td>
<td>19-21</td>
</tr>
<tr>
<td>Adolescent (13 – 19 years)</td>
<td>55-90</td>
<td>16-18</td>
</tr>
</tbody>
</table>

Used with permission from Children’s Hospitals and Clinics of Minnesota.

## Pediatric Early Warning Score (PEWS)

<table>
<thead>
<tr>
<th>Score</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>• Rejected response to paer OR Lethargic/confused</td>
<td>Irritability</td>
<td>Sleeping</td>
<td>Playing/Appropriate</td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>• Bradycardia OR Tachycardia of 30 above normal rate OR Grey or cyanotic AND mottled OR Capillary refill 5 seconds or above</td>
<td>Tachycardia of 20 above normal rate OR Grey or cyanotic OR Capillary refill 4 seconds</td>
<td>Pale or drowsy OR capillary refill 3 seconds</td>
<td>Pink OR capillary refill 1-2 seconds</td>
</tr>
<tr>
<td>Respiratory</td>
<td>• 50% FiO2 or 8 liters/min. OR ≤ 25 below normal parameters with retractions or grunting</td>
<td>40% FiO2 or 6 liters/min. OR Retractions OR &gt; 20 above normal parameters</td>
<td>≥ 30% FiO2 or 3 liters/min. OR &gt; 10 above normal parameters OR using accessory muscles</td>
<td>Within normal parameters, no retractions</td>
</tr>
</tbody>
</table>

*Score by starting with the most severe parameters first.

*Score 2 extra for every 15-minute delay (includes continuous nebs) or persistent post-op vomiting.

*Use "liters/minute" to score rapid nasal cannula.

*Use "FiO2" to score a high flow nasal cannula.

Used with permission from Children’s Hospitals and Clinics of Minnesota.
Pediatric Early Warning Score Algorithm

For PEWS score 0-4:
- If PEWS score is 0-4, assess by RN.
- Score of 3 in any one of the first three categories:
  - Notify MD.
  - No intervention as ordered.

For PEWS score 5:
- If PEWS score is 5, assess by RN.
- If respiratory score is >2, notify respiratory.
- Intervention on required:
  - Notify MD.
  - Intervention as ordered.
  - Intervention as ordered.
- If respiratory score is <2, score pt at next scheduled interval.

For PEWS score 6:
- If PEWS score is 6, assess by RN.
- If respiratory score is >2, notify respiratory.
- Intervention on required:
  - Notify MD.
  - Intervention as ordered.
  - Transfer to ICU?
    - Yes:
      - Transfer arranged.
      - Rescue pt in 30 minutes.
    - No:
      - Rescue pt at next scheduled interval.
      - Every 4 hours.

For PEWS score 7:
- If PEWS score is 7, assess by RN.
- If respiratory score is >2, notify respiratory.
- Intervention on required:
  - Notify MD.
  - Intervention as ordered.
  - Transfer to ICU?
    - Yes:
      - Transfer arranged.
      - Rescue pt in 30 minutes.
    - No:
      - Rescue pt at next scheduled interval.
      - Every 4 hours.

May activate RRT/Code Blue per Nursing Judgement.
Notify MD for Score that is double the previous assessment or for a score of 3 in any one of the first three categories.

Used with permission from Children's Healthcare of Atlanta.