



Prescription Q+

Dr Usaim Yusuf Gaber
18 Thanet St
Melbourne
Victoria 3000

Prescriber no. 0P94007

Patient's Medicare no. 7159 4156 UM 8

Pharmaceutical benefits entitlement no.

Safety Net entitlement cardholder Concessional or dependant RPBS beneficiary or Safety Net concession cardholder

Patient's name Address Batel Rosenbaum
20 Marloo St Melbourne
Victoria 3000 61435716199

Date PBS RPBS Brand substitution not permitted

EUTROXSIG 100MCG TAB
1 daily

QTY:200 RPT:0

Doctor to sign original and duplicate Turn over for privacy note

27 02 2012 *U Gaber*



 x0  x0



Table of Contents

What is MyDispense?.....	4
Who is this guide for?.....	4
How should I use this guide?	4
OTC exercises explained	4
OTC exercise designer	5
Create a new OTC exercise	5
OTC exercise designer overview	5
OTC exercise options.....	6
Patient details.....	8
Patient selected medications	9
Patient communication	11
Exercise outcome.....	15

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 OTC exercises in MyDispense. This guide assumes that the reader has previous experience in creating Exercises in MyDispense. OTC Exercises are available in MyDispense version 5+.

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 OTC 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.

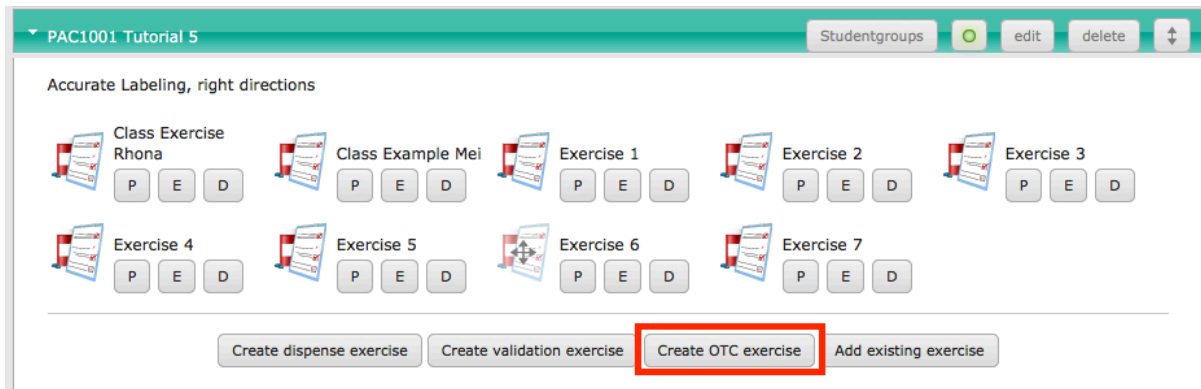
OTC exercises explained

OTC exercises are a new type of exercise introduced in MyDispense version 5. A customer will appear in the dispensary and the student must decide whether to recommend a medication for their symptoms.

OTC exercise designer

Create a new OTC exercise

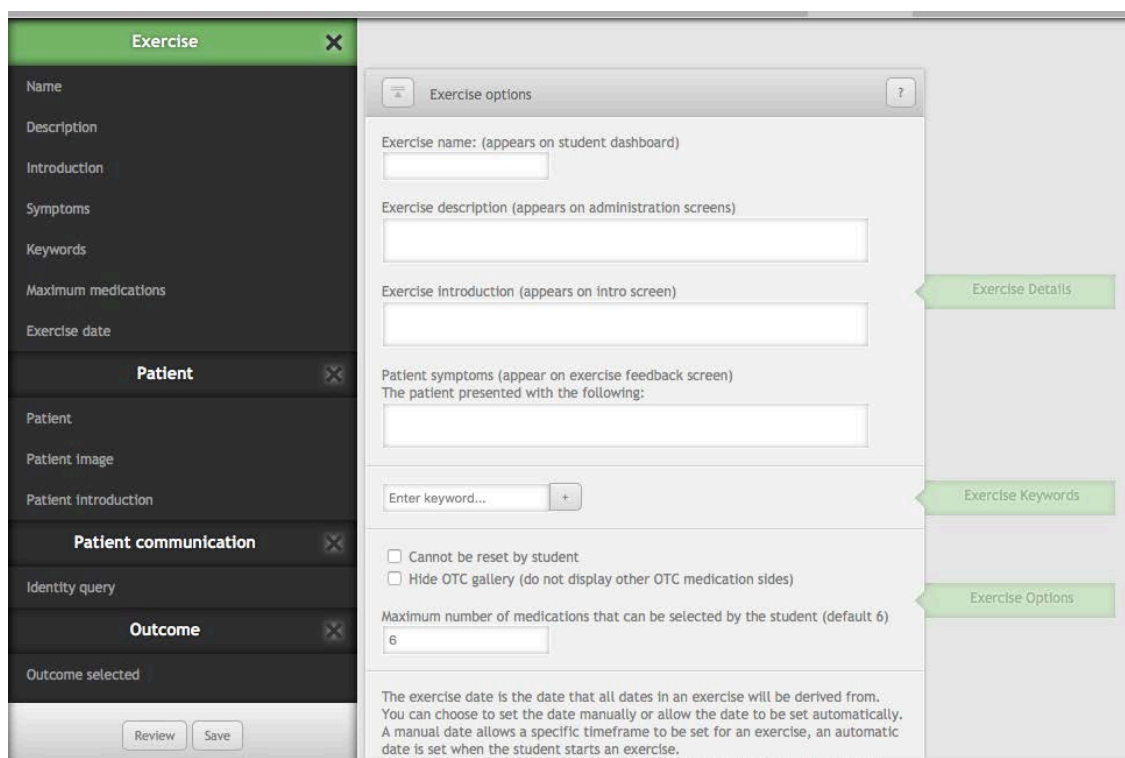
Creating a OTC exercise is similar to creating a Dispense exercise in MyDispense. From the unit tutorial screen, click on the Create OTC exercise button at the bottom of the tutorial list.



This opens the OTC exercise designer.

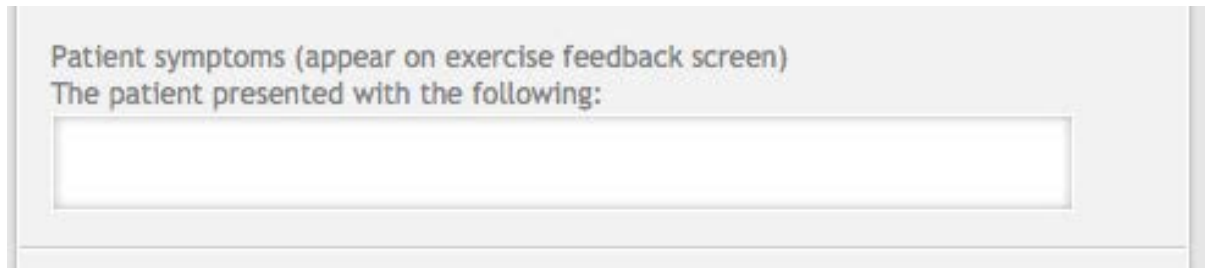
OTC exercise designer overview

The OTC exercise designer is similar to the dispense exercise designer. The left side of the screen has the review panel and the centre of the screen is where the exercise is created.



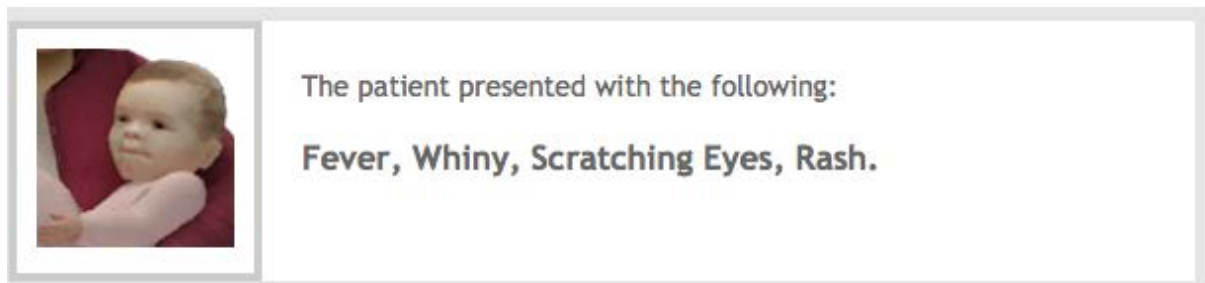
OTC exercise options


OTC exercises are similar to dispense exercises, requiring that a name, introduction, description and date be set. In addition to these is the Patient Symptoms field, Hide OTC gallery option and maximum number of medications option.



Patient symptoms (appear on exercise feedback screen)
The patient presented with the following:

The patient symptoms field is used to give a general overview of the patient's symptoms. Any symptoms entered should be written in the context of "The patient presented with the following:" because the symptoms field is displayed like the image below in feedback:



 The patient presented with the following:
Fever, Whiny, Scratching Eyes, Rash.

Thus the symptoms field provides general context about what the student should be trying to treat in the exercise.



Cannot be reset by student
 Hide OTC gallery (do not display other OTC medication sides)

Maximum number of medications that can be selected by the student (default 6)

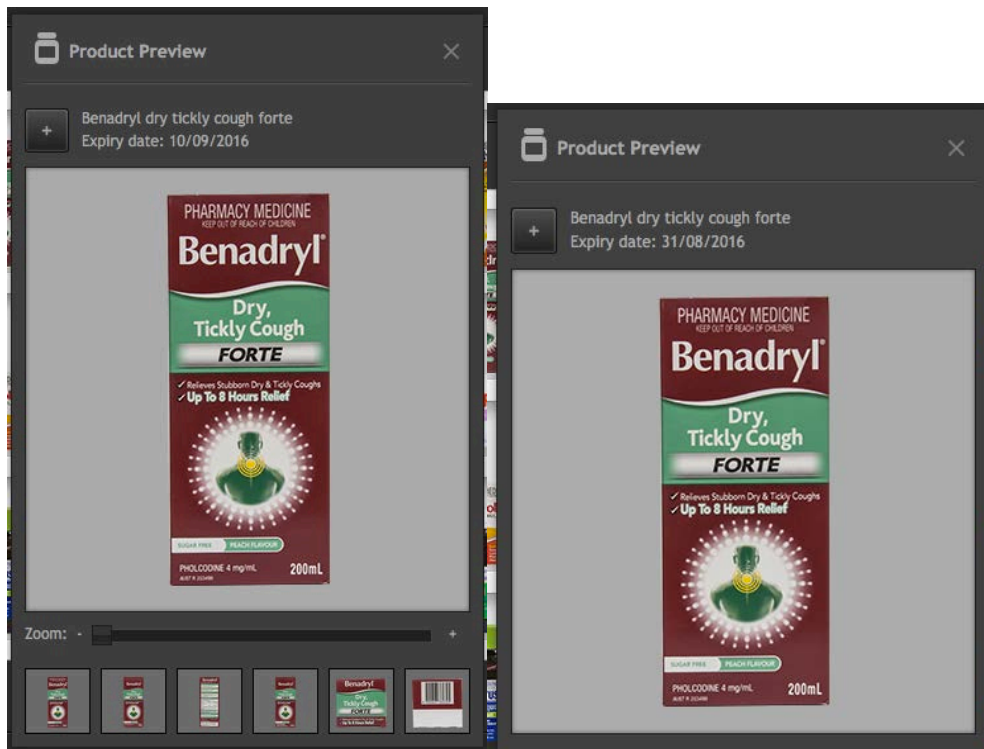
OTC exercise options include limiting the number of medications that can be selected by the student at one time. The restriction is designed to stop students from selecting extreme numbers of medications off the shelf to suggest to patients.

When a student has reached their medication limit, a message will appear to tell them that their inventory is full and that they must put a medication back before selecting new one. Restricting the number of medications students can select forces them to think about their choices.

By default, the maximum number of medications that the student may select is set to 6. This can be set to any number above 0.

Another OTC exercise option is hiding the OTC gallery during medication selection. The OTC gallery allows students to view the other sides of the OTC medications, zoom on the side and move the side around to read more information.

Hiding the OTC gallery has the effect shown in the images below. The first image has the OTC gallery enabled and the second has the gallery disabled. Students are now unable to click through and view the other sides of the medications.



Disabling the gallery can be useful when you want students to have limited information or during introductory exercises.

Patient details

In OTC exercises there is no prescription, instead a patient appears in the dispensary and describes their problem. The patient details section is where the patient is selected and basic details filled out.

The process for filling out the patient details is similar to the dispense exercise. The patient must be selected along with a patient image. If a patient has a locked patient image, the patient image will be selected automatically.

Underneath the patient image section area is the patient introduction. The patient introduction is displayed after the exercise introduction screen inside a speech bubble. The patient introduction is the initial interaction with the student and could describe a pain or a symptom.

The patient introduction field can have dates embedded in it by using date offset tags. For example, if [d]-5[/d] is entered, during the exercise it will be replaced with a date 5 days before the exercise date. Such as 8/1/16. If a positive number is entered, it will X days after the exercise date.

The context of the patient introduction should be considered if there are starting medications or if the patient has attachments. If the patient has either of these, consider referencing them.

Additional patient information can be supplied using patient notes and dispensing records. These will appear during the exercise.

Patient details


Select Patient

Mr Futsum Abaalom
Gender: male Age: 47 years old
Weight:-- Ethnicity: Eritrean

Medicare number: 8613 8372 TV 4
Concession type: Health Care Card
Concession number: 36 SC 657413 DZ
Smoking status: non-smoker

Allergies
nka

Select patient image



The patient response type is the type of default responses the Patient will give during Patient Fact Finding and Patient Questions. An example of a response is how the patient replies to a Fact finding questions that hasn't been defined. By default they may say something like: "Oh, I'm not sure."

Selecting a different response type will result in different default responses, based on the type you select. You may manage these responses under Patients in administration.

Select response type: Default

Patient introduction
Appears at the start of the exercise, after the introduction screen above the patient image. Used to introduce patient request / problem. Relative dates are supported by using [d]offset[/d] tags in the text.

Patient selected medications
Use the manage patient selected medications button below to select some medications that the patient will hand to the student at the start of the exercise. This allows you to allow the patient to ask if the medication is good for their condition.

Manage patient selected medications

No patient selected medications have been selected

Add patient note

Manage dispensing records

No dispensing records have been created

Patient selected medications


Patient selected medications (PSM's) are medications that the patient will present to the student at the start of the exercise. The student will need to decide whether to keep the medications or select different medications from the shelf. You will find the PSM section under Patient Details.

Patient introduction
Appears at the start of the exercise, after the introduction screen above the patient image. Used to introduce patient request / problem. Relative dates are supported by using [d]offset[/d] tags in the text.

Can I please have a tube of cortisone cream? Your pharmacy brand, or whichever is cheapest.

Patient selected medications
Use the manage patient selected medications button below to select some medications that the patient will hand to the student at the start of the exercise. This allows you to allow the patient to ask if the medication is good for their condition.

Manage patient selected medications

 No patient selected medications have been selected



To select PSM's, click the manage patient selected medications button. The management screen allows you to search for and select medications by checking the boxes next to the medications. If a checkbox is ticked, it means that it is selected and will be displayed as a starting medication.

Manage starting medications

Manage OTC medication selections using the table below. To add a medication check the box next to a medication. To deselect a medication make sure the checkbox is unselected.

Name: Active ingredient: Location: All

Form: -- Selected: -- Category: --

		Name ▲	Active ingredient	Form	Locati...	Category	Pack siz...	Sche.
<input type="checkbox"/>		4-Way Fast Acting	Phenylephrine HCl 1%	Spray	Store	Topical Deco...	1	
<input type="checkbox"/>		A + D Original Ointment	Petrolatum 53.4%, lanolin 15.5%	Ointment	Store	Skin Protecta...	1	

You may add a whole category of medications to your selection by selecting a category from the drop down list and clicking the Add category medications button. To view the selected medications, choose selected from the selected search drop down box.

After the medications have been selected, click the update medications button on the bottom of the screen to finalise the selection. The PSM's are displayed in a list under the manage button, with the option to remove single medications.

Patient selected medications
Use the manage patient selected medications button below to select some medications that the patient will hand to the student at the start of the exercise. This allows you to allow the patient to ask if the medication is good for their condition.

Manage patient selected medications

Cortizone-10 Maximum Strength Anti-Itch Cream C...	Remove
Exederm Cream (Prickly Heat)	Remove

After adding starting medications, the context of the patient introduction should be revisited. Does the introduction reference the starting medications? If it does not, consider changing the patient introduction text to suit the change in context.

For example, a patient introduction could change from:

“Can I please have a tube of cortisone cream? Your pharmacy brand, or whichever is cheapest.”

To:

“Which of these cortisone creams is the cheapest?”

Patient communication

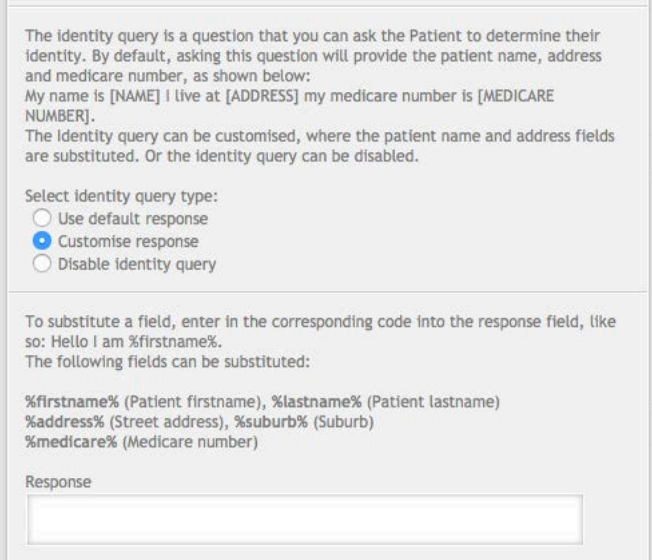
Communication with the patient during the exercise is important to gain facts about the patient, their symptoms and circumstances. Patient communication is achieved using a combination of an identity query, patient fact finding and patient questions.

Identity query

During the exercise it may become necessary to identify the patient. Determining the identity of the patient may be important to find additional patient information in the computer, but there is no prescription to provide an easy method of discovering who the patient is.

The identity query allows the student to ask the patient to identify themselves as a question in fact finding. There are three ways to use the identity query; use a predefined patient response, customise the patient response and disable the query.

Using the default response will always display the same response: My name is [NAME]. I live at [ADDRESS]. My Medicare number is [MEDICARE NUMBER] (or region equivalent patient id number, where applicable).



The identity query is a question that you can ask the Patient to determine their identity. By default, asking this question will provide the patient name, address and medicare number, as shown below:
My name is [NAME] I live at [ADDRESS] my medicare number is [MEDICARE NUMBER].
The identity query can be customised, where the patient name and address fields are substituted. Or the identity query can be disabled.

Select identity query type:

- Use default response
- Customise response
- Disable identity query

To substitute a field, enter in the corresponding code into the response field, like so: Hello I am %firstname%.
The following fields can be substituted:

- %firstname% (Patient firstname), %lastname% (Patient lastname)
- %address% (Street address), %suburb% (Suburb)
- %medicare% (Medicare number)

Response

Customising the response allows full control over how the patient responds to the identity query. Instead of a polite patient, you could write a response that fits in with the character of the patient. Data fields are inserted using codes written in the response and are replaced with the correct data during the exercise.

For example, if the patient's name is Sarah, entering: "I'm %firstname%" will result in "I'm Sarah" during the exercise. The fields for the patient name and address have been separated into their components so information can be omitted or be presented out of order if desired.

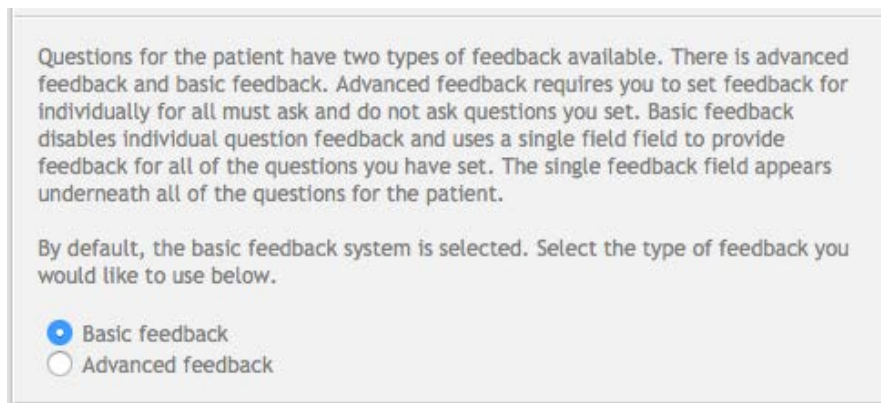
The identity query can be disabled completely, hiding the question from the list completely. Hiding the identity query is dependent on the exercise scenario, but can be done.

Patient fact finding

OTC exercise patient fact finding consists of two lists of questions, predefined patient fact finding questions and custom patient fact finding questions. Feedback for patient fact finding has two options, 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 questions is optional, nor do all questions need to be defined. If a question 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.

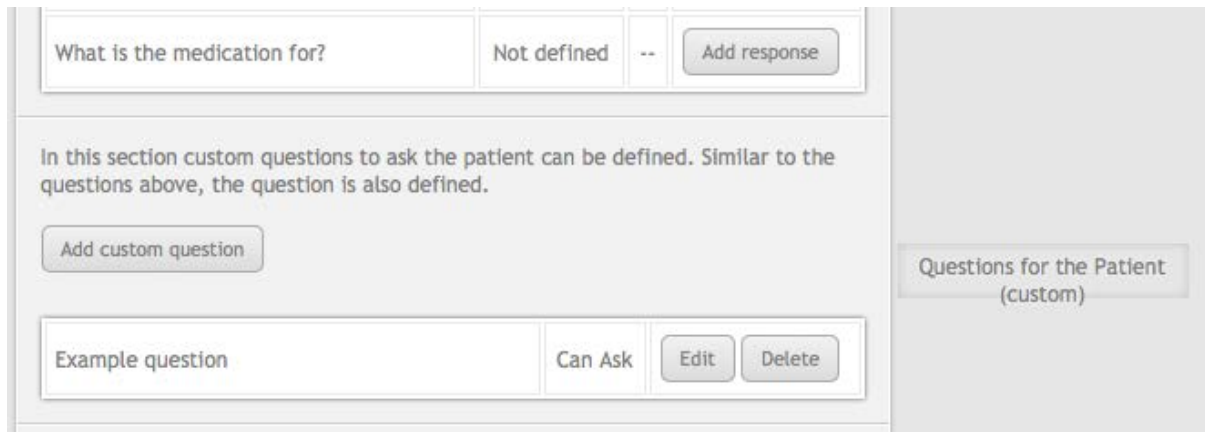
After a predefined question has been defined, it can be cleared by clicking the clear response button in the predefined question table. Clicking the button will clear the question and leave it blank.

Below is the list of standard patient fact finding questions. These questions are optional and all are not required.

Age	Defined	Can ask	Edit response Clear response
Alcohol Consumption	Not defined	--	Add response
Allergies	Not defined	--	Add response
Breastfeeding	Defined	Do Not Ask	Edit response Clear response

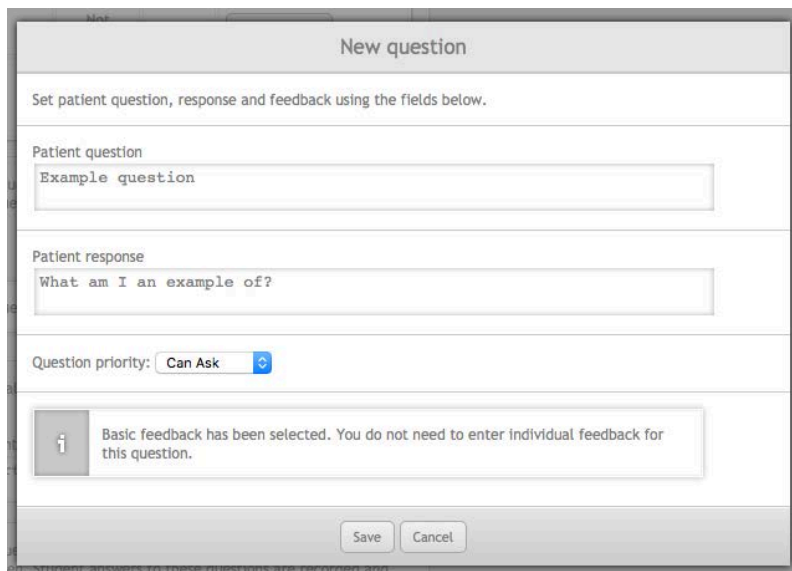
Underneath the predefined fact finding questions list is the custom questions area. Custom questions are fact finding questions that are defined completely by the instructor. Due to the

custom nature of the questions, the question must be defined and there is no default response or ability to search for existing responses or feedback.



The screenshot shows a user interface for managing questions. At the top, there is a table with one row containing the text "What is the medication for?", the status "Not defined", and an "Add response" button. Below this table is a text box with the instruction: "In this section custom questions to ask the patient can be defined. Similar to the questions above, the question is also defined." Underneath the instruction is an "Add custom question" button. At the bottom, there is another table with one row containing the text "Example question", the status "Can Ask", and "Edit" and "Delete" buttons. On the right side of the interface, there is a label "Questions for the Patient (custom)".

To create a custom question, click the add custom question button, which opens a dialog similar to the one below.



The screenshot shows a "New question" dialog box. It contains the following fields and options: "Patient question" with the text "Example question"; "Patient response" with the text "What am I an example of?"; "Question priority:" with a dropdown menu set to "Can Ask"; and an information icon with the text "Basic feedback has been selected. You do not need to enter individual feedback for this question." At the bottom of the dialog are "Save" and "Cancel" buttons.

The patient question field is what is asked to the patient and what appears for the student to select in the fact finding interface. The patient response is how the patient responds to the question. Feedback is what is displayed for the question during feedback. The question priority defines whether the student should ask this question, like predefined fact finding questions.

If advanced feedback is enabled, feedback will have to be entered per question just like predefined questions (except for Can Ask questions, which do not need feedback). If basic feedback is enabled, the feedback field will not appear either.

If basic feedback is enabled, the basic feedback field appears underneath the custom question list. Enter all of the feedback for the questions you have defined (the important ones) in this field.

Patient questions

Patient questions in OTC exercises are the same as dispensing exercises. When creating a question, you set when the patient may ask a question, before or after selecting a medication or both. In the image below, the A, B and A&B next to the edit button indicates whether a question is asked After, Before or Before and After. Once a student selects a medication, only the after and before and after questions will be displayed.

The screenshot shows a software interface for managing patient questions. On the left, there is a text box containing three paragraphs of explanatory text and a button labeled "Add patient question". Below this, there is a list of three questions, each with a radio button and a label: "I will ask you this before" (labeled B), "I will ask you this after" (labeled A), and "I will ask this any time" (labeled A&B). To the right of each question is a set of three buttons: "Edit", "Delete", and a vertical double-headed arrow. On the right side of the interface, there is a vertical sidebar with a button labeled "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 compared against feedback for the question.

OTC exercise patient questions can be set to appear before and after recommending a medication. Thus the patient can ask questions based on where they are in the exercise.

Questions can be flagged as both before and after, so if that question wasn't asked during the before phase, it will be asked in the after phase if the student didn't prompt that question. This way duplicate questions are avoided.

Add patient question

- I will ask you this before
- I will ask you this after.
- I will ask this any time.

B	Edit	Delete	↕
A	Edit	Delete	↕
A&B	Edit	Delete	↕

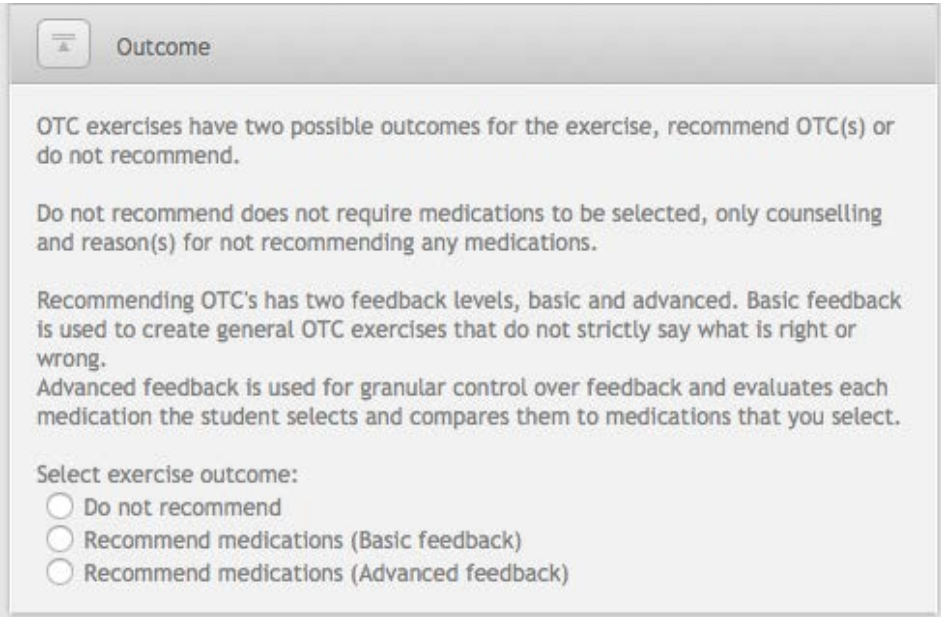
Patient questions

Exercise outcome

The exercise outcome determines how the exercise should end and the feedback options for the exercise. OTC exercises have two outcomes: Do not recommend and Recommend medications. However, there are two feedback options for Recommend medications, Basic and Advanced.

Basic feedback is intended to give a broad overview of the medications that the student should have recommend and does not perform any checks against the medications that the student has selected at all.

Advanced feedback checks the student's selected medications against groups of medications created in the exercise designer. These groups allow for medications to be evaluated and students are told if they were correct or incorrect.



Outcome

OTC exercises have two possible outcomes for the exercise, recommend OTC(s) or do not recommend.

Do not recommend does not require medications to be selected, only counselling and reason(s) for not recommending any medications.

Recommending OTC's has two feedback levels, basic and advanced. Basic feedback is used to create general OTC exercises that do not strictly say what is right or wrong. Advanced feedback is used for granular control over feedback and evaluates each medication the student selects and compares them to medications that you select.

Select exercise outcome:

Do not recommend

Recommend medications (Basic feedback)

Recommend medications (Advanced feedback)


Do Not Recommend

The do not recommend outcome and feedback is nearly identical to Dispense Exercises Do Not Dispense option. Once do not recommend has been selected, a list of reasons why the student should not recommend a medication will appear, along with feedback fields.

The patient counselling feedback field is shown next to any counselling the student did during the exercise. The correct outcome feedback is shown when the student chooses not to recommend medications. This feedback field is shown whether the student selects the correct reasons not to recommend or not and should tell the student why they should not have recommended, including specifics beyond the selected reasons where applicable.

The wrong outcome feedback is shown when the student recommends medications instead of not recommending medications. Use this field to tell the student why they should not have recommended medications in this scenario.

Do Not Recommend feedback example

DNR test feedback	
 <p>The patient presented with the following: Fever, Rash</p>	Patient symptoms
Recommendations	
<p>You did not recommend any treatment</p> <p>Well done. You spotted that Sophia did not have nappy rash and in fact has Rubella.</p>	Correct outcome feedback
Reasons not to recommend	
<p>These are the correct reasons:</p> <p>Patient has symptoms that need to be treated by another health professional</p>	Correct reasons list
<p>You selected:</p> <p>Patient has symptoms that need to be treated by another health professional</p>	Student reasons list
<p>Your justification for not recommending:</p> <p>This can not be treated by over the counter medications. You must take your daughter to a hospital.</p>	Student justification

Recommend medications basic feedback

Basic recommend medication feedback is designed to give the student a broad overview of how they could have treated the patient. Medications are not marked and no indication is shown to students about whether their selection was correct or incorrect. Instead, feedback is provided using counselling and a correct feedback field, making basic recommendations similar to Do Not Recommend.

Recommend OTC (Basic feedback)

Patient counselling (reason why the medication is recommended)
This will appear next to the student counselling notes in feedback.

I am recommending two products for your cold sore. The cream is to treat the cold sore and stop the infection. Apply the cream 5 times a day

Wrong outcome feedback (student did not recommend a medication)
Displayed when the student chooses to not recommend any medications, resulting in a wrong outcome.

You could easily have treated this patient with any off the shelf cold sore remedy.

Correct outcome feedback (student did recommend medications)
This feedback should be a general overview of what the student should have recommended.

B *I* U | ☰ ☷ ☹ ☺ | 🔗

This patient should have been treated with a cold sore cream containing the active ingredient **Dermonukeital**. You could also have recommended a barrier treatment to supplement the cream.

Patient counselling feedback is displayed next to any counselling notes that student entered during the exercise. Wrong outcome feedback is displayed when the student chooses to not recommend any medications. The correct outcome feedback is displayed underneath the medications the student recommended to the patient.

In addition to the above fields, there is an option to display some recommended medications to the student. To enable recommended medications, check the recommended medications box. Medications are selected by clicking the manage recommended medications button, which opens a selection screen identical to the starting medication screen.

Recommended medications are medications that you recommend giving to the patient for their symptoms. The medications you select will be displayed to the student along with your reasons why you would recommend the medications.

Displaying these medications are optional.
 Recommend medications

Manage recommended medications

Cold Sore Cream Cream (Skin Treatments) Remove

Compeed Total Care Invisible Patch (Skin Treatme... Remove

Why do you recommend these products? (appears underneath the products in feedback)

B *I* U


I would have recommended cold sore **cream** to treat the cold sore and stop the infection, and a **patch** to help it heal and minimise the discomfort. These products are the most cost effective ones that are in the inventory.

Once the medications are selected, they appear in a list underneath manage button.

Underneath the list, there is another feedback field that is used to explain why these medications would be recommended to the patient.

The feedback field appears above the recommended medications on the feedback screen.

Recommend medication basic feedback example





The patient presented with the following:

A cold sore



Recommendations

You recommended the following medications:

This patient should have been treated with a cold sore cream containing the active ingredient **Dermonukeital**. You could also have recommended a barrier treatment to supplement the cream.

I would have recommended cold sore **cream** to treat the cold sore and stop the infection, and a **patch** to help it heal and minimise the discomfort. These products are the most cost effective ones that are in the inventory.

Patient symptoms

Student medications

Correct outcome feedback

Recommended medication feedback

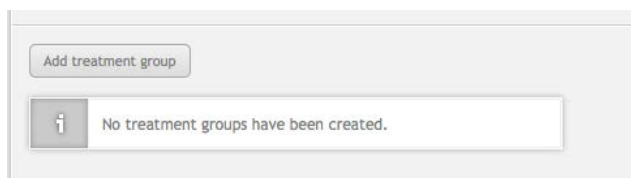
Recommended medications

Recommend medications advanced feedback

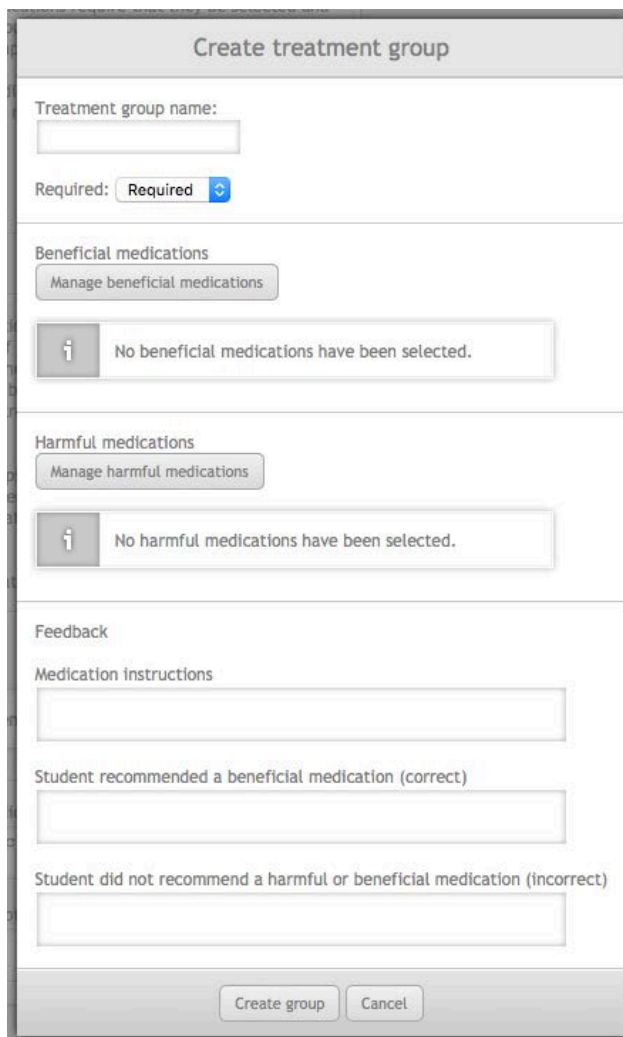
Medication recommendation is delivered through treatment groups. Treatment groups, group together medications that you could recommend to treat a symptom of a patient. If the student selects a medication from a treatment group, they will be given positive feedback for that treatment group.

Treatment groups have their own set of feedback and may have a group of harmful medications. If the student recommends a medication that is harmful, negative harmful feedback will be displayed for that group.

At least one required treatment group must exist with recommend medications selected. Any number of treatment groups may exist in an exercise. To add a treatment group, click the add treatment group button.



A screenshot of a user interface element. At the top, there is a button labeled "Add treatment group". Below the button is a message box with an information icon (i) and the text "No treatment groups have been created."



A screenshot of a "Create treatment group" form. The form has a title bar "Create treatment group". Below the title bar, there is a text input field for "Treatment group name:". Below that is a "Required:" dropdown menu set to "Required". The form is divided into three main sections: "Beneficial medications" with a "Manage beneficial medications" button and a message box "No beneficial medications have been selected."; "Harmful medications" with a "Manage harmful medications" button and a message box "No harmful medications have been selected."; and "Feedback" which contains three text input fields: "Medication instructions", "Student recommended a beneficial medication (correct)", and "Student did not recommend a harmful or beneficial medication (incorrect)". At the bottom of the form are two buttons: "Create group" and "Cancel".

On the left is the treatment group screen. At the top are the options for the treatment group, followed by the beneficial medications for the group, the harmful medications and the feedback fields for the group.

The treatment group name is never displayed to students. The name is used to allow exercise designers to identify what the treatment group is supposed to treat.

Treatment groups can be set as optional. An optional treatment group should contain treatments that supplement the main ailment of the patient. Optional groups can be used to show students how further medications could be recommended to manage a condition and so on.

Beneficial medications are medications that the student should recommend to the patient. Harmful medications should not be recommended to the patient. Each set of medications is managed by clicking the manage harmful or beneficial medications button.

Clicking the manage button displays the OTC management screen.

Unlike other medication selection screens in MyDispense, the OTC management screen allows multiple medications to be selected at once. To select a medication, click the checkbox in left most column of the medication row. Any medication you select will persist through searches. If you want to see the contents of your current selection, use the 'selected' search option.

Note that if you have any other search options selected, they will still be matched even with the selection search option enabled. Remember to clear your other search options first.

	Name ▲	Active ingredient	Form	Locati...	Category	Pack siz...	Sche.
<input checked="" type="checkbox"/>	 tiger balm	Camphor 11%, menthol 11%	Cream	Store	Combination ...	1	

If you want to add medications in bulk from a category, select the desired category from the category search drop down menu. Once selected click the add category medications button.




Clicking the button will add medications in that category to the medication selection by checking the checkbox next to all medications in that category. A notice will appear at the top of the screen with the number of medications added to the selection.

Once a category of medications has been added to the selection, they can be de-selected by unchecking the checkbox next to undesired medications. To more easily facilitate this, use the selected search filter.

3 medication(s) added to selection

Manage OTC medication selections using the table below. To add a medication check the box next to a medication. To deselect a medication make sure the checkbox is unselected.

Name: Active ingredient: Location: All
 Form: -- Selected: -- Category: Topical Decongestants

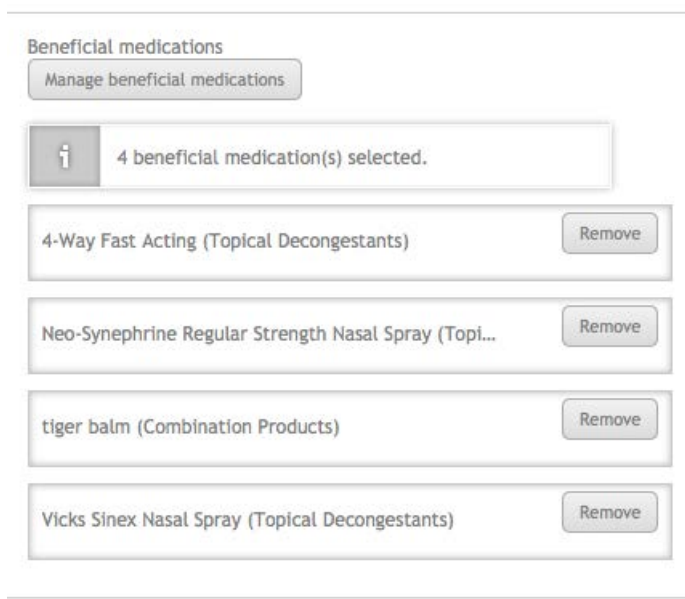
		Name ▲	Active ingredient	Form	Locati...	Category	Pack siz...	Sche.
<input checked="" type="checkbox"/>		4-Way Fast Acting	Phenylephrine HCl 1%	Spray	Store	Topical Deco...	1	
<input checked="" type="checkbox"/>		Neo-Synephrine Regul...	Phenylephrine HCl 0.5%	Spray	Store	Topical Deco...	1	
<input checked="" type="checkbox"/>		Vicks Sinex Nasal Spray	Oxymetazoline HCl 0.05%	Spray	Store	Topical Deco...	1	

Showing page 1 of 1

When selecting medications, there are a few rules. A medication that has been selected as beneficial in one treatment group cannot be added as harmful in another and vice versa. Medications be selected in other groups but they must match the selection in the other group. For example, a beneficial medication selected in one group can be selected as a beneficial medication in another group.

Medications that break these rules will not appear in medication selection screen where the rule is broken. They cannot be selected by the category add button either.

Once the desired medications have been selected, click the update medications button at the bottom of the management screen. The treatment group screen will be updated with the selected medications.



The selected medications are listed similar to the picture on the left. Selected medications can be removed from the group by clicking on the remove button next to the medication.

Each treatment group has its own set of feedback fields. They are: medication instructions, beneficial feedback, harmful feedback (if harmful medications have been set) and did not select any medications feedback.

When a student has completed an exercise, the medications instructions feedback is displayed underneath the counselling feedback which is outside of the treatment group screens. Medication instructions are only displayed if a beneficial medication from the group has been selected. Thus if the student does not select a correct medication, they will not see this feedback.

The medication instructions have been split to make it easier to manage medication specific instructions per treatment group. Trying to maintain all of the medication instructions outside of the treatment groups would be more difficult.

The beneficial feedback field is displayed if the student selects a beneficial medication from the group. If the student selects a harmful medication, the harmful feedback will be displayed. Note that if the student selects a beneficial and harmful medication from the same treatment group, the harmful feedback will be displayed.

If the student does not select any medications selected for the treatment group, the did not select medications feedback will be displayed. The context of this feedback changes based on whether the treatment group is required or optional.

If the treatment group is optional, the feedback should suggest that the student could have treated the student further with some of the medications in the group. If the treatment group is required, the student has failed provide beneficial treatment for the patient and the feedback should reflect that.

Note that in the feedback, the beneficial medications for the group will be displayed to the student as medications they could / should have recommended.

Once the feedback has been set, create the treatment group by clicking the create group button at the bottom of the screen.

The new treatment group will appear underneath the add treatment group button. The group display is in the following format: <name> <Number of beneficial medications> B <number of harmful medications> H (<group required or optional>).

The picture below is an example of what a defined treatment group looks like.



Clicking the edit button will open the treatment group screen where you can edit everything in the treatment group. Clicking delete will immediately delete the treatment group from the exercise.

Underneath the treatment group section there are two feedback fields, patient counselling and wrong outcome feedback. The patient counselling field should cover the general reasons for why the patient should take the medication. Anything specific to the medications in each treatment group should be set in the medications instructions field inside the treatment group.

Wrong outcome feedback is displayed when the student decides to not recommend any medications instead of recommending medications. The field should be used to explain that the student should have recommended treatment. The feedback screen for an incorrect outcome will not display any medications that they should have recommended.