TRACHEOSTOMY EMERGENCIES

MODULE: AIRWAY

TARGET: ALL ANAESTHETISTS, INTENSIVISTS, ED & ACUTE PHYSICIANS, FOUNDATION DOCTORS

BACKGROUND:

Around 16% of ICU patients may have a tracheostomy. Life-threatening complications occur during their insertion and use, including pneumothorax, bleeding, blockage and extra-tracheal positioning after becoming dislodged. There are no nationally agreed algorithms for the management of tracheostomy emergencies, but anaesthetists are expected to manage tracheostomy emergencies according to a logical, structured approach.
### RELEVANT AREAS OF THE ANAESTHETIC CURRICULUM

<table>
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<th>Code</th>
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<tr>
<td>IG_BS_07 AM_BS_04</td>
<td>Demonstrates effective pre-oxygenation, including correct use of the mask, head position and clear explanation to the patient.</td>
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| IG_BS_10 AM_BS_05 | **In respect of airway management:**  
- Demonstrates optimal patient position for airway management.  
- Manages airway with mask and oral/nasopharyngeal airways  
- Demonstrates hand ventilation with bag and mask  
- Able to insert and confirm placement of a Laryngeal Mask Airway  
- Demonstrates correct head positioning, direct laryngoscopy and successful nasal/oral intubation technique(s) and confirms correct tracheal placement.  
- Demonstrates appropriate use of bougies.  
- Demonstrates correct securing and protection of LMAs/tracheal tubes during movement, positioning and transfer. |
| AM_BS_10 | Demonstrates management of “Can’t intubate, Can’t Ventilate” scenario. [Cross Reference; Critical incidents]. |
| AM_BS_11 | Demonstrates correct use of oropharyngeal, laryngeal and tracheal suctioning |
| CI_BK_01 | Cardiac and/or Respiratory Arrest |
| CI_BK_02 | Unexpected fall in SpO2 with or without cyanosis |
| CI_BK_03 | Unexpected increase in peak airway pressure |
| CI_BK_04 | Progressive fall in minute volume during spontaneous respiration or IPPV |
| CI_BK_05 | Fall in end tidal CO2 |
| CI_BK_18 | Difficulty with IPPV, sudden or progressive loss of minute volume |
| CI_BK_28 | Accidental decannulation of tracheostomy or tracheal tube |
| CI_BS_01 | Demonstrates good non-technical skills such as: [effective communication, team-working, leadership, decision-making] |
| CI_BS_02 | Demonstrates the ability to recognise a deteriorating situation early through careful monitoring |
| CI_BS_03 | Demonstrates the ability to respond appropriately to each incident listed above |
| CI_BS_04 | Shows how to initiate management of each incident listed above |
| CI_BS_05 | Demonstrates ability to recognise when a crisis is occurring |
| CI_BS_06 | Demonstrates how to obtain the attention of others and obtain appropriate help when a crisis is occurring |
| 5.2 | Performs emergency airway management |
| 5.4 | Performs endotracheal suction |
| CI_IS_01 | Demonstrates leadership in resuscitation room/simulation when practicing response protocols with other healthcare professionals |
| CI_IS_02 | Demonstrates appropriate use of team resources when practicing response protocols with other healthcare professionals |
| 5.3 | Performs difficult and failed airway management according to local protocols |
| EN_HS_06 RC_HS_01 | Demonstrates the ability to perform surgical airway techniques [S] [Cross Ref: Critical Incidents; Cardio-respiratory Arrest] |
| RC_HS_02 | Demonstrates the ability to provide comprehensive clinical care throughout the resuscitation attempt and during further care if indicated |
| 5.3 | Performs difficult and failed airway management according to local protocols |
INFORMATION FOR FACULTY

LEARNING OBJECTIVES:

• Understanding and applying a standardised approach to tracheostomy emergency management
• Recognise problem early, call for help early.

SCENE INFORMATION:

• Location: Intensive Care Unit

EQUIPMENT & CONSUMABLES

• Mannequin: attached to ventilator through "blocked trache" (inner tube blocked with blue tack), traches passes through neck skin but into “subcutaneous space – not the trachea”
• ICU Ventilator/Aesthetic Machine
• Airway Trolley
  o Laryngoscopes (2 Macintosh)
  o ET Tubes (Various sizes)
  o OP and NP Airways
  o ILMAs, LMAs (Various Sizes)
  o ‘Plan D’ Equipment:
    Scalpel and #6ETT
    Ravussin needle and Manujet
• Tracheostomy Box
• Water’s Circuit
• Self-Inflating bag-valve-mask

PERSONS REQUIRED

Intensive Care/Aesthetic Trainee
ICU Nurse
Aesthetic Senior Trainee/Consultant
Midwife (Optional)
ICU Nurse Senior (Optional)
PARTICIPANT BRIEFING: (TO BE READ ALOUD TO PARTICIPANT)

You are the on-call ICU doctor on a night shift. The nurse looking after one of your side room patients has called you urgently as the patient is de-saturating.

FACULTY BRIEFING:

The participant has been asked to see an ICU tracheostomised patient urgently as they are de-saturating and the ventilator high pressure limit is alarming. The actual tracheostomy problem is dependent on the experience level of the participant.

‘VOICE OF MANIKIN’ BRIEFING:

Nil. Unconscious.

OTHER IN-SCENARIO PERSONNEL BRIEFING:

ICU Nurse (Junior):

You are the ICU nurse looking after this patient in a side room during this night shift. You are relatively inexperienced, and have never looked after a tracheostomised patient before. Be as helpful as possible to the participant, but you are not able to suggest any management steps.

The patient is a 64 year old man, Christopher Morris, who has been on the ICU for 6 days. He was initially intubated for respiratory failure and sepsis caused by a community acquired pneumonia. He failed extubation yesterday. He is known to have mild to moderate COPD on inhalers only.

- He had a percutaneous tracheostomy inserted during the daytime earlier today.
- Following a roll (for nursing care), the high pressure alarm has been alarming and the patient has started to desaturate.

ICU Nurse (Senior) — Optionally introduce if participant struggling:

You are the nurse in charge during this night shift. You have just returned from your break to find that one of the patients in the side room is being assessed by the doctor due to desaturation. You are able to suggest the following actions if they have not already been performed:

- Administer 100 % oxygen to face and tracheostomy
- Inner tube removal – on the easier pathway this may partially alleviate the problem
- Suctioning – on the easier pathway, this may alleviate the problem fully after inner tube removal
- Gathering the equipment and drugs for reintubation

Voice of Telephone Help Briefing (ICU/Anaesthetic Consultant):

- At home at present, will take 20 minutes to arrive. Advise to administer 100% O2, check capnography, change/remove inner tube, suction, deflate cuff and then remove tracheostomy and re-intubate if these fail.
**CONDUCT OF SCENARIO**

### INITIAL SETTINGS

A: Tracheostomy  
B: SpO2 84%. Ventilated on FiO2 50% via tracheostomy, minimal tidal volumes and pressure limit reached early.  
C: HR 105 (Sinus), BP 110/65, IV Access.  
D: GCS 3/15, Eyes half-open. No sedation running.

### EXPECTED ACTIONS

- Call for help  
- 100% Oxygen via upper airway and tracheostomy.  
- Ventilate tracheostomy via Water’s Circuit  
- Check Capnography  
- Call for Difficult Airway Trolley

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### LOW DIFFICULTY

**Blocked Inner Tube**  
- SpO2 fall to 70% over 8 mins.  
- Help arrives early (Senior Nurse)

### EXPECTED ACTIONS

- Remove inner tube – mucus plug  
- Pass suction catheter – passes easily  
- Deflate and re-inflate cuff

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### NORMAL DIFFICULTY

**Tracheostomy partially fallen out**  
- SpO2 falls to 60% over 8 mins.  
- Bradycardia at SpO2 60%  
- Help arrives if required.

### EXPECTED ACTIONS

- Deflate & remove tracheostomy  
- Cover stoma – occlusive dressing.  
- Mask Ventilate to oxygenate  
- Re-intubate or await senior help.

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### HIGH DIFFICULTY

**Tracheostomy in false tract**  
- SpO2 falls to 60% over 6 mins.  
- Bradycardia at SpO2 60%  
- PEA arrest at 8 mins.

### EXPECTED ACTIONS

- Check tracheostomy patency.  
- Deflate & remove tracheostomy.  
- Cover stoma – occlusive dressing.  
- Mask ventilate to oxygenate.  
- Re-intubate.

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### RESPONSE TO TREATMENT

**Tension Pneumothorax – Right side.**  
- Little improvement following reintubation  
- Hypotension develops BP 60/30 (if not already arrested)  
- PEA arrest at 10 mins.

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### HIGH DIFFICULTY

**Expected Actions**

- Needle decompression relieves signs.

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### RESOLUTION

Scenario ends when oxygenation occurs or at discretion of faculty
DEBRIEFING

POINTS FOR FURTHER DISCUSSION:

Technical:
- Hands-on demonstration of features of a tracheostomy tube (if required): Inner tube, cuff and pilot balloon etc.
- Management of tracheostomy emergencies – see algorithm (www.tracheostomy.org)
- Mnemonic O CISCO
  - Oxygen (via face and trache)
  - Capnography
  - Inner Tube out
  - Suction Catheter down tracheostomy
  - Cuff down
  - Tracheostomy Out
- Potential consequences of dislodged trache: surgical emphysema, tension pneumothorax, pneumomediastinum etc.
- Local variations regarding equipment or protocols.

Non-technical:
- Situation awareness
- Communication during crises
- Task allocation and team management
- Leadership

DEBRIEFING RESOURCES

1. National Tracheostomy Safety Project Numerous resources (including videos) for managing tracheostomy emergencies, including algorithms for tracheostomy emergencies (with and without intact upper airways). www.tracheostomy.org.uk


4. Difficult Airway Society Guidelines:
   http://www.das.uk.com/guidelines/ddl.html
   http://www.das.uk.com/guidelines/downloads.html Free iDAS app available from iTunes
INFORMATION FOR PARTICIPANTS

KEY POINTS:
- Applying a standardised approach to tracheostomy emergency management.
- Recognise problem early, call for help early.

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WORKPLACE-BASED ASSESSMENTS

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FURTHER RESOURCES

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PARTICIPANT REFLECTION:

What have you learnt from this experience? (Please try to list 3 things)

How will your practice now change?

What other actions will you now take to meet any identified learning needs?
PARTICIPANT FEEDBACK

Date of training session:.........................................................................................................................

Profession and grade:........................................................................................................................................

What role(s) did you play in the scenario? (Please tick)

- Primary/Initial Participant
- Secondary Participant (e.g. ‘Call for Help’ responder)
- Other health care professional (e.g. nurse/ODP)
- Other role (please specify):
- Observer

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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<tbody>
<tr>
<td>I found this scenario useful</td>
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<tr>
<td>I understand more about the scenario subject</td>
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<td>I have more confidence to deal with this scenario</td>
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<tr>
<td>The material covered was relevant to me</td>
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Please write down one thing you have learned today, and that you will use in your clinical practice.

How could this scenario be improved for future participants? (This is especially important if you have ticked anything in the disagree/strongly disagree box)
FACULTY DEBRIEF – TO BE COMPLETED BY FACULTY TEAM

What went particularly well during this scenario?

What did not go well, or as well as planned?

Why didn’t it go well?

How could the scenario be improved for future participants?