

# 2 Medical training module

In the field of medical training, the correct sequence of steps is often critical for safety and successful outcomes. This project focuses on designing an interface for a learning module that teaches and assesses a user's ability to recall and correctly order a set of sequential tasks.

You will select one of the following medical training scenarios (full details provided in class):

- How to administer an EpiPen
- Basic steps for CPR (compression and breathing sequence)
- The correct procedure for scrubbing in before surgery
- The steps for using an Automated External Defibrillator (AED)
- How to administer a rapid response Strep A test

Design and interface (in Figma) that first trains the user on the correct sequence of 6-10 steps, and then assesses their knowledge. The interface must be designed for a tablet or desktop environment and must demonstrate clear principles of cognitive load management and error prevention.

Once the design is finished, create a functioning vibe-coded version of it with HTML/CSS/JS.

Project Document: Hand in the following things in this order:	
<b>Title page</b>	Include a title page with your name and the project name.
<b>Project context</b>	Create a persona to describe the intended user the goals they have for the learning module.
<b>Figma prototype</b>	A link to your Figma file. Ensure sharing permissions are set correctly. The prototype must demonstrate the full learning flow (from introduction, through the step-by-step training, to the final assessment).
<b>Coded module</b>	Create a functional vibe-coded prototype using CSS, HTML, and JS. Upload it to your Firebird server space using an FTP client and provide a link in your document.
<b>In-class activities</b>	<p>Include the following project in-class activities. Each in-class activity you submit for a project must be shared with a peer from class for feedback, and the feedback must be included with the activity when you hand in the assignment.</p> <ul style="list-style-type: none"> <li>• Updated semester learning goals</li> <li>• Training strategy activity</li> <li>• Assessment mechanics activity</li> <li>• Feedback and remediation activity</li> <li>• A minimum of 2 other, new in-class activities that helped move this project forward</li> </ul>
<b>Citations</b>	Include a page citing any external sources you used for your project, including any use of generative AI to refine, edit, and/or translate your writing (see library guide for details).
<b>AI</b>	If AI has been used, include an annotated citation page for all instances where you used an AI tool to do anything in your project, even minor tasks such as proofreading, translating, copy editing, transcription, brainstorming, or summarizing. Include the citation for the tool you used and write a 2-3 sentence description of how the tool was used, including the specific prompt(s) used to generate your result(s).
<b>Appendix</b>	Show all in-progress work that helped you arrive at your decisions.

<b>Submission Details:</b> Your functional website must be uploaded to your Firebird server space using an FTP client. Ensure all files are properly organized and linked before submission. All other content will be created in Figma and assembled into a single document. On SLATE you will submit a PDF copy of the project and a link to the Design Review version of the file.	<b>Worth</b> 35%	<b>LOs</b> 3,4,5,8,10
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	Exceeds expectations	Meets expectations	Does not meet expectations	Missing
<b>Sequence &amp; Design Principles</b> (30% of project grade)				
<b>Project Context and Persona</b> [10 marks]	The persona is highly specific and realistic; the context clearly defines how the dashboard supports the user's specific monitoring goals and behavioural needs.	The persona and project context are clearly described and justify the design choices made for the dashboard.	The persona is generic, or the description of user monitoring goals is vague or irrelevant to the data provided.	Missing OR project not submitted.
<b>Task Sequencing (Figma Design)</b> [10 marks]	The training and assessment interfaces are flawless, using principles of progressive disclosure (Hick's Law) and spatial continuity to reduce cognitive load.	The design clearly guides the user through the 6-10 steps with a logical flow; navigation and step indicators are easy to understand.	The sequence is confusing, hard to follow, or forces the user to remember too much information at once.	Missing OR project not submitted.
<b>Assessment and Feedback System</b> [5 marks]	The assessment method (e.g., interactive or multiple choice) is highly specific and provides immediate, contextual, and encouraging remediation when the user makes an error.	The assessment method accurately tests the user's knowledge of the sequence and provides clear feedback on success or failure.	The assessment is basic or generic (e.g., too simple) or the feedback is confusing, delayed, or unhelpful for learning.	Missing OR project not submitted.
<b>Error Prevention</b> [5 marks]	The interface makes it nearly impossible for the user to make a critical, unrecoverable error during the learning phase.	Clear affordances and constraints are used to guide the user and prevent major errors during the sequential task.	The design allows users to easily skip steps, select incorrect answers without feedback, or become stuck in an error state.	Missing OR project not submitted.
<b>Code and Behaviour Integration</b> (20% of project grade)				
<b>Code Functionality (Vibe Coding)</b> [10 marks]	The coded component (HTML/CSS/JS) is fully functional, robust, and cleanly implements all task sequencing, interactive assessment, and remediation.	The coded component successfully demonstrates the core training and assessment interactions in a web environment.	The coded component is incomplete, non-functional, or only implements a very minor part of the required interaction.	Missing OR project not submitted.
<b>Code Quality and Logic</b> [10 marks]	The JavaScript code is highly efficient, well-structured, and clearly uses functions/variables to manage the complex sequential logic.	The JavaScript logic is correct and effectively manages the step-by-step state and assessment process.	The code is messy, difficult to read, or uses inefficient logic to manage the sequence and state.	Missing OR project not submitted.

Project 2 Rubric / Interaction Design Behaviours

Exceeds expectations		Meets expectations	Does not meet expectations	Missing
<b>In-class Activities</b> (30% of project grade)				
<b>Weekly Goal Progress</b> [5 marks]	N/A	A completed weekly progress tracker has been filled in for each goal AND peer feedback is included.	The goals are incomplete AND/OR no peer feedback is included.	Missing OR project not submitted.
<b>Training Strategy Activity</b> [5 marks]	N/A	A completed training strategy activity has been included AND peer feedback has been included about the activity.	The activity is incomplete AND/OR no peer feedback is included.	Missing OR project not submitted.
<b>Assessment Mechanics Activity</b> [5 marks]	N/A	A completed assessment mechanics activity has been included AND peer feedback has been included about the activity.	The activity is incomplete AND/OR no peer feedback is included.	Missing OR project not submitted.
<b>Feedback and Remediation Activity</b> [5 marks]	N/A	A completed feedback and remediation activity activity has been included AND peer feedback has been included about the activity.	The activity is incomplete AND/OR no peer feedback is included.	Missing OR project not submitted.
<b>Additional In-class Activities</b> [10 marks]	Includes 2+ completed in-class activities <b>with peer feedback.</b>	Includes 1 completed in-class activity <b>with peer feedback.</b>	Includes 2 completed in-class activities with <b>no peer feedback.</b>	Missing OR project not submitted.
<b>Professional Behaviours</b> (20% of project grade)				
<b>Rough work in appendix</b> [5 marks]	Everything from Meets Expectation AND additional in-progress work is included and clearly labelled.	The submitted rough work includes all self study and in-class activities that relate to the project.	The submitted rough work is missing self study and in-class activities that relate to the project.	Missing OR project not submitted.
<b>Visual quality of document</b> [5 marks]	Everything from Meets requirements AND visual design choices are used to create a consistent tone, manner, and style.	Appropriate accessibility standards are met for the chosen media used by the deliverable AND type, hierarchy, colour, and layout/ composition are considered.	Some visual design elements have been considered but lack cohesion AND/OR accessibility standards are not met for the chosen media.	Missing OR project not submitted.
<b>Sources and citations</b> [5 marks]	N/A	All facts that are not common knowledge and project elements that the student did not create themselves from scratch (including all use of generative AI) are cited correctly.	The project submission contains at least one fact that is not common knowledge and/or project element that the student did not create themselves from scratch (including all use of generative AI) that is not cited.	Missing OR project not submitted.
<b>Effective Written Communication</b> [5 marks]	The writing in the submission communicates the ideas it presents clearly and succinctly. It contains almost no technical errors in grammar/spelling.	The writing in the submission effectively communicates the ideas it presents (may include minor grammar/spelling errors that do not affect the meaning of the writing).	The writing in the submission is confusing: the written words do not communicate in a way that makes sense and/or the writing contains significant grammar or spelling errors that cause the meaning of writing to become unclear.	Missing OR project not submitted.