



▼ Prescription 🔍 📄 📄 📄

**Dr. Roger Lamont** 2041  
**2 Cremorne St, Pharmville,**  
**Victoria, 3052,**  
**Ph: 78445840**  
 Prescriber no. **XX89932**

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Patient's Medicare no. **2894 2945 KQ 1**  
 Pharmaceutical benefits entitlement no.


Safety Net entitlement cardholder (cross relevant box)  Concessional or dependant RPBS beneficiary or Safety Net concession cardholder

Patient's name **Chyou Li**  
 Address **97 Chester St, Pharmville, Victoria 3052**  
 Date **29 06 2016**  
 PBS X  RPBS  Brand substitution not permitted

**QVAR 100 INHALER 200 DOSE 100mg Inh (IA)**  
**1 bd** QTY: 1 RPT: 0

**LUVOX 50mg Tab (SM)**  
**1 n for 1 week, then 2 n** QTY: 30 RPT: 0

Doctor to sign original and duplicate

Turn over for privacy note  




x0



x0





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## What is MyDispense?

MyDispense is a simulated learning and teaching environment that is designed to help students develop their skills and competency in dispensing medicinal products systematically, safely and accurately at a level of detail and difficulty corresponding to their knowledge and experience. It simulates the decision-making environment within which dispensing occurs, without reminders and prompts and with the opportunity for students to learn by making mistakes in a safe and secure learning environment. For an instructor, MyDispense is a framework allowing you to create a broad range of exercises and assessments from the simplest to the most demanding. The administrative interface is simple to use while giving you the control and flexibility to create challenging scenarios that best support your curriculum.

## Who is this guide for?

This guide is a comprehensive guide on how to create dispense exercises in MyDispense. This guide assumes that the reader has previous experience in creating Exercises in MyDispense.

## How should I use this guide?

You can either read the whole thing from beginning to end (but who does that with user guides?) or you can skim over the introductory sections to get a feel for how dispense exercises work, and then delve into the detail when you need it.

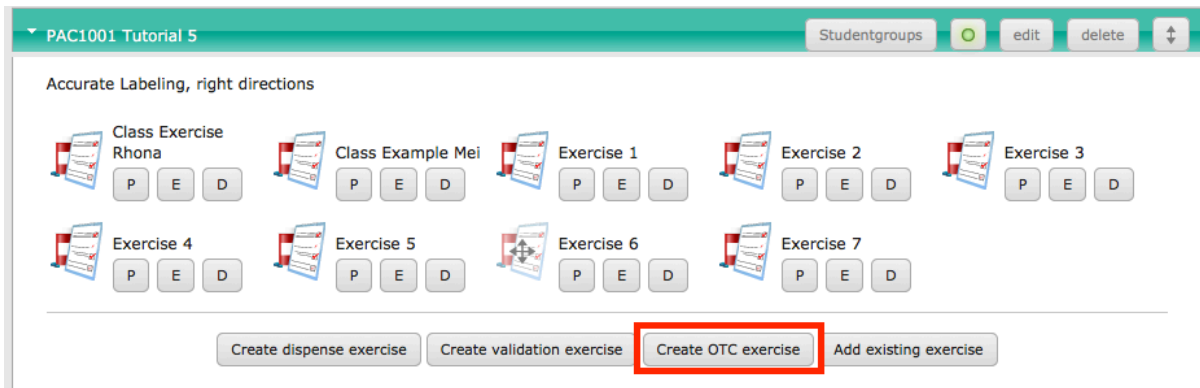
This guide has been designed to support the latter option.

You will find sections, titled in **orange**, which deal with specific and common tasks in MyDispense; hopefully these sections will get you where you need to be. If you need more detail, there will always be a more in depth description available.

## Dispense exercise designer

### Create a new dispense exercise

From the unit tutorial screen, click on the Create dispense exercise button at the bottom of the tutorial list.



This opens the Dispense exercise designer.

## The Exercise Designer screen

The Edit Exercise panel allows you to change all of the data and settings for the exercise.

The screenshot displays the MyDispense interface for creating an exercise. The main content area is divided into three panels:

- Exercise options:** Contains fields for Exercise name, Exercise introduction, Student notes feedback, and a section for Prescription (including Prescription Type and Doctor (PBS) options).
- Exercise Attachments:** A section for managing attachments to the exercise.
- Exercise Keywords:** A section for entering keywords.
- Exercise Options:** A section for configuring exercise options like 'Label only exercise' and 'Hide prescription in shopfront'.
- Prescription:** A section for selecting a prescriber and patient.
- Prescription preview:** A preview of the prescription as it will appear to the student, including fields for Prescriber no., Patient's name, and Date.

At the bottom of the screen, there are buttons for 'Review', 'Save', and 'Update preview'.

The Review panel will alert you if there is anything missing from the exercise, or if you have invalid data.

The Prescription Preview panel shows you the prescription as it will look to the student in the exercise.

## Creating your exercise

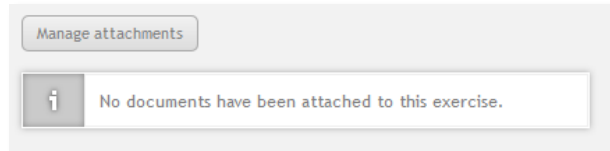
### STEP 1 - Set up the exercise options

<p>1. Add the exercise name. This is the name that will appear to students on the MyDispense dashboard.</p>	<p>Exercise name: (appears on student dashboard)</p> <input type="text" value="Enter exercise name"/>
<p>2. Enter the exercise description. This text only appears in admin screens and allows users to more easily find exercises.</p>	<p>Exercise description (appears on administration screens)</p> <input type="text" value="Enter description here"/>
<p>3. The introduction text appears to students when they enter the exercise. Use this text to set the scene for the exercise. This is a required field, so at a minimum you should enter something like “Mr X would like you to dispense the medicine on his prescription”.</p>	<p>Exercise introduction (appears on intro screen)</p> <input type="text" value="This patient presents with a prescription for her son. Dispense the medicines in accordance with good dispensing practice."/>
<p>4. You can add optional keywords to an exercise, such as “diabetes”, “dose change” etc. Keywords make it easier to search for exercises.</p>	<input type="text"/> <input type="button" value="child"/> <input type="button" value="antibiotic"/> <input type="button" value="illegal prescription"/>
<p>5. Use the checkboxes to configure the exercise options, which are:</p> <p><i>Label only exercise</i> – this is an exercise that only goes as far as the printing of a label. It is often used for novice students.</p> <p><i>Cannot be reset by student</i> – normally students are able to reset an exercise after completion so that they can try again. Checking this box prevents them from doing this for the current exercise</p> <p><i>Hide prescription in shopfront</i> – check this box if you want to create an emergency supply exercise where the patient does not have a prescription.</p>	<input type="checkbox"/> Label only exercise <input type="checkbox"/> Cannot be reset by student <input type="checkbox"/> Hide prescription in shopfront
<p>6. Select the date management method.</p> <p>You can choose to set the date manually or allow the date to be set automatically.</p> <p>A manual date allows a specific timeframe to be set for an exercise; an</p>	<input checked="" type="radio"/> Automatic date <input type="radio"/> Manual date

automatic date is set when the student starts an exercise.  
All dates in an exercise are set as the number of days + or - from the exercise date.

See the section on managing dates for more information.

7. The *Manage Attachments* button allows you to attach supplementary files to the exercise. This feature will be covered in a later section.

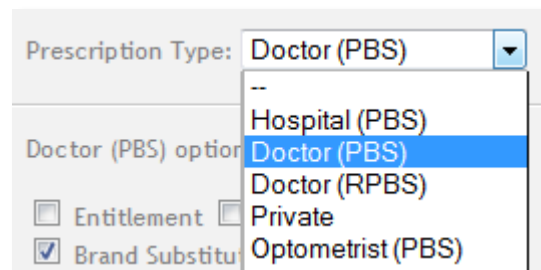


## STEP 2 - Create the prescription

The prescription is at the heart of every MyDispense exercise. It identifies all of the key components within the exercise, such as medicine, patient, prescriber etc. Even emergency supply exercises have a prescription, which is hidden from the students.

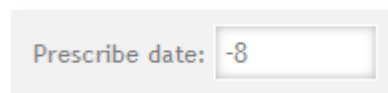
1. Select the appropriate prescription type from the drop down list (see the appendix for a list of supported prescription types).

The prescription preview panel will display the type of prescription you selected.



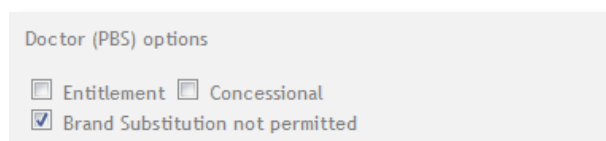
2. Set the prescription date offset.

The date on the prescription will be calculated with the offset you enter into this field. For example -5 will subtract five days from the date.



3. Set the prescription specific options.

The allowable options for the chosen type of prescription will be displayed beneath the prescription type.





4. Select a handwriting font.

This is optional and is used for prescriptions that need to be handwritten.

Select a handwriting font to use on this prescription from the drop down box below.

--

5. Select the prescriber.

Once a prescriber has been selected, their details are shown in the prescription panel.

Select Prescriber

**Name:** Dr. Darshan Aman  
**Qualifications:** M.B.B.S.  
**Speciality:** General Practitioner  
**Type:** General Practitioner  
**Prescriber number:** VG29565

Pharmville Medical Centre  
 18 Thanet St Pharmville, Victoria 3052

You can search for prescribers by first and last name.

If you are looking for a specific type of prescriber you can sort the list by the prescriber's speciality.

Select prescriber for prescription

Select a prescriber from the table below.

Name:  Suburb:  Prescriber type: --

	First name	Last name ▲	Prescriber No.	Type	Medical Centre	Suburb	State
Select	Amrita	Aman	AX14938	General Practitioner	Pharmville Medical ...	Pharmville	Victoria
Select	Darshan	Aman	VG29565	General Practitioner	Pharmville Medical ...	Pharmville	Victoria
Select	Anita	Aman	JW9222	General Practitioner	Pharmville Medical ...	Pharmville	VIC

6. Select a patient to add to the prescription.

Once a patient has been selected their details are shown in the prescription panel.

Select Patient

Yamoussa Al-hasani  
 Gender: male Age: 9 years old  
 Weight: Ethnicity: Arabic

Medicare number: 7324 5941 PF 2  
 Concession type: Health Care Card  
 Concession number: 17 ZB 634125 JV  
 Smoking status: non-smoker

Allergies  
 Penicillin

7. You can search for patients using firstname, lastname, gender and age.

Select a patient from the table below to add to your prescription.

Name:  Gender: --  Age: --

	First name	Last name <input type="button" value="v"/>	Age	Gender	Street address	Concession	Medicare No.
<input type="button" value="Select"/>	Futsum	Abaalom	47	male	10 Marloo St	Health Care Card	8613 8372 TV 4
<input type="button" value="Select"/>	Fre-weini	Abaalom	47	female	10 Marloo St	Health Care Card	6945 4892 XJ 3

8. Select an image for your patient. This is the image that will appear in the pharmacy 'shop front' at the dispensary counter.

Some patients, such as our Pharmville characters, have a locked image that can not be changed.

Filter images  
Gender: Male

9. Add patient notes and feedback if required.

The patient notes displayed in the dispensing application can be 'pre-loaded' using this feature.

Student notes feedback

10. Add dispensing records if required.

11. Add a medication to the prescription.

12. You can search for medications by generic and brand name. Results can be filtered by location (shelf, fridge, safe), controlled-drug status and drug form.

There are just over 1000 drugs in the MyDispense database including over 40 controlled drugs. Most drugs are on the shelf and over 50 drugs are in the refrigerator.

Name:  Type: Brand and Generic  S8: --   
Location: --  Form: --

	Brand name <input type="button" value="v"/>	Generic alternative	B/G	Strength	Form	Location	Pack
<input type="button" value="Select"/>	ABBOCILLIN VK	Penicillin V	B	250mg	Tablet	Shelves	25
<input type="button" value="Select"/>	ABBOCILLIN VK FILM	Penicillin V	B	500mg	Tablet	Shelves	30

13. Fill in the fields on the *New medication for prescription* form (see below)

The *Select Medication* button allows you to select an alternative drug from the database.

Details of the selected medication

Enter the directions as they would appear on the **prescription**. Use normal prescriber shorthand and sig codes.

Enter the directions as they would appear on the **dispensing label**. Use accepted standards for labelling medicines.

The text you type here will appear on the 'ideal' label shown to students in the feedback section.

This field is also shown in student feedback and allows you to expand on the wording chosen for the ideal label.

Enter the prescription quantity and repeats. (Repeats value is always 0 in this version of MyDispense).

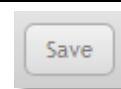
Select any required ancillary labels for this medication. Use the feedback box to explain why the chosen labels are necessary.

The screenshot shows a web form titled "New medication for prescription" with a help icon. The form is divided into several sections:

- Select medication:** A button labeled "Select medication".
- Medication details:** Displays "DIAMOX 250mg Tab Brand product", "Schedule: 4", "Location: Shelves", and "Pack size: 100".
- Directions on prescription:** A text input field.
- Ideal label directions:** A text input field.
- Label directions Feedback:** A section containing a "Copy ideal directions" button and a text input field for feedback.
- Quantity and Repeats:** Two input fields, with "Quantity" set to "30" and "Repeats" set to "0".
- Ancillaries:** A section with a "Select ancillaries" button and an "Ancillaries feedback:" text input field.

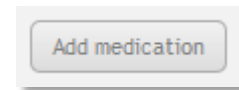
At the bottom of the form are "Save" and "Cancel" buttons. Orange arrows from the text boxes on the left point to the corresponding fields in the form.

14. Click the Save button on the new medication for prescription panel to save the medicine data.



15. Repeat the above process if you wish to add more medicines to the prescription.

Note that some prescription types will not allow multiple items and that the maximum number of dispensable items on a prescription is three.



16. This is all you need to do to make a simple exercise.

To complete the exercise click on the review button at the bottom of the Exercise review panel.



17. Fix any issues.

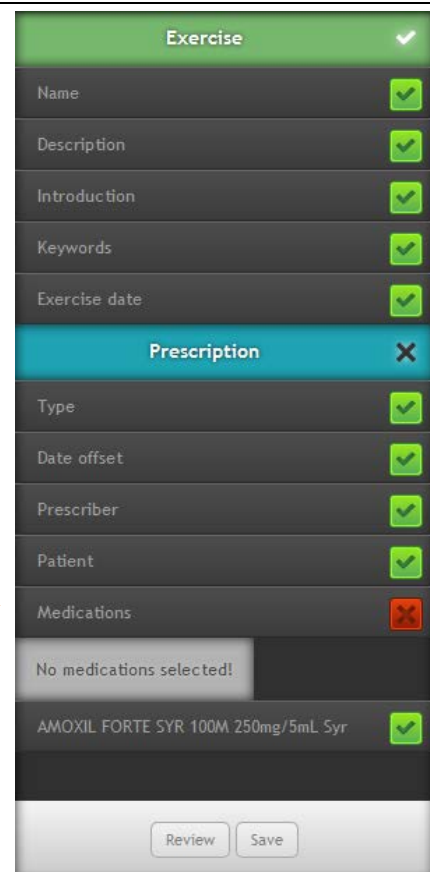
The Exercise review panel will show any problems with the exercise when you click the Review or Save buttons.

If you see a red cross it means that information is missing or incorrect.

Clicking on the red cross will give you more detail on the problem allowing you to fix it.

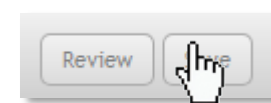
In the example here the instructor neglected to add a medication to the prescription.

Clicking on the green ticks will also give you some more information about that particular element.



18. When you are happy with the status of the review panel, click on the save button.

You will be taken back to the tutorial manager screen and your new exercise will be there for you to preview.



## More complex exercises

Simple exercises are just the beginning of what you can do in MyDispense. The following sections show you how to create more challenging scenarios for your learners.

### Patient and prescriber Fact finding

Patient and prescriber fact finding is a feature in MyDispense that allows students to gather information from the patient or prescriber in order to make informed decisions. It is **not** intended to teach students communication skills. For that reason we did not design a conversation style interaction, instead there is a fixed list of topics that can be discussed with the patient or prescriber. Every patient or prescriber interaction has the same list of topics, only the answers change.

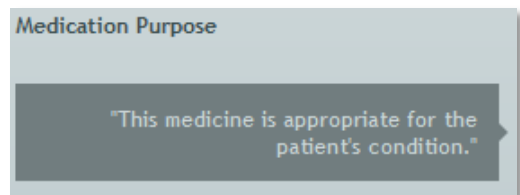
The **Patient Fact Finding** list of topics is:

1. Age
2. Alcohol Consumption
3. Allergies: (medication/other)
4. Breastfeeding
5. Have they taken this medicine before?
6. Hospital admission
7. Illicit drug use
8. Other medications
9. Pension/Entitlement/Medicare Number
10. Pregnant
11. Smoking Status
12. Symptoms
13. Weight of patient
14. What is the medication for?



The **Prescriber Fact Finding** list of topics is:

1. Medication Purpose
2. Dosing query (too high/low)
3. Interaction
4. Patient allergic to drug/group
5. Controlled Drug/Not defined
6. Unsigned script/Other paperwork issue
7. Doctor's plan of action, eg review
8. Potential fraudulent script

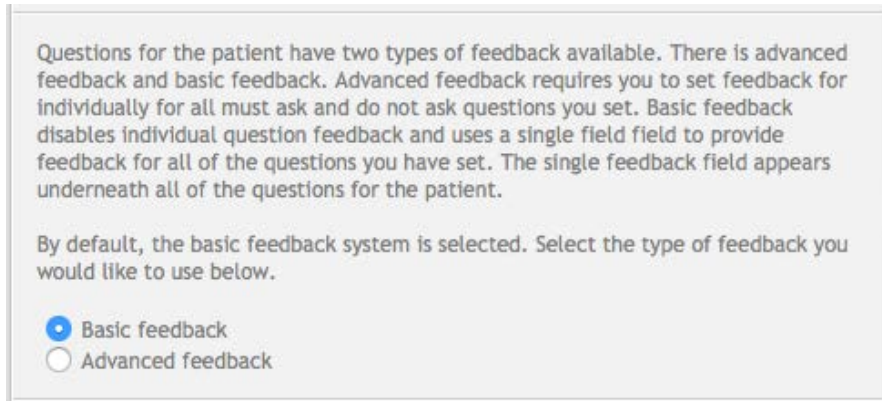


You may also define your own custom topics and answers as custom questions.

Patient and Prescriber fact finding have two options for feedback, basic and advanced. Basic fact finding feedback requires that feedback for the predefined and custom questions be entered in a single text field underneath all of the questions. Advanced feedback uses a separate field for each

question, which is accessible when editing the question. Note that when using advanced feedback, Can Ask questions do not require feedback.

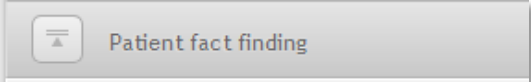
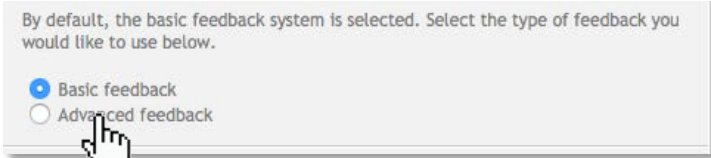
The feedback options allow exercise designers to manage the feedback for questions how they see fit. If basic feedback is selected, individual feedback cannot be set per question.



Completing predefined patient fact finding topics is optional, nor do all topics need to be defined. If a topic is not defined, it will still appear in the list of questions that the student can ask, but a random response (for example: “Huh?”, “I don’t know”) will be given instead. Thus only questions that an educator want students to ask need to be defined.

### How to add patient fact finding to your exercise

To add patient fact finding do the following:

1.	Open the Patient fact finding panel.	
2.	Select feedback type	

3. Click on the Add response button to create the patient's answers for that topic.

You do not need to define all of the topics.

Age	Not defined	--	Add response
Alcohol Consumption	Not defined	--	Add response
Allergies: (medication/other)	Not defined	--	Add response
Breastfeeding	Not defined	--	Add response
Have they taken this medicine before?	Not defined	--	Add response
Hospital admission	Not defined	--	Add response
Illicit drug use	Not defined	--	Add response
Other medications	Not defined	--	Add response
Pension/Entitlement/Medicare Number	Not defined	--	Add response
Pregnant	Not defined	--	Add response
Smoking Status	Not defined	--	Add response
Symptoms	Not defined	--	Add response
Weight of patient	Not defined	--	Add response
What is the medication for?	Not defined	--	Add response

4. Fill in the form for each response as shown in the example below.

## Filling in patient responses

Set the question priority here.

*Must ask* questions are those that the student needs to ask in the given situation.

*Can ask* questions do no harm, but will probably not give any useful information in the given scenario.

*Do not ask* questions are those that may be inappropriate, such as asking a man if he is pregnant.

Must Ask  
Can Ask  
Do Not Ask

You can choose to add the default answer for a question by clicking this button.

You can browse all of the answers that have been given in the past for this question by clicking this button.

Add response for Age

You ask about the age of the patient

Default responses:

Insert "I'd prefer not to say."

Browse all responses

Add a new response:

Question priority: Must Ask

Feedback (appears on exercise feedback screen)

Browse all feedback

Customise question (optional)

Using the field below you can customise the question text. Otherwise the following will appear: You ask about the age of the patient

Save Cancel

Browse Age responses

Below is a list of responses previously used in exercises. You may select one of the responses below and it will be copied into your new response.

Response	Select response
I am 81, and feeling every minute of it today!	Select response
I'm 45	Select response
I'm 70 years old dear	Select response
I'm 80 years old.	Select response

Page 1 of 1

Viewing Rows 1-4 of 4

Cancel

You can choose feedback from all the feedback that has been entered in the past by clicking this button.

Enter your own feedback for the question/response into this box.

Feedback is not required for Can Ask Questions.

This field will not appear if basic feedback has been selected.

Alternatively, you can add your own response to the question by entering it into this box.

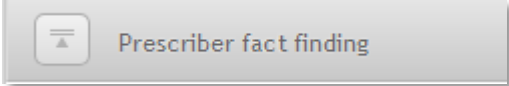
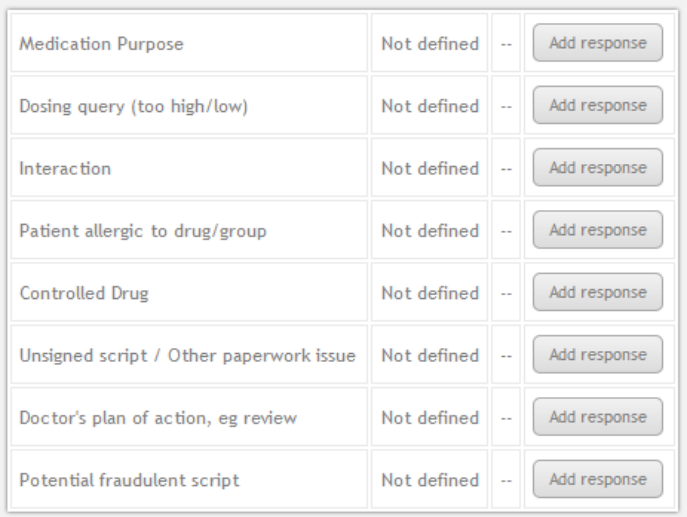
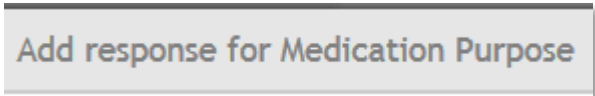

Enter your own question in this box. The question will default to a predefined value, but you can overwrite it here.



5. Click on the save button to save that response.	
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## How to add prescriber fact finding to your exercise

To add prescriber fact finding do the following:

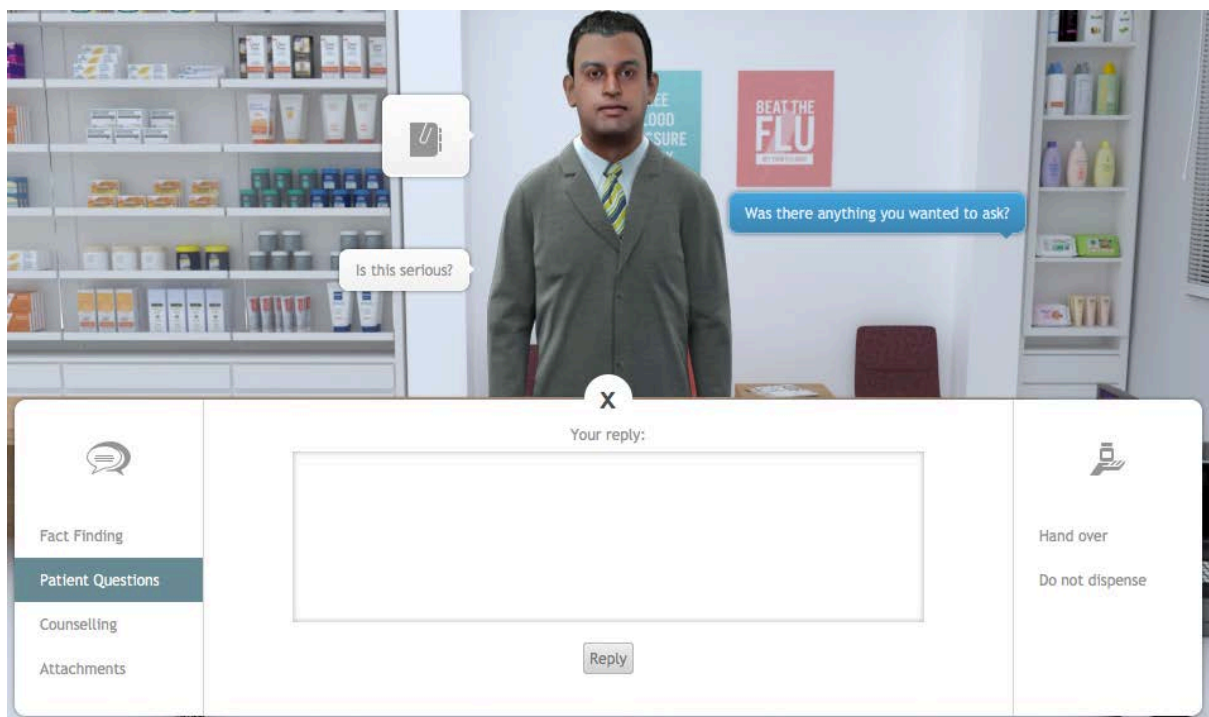
1. Open the Prescriber fact finding panel.	
2. Select feedback type	<p>By default, the basic feedback system is selected. Select the type of feedback you would like to use below.</p> <p> <input checked="" type="radio"/> Basic feedback  <input type="radio"/> Advanced feedback         </p>
<p>3. The fact finding configuration panel will appear.</p> <p>Each item for discussion requires you to enter the answer from the prescriber.</p> <p>Click on the Add response button for each topic to create the prescriber's answers for that topic.</p>	
4. Fill in the form for each response as shown in the patient fact finding example on page 16.	
5. Click on the save button to save that response.	
<p>6. Choose whether you want to use prescriber grumpiness.</p> <p>Sometimes a prescriber will not take kindly to being called several times by the pharmacist. You can enable grumpy prescriber mode and set the number of calls that</p>	<p><input checked="" type="checkbox"/> Enable prescriber grumpiness</p> <p>Enter in the box below the number of times the prescriber can be called before they will not answer any more questions from the pharmacist. 0 indicates that there is no limit on the number of calls the prescriber can make, the prescriber will always answer.</p> <p>Call limit <input type="text" value="0"/> (0 = unlimited, 4 = maximum)</p>

the prescriber will take before they refuse to answer any more.	
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## Patient questions

Patient questions are questions the student may prompt the patient to ask on the exercise hand over screen. Student answers to these questions are recorded and shown in the feedback screen alongside instructor feedback for the question.

Patient questions can be set to be asked before selecting medications / after selecting medications or anything during an exercise. If a question is set to only be available before the student selects medications then that question will not be displayed after the student selects medications and vice versa for questions available only after medication selection.



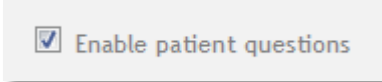
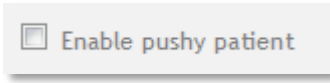
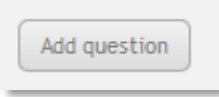
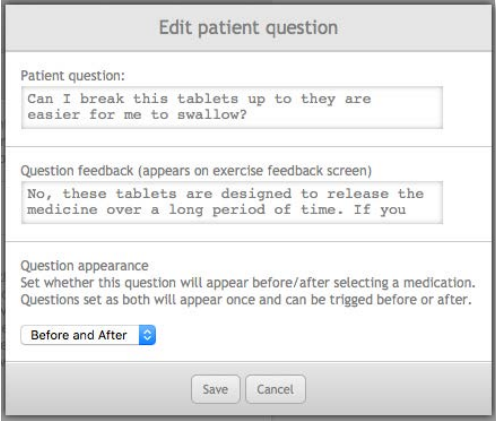
It is possible to enable a 'pushy patient' option. A pushy patient will tell the student that they have questions if the student attempts to handover without having prompted patient questions. The student will then choose to answer questions or continue with the handover.

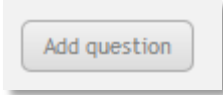
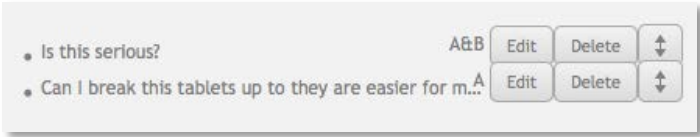


## How to add patient questions to your exercise

To add patient questions, open the Patient questions panel:



1.	Click on the check box to enable patient questions.	
2.	You can enable the pushy patient option at this time or choose to do it later if you wish.	
3.	To add questions, click on the Add question button	
4.	<p>Fill in the text boxes for the patient's question and also the ideal answer that should be given to the patient.</p> <p>This answer will appear in the feedback section for the exercise.</p> <p>Select when the patient will ask this question. Before, After or before and after.</p>	

5.	Click on the Add question button if you want to add more questions.	
6.	<p>Your questions will appear in the Patient questions panel.</p> <p>You can move questions up and down the order by using the arrow buttons.</p>	

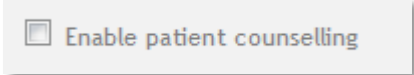
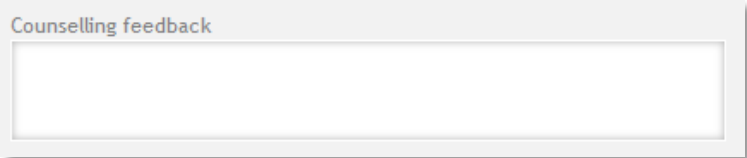
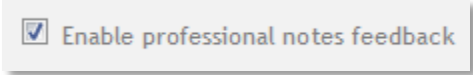
## Counselling and handover

You can require that your students provide counselling to the patient during the handover phase of the exercise. You are also able to provide feedback on the professional notes that students make during the dispensing process.

### How to add patient counselling to your exercise

To add Patient counselling, open the Counselling and handover panel:



1.	To enable patient counselling, check the Enable patient counselling checkbox.	
2.	Enter the ideal counselling points into the Counselling feedback text box.  This text will appear in the counselling section of the feedback screen for the exercise.	
3.	You can also choose to provide feedback on professional notes that students take during the dispensing process.  The student's notes will appear in the feedback screen alongside your feedback.	

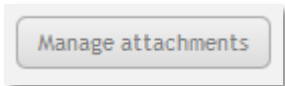
## Additional information

You can add files to your exercise to give students more information, such as laboratory test results, patient discharge letters, GP letters etc. In fact, any file that can be saved in PDF format can be attached to an exercise.

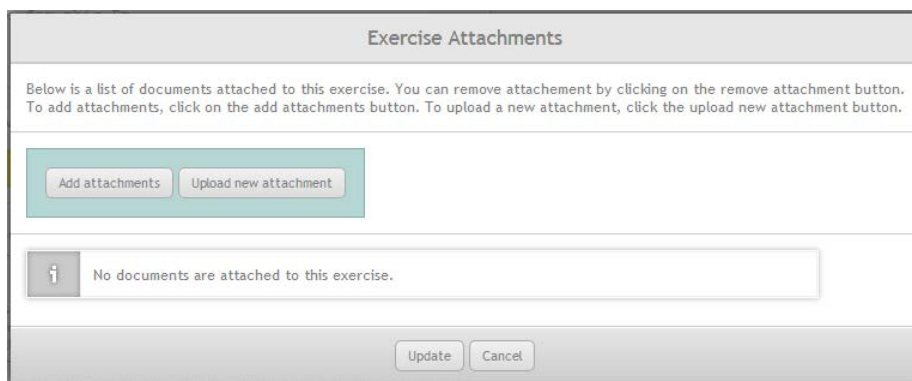
You can attach up to 5 files to an exercise and each file must be no more than 20 MB. Please try to make sure that your attachments are as small as possible since large files will slow down the performance of MyDispense.

## How to add attached files to your exercise

To attach a file - click on the Manage attachments button.

A rectangular button with rounded corners and a light grey background, containing the text "Manage attachments" in a dark grey font.

The Exercise attachments panel will appear:

A screenshot of the "Exercise Attachments" panel. The panel has a title bar at the top. Below the title bar is a text area with instructions: "Below is a list of documents attached to this exercise. You can remove attachment by clicking on the remove attachment button. To add attachments, click on the add attachments button. To upload a new attachment, click the upload new attachment button." Below this text are two buttons: "Add attachments" and "Upload new attachment". Below the buttons is a text area with an information icon and the text "No documents are attached to this exercise." At the bottom of the panel are two buttons: "Update" and "Cancel".

You can either add an attachment that is already in the MyDispense repository, or upload a new attachment from your computer.

## Managing dates

Dates in MyDispense are calculated relative to the date that a student undertakes an exercise (the exercise date).

By default the date on a prescription will be set to the exercise date. If you want to change the prescription date, for example, make the date on a prescription three days before the exercise date, you simply enter -3 to the date field in the prescription.

It is also possible to add relative dates to other elements of the exercise, such as patient notes, by adding a simple code in the format: [d]-x[/d]

If, for example, you wanted to add a patient note dated 14 days before the exercise date you could type "Patient has nut allergy KS [d]-14[/d]".

## Adding errors into exercises

The ability to add errors into exercises is a powerful feature that is new to version 4 of MyDispense.

Errors can take almost any form, and you can be quite creative in this respect. For example:

- You can introduce an error into the prescription, such as missing information or a dose problem.
- You can create a scenario where the prescription or medicine has expired.
- You can create a medication history for the patient that means the medicine on their current prescription will cause an interaction.
- There may be a potential interaction between the medicine on the prescription and something the patient is already taking, which can only be determined via patient fact finding or patient questions.
- You could create a situation where the patient's medicine history leads the pharmacist to suspect that they are abusing their medication.

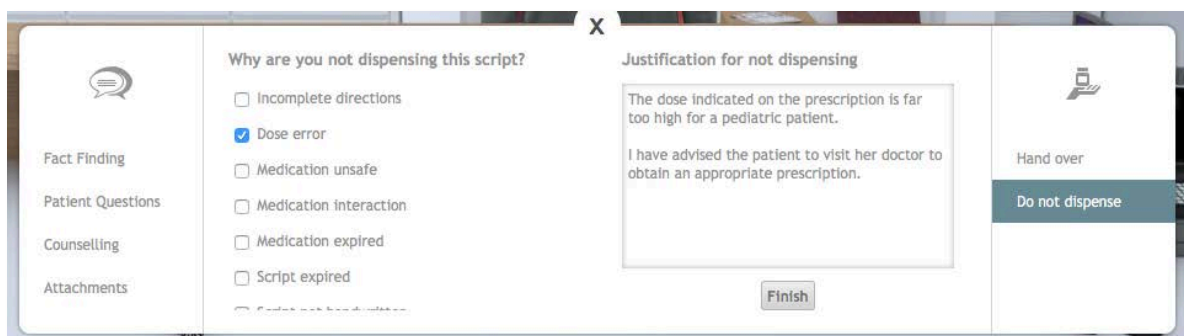
The above scenarios are just an example of the kind of challenges you can make for your students by enabling the errors feature in MyDispense.

Adding errors can add complexity to the design of your exercise, so it is important to understand how the process works.

When you enable errors in an exercise you are giving your students the challenge of deciding whether or not they should dispense the prescribed medicine in the given circumstances. To facilitate this decision making, exercises with errors have three possible outcomes:

- The student should dispense the prescription
- The student should not dispense the prescription
- It is feasible to either dispense or not dispense the prescription at the student's discretion.

If a student chooses not to dispense, then they are required to give reasons for this. At the handover point in the exercise, students are required to check an appropriate box and also provide some text that supports their decision:



The screenshot shows a software interface for a pharmacist exercise. On the left is a sidebar with navigation options: Fact Finding, Patient Questions, Counselling, and Attachments. The main area is divided into three sections. The first section, titled 'Why are you not dispensing this script?', contains a list of reasons with checkboxes: Incomplete directions, Dose error (checked), Medication unsafe, Medication interaction, Medication expired, Script expired, and Safety not justified. The second section, titled 'Justification for not dispensing', contains a text box with the text: 'The dose indicated on the prescription is far too high for a pediatric patient. I have advised the patient to visit her doctor to obtain an appropriate prescription.' Below this text box is a 'Finish' button. The third section on the right contains a 'Hand over' button and a 'Do not dispense' button, which is highlighted in a darker shade.

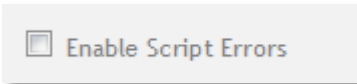
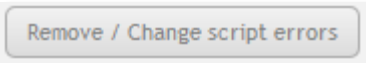
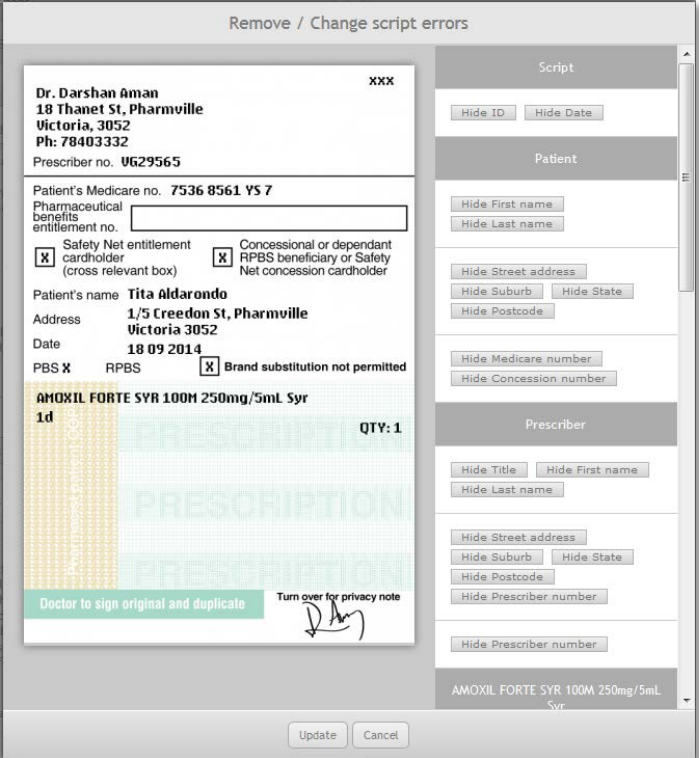

Two examples are given below to illustrate how to incorporate errors into exercises, the first example uses a script error, the second is more subtle and depends on the student finding out that the patient is pregnant.

## How to add errors to your exercise – script error example

### Example 1 – script error

To enable errors, open the Errors panel and check the box “Enable exercise errors”:



1.	Because we are adding a script error in this example, click on the Enable script errors checkbox.	
2.	Click on the Remove/Change scrip errors button.	
3.	The remove/change script errors panel appears.	 <p>The screenshot shows a window titled 'Remove / Change script errors'. On the left, it displays prescriber information for Dr. Darshan Aman and patient information for Tita Aldarondo. The medication listed is AMOXIL FORTE SYR 100M 250mg/5mL Syr, 1d, with a quantity of 1. On the right, there are sections for 'Script', 'Patient', and 'Prescriber', each with 'Hide' buttons for various fields like ID, name, address, and Medicare number. At the bottom, there are 'Update' and 'Cancel' buttons.</p>
4.	In this example we are going to make an overdose by swapping the correct medication (for a child) with an adult dose and form.	 <p>The screenshot shows a prescription for PANAMAX ELIXIR 120mg/5mL Elix, 1 qds for pain, with a quantity of 1. The background features a repeating pattern of the word 'PRESCRIPTION'.</p>



In setting up this exercise we already entered the correct medication and directions when we set up the prescription. We now need to alter the prescription that the students will see during the exercise.

5. Scroll down to the section titled Alter medication

6. Click on the Select replacement medication button

7. The select replacement medication panel appears. Use the search and filter tools to find an appropriate medication. In this example we are swapping Panamax 120mg/5ml elixir for Panamax 500mg tablets.

Remove / Change script errors

**Dr. Darshan Aman**  
18 Thanet St, Pharmville  
Victoria, 3052  
Ph: 78403332  
Prescriber no. U629565

Patient's Medicare no. 7536 8561 Y5 7  
Pharmaceutical benefits entitlement no.

Safety Net entitlement cardholder (cross relevant box)  Concessional or dependant RPBS beneficiary or Safety Net concession cardholder

Patient's name **Tita Aldarondo**  
Address 1/5 Creedon St, Pharmville  
Victoria 3052  
Date 18 09 2014  
PBS X RPBS  Brand substitution not permitted

**PANAMAX ELIXIR 120mg/5mL Elix**  
1 qds for pain QTY: 1

Turn over for privacy note

**Alter medication**  
Altering the medication will allow you to select a medication to replace the one currently on the script. You will then be able to select valid substitute medications other than the medication originally selected on the script.

There are no restrictions on the medication you can select to replace the one on the script. It is up to you to ensure the medication(s) selected are appropriate.

Medication on script:  
PANAMAX ELIXIR 120mg/5mL Elix

Alter Directions  
Original value: 1 qds for pain

Alter Quantity  (1)

Alter Repeats  (0)

Alter S8 quantity  (VALUE)

Select replacement medication for prescription

Select a medication from the table below.

Name:  S8 Controlled: -- Location: -- Form: --

	Generic <span style="font-size: small;">▲</span>	Brand	Strength	Form	Location
<input type="button" value="Select"/>	Codeine/Paracetamol	PANADEINE FORTE 500-30		Tablet	Shelves
<input type="button" value="Select"/>	Dextropropoxyphene & P...	DIGESIC		Tablet	Shelves
<input type="button" value="Select"/>	Dextropropoxyphene & P...	PARADEX		Tablet	Shelves
<input type="button" value="Select"/>	Paracet/Codein/Doxylam	MERSYNDOL FORTE		Tablet	Shelves
<input type="button" value="Select"/>	Paracetamol	PANAMAX	500mg	Tablet	Shelves

Notice that the Panamax 120mg/5ml elixir has now been replaced by Panamax 500mg tablets on the prescription:

The altered medication is shown in green.



PANAMAX 500mg Tab  
1 qds for pain  
QTY: 1

If we wanted to we could also alter the directions and quantity on the prescription. But since we want this to look like the prescriber has selected the wrong medication we will not alter the other prescription elements.

### Selecting the correct outcome

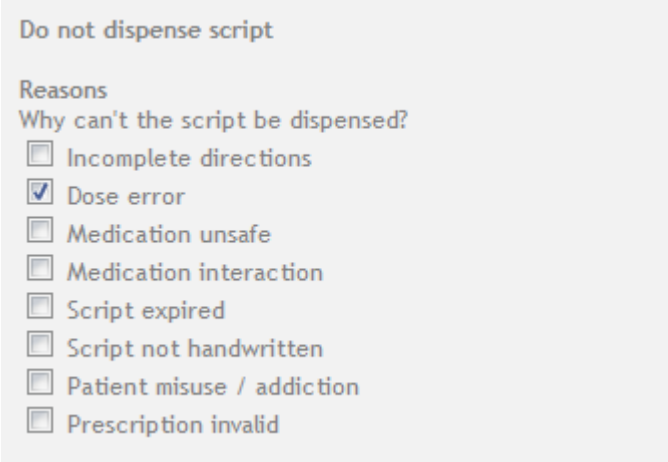
We now need to determine what the correct outcome should be in this situation. In Australia, the pharmacists should spot that the dose and form are inappropriate for a child and instruct the Patient's mother to return to the prescriber for another prescription. With this in mind we need to set the Outcome to "Do not dispense script":

Select outcome:

- Dispense script
- Do not dispense script
- Can dispense/Not Dispense

Upon selecting "Do not dispense script" you will see that several options appear in the outcome panel:

8. Select appropriate reasons for not dispensing the prescription.  
More than one reason can be selected.



Do not dispense script

Reasons  
Why can't the script be dispensed?

- Incomplete directions
- Dose error
- Medication unsafe
- Medication interaction
- Script expired
- Script not handwritten
- Patient misuse / addiction
- Prescription invalid

When you have selected the appropriate reason for not dispensing, you will need to provide feedback for the three possible student outcomes:

The screenshot shows a 'Feedback' interface with three text input fields. The first field is titled 'Correct outcome feedback (student correctly satisfied all criteria)' and contains the text: 'Well done - you chose not to dispense this prescription. You should have spotted that the dose was for an adult and the dose form was'. The second field is titled 'Correct outcome, not all criteria fulfilled feedback' and contains the same text. The third field is titled 'Wrong outcome (student dispensed script)' and contains the text: 'You should not have dispensed this medicine to a child. You should have noticed that the dose and form were for an adult. Dispensing this'. To the left of the interface are three text boxes with arrows pointing to the corresponding feedback fields. The top box explains that feedback should address the situation where the student makes the correct choice of not dispensing. The middle box explains that this option is for when you have specified that the only way to make the correct decision is by consulting another source, such as patient or prescriber fact finding, and notes that if the student makes the correct decision but has not consulted an appropriate source, they may be guessing. The bottom box explains that wrong outcome feedback should address the situation where the student incorrectly dispenses the medication, and that the feedback should outline the consequences of their decision and also possibly where they may have made the error.

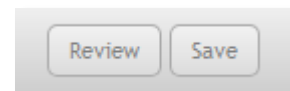
**Correct outcome** – this feedback should address the situation where the student makes the correct choice of not dispensing.

**Correct outcome** – this option is for when you have specified that the only way to make the correct decision is by consulting another source, such as patient or prescriber fact finding.

If the student makes the correct decision of not dispensing but has not consulted an appropriate source, they may be guessing (or copying from another student).

**Wrong outcome** – this feedback should address the situation where the student incorrectly dispenses the medication. You should outline the consequences of their decision and also possibly where they may have made the error.

You can now click on the review or save button. If there are any problems with your exercise they will appear in the review panel.



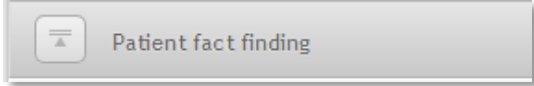


## How to add errors to your exercise – additional information example

### Example 2 – additional information

In this example we will build an exercise that at first glance seems to be straightforward but, in the patient fact finding section, the patient provides information that reveals a potential issue.

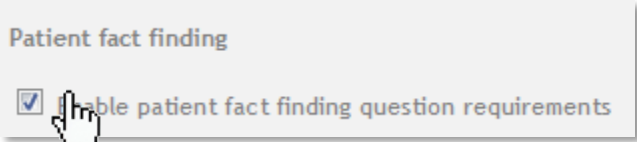

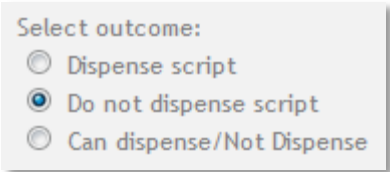
In this scenario the patient has been prescribed Minocycline 100mg Capsules for severe acne. In patient fact finding the patient reveals that there is a good chance that she is pregnant. Minocycline is contraindicated for pregnancy, so there is a clear problem dispensing this medication. Students can only discover the issue by using patient fact finding. Remember that students will receive negative feedback if they ask irrelevant or annoying questions during fact finding, so they need to be aware of the contraindication for pregnancy before they use this feature, and not use a 'scatter gun' approach to fact finding.

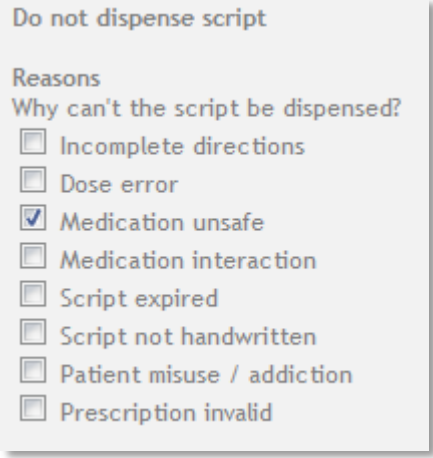
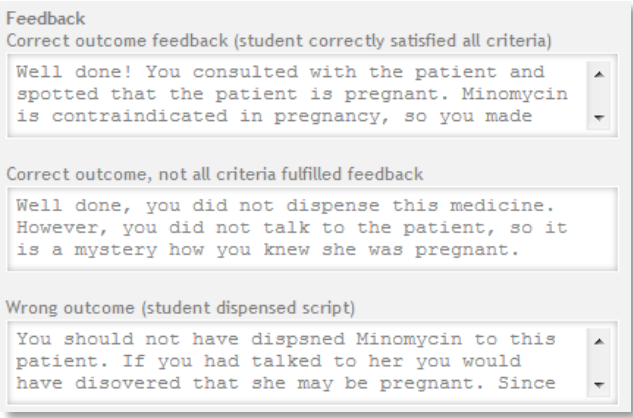
**Step 1** - Set up the exercise as described on page **Error! Bookmark not defined.**, be sure to select a female patient of child bearing age. For the medication, select **Minocycline 100mg Cap (AF) / AKAMIN 100mg Cap.**

2.	Once the basic exercise is set up we need to enable fact finding. Open the Patient fact finding panel.																														
3.	Click on the Enable patient fact finding checkbox																														
4.	<p>The fact finding configuration panel will appear.</p> <p>Complete each item for discussion as described on page 16.</p>																														
5.	<p>Your patient responses should be something like those shown in this table.</p> <p>You can decide on instructor feedback and also which questions should be can-ask must-ask and don't-ask.</p> <p>This is the key response; it needs to be 'must-ask'.</p>	<table border="1"> <tr><td>Age</td><td>"I am 25"</td></tr> <tr><td>Alcohol Consumption</td><td>"No, I don't drink."</td></tr> <tr><td>Allergies: (medication/other)</td><td>"I have no allergies"</td></tr> <tr><td>Breastfeeding</td><td>"No I am not breastfeeding."</td></tr> <tr><td>Have they taken this medicine before?</td><td>"No"</td></tr> <tr><td>Hospital admission</td><td>"No"</td></tr> <tr><td>Illicit drug use</td><td>"No, I don't use anything like that."</td></tr> <tr><td>Other medications</td><td>"I am not taking any other medication currently."</td></tr> <tr><td>Pension/Entitlement/Medicare Number</td><td>"I have left my medicare card at home sorry."</td></tr> <tr><td>Pregnant</td><td>"Actually, I think I might be pregnant. My husband and I are trying for a baby and I have missed a period. I'm quite excited about this, but did not want to say anything in case I am wrong. Is that a problem?"</td></tr> <tr><td>Smoking Status</td><td>"No, I don't smoke."</td></tr> <tr><td>Symptoms</td><td>"I have very bad acne. I find it very embarrassing."</td></tr> <tr><td>Weight of patient</td><td>"I don't actually know."</td></tr> <tr><td>What is the medication for?</td><td>"I have really bad acne."</td></tr> </table>	Age	"I am 25"	Alcohol Consumption	"No, I don't drink."	Allergies: (medication/other)	"I have no allergies"	Breastfeeding	"No I am not breastfeeding."	Have they taken this medicine before?	"No"	Hospital admission	"No"	Illicit drug use	"No, I don't use anything like that."	Other medications	"I am not taking any other medication currently."	Pension/Entitlement/Medicare Number	"I have left my medicare card at home sorry."	Pregnant	"Actually, I think I might be pregnant. My husband and I are trying for a baby and I have missed a period. I'm quite excited about this, but did not want to say anything in case I am wrong. Is that a problem?"	Smoking Status	"No, I don't smoke."	Symptoms	"I have very bad acne. I find it very embarrassing."	Weight of patient	"I don't actually know."	What is the medication for?	"I have really bad acne."	
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What is the medication for?	"I have really bad acne."																														

To enable errors, open the Errors panel and check the box “Enable exercise errors”:



<p>Because the error we have introduced is to be revealed in patient fact finding, we need to check that the student has discussed the relevant topic with the patient. To do this we need to enable additional information.</p>	
<p>Click on the Enable patient fact finding questions checkbox</p>	
<p>You can choose to specify any of the patient fact finding topics to be required for finding the error. In this case we only need to ensure that the student has asked the patient about pregnancy.</p>	
<p>We now need to decide the outcome of the exercise. Should the medication be dispensed or not? In this case it would be dangerous to dispense the medication, so choose <i>Do not dispense script</i>.</p> <p>There may be some circumstances where either outcome is acceptable. In these cases you can select the option <i>Can dispense/not dispense</i>. The feedback would need to take into consideration all of the possible factors leading to either decision.</p>	

<p>Upon choosing the option Do not dispense script, a set of possible reasons for not dispensing appears.</p> <p>Choose at least one option.</p> <p>Students will see the same list when they do the exercise if they choose not to dispense. They must also select a reason for not dispensing.</p>	 <p>The screenshot shows a dialog box titled "Do not dispense script". Under the heading "Reasons", it asks "Why can't the script be dispensed?". There are eight checkboxes: "Incomplete directions", "Dose error", "Medication unsafe" (which is checked), "Medication interaction", "Script expired", "Script not handwritten", "Patient misuse / addiction", and "Prescription invalid".</p>
<p>The final step is to enter feedback for each of the possible student outcomes:</p> <ol style="list-style-type: none"> <li>1. The student got the correct outcome and fulfilled any criteria that were set for information gathering.</li> <li>2. The student got the correct outcome, but failed to gather all of the information required.</li> <li>3. The student got the wrong outcome.</li> </ol>	 <p>The screenshot shows a "Feedback" dialog box with three sections:</p> <ul style="list-style-type: none"> <li><b>Correct outcome feedback (student correctly satisfied all criteria):</b> A text box containing "Well done! You consulted with the patient and spotted that the patient is pregnant. Minomycin is contraindicated in pregnancy, so you made".</li> <li><b>Correct outcome, not all criteria fulfilled feedback:</b> A text box containing "Well done, you did not dispense this medicine. However, you did not talk to the patient, so it is a mystery how you knew she was pregnant."</li> <li><b>Wrong outcome (student dispensed script):</b> A text box containing "You should not have dispensed Minomycin to this patient. If you had talked to her you would have discovered that she may be pregnant. Since".</li> </ul>

To complete the exercise, click on the review and save buttons in the review panel.