

Structured trauma assessment

Primary survey

| С | Catastrophic haemorrhage Find and control massive external haemorrhage |
|---|--------------------------------------------------------------------------------------------------------------------------|
| | Life threats: Exsanguinating external haemorrhage |
| Α | Airway/C-spine Maintain or secure airway and C-spine |
| | Life threats: Airway obstruction, blunt/penetrating neck injury |
| B | Breathing/ventilation Support adequate ventilation/oxygenation |
| | Life threats: Tension pneumothorax, massive haemothorax, open pneumothorax, flail chest, ruptured diaphragm |
| С | Circulation with haemorrhage control Assess and control bleeding. Support haemodynamics |
| | Life threats: Cardiac tamponade, penetrating cardiac injury, intra-abdominal and pelvic trauma |
| D | Disability Rapidly assess and protect neurological status |
| | Life threats: Catastrophic cerebral haemorrhage |
| F | Exposure |

Assess for further injuries then maintain normothermia

Life threats: Hypothermia

Pre-simulation briefing

Establishing a safe container for learning in simulation

Clarify objectives, roles and expectations

- Introductions
- Learning objectives
- Assessment (formative vs summative)
- Facilitators and learners' roles
- · Active participants vs observers

Maintain confidentiality and respect

- Transparency on who will observe
- Individual performances
- Maintain curiosity

Establish a fiction contract

Seek a voluntary commitment between the learner and facilitator:

- Ask for buy-in
- Acknowledge limitations

Conduct a familiarisation

- Manikin/simulated patient
- Simulated environment
- Calling for help

Note: Adjust the pre-simulation briefing to match the demands of the simulation event, contexts or the changing of participant composition.

Address simulation safety

Identify risks:

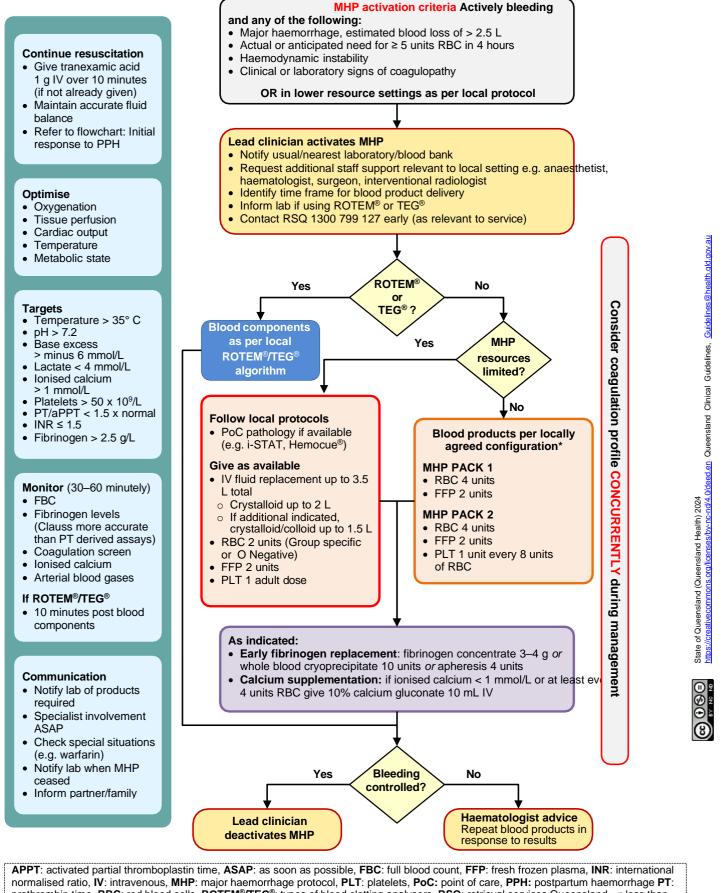
- Medications and equipment
- Electrical or physical hazards
- Simulated and real patients

V2 Effective: 1/7/2021. Adapted from Rudolph, J., Raemer, D. and Simon, R. (2014). Establishing a Safe Container for Learning in Simulation. Simulation in Healthcare; Journal of the Society for Simulation in Healthcare, 9(6), pp.339-349.





Major haemorrhage protocol (MHP)



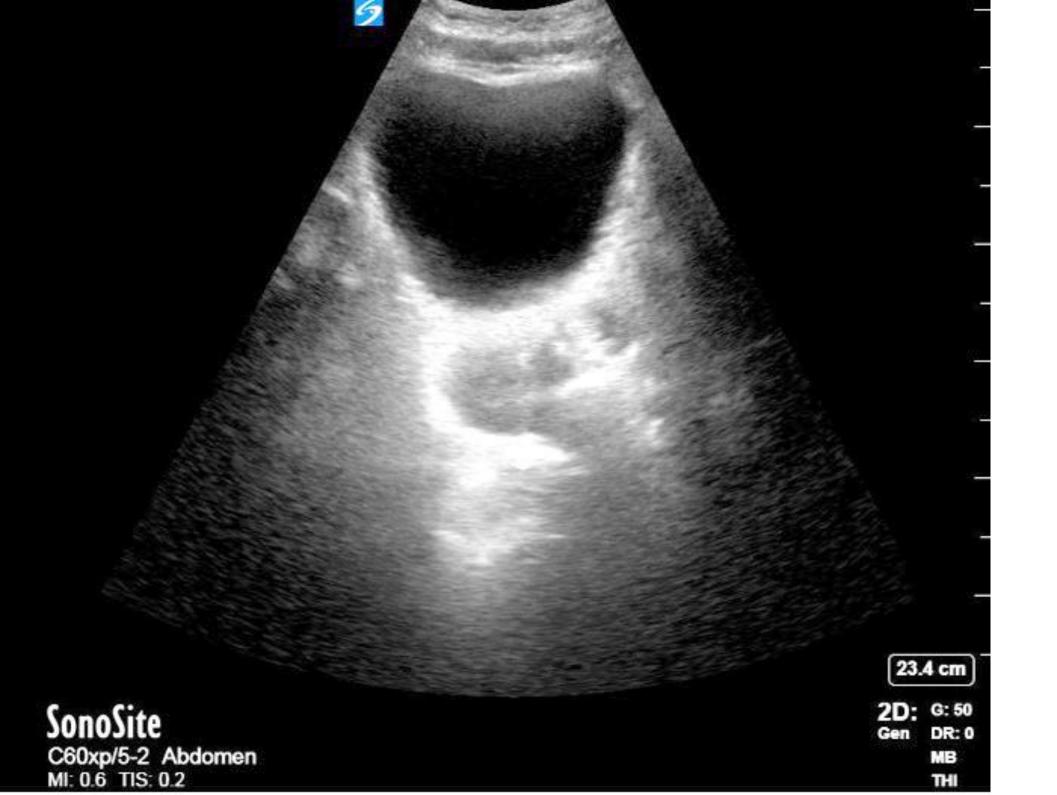
prothrombin time, **RBC**: red blood cells, **ROTEM[®]/TEG[®]**: types of blood clotting analysers, **RSQ**: retrieval services Queensland, <: less than, >: greater than, ≥ greater than or equal to *Aim for transfusion ratio RBC: FFP:PLT no lower than 2:1:1

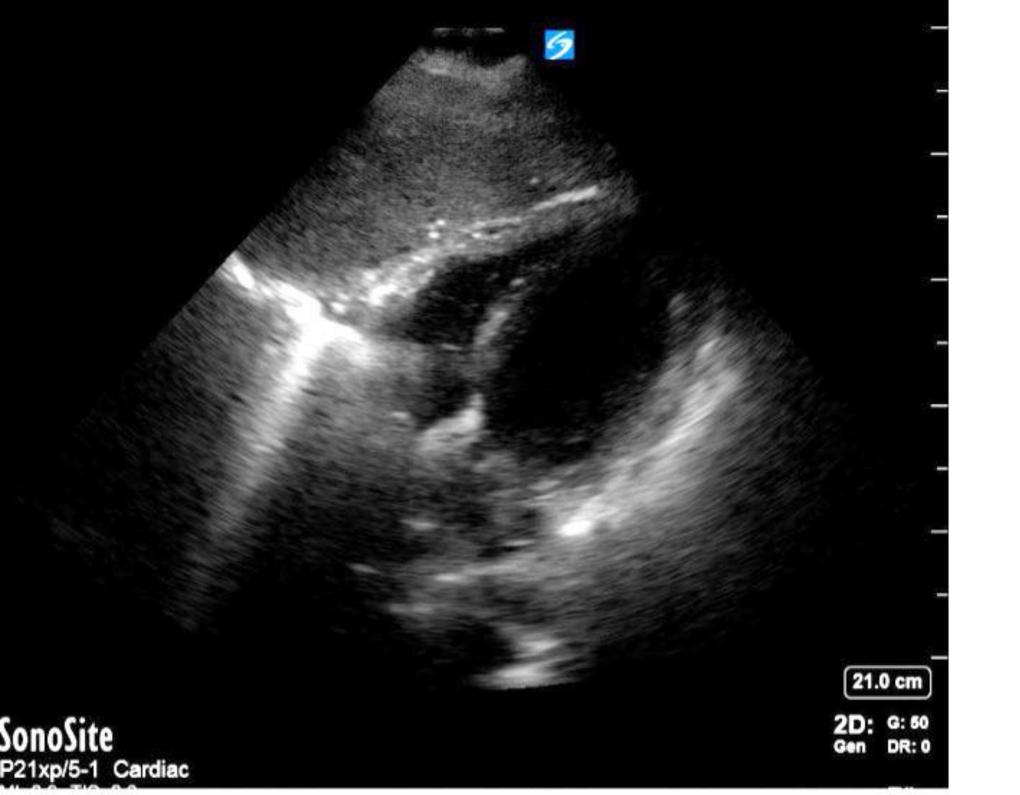
Queensland Clinical Guideline. Primary postpartum haemorrhage. Flowchart: F24.1-2-V5-R29

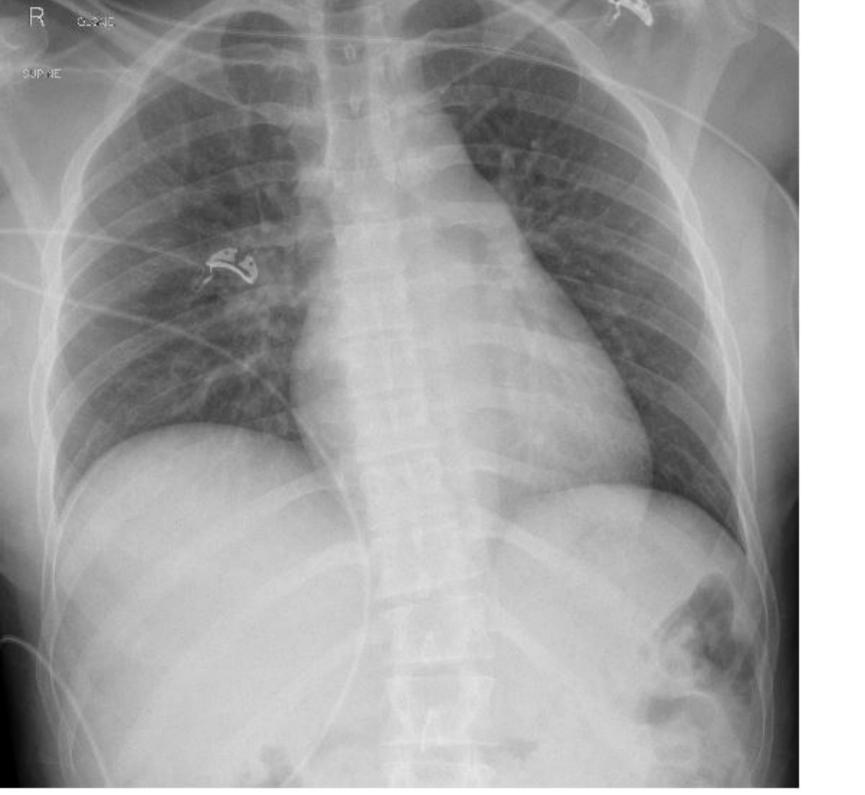
Queensland Clinical Guidelines www.health.qld.gov.au/qcg













| ROTEM Si | igma F | POCT | | |
|----------|--------|-------|-------|-------------|
| FIBTEM | A5 | 5 | mm | (5 - 20) |
| | A10 | 6 | mm | (6 - 21) |
| EXTEM | CT | 60 | sec | (50 - 80) |
| | A10 | 41 L | mm | (43 - 63) |
| | ML | 7 | * | (< 15) |
| INTEM | CT | 143 L | sec | (161 - 204) |
| | A10 | 41 L | mm | (43 - 62) |
| | ML | 8 | and a | (< 15) |
| HEPTEM | CT | 141 L | sec | (160 - 211) |
| | A10 | 41 L | mm | (45 - 63) |
| APTEM | A10 | | mm | (39 - 61) |
| | ML | | ž | (< 15) |