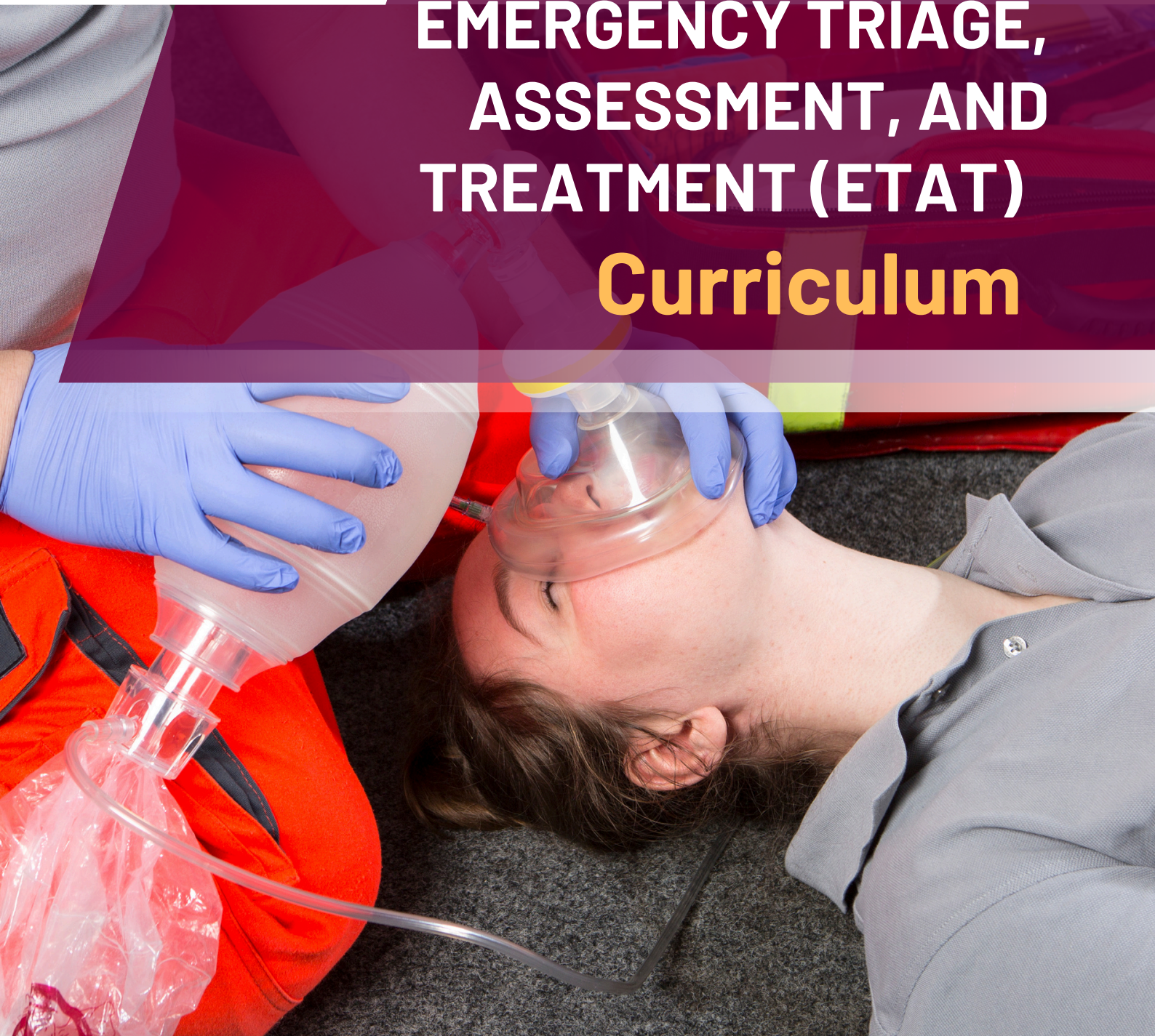


2025

EMERGENCY TRIAGE, ASSESSMENT, AND TREATMENT (ETAT)

Curriculum



**Emergency Triage,
Assessment, and Treatment
(ETAT)
CURRICULUM**

UNIVERSITY OF HEALTH SCIENCES LAHORE

Contents

CURRICULUM	1
UNIVERSITY OF HEALTH SCIENCES LAHORE.....	1
LIST OF CONTRIBUTORS	3
LIST OF ABBREVIATIONS.....	4
Preamble.....	5
Course Rationale	5
COURSE DURATION & AUDIENCE.....	5
Course Outcomes	5
Learning Objectives.....	6
Curriculum Modules	6
Module 1: Introduction to Triage & ETAT.....	6
Method	6
Module 2: Emergency and Priority Signs.....	6
2 A.....	6
Emergency Signs ("ABCD" approach)	6
2 B	6
Critical First Look and Rapid Assessment (ABCDE).....	6
Method :.....	6
Module 3: Triage Flow and Classification	7
Module 4: Immediate Emergency Treatments	7
Module 5: Communication, Handover, and Documentation.....	7
Module 6: Simulation and Assessment.....	7
SESSION PLAN (4 HOURS).....	8
Assessment.....	8
Assessment policy	8
References/Reading Material	8

LIST OF CONTRIBUTORS

LIST OF CONTRIBUTORS		
CURRICULUM STEERING COMMITTEE		
1	Prof. Dr. Ahsan Waheed Rathore Vice Chancellor, University of Health Sciences, Lahore	(Patron)
2	Prof. Dr. Nadia Naseem Pro-Vice Chancellor, UHS	(Patron)
3	Prof. Dr. Sarah Ghafoor Professor of Oral Biology, UHS	
4	Prof Farooq Rana Professor of Surgery Allam Iqbal Medical College	
5	Prof Asif Naveed Director, Postgraduate Studies UHS	
6	Prof Tahir Bashir Professor of Medicine, Allam Iqbal Medical College	
7	Dr. Mir Waheed Medical Director- Head Emergency Medicine, Maroof Internation Hospital, Islamabad	
8	Dr Asif Mesam Master Trainer-National Ambulance Sevice Collegedublin , Ireland	
9	Prof. Sumera Ehsan HoD Department of Medical Education- UHS	
10	Dr. Lamia Yusuf Assistant Professor, Department of Medical Education- UHS	
11	Mr. Mubashar Arshad (Technical support)	

LIST OF ABBREVIATIONS

Abbreviations	Subject
ETAT	Emergency Triage Assessment and Treatment
ABCDE	Airway, Breathing, Circulation, Disability , exposure
3TPR-MOB	Tiny baby (<2 MONTHS) temperature abnormal, trauma, pallor, poisoning, pain, respiratory distress, malnutrition, edema, burns

Preamble

In modern emergency medicine, timely and accurate prioritization of patient care is essential for optimizing outcomes and resource utilization. The increasing demand for emergency departments and the complexity of presenting conditions necessitate a structured and evidence-based approach to triage.

This module, has been developed to equip undergraduate medical students in their clinical years with foundational knowledge and applied skills in emergency triage. Based on principles of patient safety, clinical reasoning, and effective communication, this course spans 4 hours and aims to empower the students with hands-on skills in emergency triage. The students will not only grasp the significance and mechanics of triage but also learn to effectively identify critically ill patients, and document their triage decisions accurately. This will prepare them to engage confidently in real triage situations during clinical rotations and throughout their future practice.

Course Rationale

Effective and accurate triage in emergency departments significantly improves patient outcomes and enhances healthcare resource utilization. As emergency medicine is a new and emerging concept in Pakistan, this booklet's curriculum has been designed to empower future doctors with essential triage skills.

COURSE DURATION & AUDIENCE

The course duration is four hours, and the target audience is undergraduate medical, nursing and allied health sciences students in the clinical year.

Course Outcomes

The outcome of this course will be the underlying vision & mission of UHS. To equip students with practical skills to

- Identify children and adults who require urgent care
- Perform a structure triage using standardized assessment tools.
- Undergraduate medical students will gain a comprehensive understanding of the principles and practices of emergency triage.
- Initiate basic life-saving treatment for emergency signs before referral or advanced care
- Learners will be equipped with practical skills in conducting a rapid primary survey using the ABCDE .
- They will be competent in completing standardized triage documentation, applying infection control protocols during patient assessment, and using personal protective equipment effectively..
- The course will prepare students to participate confidently and safely in emergency triage situations during their clinical training and future professional practice.

Learning Objectives

By the end of this course, the learner will be able to

1. Define Emergency Triage.
2. Understand the principles and importance of triage in emergency
3. Recognize emergency and priority signs using a systematic approach
4. Categorize patients as Emergency, Priority, or Non-Urgent.
5. Critically review First Look and Rapid Assessment (ABCDE)
6. Learn Triage Documentation and Infection Control
7. Initiate basic life-saving treatments including airway management, oxygen, fluids and glucose
8. Communicate effectively during triage and refer patients accordingly

Curriculum Modules

Module 1: Introduction to Triage & ETAT

- Principles of triage: purpose and goals
- Overview of the ETAT framework
- Safety, ethics, and communication during triage
- Define emergency triage

Method: Interactive lecture + video case discussion

Module 2: Emergency and Priority Signs

2 A

Emergency Signs ("ABCD" approach)

A; Airway and

B: Breathing, obstruction, severe respiratory distress

C: Circulatory failure: cold extremities, weak pulse, capillary refill

D: Disability / convulsions

E; Exposure

Priority sign

- 3TPR-MOB
Tiny baby (<2 MONTHS) temperature abnormal, trauma, pallor, poisoning, pain, respiratory distress, malnutrition, edema, burns

2 B

Critical First Look and Rapid Assessment (ABCDE)

- Conduct a 'critical first look' to swiftly identify critically ill patients upon arrival.
- Perform a primary survey using the ABCDE (Airway, breathing, circulation failure, dehydration, disability, exposure) assessment approach.
- Spot signs of critical instability and respond appropriately according to triage protocols.

Method:

Case-Based small groups & recognition drills using simulated patients/photos/videos

Module 3: Triage Flow and Classification

- Triage flowchart
- How to categorize and tag patients
- Colour-coding system (Red, Yellow, Green, Black)

Method: Triage exercises with cards or simulation actors

Module 4: Immediate Emergency Treatments

- Airway positioning, suctioning, and oxygen delivery
- IV/IO access and fluid bolus (with caution in malnutrition)
- Seizure management (e.g., diazepam, positioning)
- Hypoglycemia management (glucose bolus)

Method: Hands-on skills stations with mannequins and models

Module 5: Communication, Handover, and Documentation

Triage documentation

Communication with caregivers in stressful situations

Method: Role-play scenarios and peer feedback

Module 6: Simulation and Assessment

- Full triage drills with student team
- Mix of adult, pediatric, trauma, and infectious cases
- Rapid identification and response under time limits

Method: Simulation with debriefing

Assessment: OSCE + MCQ

SESSION PLAN (4 HOURS)

Topic	Teaching method	Assessment	Time
Module 1: Introduction to Triage & ETAT	Welcome, orientation, objectives overview, interactive Lecture	20 MCQS (pre-test)	30minutrs
Emergency and Priority Signs	Case-Based small groups & recognition drills using simulated patients/photos/videos	A short discussion on real-life experiences	60 minutes
Triage Flow and Classification	Triage exercises with cards or simulation actors	flowchart handout	30 minutes
Immediate Emergency Treatments	Hands-on skills stations with mannequins and models	Peer demonstration Group work	60 minutes
Communication, Handover, and Documentation	Role-play scenarios and peer feedback	Fill the sample triage sheet	30 minutes
Simulation and Assessment	Simulation with debriefing	20 mcqs post test	30 minutes

Assessment

- Formative: Direct observation during skills and drills
- Summative: OSCE station + MCQ (15-20 items)

Assessment policy

Passing marks will be 70% for posttest on Skills stations. Students from 69% -60% will be given a chance to reappear for posttest and skill test on the same day .Less than 60% will reappear with next batch .All courses held at different institution will be monitored for quality assurance.

References/Reading Material

- i. THE CANADIAN TRIAGE AND ACUITY SCALE Combined Adult/ Paediatric Educational Program PARTICIPANT'S MANUAL.
- ii. WHO ETAT Manual (2005 , updated 2016)

