



Rapid Response: When Minutes Count

Course Description

This comprehensive two-day course will provide the bedside nurse and members of the Rapid Response Team with the tools necessary to recognize clinical deterioration and avert failure to rescue. The course will begin with an overview of the Rapid Response System (RRS) and the subsequent development of Rapid Response Teams (RRTs). This is followed by an overview of the roles for the bedside caregiver and members of the RRT. Detailed scenarios will be presented that will challenge the attendee to critically think through the process of assessment, identification of the problem and then strategies for management.

Key Learning Outcome

- After completing the program, 80% of participants will report an increase in knowledge that will positively impact their practice.

Program Objectives

This program prepares the learner to:

- Identify early warning signs of clinical deterioration.
- List the indicators for the implementation of the Rapid Response System.
- List appropriate assessment and differentials for selected clinical crises.
- Discuss current evidence-based management strategies.
- Evaluate current research results for the Rapid Response System.

Agenda

Sign-in begins at 7:30 am. Each day includes a one-hour lunch (on your own), as well as a morning and afternoon break of 15 minutes each. The order of lectures presented and break times may vary according to speaker preference.

Day 1, 8:00 am to 4:30 pm

Rapid Response Teams in Today's Healthcare Environment

Functions | Research | Roles of Bedside Nurse, Team Members

Assessment and Differential

Initial Head to Toe | Front-to-Back 90-Second Assessment | Review of Labs, CXR and ABGs

Identification of the Time-Sensitive Issues

Rationale for Quick Responses | Early Signs | What to do Next

My Patient Has Chest Pain

Differential: 12-Lead and Labs | Assessment | Acute Coronary Syndromes | Immediate Management | Reperfusion Strategies | Pharmacotherapy

My Patient is Short of Breath

Assessment/Differential: CXR and ABG | PE, Asthma Exacerbation, Hemo/Pneumo/Tension-Thorax, Chest Wall Abnormality | Indications for Intubation, Rapid Sequence Intubation Techniques | Acute Decompensated Heart Failure

Agenda

Day 2, 8:00 am to 4:00 pm

My Patient Has a Mental Status Change

Assessment/Differential : Labs, ABC, CT Scan | Stroke: Prepare for the Stroke Team | Alcohol Withdrawal Syndrome
| Pulmonary Compromise: Ventilatory Failure | Endocrine Emergencies

My Patient Has Abdominal Pain

Assessment/Differential: KUB, Diet, Labs | GI Bleeding, Ileus, Nausea, Vomiting, Diarrhea | Acute
Abdomen, Surgical Emergency, Acute Pancreatitis | Bariatric Postoperative Complications

My Patient Has Hypotension

Assessment Differential: Labs | Bleeding: Coagulopathy, Varices, Retroperitoneal Bleeding | Is My Patient Septic? |
Fluid Resuscitation | Markers of Intervention Success

Accreditation

RN/LPN/LVN/Other: 13.5 Contact Hours

Includes 2 Pharmacology Contact Hours

MED-ED, Inc is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

MED-ED, Inc. is an approved provider by the following State Boards of Nursing: **Florida**/FBN 50-1286, **Iowa**/296, **California** #CEP10453.

If your profession is not listed, we suggest contacting your board to determine your continuing education requirements and ask about reciprocal approval. Many boards will approve this seminar based on the accreditation of the boards listed here.

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