

About the Speaker

Bill Light,

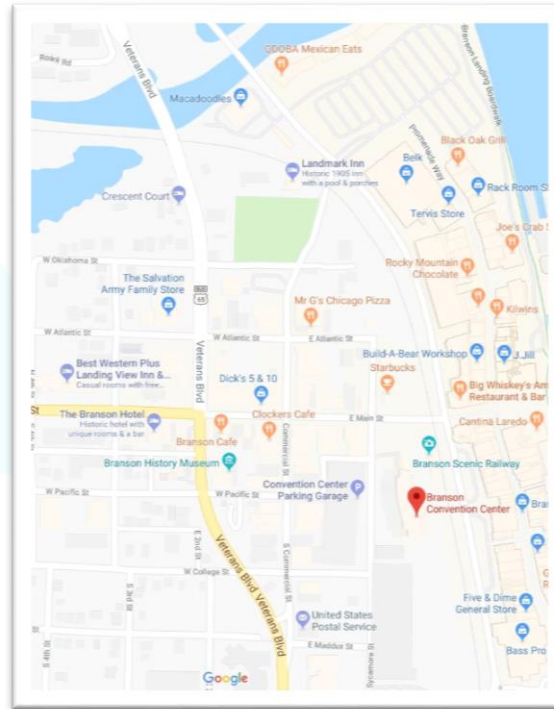
MSN, RN, CEN, CPEN, TCRN

Bill is a dynamic and energetic speaker whose unique style not only provides insight to his audience but also to creates an engaging and fun atmosphere for them. Bill consistently delivers high-quality education that is praised by audiences, colleagues and institutions alike.

Bill is a registered nurse with over 10 years of experience in a wide variety of areas including emergency care, trauma, critical care, pediatrics, psychiatric care, injury prevention and medical-surgical nursing. Drawing on this diverse pool of experiences, Bill connects with his audiences and delivers education that reaches them in a way that easily enables them to incorporate what they learn into their own practice.

Bill has a passion for education that enriches the practice of his counterparts and helps them to grow and strengthen their existing knowledge. For this reason, Bill focuses his topics on certifications, educational competencies, and practice enrichment for nurses.

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Branson Convention Center
200 Sycamore St
Branson, MO 65616

Thursday July 26th, 2018
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Interactive Trauma: Beyond the Moment of Impact

Branson, MO
July 26th, 2018

This day-long seminar starts with a dispatch call of this scenario occurring and from this point forward, participants are invited to literally guide this patient from his initial treatment at the scene through the first 24 hours of his care in the emergency department, operative suites and intensive care unit. How much fluid should the patient receive in the first hour? What laboratory and radiological exams should be ordered? What ventilator settings would be appropriate? These, as well as numerous other decisions, are driven by participants who vote anonymously using their smart phones. The results of the votes are immediately displayed on the screen and the case study moves forward based on the majority vote. Ultimately, the outcome of the patient relies on the decisions of the audience. Participants will learn in real time how the care-decisions they make influence the trauma patient.



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Interactive Trauma: Beyond the Moment of Impact

Morning Session	Afternoon Session
<ul style="list-style-type: none">• EMS Arrival• Transport• Trauma System Activation• Ed Arrival / Primary Survey• Resuscitation• Hypothermia in Trauma• Secondary Survey• Lab Results	<ul style="list-style-type: none">• Intraoperative and Transition to ICU• Fluid Balance• Transition Settings• Head to Toe Assessment• Lab Review• Interventions for Current Problems• Shift Change• Trauma Complications and Plan of Care• Debrief and Closing Discussion• Evaluation

COURSE DESCRIPTION:

This day-long seminar starts with a dispatch call of this scenario occurring and from this point forward, participants are invited to literally guide this patient from his initial treatment at the scene through the first 24 hours of his care in the emergency department, operative suites and intensive care unit. How much fluid should the patient receive in the first hour? What laboratory and radiological exams should be ordered? What ventilator settings would be appropriate? These, as well as numerous other decisions, are driven by participants who vote anonymously using their smart phones. The results of the votes are immediately displayed on the screen and the case study moves forward based on the majority vote. Ultimately, the outcome of the patient relies on the decisions of the audience. Participants will learn in real time how the care-decisions they make influence the trauma patient.

ABOUT THE SPEAKER:

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Interactive Trauma: Beyond the Moment of Impact

Outline	Speaker/ Instructor	Time	Learner Engagement Strategies(s):
<p>1. EMS Arrival</p> <p> a. Scene Safety</p> <p> i. Environmental hazards</p> <p> 1. Fire</p> <p> 2. Gasoline/combustibles</p> <p> 3. Power lines</p> <p> 4. Traffic</p> <p> ii. Active shooter</p> <p> iii. Discussion of other dangers</p> <p> b. Patient Stabilization</p> <p> i. Cervical collar</p> <p> 1. Indications</p> <p> 2. Risks</p> <p> ii. Spine Board</p> <p> 1. Indications</p> <p> 2. Risks</p> <p> iii. Traction splinting</p> <p> 1. Indications</p> <p> 2. Risks</p> <p> c. Needs Assessment</p> <p> i. Brief survey</p> <p> ii. Life-saving stabilization</p> <p> d. Package for Transport</p>	<p>Bill Light Jeff Solheim</p>	<p>30 minutes</p>	<p><input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer</p> <p><input checked="" type="checkbox"/> Including time for self-check or reflection</p> <p><input checked="" type="checkbox"/> Analyzing case studies</p> <p><input checked="" type="checkbox"/> Providing opportunities for problem-based learning</p> <p><input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation</p>

<p>2. Transport</p> <ul style="list-style-type: none"> a. Transport Interventions <ul style="list-style-type: none"> i. Establish vascular access ii. Consider fluid bolus <ul style="list-style-type: none"> 1. Crystalloids 2. Colloids 3. Blood products b. Radio Report with VS <ul style="list-style-type: none"> i. Key points to convey ii. Organizing information 	<p>Bill Light Jeff Solheim</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>3. Trauma System Activation</p> <ul style="list-style-type: none"> a. None b. Modified or Partial c. Full 	<p>Bill Light Jeff Solheim</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation

<p>4. ED Arrival</p> <ul style="list-style-type: none"> a. EMS Report and Transition of Care b. Discussion: How does level of trauma activation impact handoff? c. Discussion: How can one minimize the negative impact of chaos/noise/adrenaline in this situation? <p>5. Primary Survey</p> <ul style="list-style-type: none"> a. Airway <ul style="list-style-type: none"> i. Assessment ii. Interventions iii. Priorities b. Breathing <ul style="list-style-type: none"> i. Assessment ii. Interventions iii. Priorities c. Circulation <ul style="list-style-type: none"> i. Assessment ii. Interventions iii. Priorities 	<p>Bill Light Jeff Solheim</p>	<p>30 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
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<p>6. Volumization</p> <ul style="list-style-type: none"> a. Crystalloids <ul style="list-style-type: none"> i. Benefits ii. Risks b. Colloids <ul style="list-style-type: none"> i. Benefits ii. Risks <p>7. Resuscitation Strategies:</p> <ul style="list-style-type: none"> a. Permissive Hypotension <ul style="list-style-type: none"> i. Benefits ii. Risks iii. Applications b. Whole Blood Resuscitation <ul style="list-style-type: none"> i. Benefits ii. Risks iii. Applications c. Damage Control Resuscitation <ul style="list-style-type: none"> i. Benefits ii. Risks iii. Applications d. Traditional Resuscitation <ul style="list-style-type: none"> i. Benefits ii. Risks iii. iv. Applications 	<p>Bill Light Jeff Solheim</p>	<p>30 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>8. Continue Primary Assessment</p> <ul style="list-style-type: none"> a. Disability b. Exposure / Environmental Control 	<p>Bill Light Jeff Solheim</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies

			<input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>9. Hypothermia in Trauma</p> <ol style="list-style-type: none"> a. Definitions b. Causes in Trauma c. Pathophysiology d. Prevention and Treatment 	<p>Bill Light Jeff Solheim</p>	<p>45 minutes</p>	<input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>10. Secondary Survey</p> <ol style="list-style-type: none"> a. Full Set of VS <ol style="list-style-type: none"> i. Vital signs and Shock b. Gadgets / Give Resuscitative Adjuncts <ol style="list-style-type: none"> i. Labs ii. Monitor – Poll: What monitoring should you consider? iii. Naso/Orogastric Tube – Poll: What tubes should you consider? iv. Oxygen/Carbon Dioxide Monitoring – Poll: What gas monitoring should you consider? 	<p>Bill Light Jeff Solheim</p>	<p>30 minutes</p>	<input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation

<ul style="list-style-type: none"> v. Pain Management – Poll: Which options for pain management should be considered? c. History – Allow limited questions. d. Head-to-Toe Assessment <ul style="list-style-type: none"> i. Write complete assessment findings for all areas based on injuries ii. What impact will previous choices have here? Any need for pathway impact? e. Inspect Posterior Surface <ul style="list-style-type: none"> i. Include Posterior findings with assessment 			
<ul style="list-style-type: none"> 11. Lab Results <ul style="list-style-type: none"> a. Complete Blood Count b. Electrolyte Panel c. Liver Panel d. Renal Panel e. Coagulation Panel f. Special Trauma Considerations: <ul style="list-style-type: none"> i. Cultures ii. Lactate iii. Serum Glucose 	<p>Bill Light Jeff Solheim</p>	<p>30 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<ul style="list-style-type: none"> 12. Transition of Care to OR 13. Operative Interventions 14. Transition of Care to ICU <ul style="list-style-type: none"> a. Anesthesia Report b. Include VS and report changes for each resuscitation pathway 	<p>Bill Light Jeff Solheim</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies

			<input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
15. Fluid Balance: <ol style="list-style-type: none"> Key points Importance Estimate fluid balance for our patient based on pathway 	Bill Light Jeff Solheim	15 minutes	<input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
16. Review transition settings <ol style="list-style-type: none"> Analyze VS and ABG for current patient condition Determine plan of action Ventilator settings <ol style="list-style-type: none"> FiO2 PEEP Tidal Volume Respiratory Rate Establish optimal ventilator settings for patient's current condition 	Bill Light Jeff Solheim	45 minutes	<input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation

<p>17. Head to Toe assessment for ICU and initial lab draw</p> <ol style="list-style-type: none"> a. Report findings of complete head to toe including all positive and negative findings b. Participants create problem list based on findings 	<p>Bill Light Jeff Solheim</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>18. First labs result – Results based on morning pathways and interventions</p> <p>19. Identify concerns and create working problem list</p>	<p>Bill Light Jeff Solheim</p>	<p>30 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>20. Correct immediate problems: (Ordered based on patient current condition and priorities)</p> <ol style="list-style-type: none"> a. Correct Temperature <ol style="list-style-type: none"> i. Symptoms ii. Causes iii. Is this a current priority? 	<p>Bill Light Jeff Solheim</p>	<p>60 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies

<ul style="list-style-type: none"> iv. Treatments b. Control Glucose <ul style="list-style-type: none"> i. Symptoms ii. Causes iii. Is this a current priority? iv. Treatments c. Correct Coags <ul style="list-style-type: none"> i. Symptoms ii. Causes iii. Is this a current priority? iv. Treatments d. Correct Electrolytes <ul style="list-style-type: none"> i. Symptoms ii. Causes iii. Is this a current priority? iv. Treatments e. Correct Gases <ul style="list-style-type: none"> i. Symptoms ii. Causes iii. Is this a current priority? iv. Treatments f. Correct Volume Status <ul style="list-style-type: none"> i. Symptoms ii. Causes iii. Is this a current priority? iv. Treatments 			<input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>21. Shift Change</p> <ul style="list-style-type: none"> a. Shift Report to oncoming RN b. Shift Labs c. Shift VS 	<p>Bill Light Jeff Solheim</p>	<p>15 minutes</p>	<input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer

<p>d. Determine current needs (Based on pathway choices to this point patient will develop one)</p> <ul style="list-style-type: none"> i. Sepsis ii. Coagulopathies iii. ARDS iv. ACS 			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>22. Lectures:</p> <ul style="list-style-type: none"> a. Sepsis b. Coagulopathies c. ARDS d. ACS e. <p>23. Establish Care Plan for Patient</p>	<p>Bill Light Jeff Solheim</p>	<p>30 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning <input checked="" type="checkbox"/> Other—Describe: Polls for interactive participation
<p>24. Debrief and Closing Discussion:</p> <ul style="list-style-type: none"> a. Learner Questions b. Learner Insights c. Learners identify 3 things they gained to change their practice d. Learners identify 3 things they gained about others' practice 	<p>Bill Light Jeff Solheim</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating opportunities for dialogue or question/answer <input checked="" type="checkbox"/> Including time for self-check or reflection <input checked="" type="checkbox"/> Analyzing case studies <input checked="" type="checkbox"/> Providing opportunities for problem-based learning

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25. Evaluation	Bill Light Jeff Solheim	15 minutes	

