1. PURPOSE AND SCOPE

The purpose of these guidelines is to outline the minimum criteria for accreditation of a special skills placement Category ‘A’ for Trauma.

2. SUPERVISOR

The principle supervisor should be a clinician with recognised expertise and experience in Trauma and Trauma systems. This person will have an appointment to the facility’s Trauma Unit.

3. PLACEMENT STRUCTURE

The placement may be undertaken at 0.5 FTE to 1.0 FTE; however, full-time (i.e. 1.0 FTE) appointments for a three-month or six-month duration are desirable. It should be recognised that differing placement lengths may determine differing learning objectives and duties.

4. DEMOGRAPHICS

Hospitals seeking to provide special skills training in trauma will be a designated major trauma service within their health jurisdiction and have an established Trauma Unit in operation.

The trauma service should provide specialist care and advice for a broad range of trauma conditions with a wide range of acuity, from simple to complex trauma cases requiring critical care and specialized management.

5. LEARNING OBJECTIVES

Learning objectives should be established to ensure the trainee gains a broad and competent knowledge in the initial reception, assessment, emergency and continuing management of common and major trauma cases.

Strategies to achieve the learning objectives should be clearly defined. Other than specific clinical work these might also include undertaking workshops, mandatory reading lists, attendance at education sessions etc.

Trauma learning objectives will include, but are not limited to, developing knowledge and skills in the following:

- Prioritisation and coordination of the resuscitation and management of the multiply injured patient
- Trauma team leadership
- Prioritisation, choice and interpretation of medical imaging in trauma
- Operative, interventional radiology and non-operative management of common and major trauma cases
- Ongoing care of the trauma patient in the ICU / HDU / ward environment, including tertiary surveys
- Trauma care systems – pre-hospital and within the hospital
- Trauma audit
- Trauma education
6. ACTIVITIES / DUTIES

6.1 In General

The activities / duties that a trainee undertakes within a Trauma placement must reconcile with the set learning objectives for the placement. For each learning objective, there should be documented activities / duties being undertaken in order for the trainee to achieve the objective.

The trainee will be appointed to a position within the Trauma Unit that operates within the hospital.

6.2 Specifically

The trainee should be involved in the direct clinical management of trauma cases through the activities of the trauma service. This should ideally extend from the emergency room to the operating theatre or interventional radiology suite, ICU / HDU, general ward and rehabilitation / outpatient follow-up where applicable.

The trainee should ideally be involved, at least in a limited way, in the on-call aspects of the trauma service.

The trainee will be involved in clinical review meetings, morbidity/mortality reviews, education programs, or other relevant clinical support activities conducted by the trauma service.

The trainee will undertake a trauma related research project or audit that will ideally be completed within the time frame of the placement.

7. SUPERVISION AND ASSESSMENT

7.1 In General

Regular formal contact with the placement supervisor is required throughout the placement (e.g. weekly meetings).

For each activity / duty being undertaken to achieve a certain learning objective, it should be clear as to how it will be assessed that the trainee has successfully met the objective during the placement.

7.2 Specifically

Access to a clinician suitably experienced in trauma should be available at all times to provide supervision for the trainee in all their activities and duties. The direct supervision of the trainee as they undertake clinical assessment and management or bedside consultation is highly desirable during usual working hours. Mechanisms should be in place for the supervisor to review and discuss cases managed or consulted on by the trainee in the absence of direct supervision.

7.3 Learning Portfolio

The trainee is required to maintain a Learning Portfolio in which all learning outcomes are documented in the ACEM Learning Needs Analysis (LNA). The trainee describes the activities they will perform to achieve the learning outcomes during their placement. These activities must include a logbook of patients encountered (see below). In addition, the following should be included in the LNA:

- a list of educational sessions delivered and/or attended
- a list of supervisor meetings
- any other related activities
- a copy of any research or project(s) performed
At the end of the placement, the supervisor will sign off that the trainee’s LNA has been reviewed and displays sufficient evidence that all learning objectives have been attained, as evidence for successful completion of the placement.

### 7.4 Logbook

The logbook should specify case details, the nature of the trainee’s involvement and the nature of the supervision provided (direct or indirect). The completed logbook should provide evidentiary support that the trainee has met the placement learning objectives. It should therefore reflect exposure to a broad range of trauma cases. Where clear deficiencies in cases of major, or uncommon but clinically important, trauma cases exist, an outline of the strategies used to address the trainee’s learning in the relevant topics should be provided.

A reflective statement from the trainee about what they have learned from particular cases in the logbook is encouraged.

### 7.5 In Training Assessment (ITA)

An in training assessment must be completed every three months.

### 8. DOCUMENT REVIEW

**Timeframe for review:** every two (2) years, or earlier if required.

**8.1 Responsibilities**

- Document authorisation: Council of Education
- Document implementation: Director of Training and Education
- Document maintenance: Manager Accreditation

**8.2 Revision History**

<table>
<thead>
<tr>
<th>Version</th>
<th>Date of Version</th>
<th>Pages revised / Brief Explanation of Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>July 2015</td>
<td>Section 7 Changed Learning Portfolio and include LNA information and addition of ITA requirement. Addition of Section 8.</td>
</tr>
<tr>
<td>06-1</td>
<td>Sep 17</td>
<td>Reference to “term” changed to “placement” as per Regulation B</td>
</tr>
</tbody>
</table>

© Copyright – Australasian College for Emergency Medicine. All rights reserved.