United We Stand

Contrast Reaction Management Training for Outpatient Imaging Centers with Emphasis on Teamwork

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Purpose and Background

• **Purpose:**
  • Create capable, well-trained teams by restructuring contrast reaction training in a large private practice’s outpatient imaging centers in order to enable efficient and effective team response to contrast reactions.

• **Background:**
  • Following a life threatening contrast reaction, root cause analysis revealed significant deficiencies involving contrast reaction management and associated training.
  • Two of the authors attended a reaction management training course, assisting in the development of our interdisciplinary training plan.
  • Teams of respondents included radiologists, radiology residents, nurses, radiology technologists, and patient care assistants. Over 130 personnel participated.
Methods: Three Phase Approach

Phase 1
Standardization

Phase 2
Education

Phase 3
Simulation

End State
Quantitative and Qualitative Metrics
Phase 1: Standardization

• Start:
  • Instructors visited each outpatient location.

• Key Tasks:
  • Assessed existing equipment.
  • Interviewed pharmacists, nurses, and technologists regarding current contrast reaction practices.
  • Identified essential equipment and medications needed to manage reactions.
  • Brief clinic personnel on use and location of new standardized reaction boxes.

• End:
  • Standardized and simplified emergency contrast reaction boxes across all outpatient clinics.
Phase 1: Standardization

Prior to Standardization

After Standardization

Key Reaction Kit Contents:
- IV/IM Epinephrine Kits
- Atropine
- Albuterol Inhaler
- Benadryl
- Pulse Oximeter
- Written Medication Guide
- Recorder/EMS handoff sheet
Phase 2: Education

• Start:
  • Administered written test to assess baseline knowledge of physicians, residents, nurses, and PCAs.

• Key Tasks:
  • Personnel complete educational slide presentation with pre and post assessments.
    • Results indicated an additional training modality was needed prior to the simulation lab.
  • Created professionally recorded videos of five common contrast reactions, as well as six medication ‘how to’ videos.
  • Participants watched online videos with pre and post assessments.

• End:
  • Participants now maximally prepared for simulation lab. Eight data points gathered to assess training program effectiveness.
**Video Screenshots**

Medication preparation, bronchospasm, laryngeal edema, hives, reaction box overview, EMS handoff (starting top left, counterclockwise).
Phase 3: Simulation

• Start:
  • Teams of 4-6 participants consisting of at least one physician, nurse, technologist, and PCA were given a simulation lab pretest.

• Key Tasks:
  • Utilized a robotic manikin, capable of producing clinical symptoms and real time change to vital signs with various interventions.
  • Teams responded to six different contrast reaction simulations: hives, bronchospasm, laryngeal edema, vasovagal, anaphylaxis, and multi-symptom.
  • Participants utilized the standardized emergency contrast reaction box.
  • A debrief was completed after each simulation.

• End:
  • Over 130 participants completed the final simulation lab training. Four additional quantitative data points gathered as well as qualitative data from surveys.
Results

• Quantitative Data:
  • Collected from multiple choice exams administered before and after each training modality; net of 12 data points.
  • Statistically significant improvement by both groups during the first two phases (p=<.05)
  • Statistically significant improvement by both groups from initial assessment to completion of the training program (p=<.05)
• Posttest scores improved with each phase of the program
• Qualitative: preference for video/simulation training. Lack of standardization/knowledge prior to training.
Conclusion

• Meaningful improvement throughout the training program

• Multiple learning modalities:
  • Prior to simulations, pretest scores above 90%, improving from initial 65%.
  • Qualitative data collected reinforced the three-part training program.

• Simulation lab cost:
  • Well prepared teams allows efficient use of time
  • Supplemental videos may be a lower cost alternative.

• Subjectively:
  • Participants enthusiastic about simulation lab training.
  • Rotating various roles amongst team members yielded higher success/fluidity.

• Way forward:
  • Surveys to measure confidence levels. Future on site/in-clinic training.