

Effectiveness of a Structured Teaching Program on the Knowledge and Practice of Triage Patients Among Nurses in the Emergency Room at Apollo Main Hospitals, Chennai

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Abstract: Emergency departments (EDs) serve as the first point of contact for patients requiring urgent medical attention. Efficient triage ensures critical patients are prioritized, improving outcomes and reducing overcrowding. Nurses play a central role in triage, and enhancing their knowledge and practice is vital. **Materials and Methods:** A quasi-experimental pre-test/post-test design was conducted over 6–8 weeks at Apollo Main Hospitals, Chennai. Thirty emergency nurses with at least 3 months of experience were selected via purposive sampling. Pre-assessment was conducted using a structured knowledge questionnaire and observational checklist. The intervention consisted of a 2-day structured teaching program covering triage systems, red flag symptoms, and simulated scenarios. Post-assessments were conducted immediately and at 3 months. Data were analyzed using descriptive and inferential statistics, including paired t-tests. **Results:** There was a statistically significant improvement in post-test scores for both knowledge and practice ($p < 0.05$). Post-training, 80% of nurses demonstrated excellent knowledge compared to 23% in the pre-test. Skills evaluation also showed improvement, with 73% achieving 'excellent' scores compared to 17% pre-training. A strong positive correlation ($r = 0.68$) was noted between knowledge and triage accuracy. **Conclusion:** The structured teaching program significantly improved emergency nurses' knowledge and triage practices. These findings support the integration of structured, simulation-based education into regular emergency department training protocols to ensure accurate patient prioritization and improved emergency care outcomes.

Keywords: Triage, Emergency nursing, Structured teaching, Knowledge, Clinical practice, Simulation, Patient prioritization

