2018

Creating Exercises In MyDispense

Workbook for
Monday 15th July 11.00 session
"Harness the full power of the MyDispense software with the experts"

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Important

To access the exercises in this workbook, make sure you access the AUSTRALIAN MyDispense instance on the Symposium Resources page.

Creating a simple dispense exercise

What is a simple exercise?

For the purposes of the symposium, a simple dispense exercise contains the following elements:

Essential elements:

- Prescription
  - Patient
  - Prescriber
  - Medication
  - Legal requirements (dates, addresses, reference numbers etc.)

Optional elements:

- The exercise may also contain a requirement for the student to provide patient counselling and possibly to record patient notes in the dispensing system.

A simple exercise should address learning outcomes around the *process* of dispensing. It should present an achievable task for the student to complete and a minimum of problems to solve. The outcome should be a safely dispensed medication.

Keep it simple

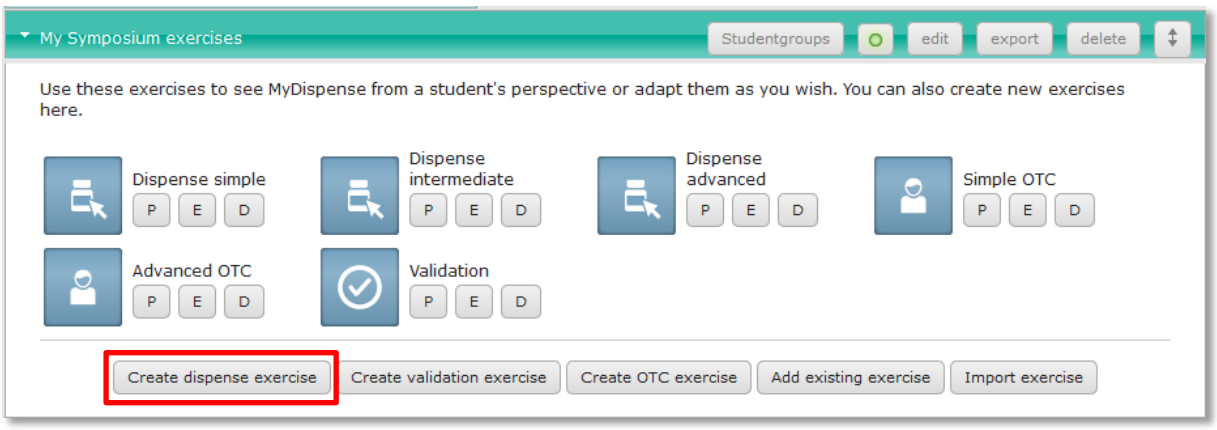
In the instructions that follow, you will see some sections that have orange text as shown below:

> We recommend that you do not use this feature in a basic exercise.

These indicate more advanced settings that you should probably not use in a simple exercise.

Let's get started!

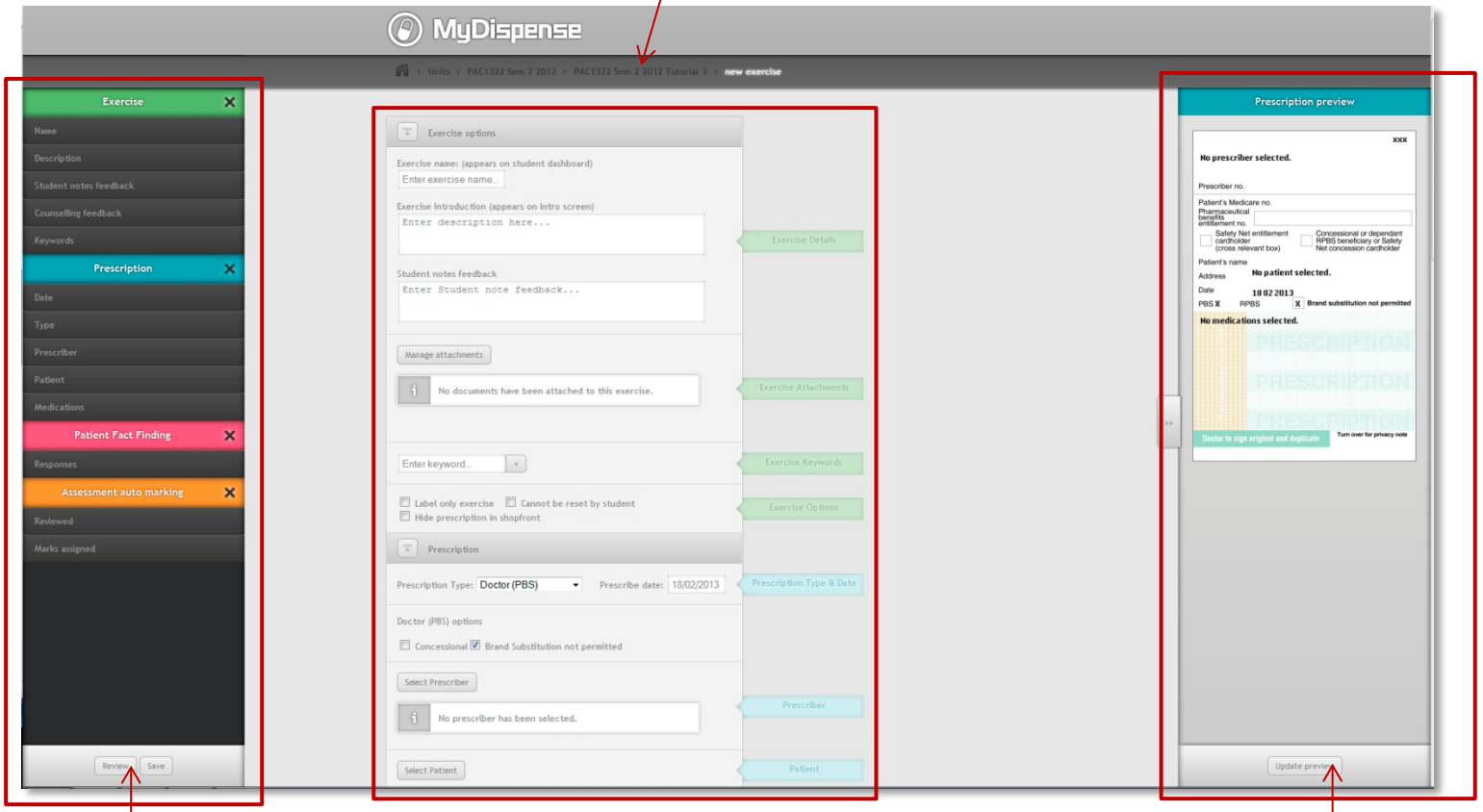
To create an exercise, go to the unit tutorial screen, click on the Create dispense exercise button below the tutorial list.



This opens the Dispense exercise designer shown on the next page.

The Exercise Designer screen

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



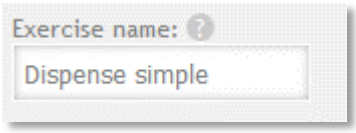
The Review panel will alert you if there is anything missing from the exercise, or if you have invalid data.

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

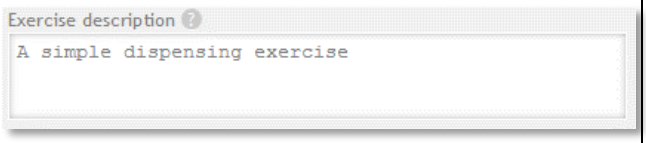
Creating your exercise

STEP 1 - Set up the exercise options

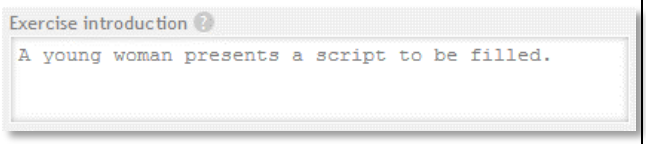
1. *Add the exercise name.* This is the name that will appear to students on the MyDispense dashboard.



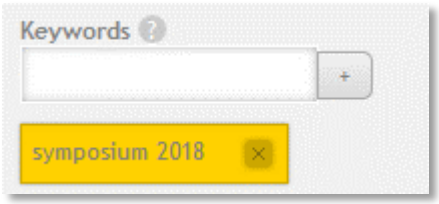
2. *Enter the exercise description.* This text only appears in admin screens and allows users to more easily find exercises.



3. *Add introduction text* - this 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".



4. *Add optional keywords* to an exercise, such as "diabetes", "dose change" etc. Keywords make it easier to search for exercises in admin.

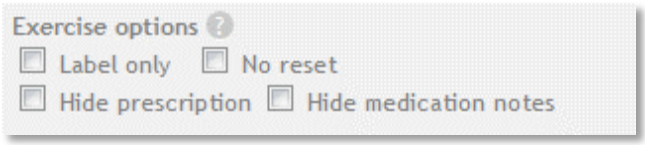


5. *Use the checkboxes to configure the exercise options*, which are:

Label only – this is an exercise that only goes as far as the printing of a label. It is often used for novice students.

No reset - 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

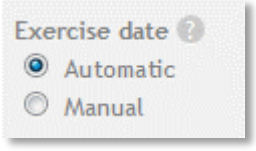
Hide prescription – check this box if you want to create an emergency supply exercise where the patient does not have a prescription.



Hide Medication notes – Hides optional medication notes in the dispensing system.

6. *Select the date management method.*

You can choose to set the date manually or allow the date to be set automatically.



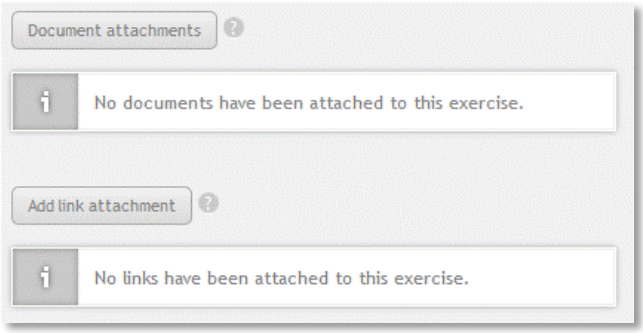
A manual date allows a specific timeframe to be set for an exercise. Manual dates are covered in more detail in the MyDispense Instructor manual.

Automatic dates are calculated by the system and allow the dates on prescriptions etc. to be automatically updated without the need for manual intervention. The default date is set to the date that the student opens the exercise.

7. *Add optional attachments.*

The *Manage Attachments* button allows you to attach supplementary files or links to the exercise.

We recommend that you do not use this feature in a basic exercise.

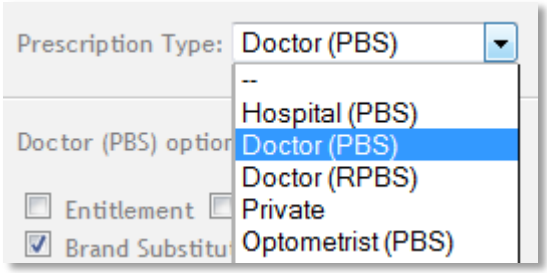


STEP 2 - Create the prescription

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. The list you will see contains only prescriptions used in Australia. Doctor (PBS) is the standard GP Rx used in Australia. Each region has its own specific prescription types (USA, UK etc.).

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

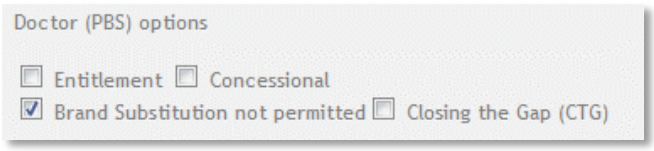


2. *Set the prescription date offset.*

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.*

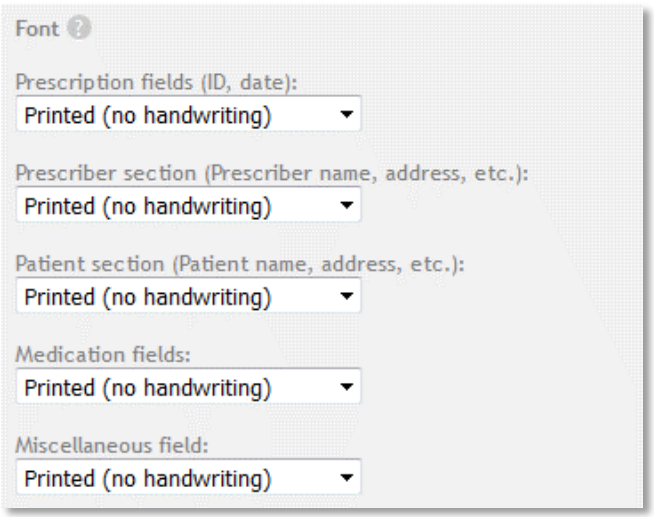
We suggest that you leave these options at the default settings for the purposes of the symposium.



4. *Select a handwriting font.*

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

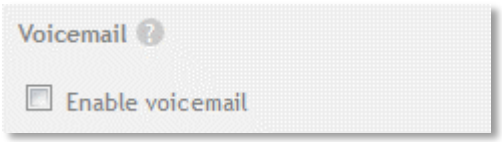
We suggest that you leave these options at the default settings for the purposes of the symposium.



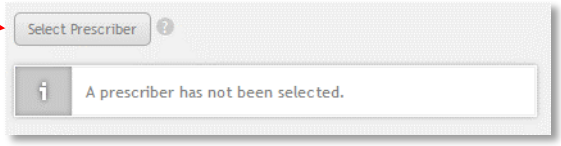
5. *Enable optional voicemail*

You can prerecord voicemail messages to use in your exercises, so students can experience prescriber and patient telephone messages.

We recommend that you do not use this feature in a basic exercise.

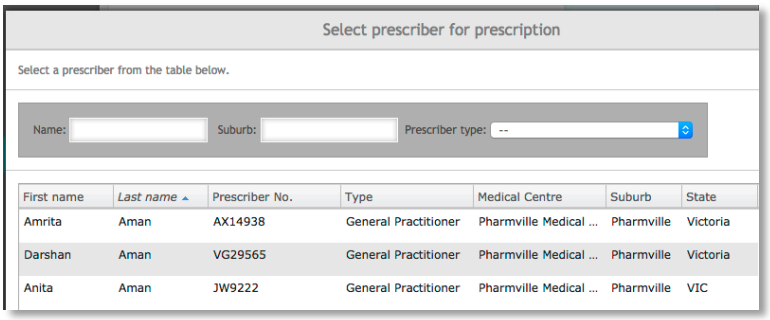


6. *Select the prescriber.*

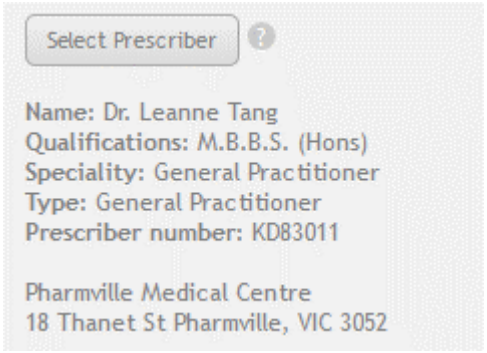


You can search for prescribers by first and last name.

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

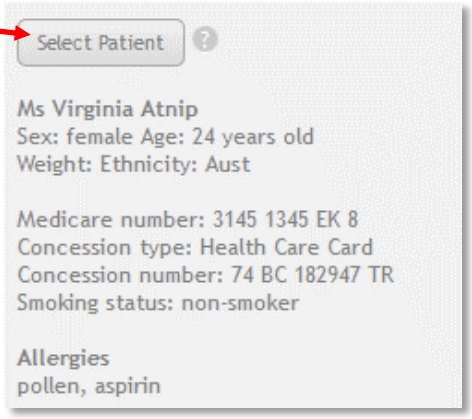


Once a prescriber has been selected, their details are shown in the prescription panel.

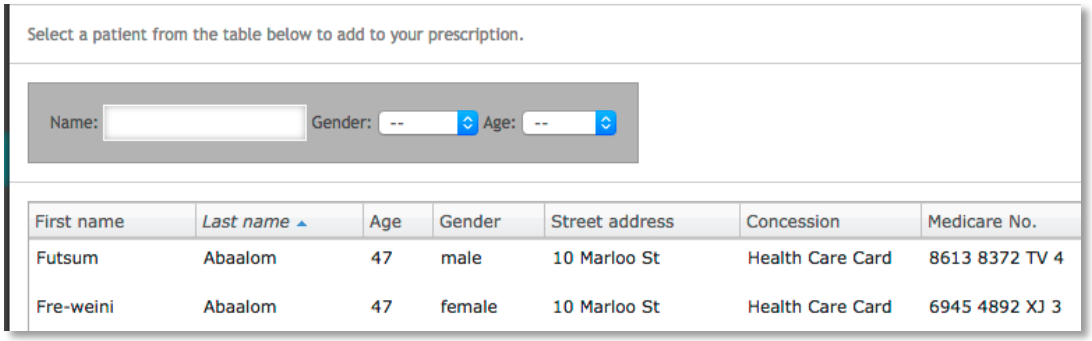


7. *Select a patient* to add to the prescription.

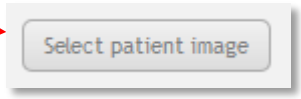
   Once a patient has been selected their details are shown in the prescription panel.



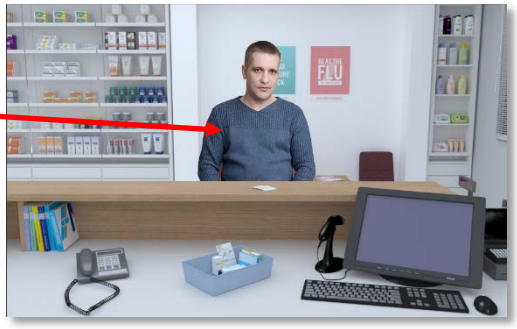
8. You can *search for patients* using firstname, lastname, gender and age.



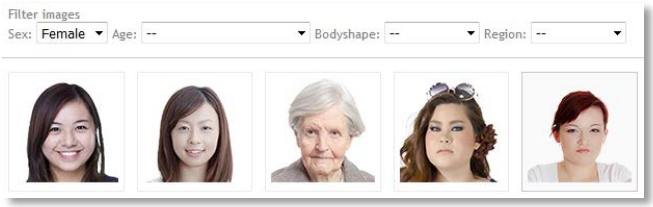
9. *Select an image for your patient*.



You are selecting the patient image that will appear in the pharmacy 'shop front' at the dispensary counter.

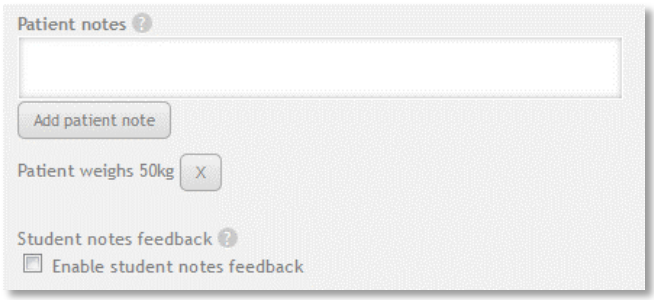


When looking for patient images you can filter for gender, age, body shape and region.



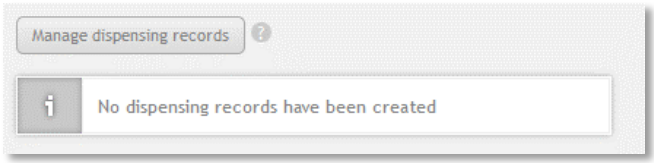
10. *Add patient notes and feedback if required.*

We recommend that you do not use this feature in a basic exercise.

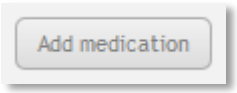


11. *Add dispensing records if required.*

We recommend that you do not use this feature in a basic exercise.

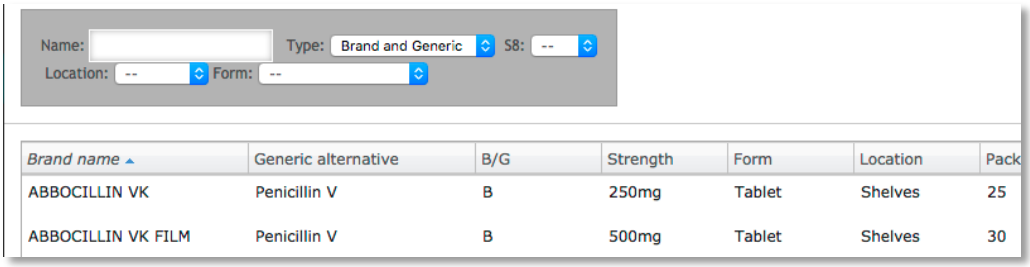


12. *Add a medication to the prescription.*



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.



13. When you have selected a medication, the New medication form will appear.

Fill in the fields on the New medication for prescription form (see next page)

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.

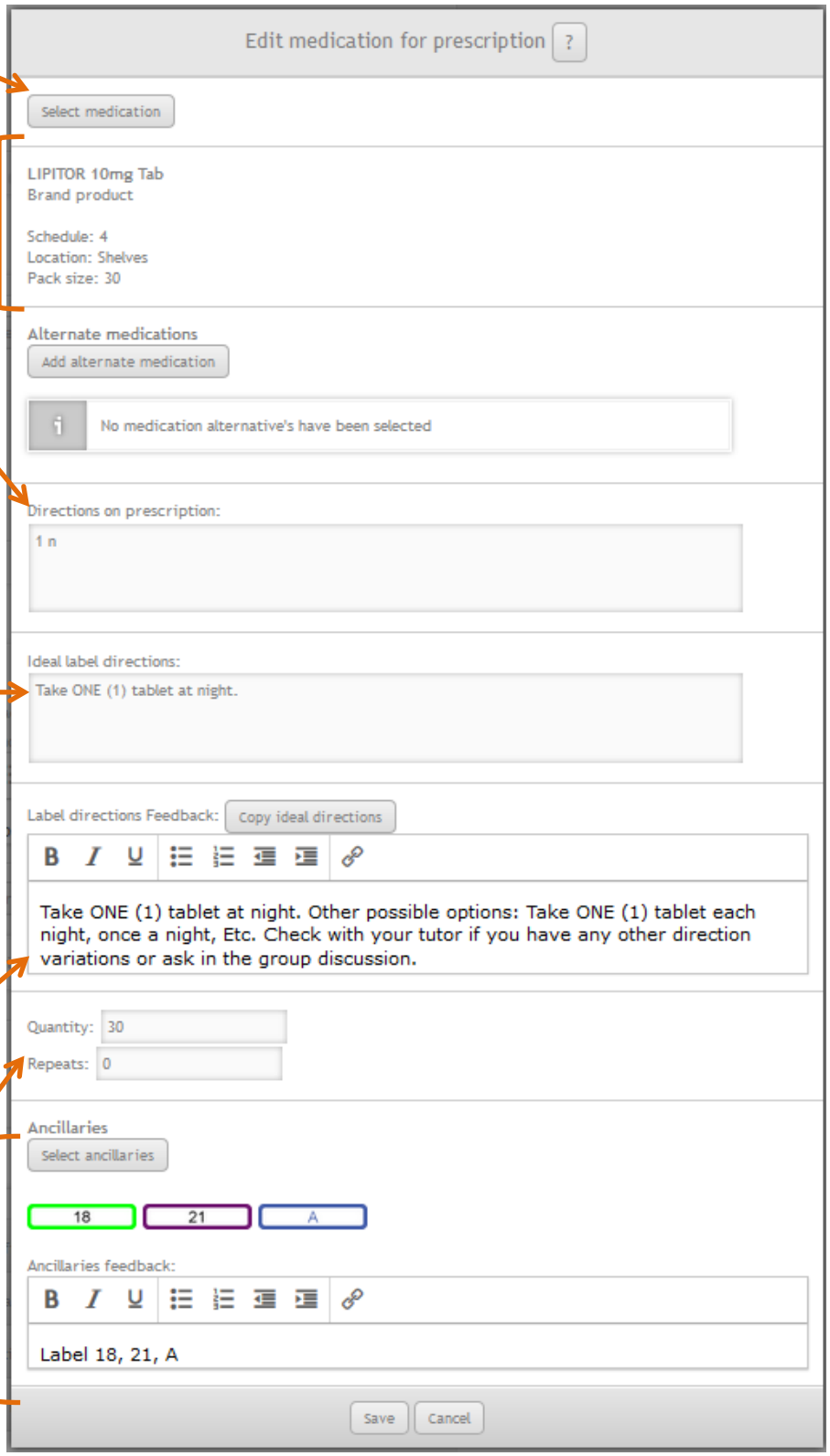
Enter the directions as they would appear on the **dispensing label**. Use accepted standards for labelling medicines.

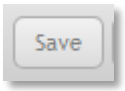
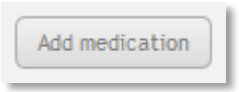
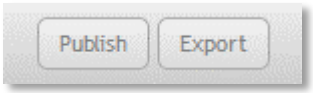
The text you type here will appear on the 'ideal' label shown to students in the feedback section.

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.



14. *Click the Save button* on the new medication for prescription panel to save the medicine data.	
15. You can *repeat the above process* if you wish to add more medicines to the prescription. We recommend that you do not use more than one medication in this basic exercise. Note that some prescription types will not allow multiple items and that the maximum number of dispensable items on an Australian prescription is three.	
16. This is all you need to do to make a simple exercise. You may save your exercise at any time using the save button. However, students will not be able to view the exercise until you publish it. Publishing the exercise requires that you complete the exercise checklist, which is updated each time you attempt to publish an exercise.	
17. If your exercise has already been published, you will see the Publish and Export buttons. *Click the Publish button to update your exercise.*	

17. Fix any issues.

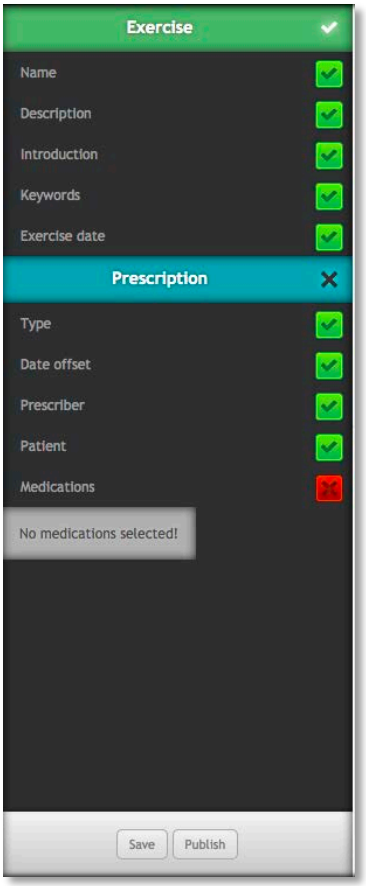
The Exercise review panel will show any problems with the exercise when you click the Publish button.

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.

Is 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 publish button.*

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

Creating an intermediate dispense exercise

What is an intermediate dispense exercise?

For the purposes of the symposium, an intermediate dispense exercise contains the following elements:

- The essential elements of a simple dispensing exercise (Prescription, Patient, Prescriber, Medication, Legal requirements etc).

Then optionally:

- Patient fact finding
- Prescriber fact finding
- Patient medication history (dispensing records in pharmacy computer system)
- Patient questions
- Attachments (lab results, discharge letters etc)

Building on a simple exercise, the learning outcomes can expand to include information gathering and simple decision making. The student should know the sources of information they can access in order to make informed decisions. It should still present an achievable task for the student to complete, but may have more complex patient factors, directions, counselling etc. The outcome should still be a safely dispensed medication, but the student might need to work a bit harder to be sure of this.

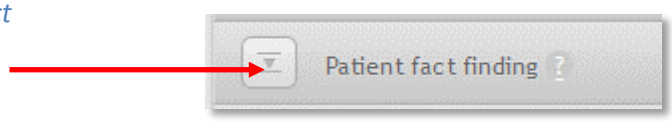
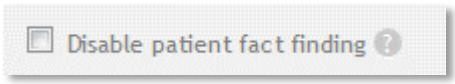
Making the exercise

To make an intermediate dispense exercise, you can start by creating a simple exercise as outlined in the previous section of this guide. We will be working with the "**Dispense simple"** exercise as a starting point.

The patient is a young woman who has a prescription for Roaccutane (isotretinoin) for acne. The existing exercise already has the patient, prescriber and prescription information entered.

To make this simple exercise more challenging we will be adding *Patient* and *Prescriber fact finding* and a *dispensing record* showing previous medications dispensed to this patient.

Add patient fact finding

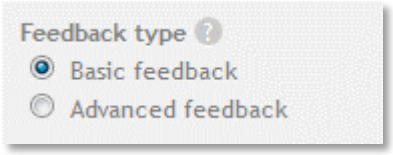
1. *Click the button in the Patient fact finding bar to open the patient fact finding section.*	
2. *Make sure the Disable fact finding checkbox is unchecked*	

3. You can choose to *randomise the fact order.* This will ensure that students will see the fact finding topics in a random order.

4. *Select the fact finding feedback type.* This determines the type of feedback students will see regarding their use of the fact finding component.

   Basic feedback will show a single feedback text that covers all fact finding questions.

   Advanced feedback requires the instructor to add specific feedback on every fact finding topic.



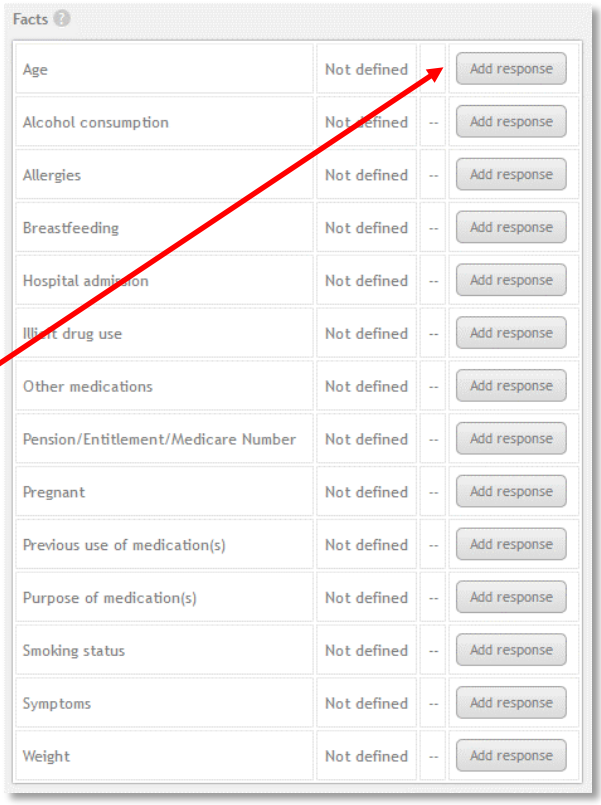
5. *Populate the fact finding topics.*

   Fact finding topics are meant to be quite general terms in which the patient can give information to the pharmacist. This feature is not meant to teach students good communication practice. It is meant to provide information from the patient that the pharmacist can use in order to make decisions.

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

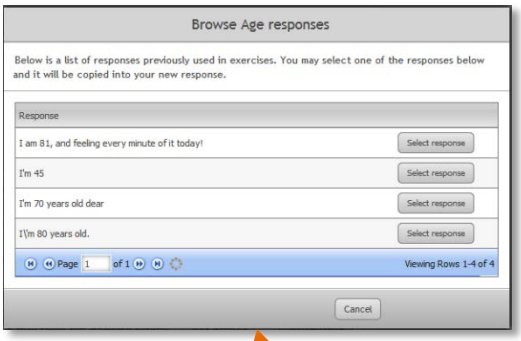
   You do not need to define all of the topics.

   Those topics that you do not define will show the default patient answer to the student.

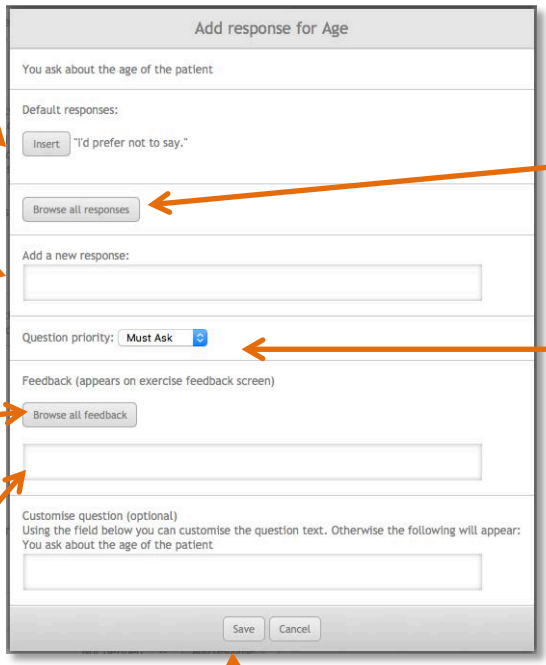


6. Fill in the form for each response as shown in the example below.

Filling in patient responses



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.

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

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.

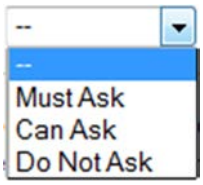
Click on the save button to save this response.

Set the question priority here.

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

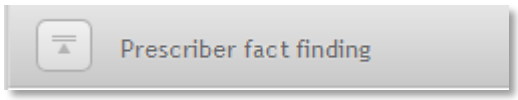
Can ask questions do no harm, but will probably not give any useful information in the given scenario.

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

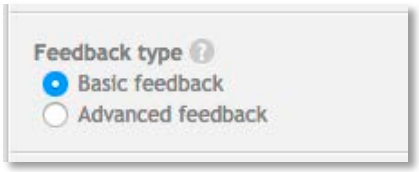


Add prescriber fact finding

1. *Open the Prescriber fact finding panel.*



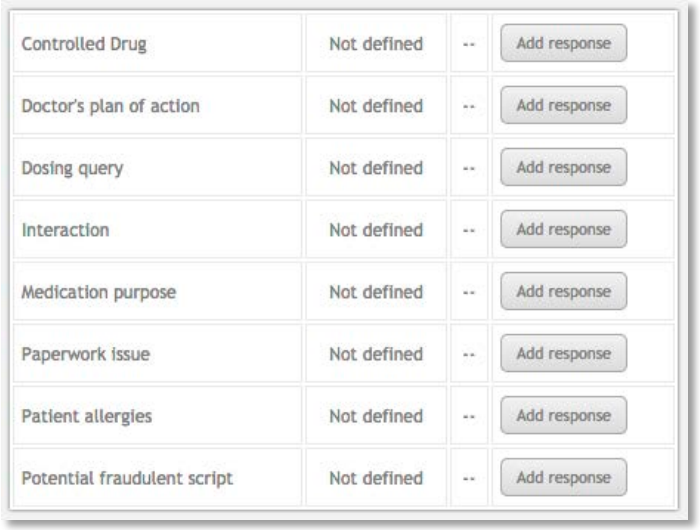
2. *Select feedback type*



3. The fact finding configuration panel will appear.

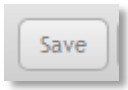
   Each item for discussion requires you to enter the answer from the prescriber.

   Click on the Add response button for each topic to create the prescriber's answers for that topic.



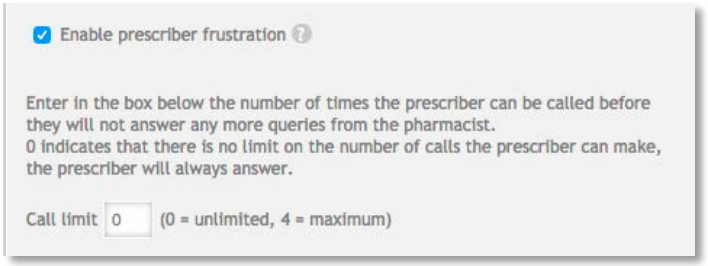
4. *Fill in the form for each response as shown in the patient fact finding example.*

5. *Click on the save button to save that response.*



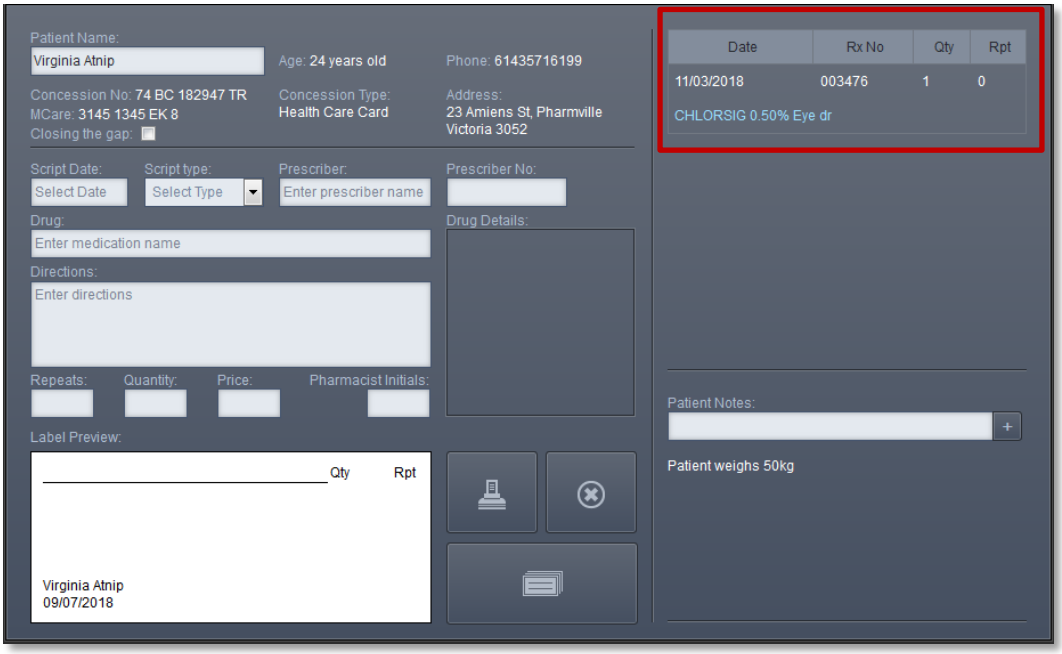
6. *Choose whether you want to use prescriber frustration.*

   Sometimes a prescriber will not take kindly to being called several times by the pharmacist. You can enable frustrated prescriber mode and set the number of calls that the prescriber will take before they refuse to answer any more.

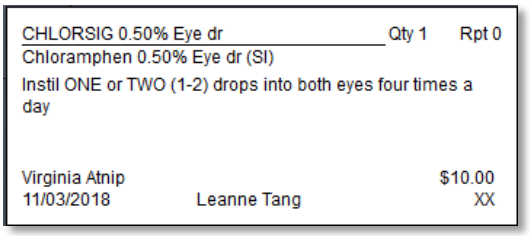


Adding the dispensing record

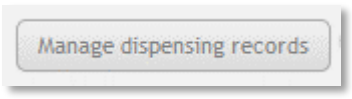
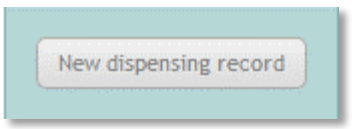
Dispensing records allow you to create a patient medication history for an exercise. Dispensing records appear in the dispensing application on the computer screen:



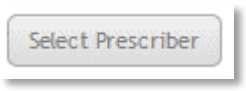
Clicking on the medication name in the dispensing record will show a dispensing label with all of the appropriate details:



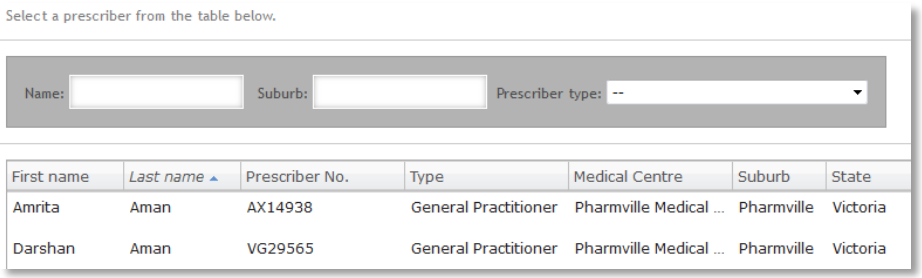
To create a dispense record:

1. ***Open the Prescription panel.***	
2. ***Scroll down*** *the prescription panel to the Manage dispensing records section (below Patient notes).* ***Click the Manage dispensing records button.***	
3. ***Click the New dispensing record button***	

4. ***Click the Select prescriber button*** *to add a prescriber to the dispensing record (it does not need to be the same prescriber as the main prescription in the exercise).*

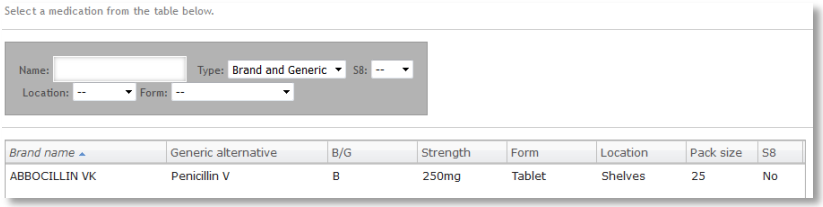


5. *Selecting a prescriber is the same process as for selecting the main prescriber – you can filter for name, prescriber type etc.*

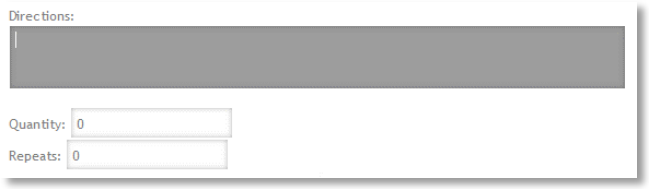


6. ***Click the Select Medication button.***

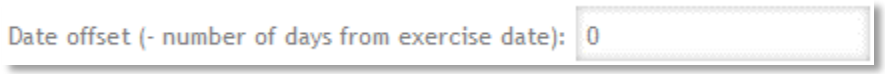
7. *As with prescribers, the select medication screen is the same as you would find in the main prescription section. You can select a medication and filter on location, form etc.*



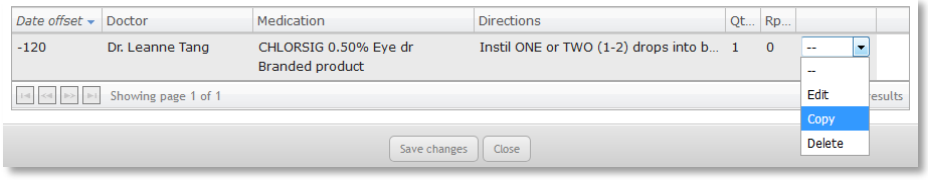
8. ***Enter the directions****, Quantity and Repeats you wish to appear on the dispensing record in the fields provided.*



9. ***Add the date offset*** *– this is how you pre-date dispensing records. You enter a minus sign followed by the number of days in the past that you want the dispensing record to have. Remember that dates in MyDispense are relative to the day that the student is viewing the exercise.*



10. *Once you have added a dispensing record, you can easily copy it. This makes it easy to add a number of dispensing records. You just need to change the date on each record to create a detailed dispensing history.*



Creating a complex dispense exercise

What is a complex dispense exercise?

For the purposes of the symposium, a complex dispense exercise has any of the features of a simple or intermediate exercise, to which we can add errors. These can be:

- Prescription errors
- Medication expiry errors
- Other errors
- Combinations of the above.

The outcome of a complex exercise can be either the student dispensing the medication or choosing not to dispense because it is not safe or legal to do so.

The learning outcomes of complex exercises can include higher level information gathering and decision making. Students will need to analyse and synthesize information to make a safe and informed decision. They will need to be aware of the clinical and legal frameworks they operate in and know where there is space for pharmacists' discretionary judgements.

Making the exercise

We are going to build on the simple and intermediate exercises created in the last two chapters. You can work though those sections to make the exercise, or you can edit the existing Intermediate exercise on the Symposium instance of MyDispense.

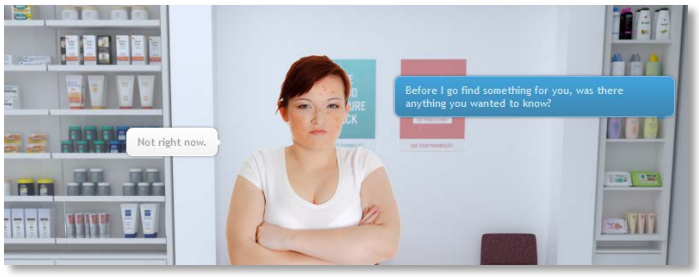
The simple and intermediate exercises involve dispensing Roaccutane 10mg (isotretinoin) to a young woman to treat her acne.

The issue we are going to add to this exercise is to make our patient pregnant. Roaccutane is contraindicated in pregnancy, so the medicine is not safe to dispense to this patient. To give the student clues, we will be editing the fact finding question on pregnancy and we will also add a patient question which will have the patient say "Did I mention that I am pregnant? Is that important".

Let's start by adding the patient question.

Patient questions

Patient questions are questions the patient might ask if prompted by the student. Students provide answers to patient questions by typing in the space provided. Student answers to these questions are recorded and shown in the feedback screen alongside instructor feedback for the question.



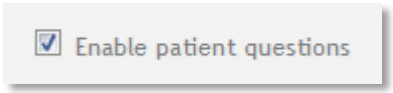
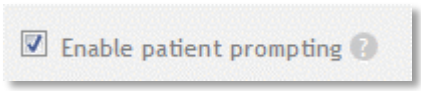
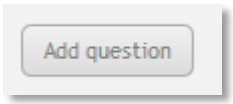
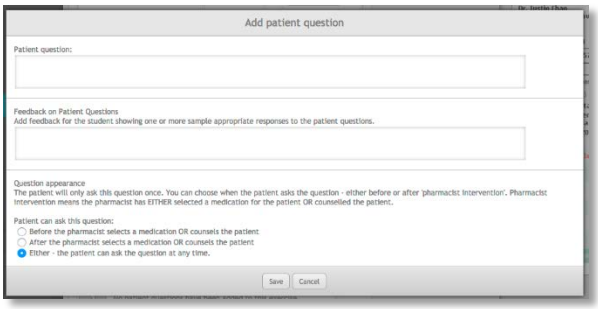
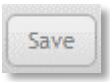
Patient questions can be set to be asked either before a medication is selected or after. If a question is set to *only* be available before the product selection, then that question will not be displayed after

the student selects medications or counsels the patient. Counselling the patient / selecting medications is taken as interacting with the patient, so the questions will change.

It is also possible to enable a 'patient prompting' option. With this enabled the 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.

Adding patient questions

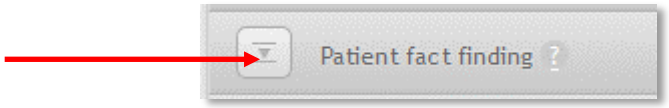
1. ***Open the Patient questions panel***	
2. ***Click on the check box to enable patient questions.***	
3. *You can enable the patient prompting option at this time or choose to do it later if you wish.*	
4. *To add questions,* ***click on the Add question button***	
5. ***Fill in the text boxes*** *for the patient's question and also the ideal answer that should be given to the patient. In our case this would be "Did I mention that I am pregnant? Is that important?" and "You should not dispense Roaccutane to a pregnant patient and should advise her of this fact."* *This answer will appear in the feedback section for the exercise.* ***Select*** *when the patient will ask this question. Before, After or before and after.*	
6. ***Click Save.***	

Changing the Patient fact finding response

We now need to make the patient respond positively to the pregnancy fact finding topic.

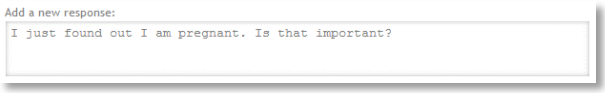
If you are editing the intermediate exercise follow the instructions below. If you are making a new exercise, follow the instructions on page 15.

1. ***Click the button*** *in the Patient fact finding bar to open the patient fact finding section.*

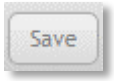


2. ***Scroll*** *down to the 'Pregnant" topic and* ***click*** *the Edit response button.*

3. ***Overwrite*** *the existing text with the text "I just found out I am pregnant. Is that important?"*



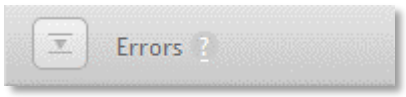
4. ***Click Save***



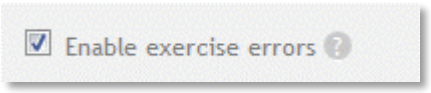
Adding errors

Now that we have a couple of declarations from the patient that she is pregnant, we need to change the outcome of the exercise. This is done in the errors panel.

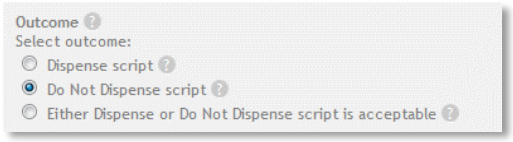
5. ***Click the button*** *in the Errors panel to open it.*



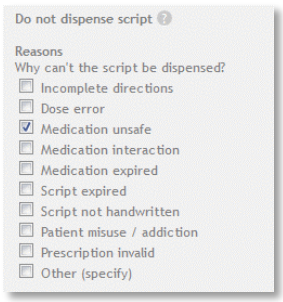
6. ***Check the box*** *Enable exercise errors.*



7. *In the Outcome section,* ***check the box*** *Do not dispense script.*

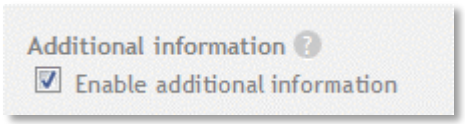


8. *In the panel that appears,* ***check the box*** *Medication unsafe.*

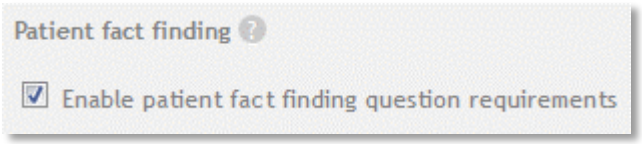


9. *Next, we need to ensure that students have seen the clues before they make a decision.*

   ***Check** the box Enable additional information*



10. *In the panel that appears, **check** the box Enable patient fact finding question requirements*

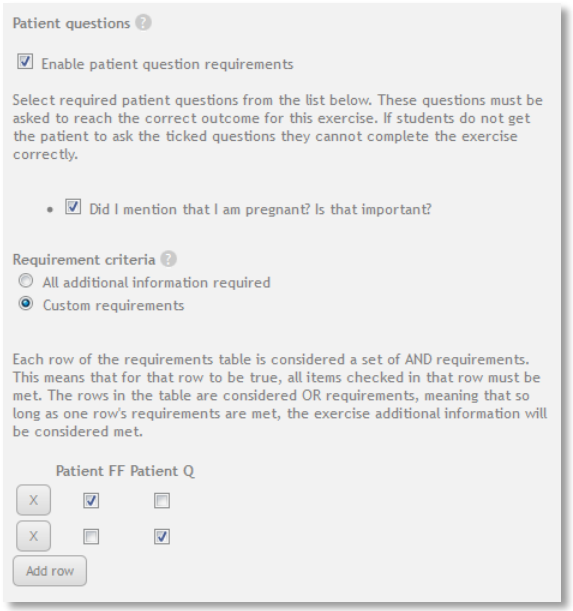


11. *In the list of fact finding questions, **check** the box for Pregnant. This will require the student to have seen that response before they can get the exercise completely correct.*

12. *We will do the same for patient questions.*

    ***Check** the Enable patient question requirements box and complete the section as shown here.*

    *It looks complicated, but what we are doing is saying the student needs to have seen either the patient fact finding **OR** the patient question evidence in order to know that the young woman is pregnant.*



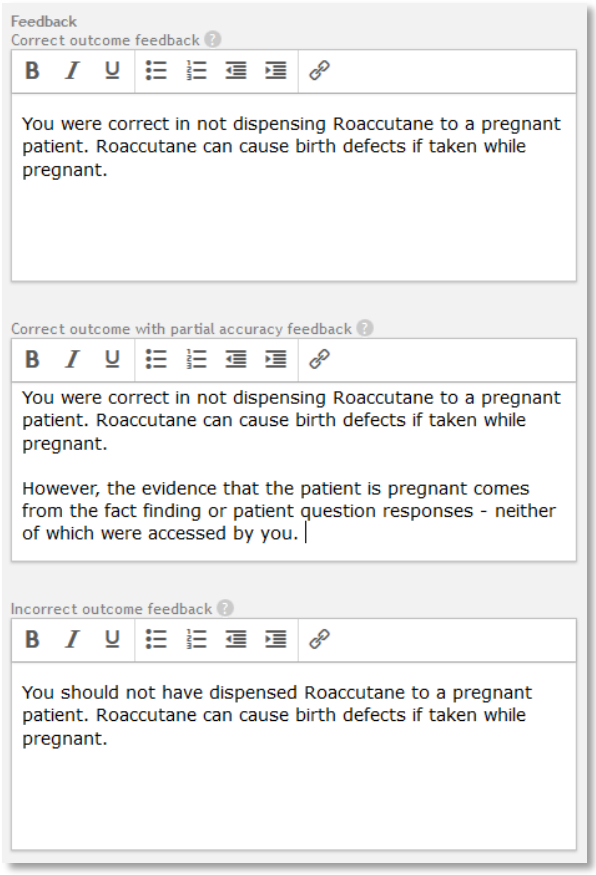
13. *Now we need to set the feedback for each of the possible student outcomes, which are:*
    - *Correct outcome.*
      This is when the student chooses to dispense/not dispense and they get it right.
    - *Correct outcome with partial accuracy.*
      This is when the student chooses to dispense/not dispense and they get it right – however, they have not seen the fact finding or patient question responses – so how could they know the patient was pregnant?
    - *Incorrect outcome.*
      This is when the student decides to dispense the medication and potentially cause harm to the patient or her child.

14. *Fill in the three feedback fields as shown here.*

The first field is shown if the student got the correct outcome AND accessed either fact finding OR patient questions (or both).

The second is shown when the student got the correct outcome but did NOT access fact finding or patient questions – therefore how did they know the patient was pregnant (or did they have another reason not to dispense?).

The third field is shown when the student missed the problem and dispensed the medication – potentially causing harm.



Creating a simple OTC exercise

What is a simple exercise?

A simple OTC exercise involves a patient presenting with a query or medical complaint and requiring the pharmacist to recommend a treatment. It is also possible for the patient to self-select one or more OTC products and ask the pharmacist for advice.

Simple OTC exercises can have attachments to improve realism. Examples could be photographs to show symptoms, such as a skin condition, doctor's letter, hospital discharge notes etc.

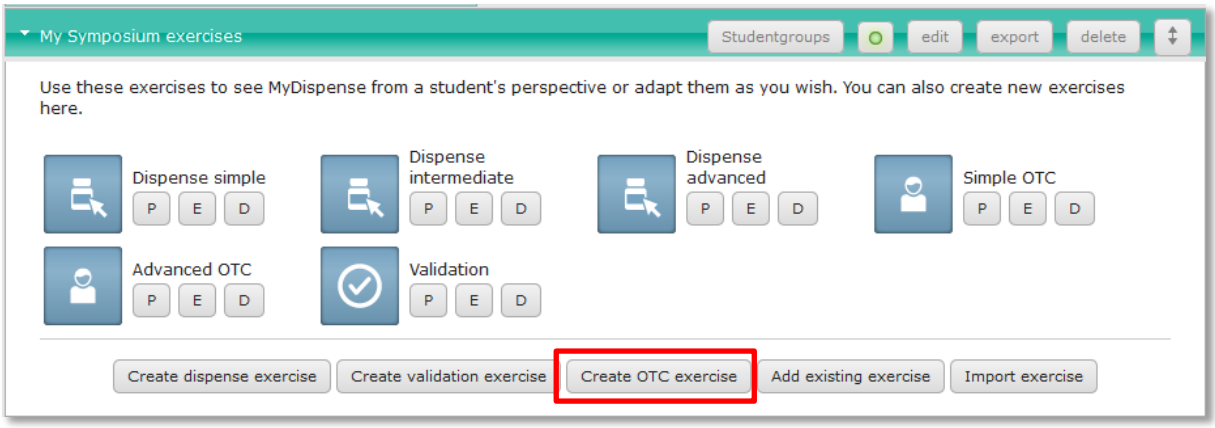
The can also have Fact finding, which is often essential to determine the cause of the patient's complaint.

The main characteristic of a simple OTC exercise (compared to advanced OTC) is that there is no single correct answer. Instead the student receives broad feedback on the decisions they should have made along with the appropriate group of therapeutic products.

The outcome of a simple OTC exercise can be to RECOMMEND or DO NOT RECOMMEND products.

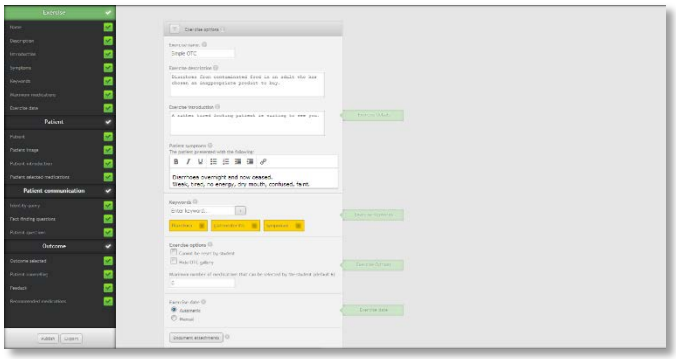
Making a simple OTC exercise

To create an OTC exercise, go to the unit tutorial screen, click on the Create OTC exercise button below the tutorial list.



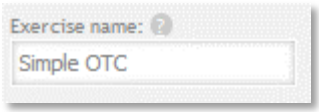
This opens the OTC exercise designer.

This screen is similar to the dispense exercise designer, but it does not have a prescription section.

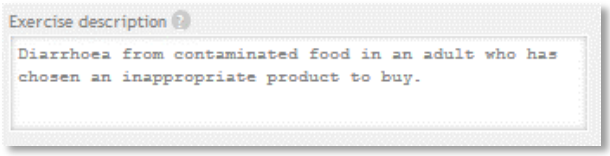


STEP 1 - Set up the exercise options

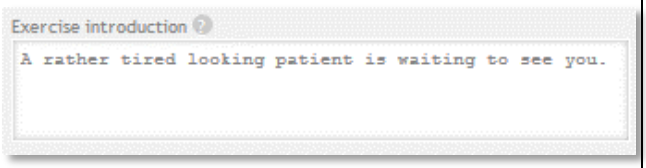
1. *Add the exercise name.* This is the name that will appear to students on the MyDispense dashboard.



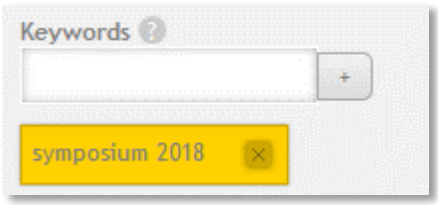
2. *Enter the exercise description.* This text only appears in admin screens and allows users to more easily find exercises.



3. *Add introduction text* - this 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 "Mrs X would like some advice on allergy products".



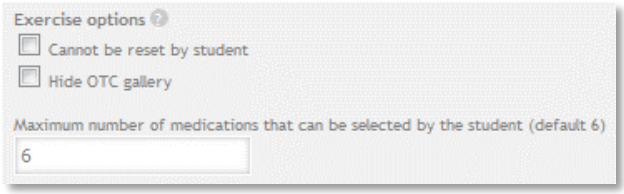
4. *Add optional keywords* to an exercise, such as "rash", "hydrocortisone" etc. Keywords make it easier to search for exercises in admin.



5. *Use the checkboxes to configure the exercise options*, which are:

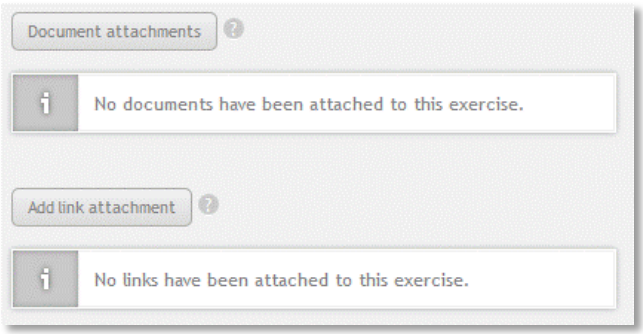
Cannot be reset by student– Normally students can reset an exercise and try again after seeing their feedback. This checkbox disables that option.

Hide OTC gallery- This option limits the number of images that students can see when they inspect an OTC medication.



Maximum number of medications that can be selected by the student (default 6) – Limits the maximum number of medications that a student can select.

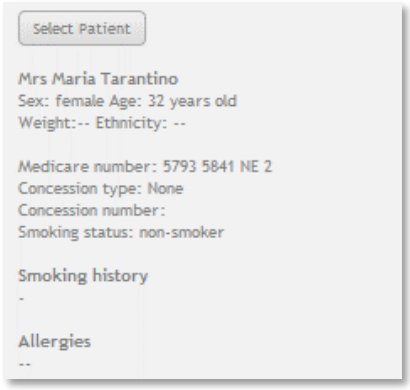
6. *Add optional attachments.* The *Manage Attachments* button allows you to attach supplementary files or links to the exercise.



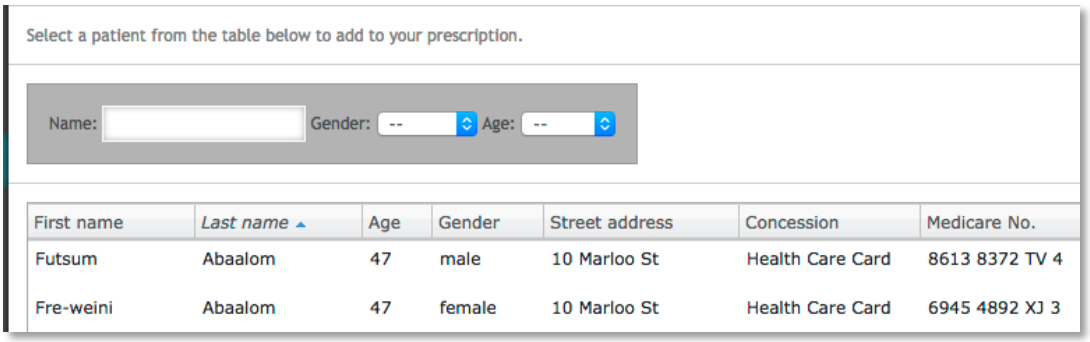
STEP 2 – Enter the patient details

7. *Select a patient* to add to the exercise.

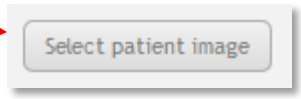
   Once a patient has been selected their details are shown in the prescription panel.



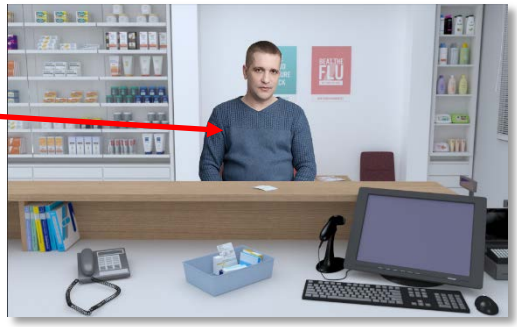
8. You can *search for patients* using firstname, lastname, gender and age.



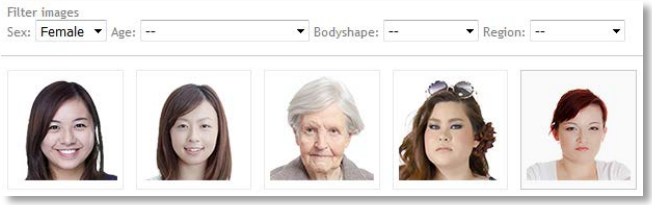
9. *Select an image for your patient*.



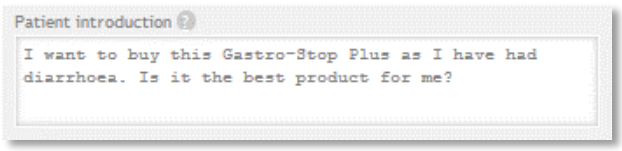
You are selecting the patient image that will appear in the pharmacy 'shop front' at the dispensary counter.



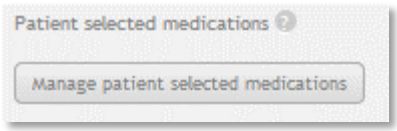
When looking for patient images you can filter for gender, age, body shape and region.



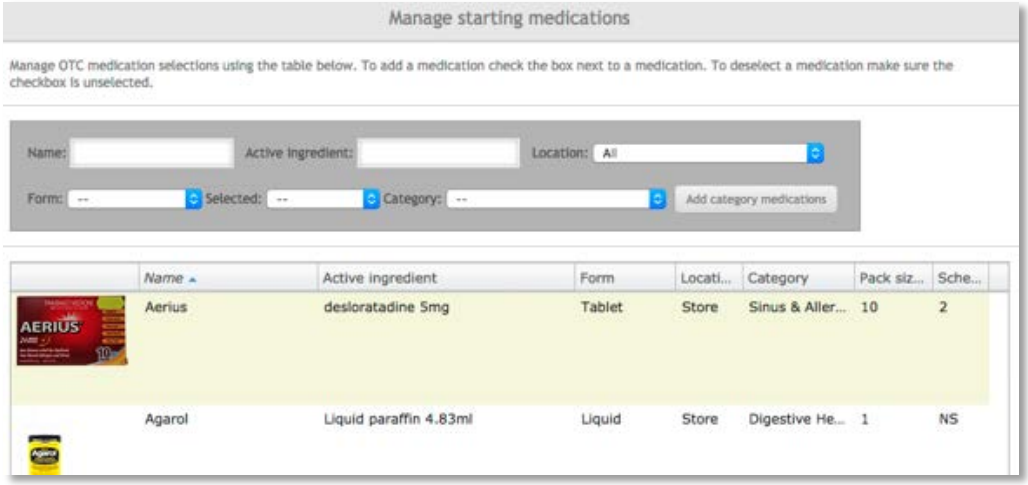
10. *Enter the Patient introduction text.* This is what the patient will be saying when the exercise begins. The text will appear in a speech bubble next to the patient.



11. *OPTIONAL - Add patient selected medication* - Patient selected medications (PSM's) are medications that the patient will present to the student at the start of the exercise.



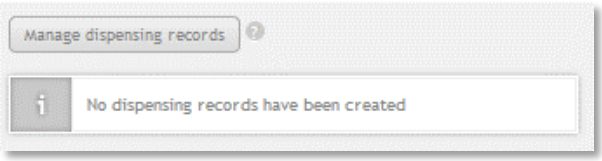
12. The management screen allows you to search for and select medications by clicking on that medication row. If a medication row is highlighted, it means that it selected and will be displayed as a starting medication.



13. *OPTIONAL - Add patient notes*

Students can search for a patient in the pharmacy dispensing application. Patient notes can be added to provide more background patient information.

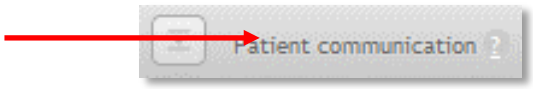
14. *OPTIONAL – add dispensing records.*
Dispensing records show a history of dispensed medications to a patient. Adding dispensing records is explained on page 19.



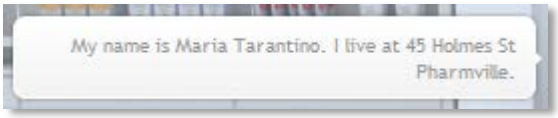
STEP 3 – Add patient communication

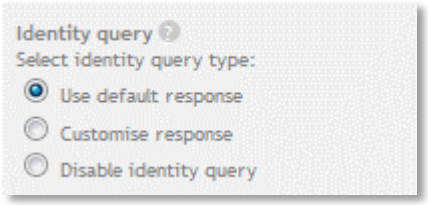
Patient communication is also know as patient fact finding. Fact finding in an OTC exercise is similar to fact finding in a dispensing exercise, so if you have done that before, you should find this familiar. However, there are a coupl of small differences to watch out for.

15 ***Click*** *the button in the Patient communication bar to open the section.*



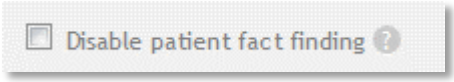
16 ***Select*** *the Identity query response type.* This is the response the patient gives to the Patient personal information topic. The patient will provide their name and address in a speech bubble.



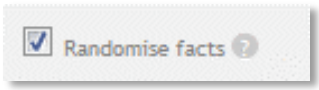


This allows the patient to be found in the pharmacy dispensing application.

17 *Make sure the Disable fact finding checkbox is unchecked*



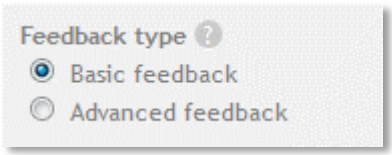
18 You can choose to *randomise the fact order.* This will ensure that students will see the fact finding topics in a random order.



19 *Select the fact finding feedback type.*
This determines the type of feedback students will see regarding their use of the fact finding component.

Basic feedback will show a single feedback text that covers all fact finding questions.

Advanced feedback requires the instructor to add specific feedback on every fact finding topic.



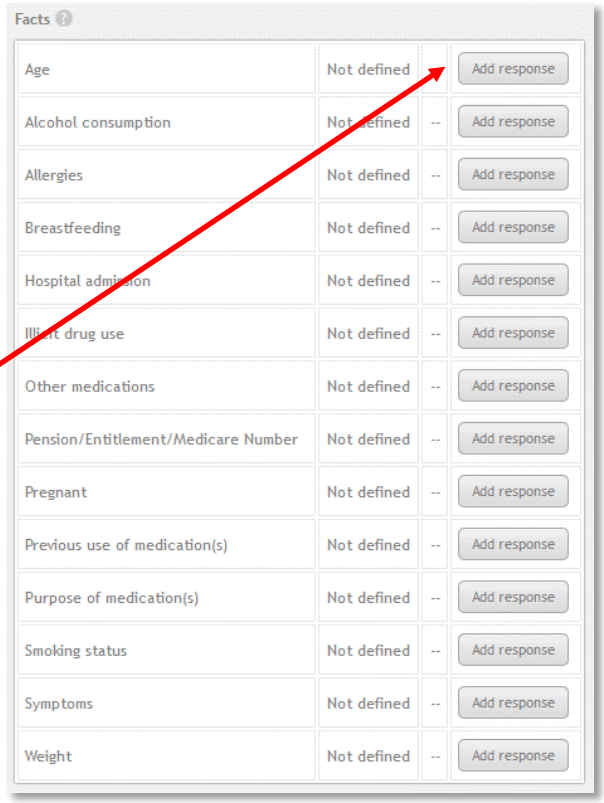
20 *Populate the fact finding topics.*

Fact finding topics are meant to be quite general terms in which the patient can give information to the pharmacist. This feature is not meant to teach students good communication practice. It is meant to provide information from the patient that the pharmacist can use in order to make decisions.

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

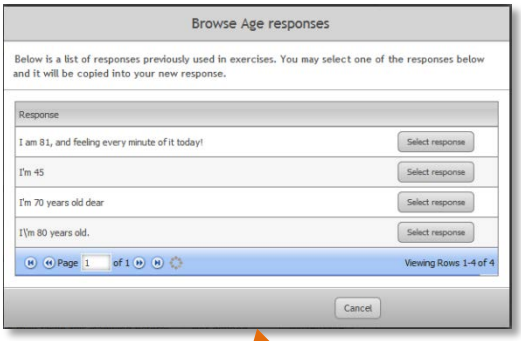
You do not need to define all of the topics.

Those topics that you do not define will show the default patient answer to the student.

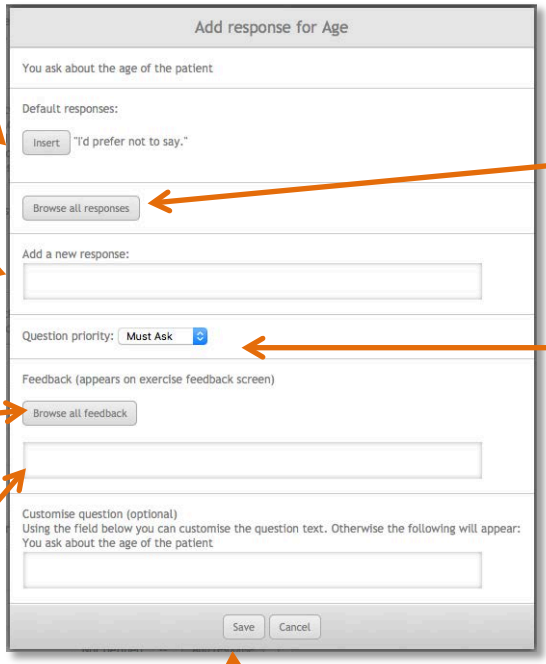


21 Fill in the form for each response as shown in the example below.

Filling in patient responses



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.

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

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.

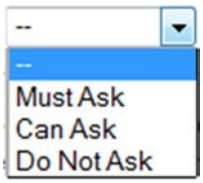
Click on the save button to save this response.

Set the question priority here.

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

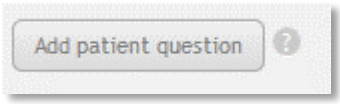
Can ask questions do no harm, but will probably not give any useful information in the given scenario.

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

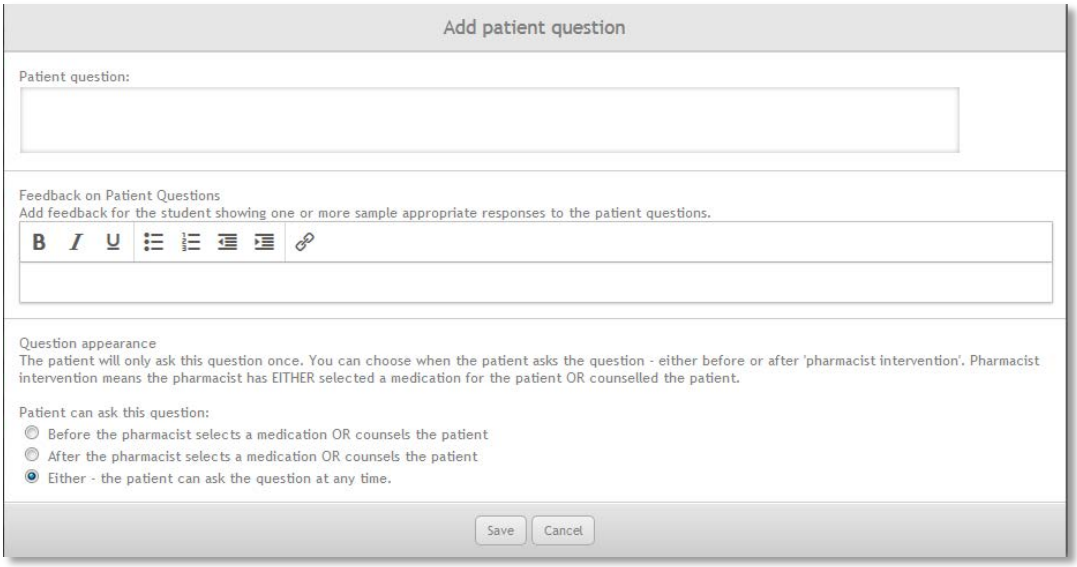


Add patient questions

22. ***Click*** *the Add patient question button.*



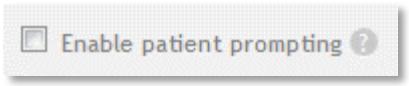
23. The Add patient question panel appears
Fill in the text areas *for the patient question and its feedback (ideal response).*



24. Repeat for each patient question you wish to add.

25. *Optional –* ***enable*** *patient prompting.*

With this enabled the patient will tell the student that they have questions if the student attempts to complete the exercise without having prompted 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*.

Basic OTC 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.

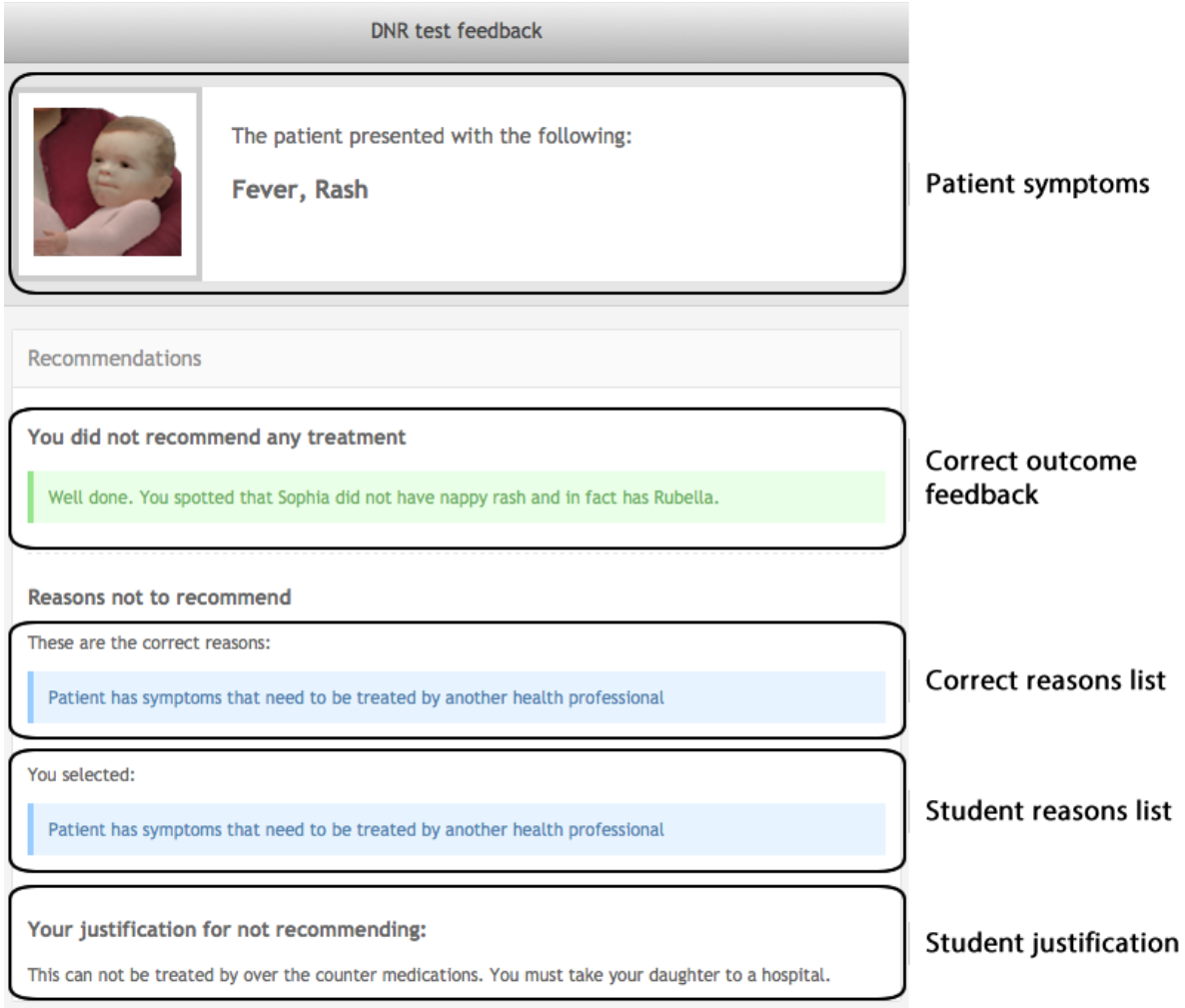
Do Not Recommend

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.

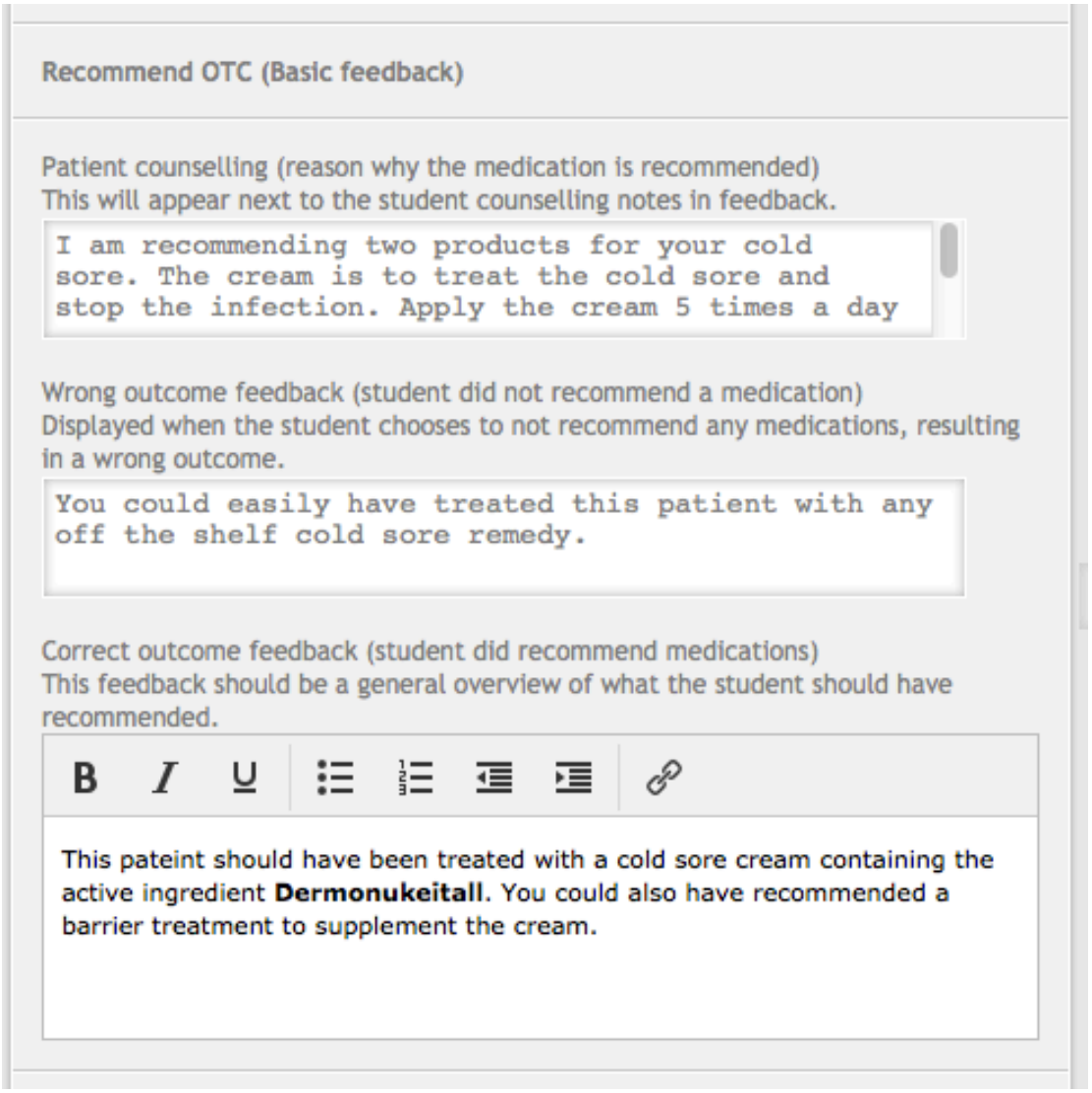
The wrong outcome feedback is shown when the student recommends medications instead of not recommending medications. Use this field to tell the student why they should not have recommended medications in this scenario.

Do Not Recommend feedback example



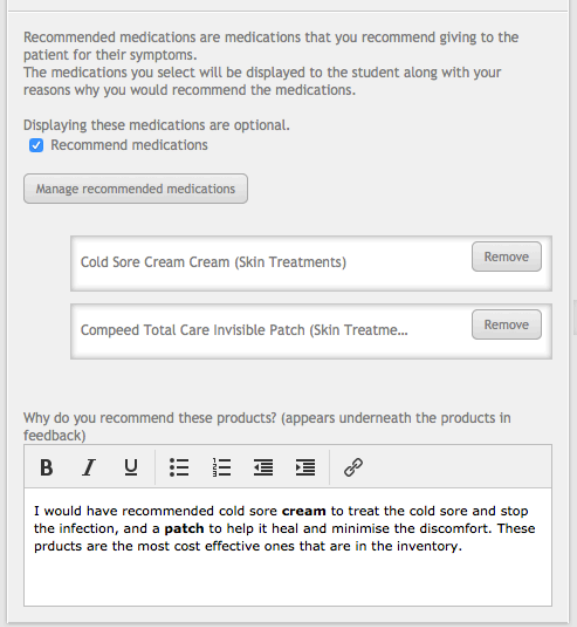
Recommend medications basic feedback

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.



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.

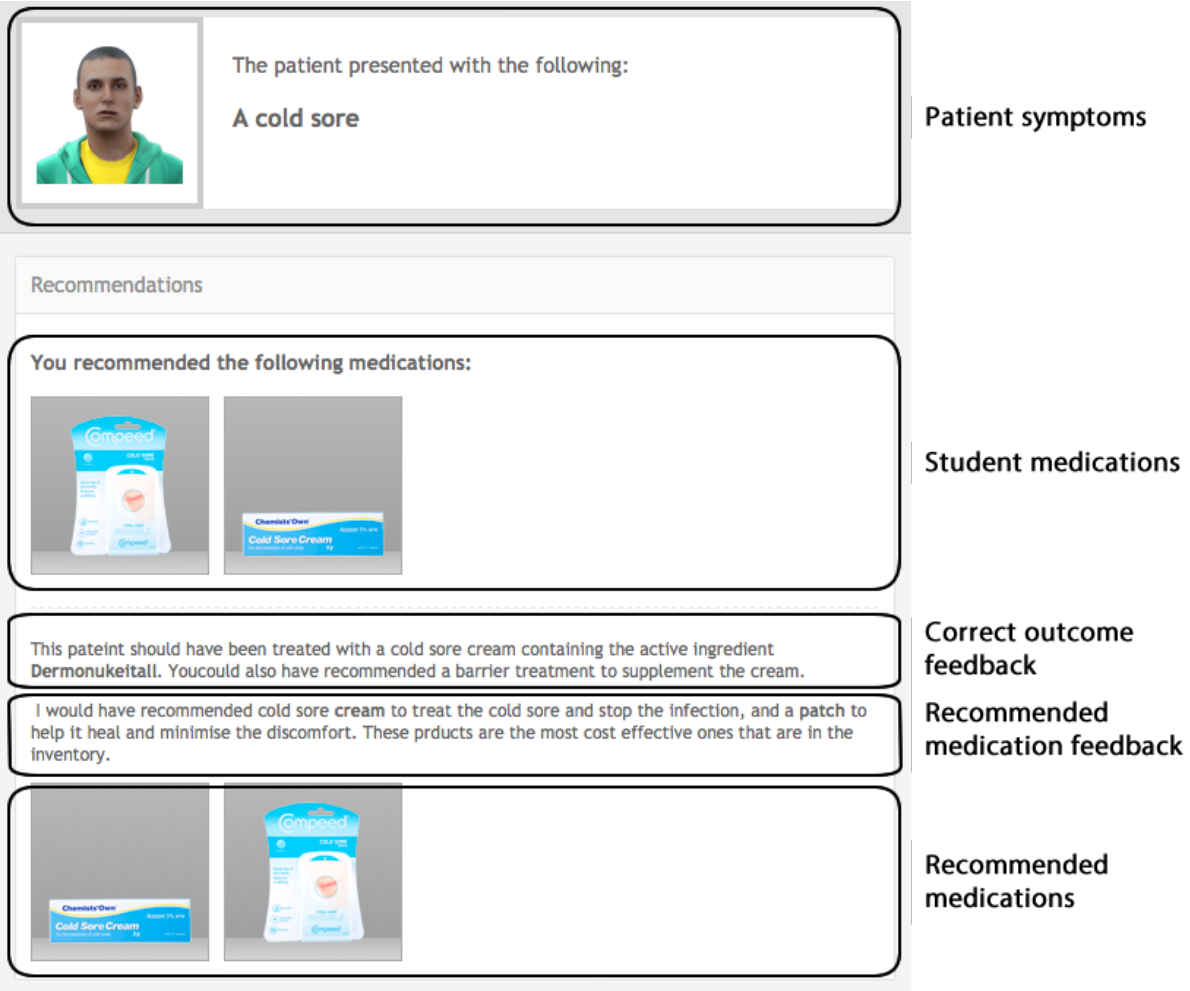


Once the medications are selected, they appear in a list underneath manage button.

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



Creating an advanced OTC exercise

What is an advanced OTC exercise?

An advanced OTC exercise is very similar to the simple OTC exercise, in that it involves a patient presenting with a query or medical complaint and requiring the pharmacist to recommend a treatment. It is also possible for the patient to self-select one or more OTC products and ask the pharmacist for advice.

Attachments and fact finding are also the same as you would find in a simple OTC exercise.

The difference between simple and advanced OTC is that the advanced OTC exercise allows you to be very much more specific in the exercise feedback. Advanced OTC exercises have the facility to specify *recommended products*, this allows you to essentially determine a correct answer for the products that the student should recommend.

For this reason, the outcome of an advanced OTC exercise is always RECOMMEND.

More about advanced mode

The advanced mode is designed around the idea of *treatment groups*. A treatment group is a group of equivalent medications that could be used to treat the patient in the given circumstances. For example, a treatment group could be made up of equivalent cough medicines to treat a cough.

Treatment groups have feedback fields that are displayed based on what the student chooses. If the student recommends a medication set in the treatment group, correct feedback is displayed. Otherwise incorrect feedback is displayed for not treating that condition.

Treatment group types

There are two types of treatment groups. Required treatment groups and supplementary treatment groups. Required groups are groups of medicines that should be recommended to treat the patient properly. Thus using the cold analogy, cough medicines should be a required treatment group.

Supplementary treatment groups are extra treatments that the patient could receive but aren't strictly necessary for a good result. For example, a supplementary treatment group could be made for a range of decongestants to go along with the cough medication.

The difference between the required and supplementary treatment groups is the feedback context. If the student does not recommend a medication from a required group they have failed to treat the patient correctly. Supplementary groups aren't required, so feedback should suggest that the patient could be given medicines for additional treatment.

Supplementary groups can be used to flesh out the exercise with more detail and are optional when creating an advanced mode OTC exercise. However, at least one required treatment group must be set up.

Treatment group options

Described below are all the options that can be set in a treatment group.

Name

Treatment group names are used to describe what the treatment group is treating. These names are not shown to students at any point and are used to identify groups in the exercise designer only.

For example, 'Cough Medicines' could be used for the cough medicines required treatment group and 'Decongestants' used for the supplementary group.

Description

Describe to the student what the products should be trying to treat. The description is displayed below the feedback given to the patient. For example 'The patient's cough could be treated using some of the following medicines."

Beneficial medications

The beneficial medications in a treatment group are medications that will be benefit the patient or are the 'correct' medications. So long as the student selects one of these medications, the correct feedback will be displayed for this treatment group.

After selecting beneficial medications from the group, a 'preferred' medication out of the selection can be set for the group. The preferred medication indicates that there is a medication in the group that is most suited for the task at hand, either by the patient's request or some other factor.

To set a preferred beneficial medication, click the preferred checkbox next to the medication in the beneficial medication list.

Harmful medications (optional)

Treatment groups allow for a separate set of harmful medications that could potentially harm the patient. If the student selects a harmful medication, then harmful medication selection feedback is displayed. This feedback is displayed even if the student selects a beneficial medication for the treatment group, because the harm outweighs the benefit.

For example, if the patient had an allergy to certain types of cough medicines, they would go in the harmful medications group. If the student recommended one of those medications, then the harmful feedback would be displayed.

Feedback fields

Medication instructions (counselling)

The medication instructions appear in the counselling feedback section only if the student selects a beneficial medication from this group. The medication instructions have been moved inside the treatment groups because the student may not recommend medications from each treatment group in an exercise.

Thus, only treatment groups that have had a beneficial medication recommended by the student will have their counselling feedback displayed, rather than displaying instructions for medications that have not been recommended properly.

Preferred medication feedback

Preferred medication feedback is displayed when the student recommends the preferred medication set in the beneficial medications list. The feedback should describe why selecting this medication over the others is a good choice for treating the patient.

If a preferred medication is not selected, this feedback field will not appear.

Beneficial medication feedback

Beneficial medication feedback is displayed when the student recommends a beneficial medication from the treatment group. The feedback should explain the reason why these medications will help the patient.

Harmful medication feedback

Harmful medication feedback is displayed if the student recommends a medication from the harmful medications list. If a harmful medication is selected, this feedback will be displayed even if the preferred or beneficial medications have been selected from the treatment group.

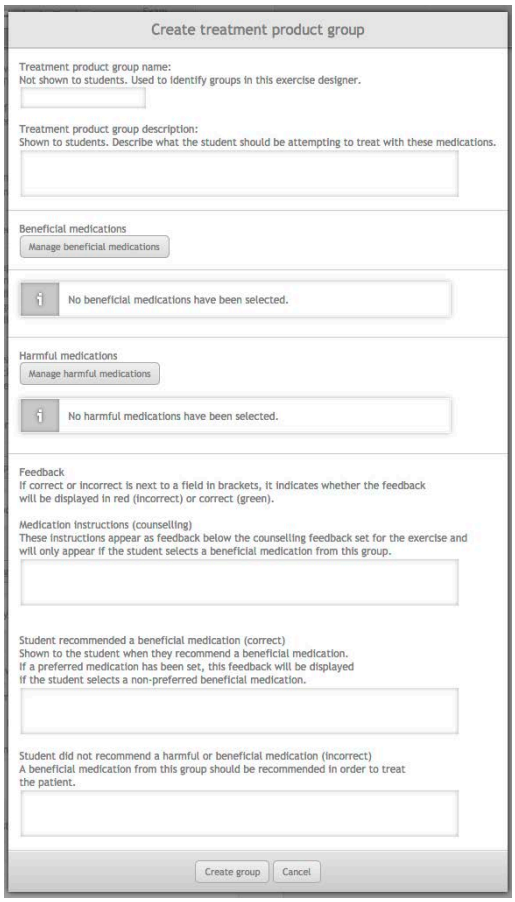
The feedback should explain why the selected medications are harmful to the patient and should not be recommended.

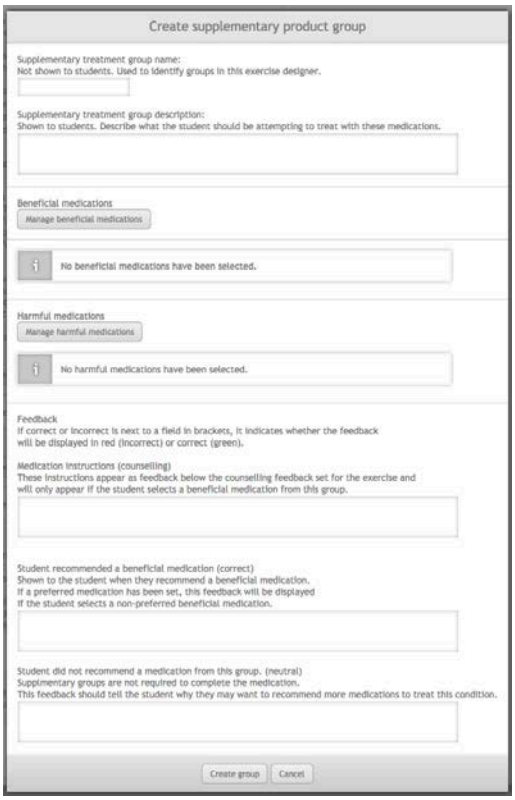
Student did not recommend a harmful or beneficial medication

The did not recommend field is catch all feedback that is displayed if the student does not recommend any of the beneficial/harmful medications set in the treatment group. The context of this feedback should be different based on whether the treatment group is required or supplemental.

If the treatment group is required, the feedback should inform the student that they failed to treat one of the primary conditions of the patient.

If the treatment group is supplementary, then the feedback should tell the student that further treatment is a possibility if they use some of these medications.


Create treatment product group
Treatment product group name:
Not shown to students. Used to identify groups in this exercise designer.
Treatment product group description:
Shown to students. Describe what the student should be attempting to treat with these medications.
Beneficial medications
Manage beneficial medications
No beneficial medications have been selected.
Harmful medications
Manage harmful medications
No harmful medications have been selected.
Feedback
If correct or incorrect is next to a field in brackets, it indicates whether the feedback will be displayed in red (incorrect) or correct (green).
Medication instructions (counselling)
These instructions appear as feedback below the counselling feedback set for the exercise and will only appear if the student selects a beneficial medication from this group.
Student recommended a beneficial medication (correct)
Shown to the student when they recommend a beneficial medication.
If a preferred medication has been set, this feedback will be displayed
if the student selects a non-preferred beneficial medication.
Student did not recommend a harmful or beneficial medication (incorrect)
A beneficial medication from this group should be recommended in order to treat the patient.
Create group
Cancel


Create supplementary product group
Supplementary treatment group name:
Not shown to students. Used to identify groups in this exercise designer.
Supplementary treatment group description:
Shown to students. Describe what the student should be attempting to treat with these medications.
Beneficial medications
Manage beneficial medications
No beneficial medications have been selected.
Harmful medications
Manage harmful medications
No harmful medications have been selected.
Feedback
If correct or incorrect is next to a field in brackets, it indicates whether the feedback will be displayed in red (incorrect) or correct (green).
Medication instructions (counselling)
These instructions appear as feedback below the counselling feedback set for the exercise and will only appear if the student selects a beneficial medication from this group.
Student recommended a beneficial medication (correct)
Shown to the student when they recommend a beneficial medication.
If a preferred medication has been set, this feedback will be displayed
If the student selects a non-preferred beneficial medication.
Student did not recommend a medication from this group. (neutral)
Supplementary groups are not required to complete the medication.
This feedback should tell the student why they may want to recommend more medications to treat this condition.
Create group
Cancel

Creating a validation exercise

What is a validation exercise?

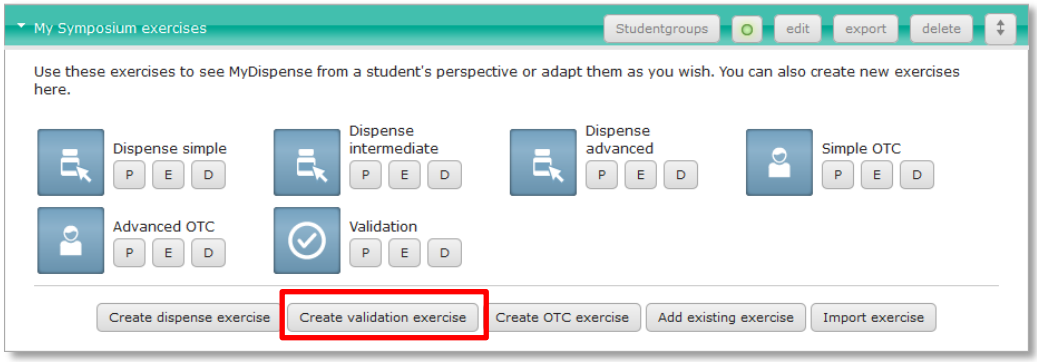
Validation exercises address the needs of a pharmacist to learn how to critically evaluate the work of others while operating in a professional, legal and ethical framework. Some of the features of validation exercises are:

- Involves students in critical reflection, both of the work of others and their own.
- Requires students to operate within a professional framework.
- Students gain experience in providing useful, specific and sensitive feedback.
- Gives students a sense of responsibility, encouraging a deeper approach to learning.
- Develops problem solving skills and attention to detail.
- Engenders a sense of realism and working accurately under time constraints.

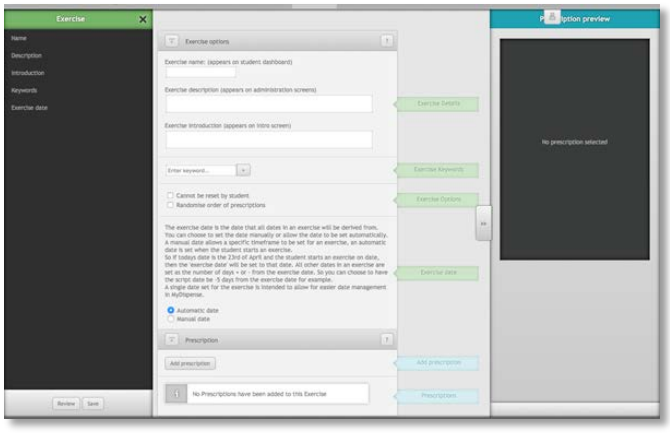
In a validation exercise the student sees a set of prescriptions, along with the dispensing label produced, the product that has been selected and any ancillary labels/advice provided (note that everything beyond the prescription will be available in MyDispense 6). They also have access to patient information and optional attachments such as lab results, doctor's letters etc. The student is then required to determine if Rx can be dispensed or not. If not they are required to give reasons why and provide feedback in a sensitive and professional manner.

Creating a validation exercise

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



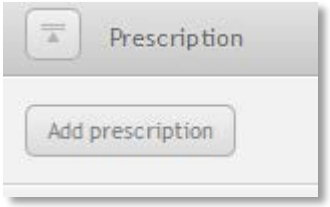
2. The left side of the screen has the review panel, the centre of the screen is where the exercise is edited and the right side of the screen has the prescription preview panel.



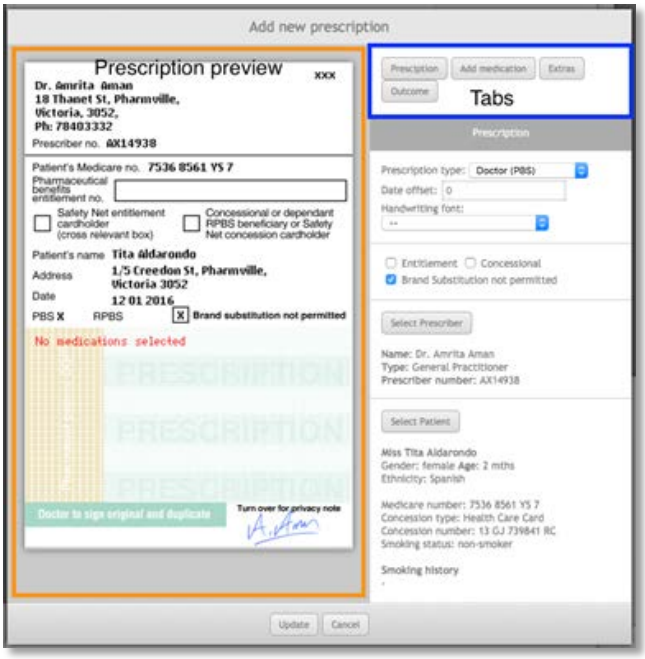
3. ***Create a prescription***

Prescriptions are at the heart of the validation exercise type.

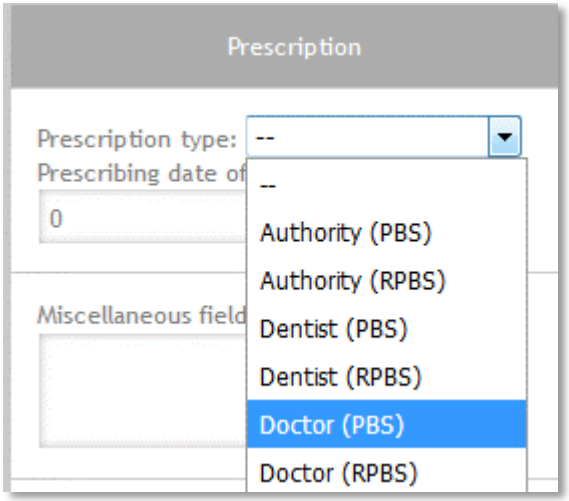
*To add a new prescription, **click** the add prescription button in the prescription section, which opens the prescription pane.*



4. The prescription panel is divided into tabs, which are used to manage different aspects of the prescription. While a tab is open, the button to display it does not appear. The tabs are:
   - Prescription – Base prescription information. The prescription tab is open by default
   - Medication tabs – A tab is displayed for each medication that has been added to the prescription.
   - Add medication tab – Used to select a new medication to add to the script, which then opens the tab for that new medication
   - Extras – Contains supplementary data such as patient notes and dispensing records
   - Outcome – Used to select the outcome of the script, whether the script is correct or if there is a problem with the script.

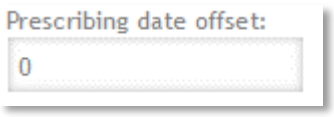


5. ***Select** a prescription type by clicking the prescription type field and selecting an appropriate Rx type.*



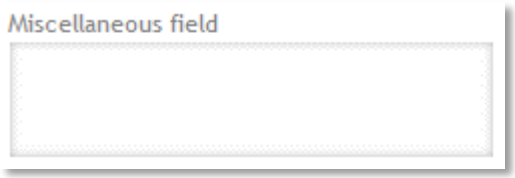
6. ***Set*** *the date offset. Click in the Prescribing date offset field and enter a value (eg -5 will set the Rx date to be five days before the date of the exercise).*

   Please note that positive values are allowed, so that date errors can be introduced. If you do not want to set a date error, please ensure that a negative offset is entered.



7. ***OPTIONAL –*** *use the miscellaneous field to add extra text to your prescription.*

   We recommend that you do not use this feature in a basic exercise unless your region supports this field.

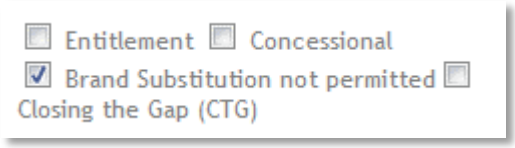


8. ***Select*** *handwriting fonts if required.*

   If a handwriting font is selected, all text in that category will be displayed in that font on the script.

9. ***Select*** *optional prescription features.*

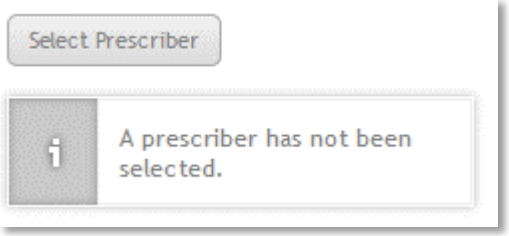
   Not that the features shown here are specific to Australian prescriptions. Your region will have different options.

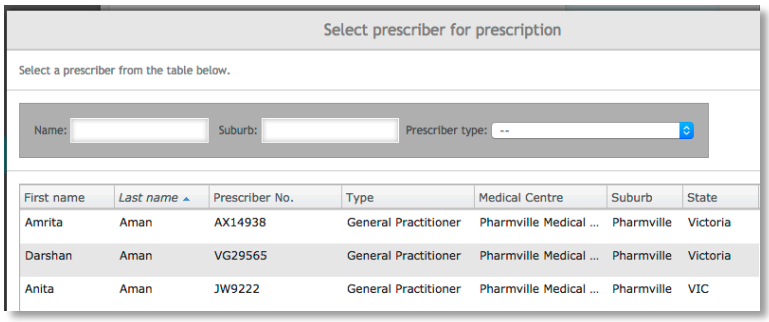


10. ***Select a prescriber.***

    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.

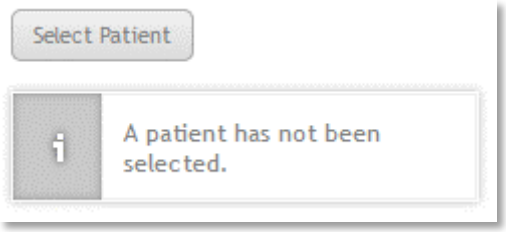




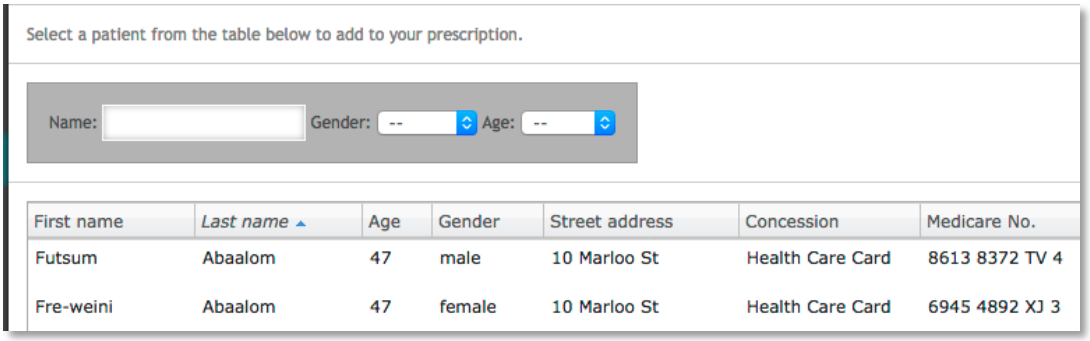
11. ***Select a patient.***

You can search for prescribers by first and last name.

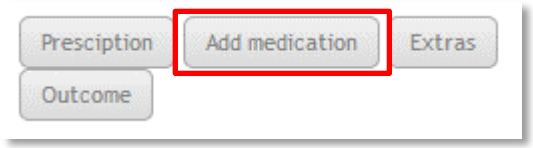
If you are looking for a specific type of prescriber you can sort the list by the prescriber's speciality.



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



13. Add the medication – click on the Add medication button at the top of panel.



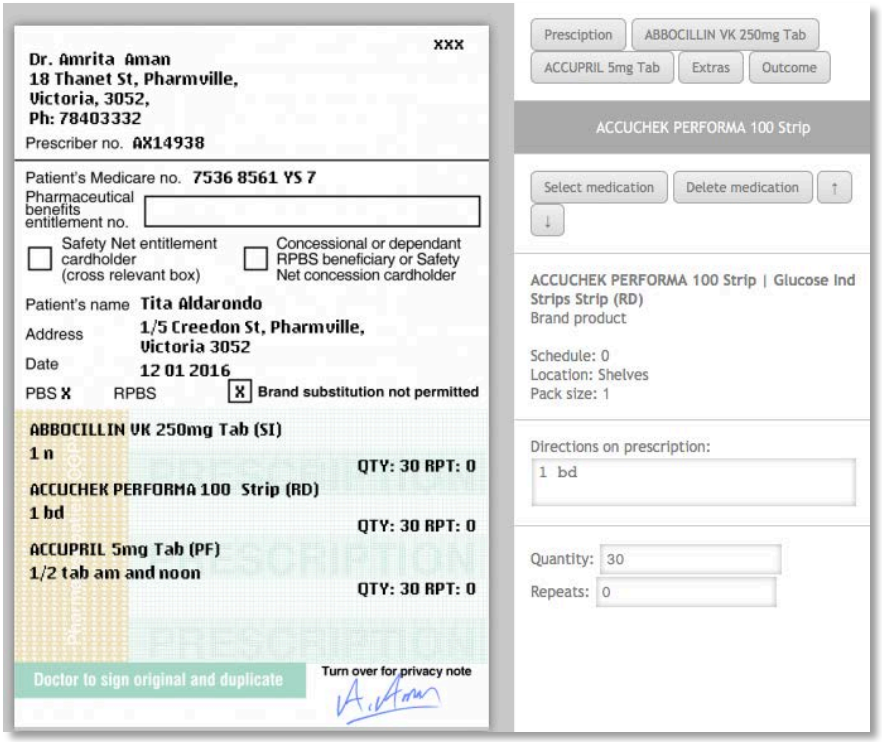
14. You can search for medications by generic and brand name. Results can be filtered by location (shelf, fridge, safe), controlled-drug status and drug form.

    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.

15. Each added medication on the prescription will have its own tab. Clicking the tab will display the medication tab for that medication. Medication tabs are displayed with the name of the medication on the tab.

    In the image below there are three medications on the prescription: Abbocillin VK 250mg Tab, Accucheck Performa 100 Strip and Accupril 5mg Tab. Accucheck Performa is open on the pane and the other two medications appear as tabs in the tab bar.

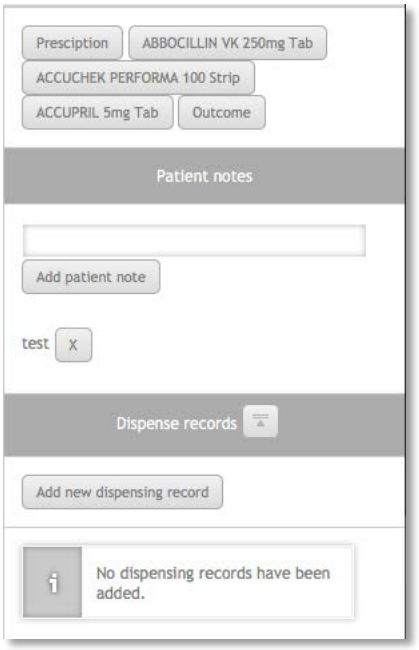
    Inside the medication tab, the directions, qty and repeats can be set for the medication and the prescription preview will update to reflect the changes. The medication can be changed for another one by clicking the select medication button, which opens the medication select pane.



16. ***Add*** *background information*

The extras tab is where additional patient background information can be added to the script using patient notes and dispensing records. Each prescription in the exercise is treated separately, so notes and dispensing records are not shared between prescriptions even if the scripts have the same patient.

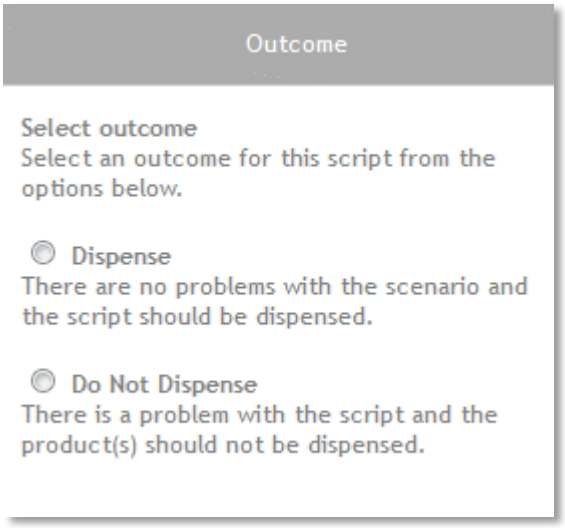
During the exercise, students will be able to view the patient notes and dispensing records set on the extras tab using the patient information screen. The additional notes can be used as supplementary information to determine how they should treat a prescription.



17. ***Set*** *the outcome of the prescription.*

The prescription outcome tab is where the overall outcome for the prescription is selected and options filled out. There are two outcomes for a prescription: Dispense and Do not dispense.

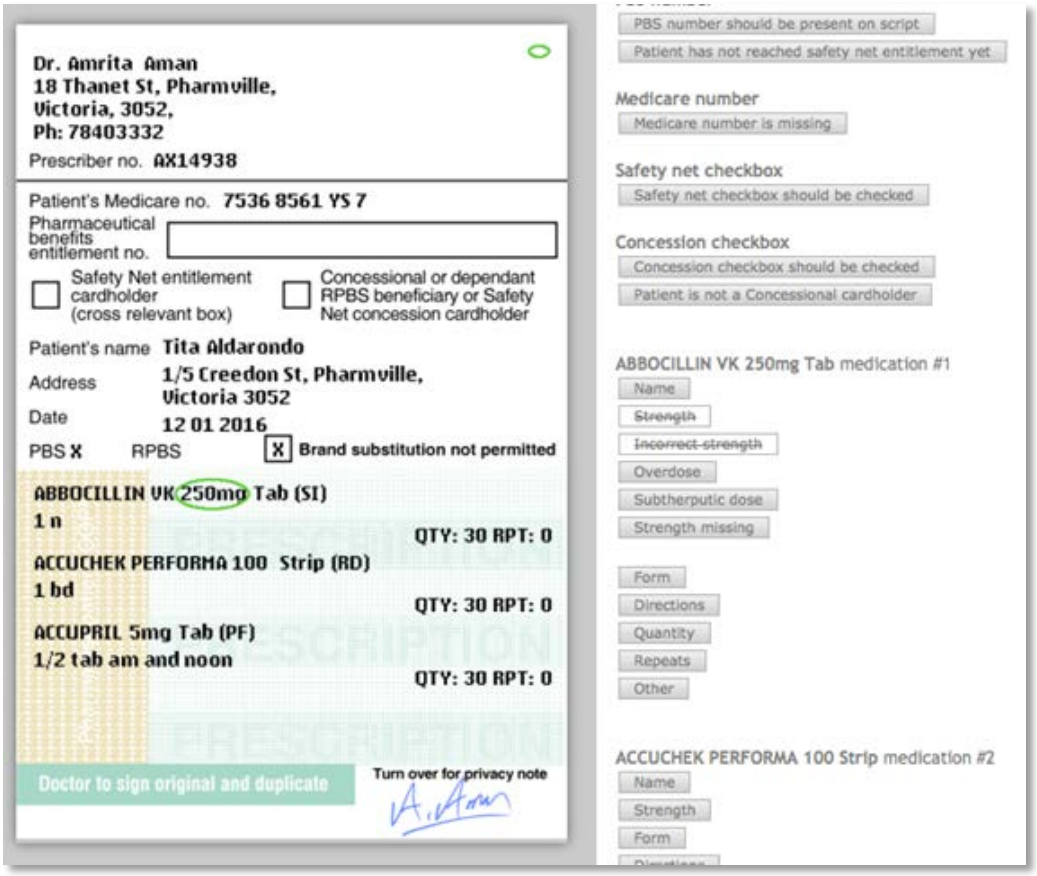
Dispense indicates that there is nothing seriously wrong with the prescription and it should be dispensed normally. All that is required for a dispense outcome is to complete the dispense outcome feedback fields.



Adding problems/issues to your prescription

18. ***Selecting*** *Do Not Dispense displays a list of all the potential problems with the prescription. Some options hide fields on the prescription, making the field incomplete or missing. Other options require background data on the patient provided in the extras tab, such as subtheraputic doses or overdoses on medications.*

    Selecting an error will draw an ellipse around the corresponding field on the prescription. These ellipses are later used in feedback and compared to the student selections through colour coding (green is a match, purple is a mismatch and red is missed by the student).

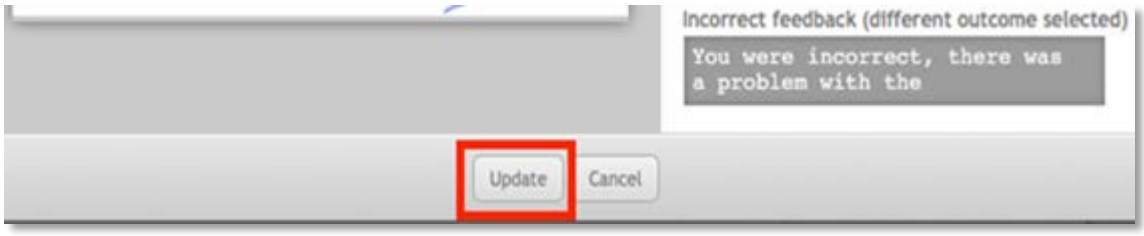


	A basic list of all the script problems is below.		
	Script ID missing	Date incomplete	Date missing
	Script expired	Script incorrect date	Prescriber name missing/incomplete
	Address missing / incomplete	Prescriber phone number missing	Prescriber not permitted to use this type of prescription
	Prescriber signature missing	Patient name missing / incomplete	Patient address missing / incomplete
	Medication name missing / incomplete	Medication strength incorrect (overdose or subtheraputic)	Medication strength missing
	Medication form missing	Medication form inappropriate	Medication form not available

	Medication directions problem (subtheraputic dose or overdose)	Medication directions missing	Medication Qty missing
	Medication qty is more than can be supplied	Medication repeats missing	Medication repeats, too many repeats
	Medication potential interaction	Medication suspicion of abuse	Medication not allowed on this type of Rx
	Contraindication with patient's existing medication	Patient has allergy to medication	

19. *Based on the type of prescription, additional options will appear. At least one problem must be **selected** for the outcome to be valid, along with the wrong outcome feedback fields.*

20. ***Save** the prescription*
When the prescription is ready, click the update button to finish working with it. Clicking the update button will close the prescription panel and add the new prescription to the list of prescriptions in the exercise.



21. ***Managing exercise prescriptions***
Beneath the Add prescription button in the prescriptions section is the list of prescriptions currently in the exercise. Each prescription appears as an item in the list and is displayed with its type and the number of medications on the prescription. For example: Doctor (PBS) #M 3, is a Doctor (PBS) script with three medications (#M 3).

22. *The prescription in the list that is highlighted orange is the prescription currently on display in the prescription preview pane. To look at another prescription in the preview pane,* ***click*** *on the Preview button for that prescription. It will turn that prescription item orange and display the script in the preview pane.*

    At the bottom of the prescription preview pane are arrow buttons next to the name of the prescription name. ***Clicking*** *the left and right arrows will navigate between the prescriptions in the exercise and display them in the prescription preview pane.*

    Clicking *the edit button on the prescription item will open the prescription pane where it can be edited.*

    The copy button will add a copy of that prescription onto the end of the prescription. It copies all aspects of the prescription including the outcome.

    The delete button will immediately delete the prescription from the list and the exercise. There is no confirmation window so make sure that you are sure about the prescription being deleted.

    On the far right there is an arrow button. ***Clicking and dragging*** *this up or down will change the order of the prescriptions as they appear in feedback. Normally prescriptions will be displayed in the order that they appear in the list, however the order can be randomised by checking the 'Randomise order of prescriptions' exercise option.*

    Randomising the order of prescriptions in the exercise will display them in a random order for the student to complete. The prescriptions will appear in the correct order during feedback, no matter the order they appeared in for the student.

Saving the exercise

You may save your exercise at any time by clicking the save button underneath the checklist. The checklist does not need to pass for you to save your exercise this way, but it will not be available to students until you publish it.

To publish your exercise (so students can see it), click the publish button. Doing so will run the checklist, which must pass before you can publish the exercise. Fix the issues outlined in the checklist and click publish again.