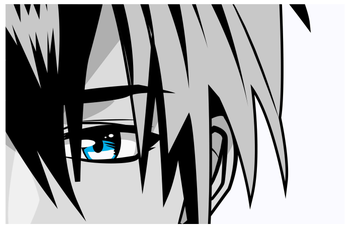
Project 2: Medical Training Module

Hei Tung Wong (Hazes)

Semester Goal Progress Tracker

project activity

Motivation	*Skills I want to Grow*	*My biggest obstacle*	*Weekly action step to track*	*Accountability partner (name)*
Code: *Learn to code a web page*	*HTML + CSS*	*Time*	*Make time on my schedule. Use partner.*	*Ryan*
Design: *Learn to design a webpage*	*Illustration + coding*	*Drawing*	*Practice more drawing in digital and do more coding*	*Chaz*
Know Others: *Meet some new classmates*	*Communications*		*Be more confidence*	*DD*



Jason Lee

Sheridan student

21 years old

I am a second-year Interaction Design student at Sheridan College. I have never taken a formal first aid or CPR course before. I am interested in learning CPR because I want to be prepared in emergencies, especially when I am at school or in public places.

I sometimes feel nervous when thinking about emergency situations because I am afraid of doing something wrong. I want a learning tool that is clear, simple, and gives me confidence.

Jason's Goals and Motivations

- Learn correct CPR steps in the right order
- Understand compression depth and rate clearly
- Feel confident enough to help in real emergencies
- Practice without feeling judged
- Remember key steps like "Call 911" and "Get AED"

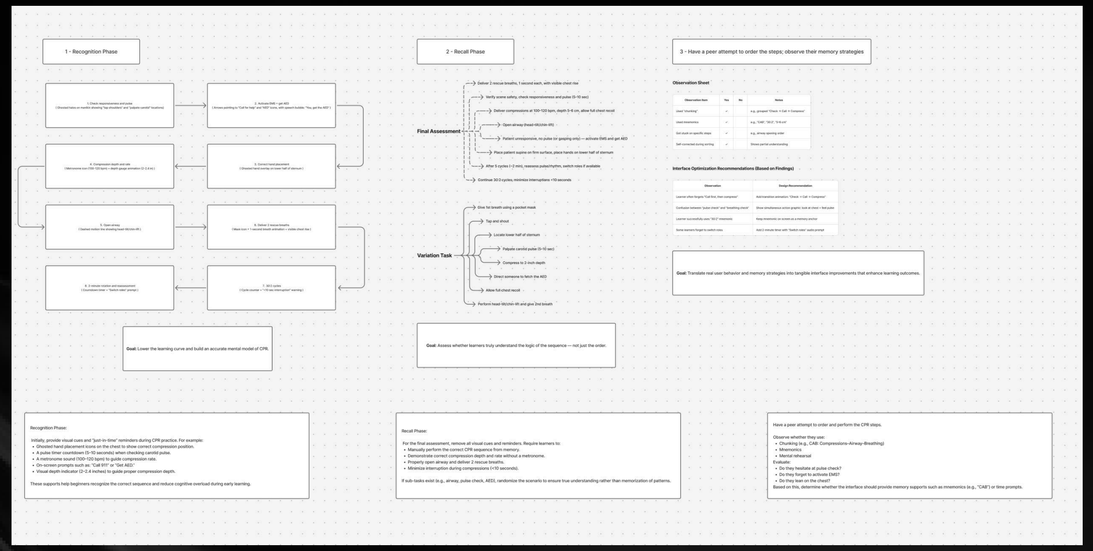
The Hardest Parts for Jason

- Afraid of forgetting steps during an emergency
- Not sure how hard to press during chest compressions
- Confused about when to give rescue breaths
- Panic under pressure
- Worry about making mistakes

Information Jason Will Look for in the Website

- A clear step-by-step CPR guide that explains the correct procedure
- Visual diagrams showing correct hand placement
- Indicators explaining compression depth and rate
- Interactive feedback to help users understand if they performed steps correctly
- Explanations of common mistakes during CPR
- A quick summary section for reviewing the CPR sequence during emergencies

Figma Prototype



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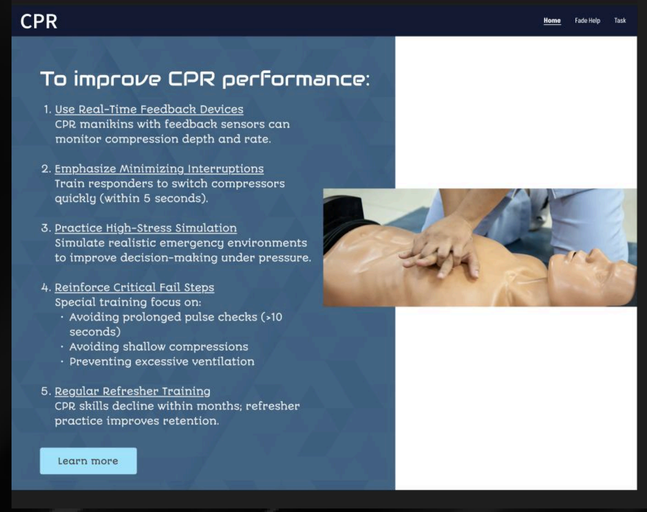
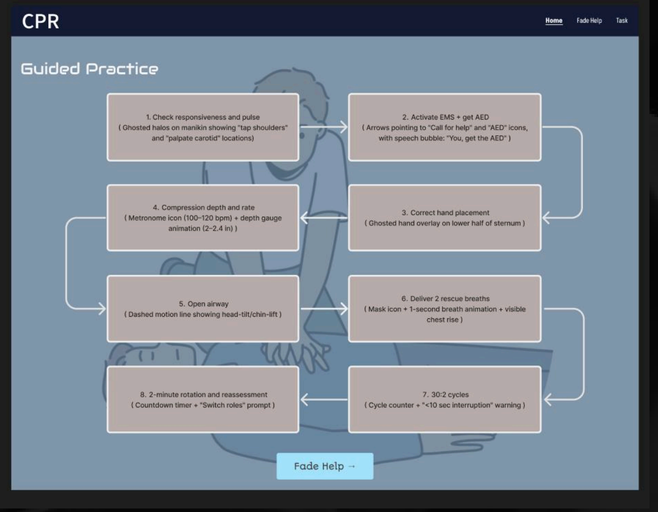
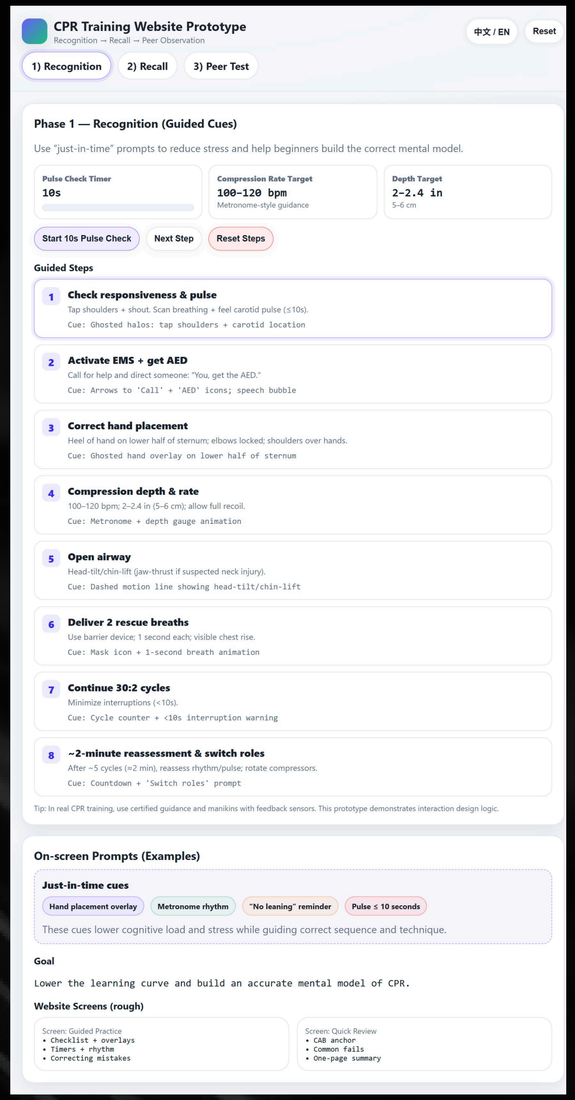


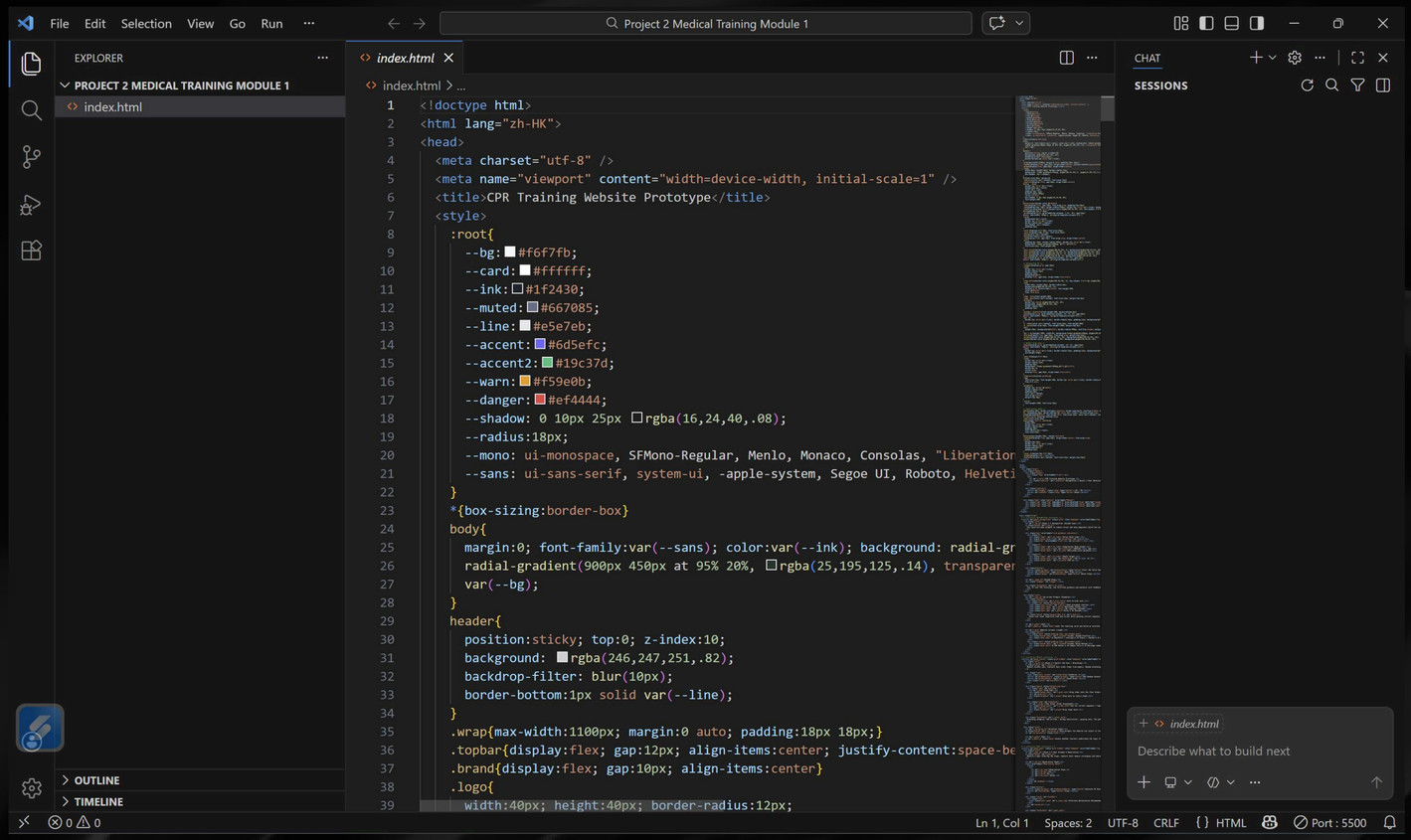
Desktop - 2



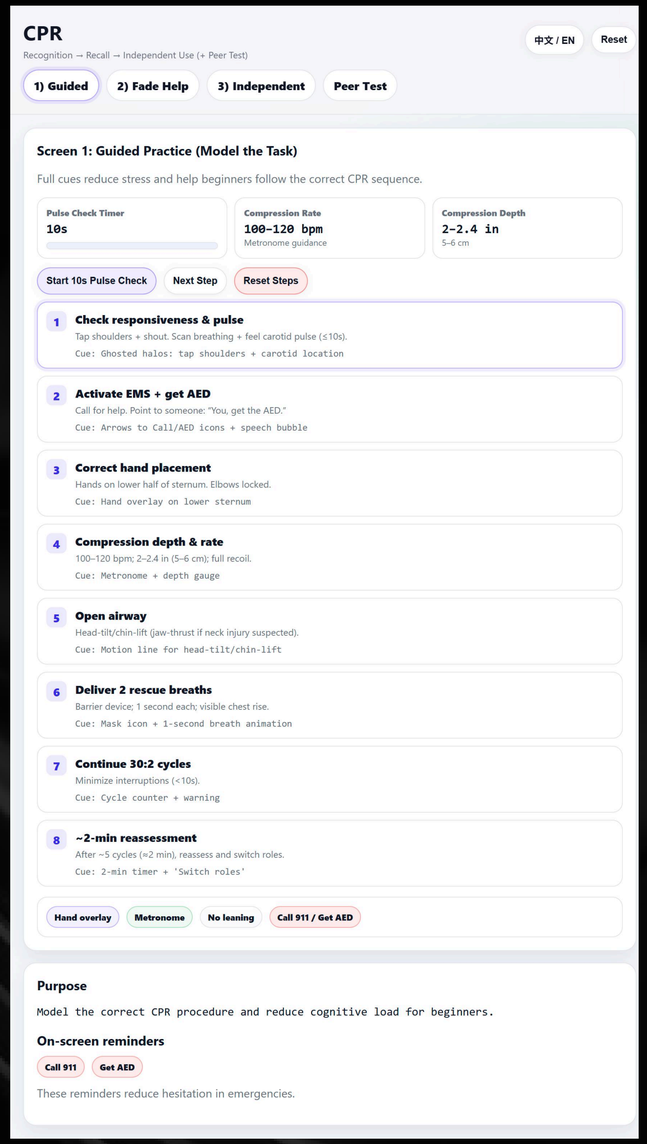
Figma Link: https://www.figma.com/board/osma8AajHBEhCE1BRDfRoZ/Project-2?node-id=0-1&t=bUtCouYXGkr1lELm-1
https://www.figma.com/design/cOV8pj7zx30QuLLqvT711S/Project-2-Prototype?node-id=0-1&t=Cd6YWvPjN5lxdcsn-1

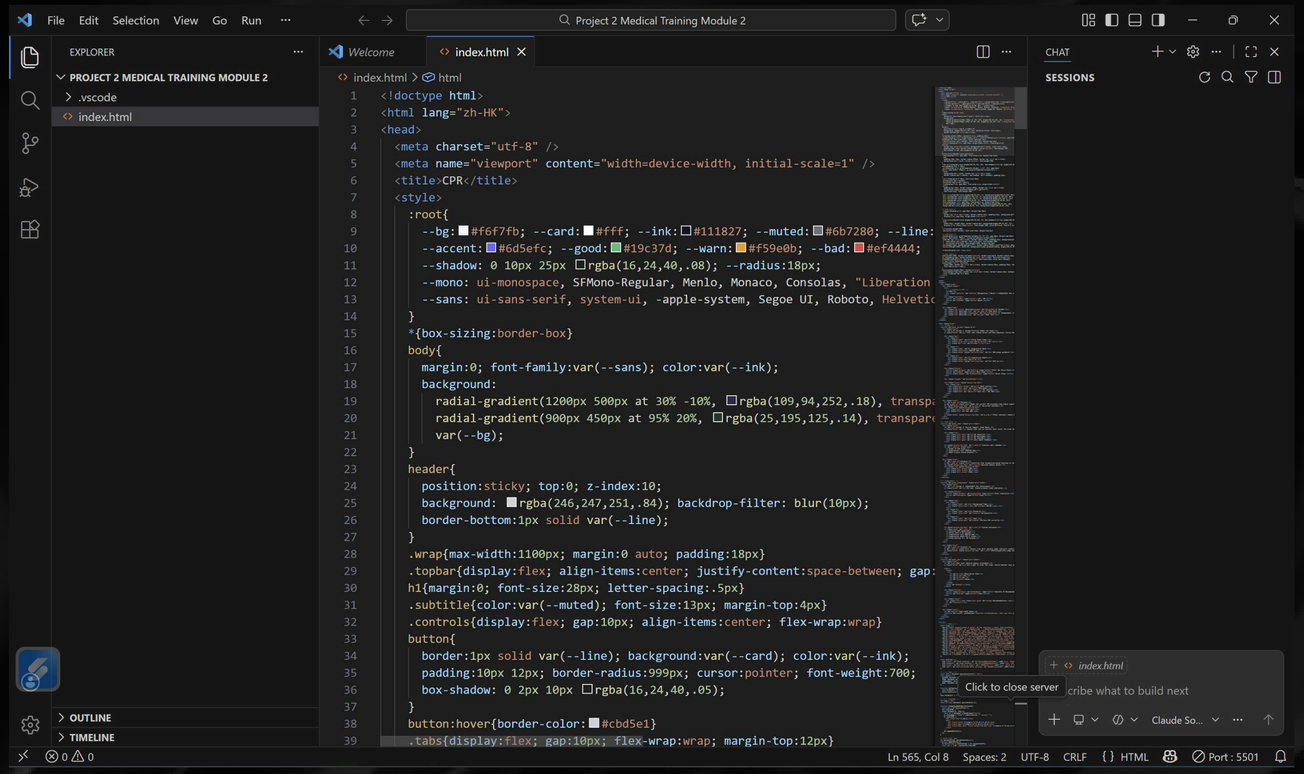
Process work



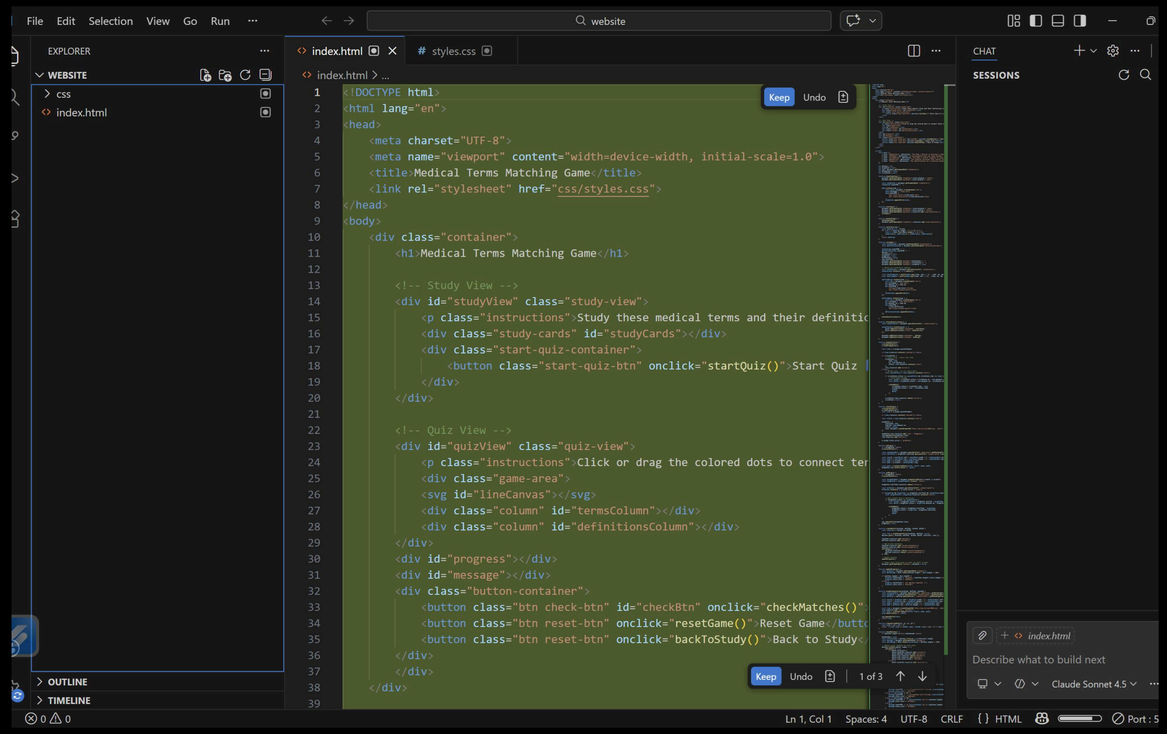


Process work





In-class activities




```
<!DOCTYPE html>
<html lang="en">
<head>
    <meta charset="UTF-8">
    <meta name="viewport" content="width=device-width, initial-scale=1.0">
    <title>Medical Terms Matching Game</title>
    <link rel="stylesheet" href="css/styles.css">
</head>
<body>
    <div class="container">
        <h1>Medical Terms Matching Game</h1>

        <!-- Study View -->
        <div id="studyView" class="study-view">
            <p class="instructions">Study these medical terms and their definitio
            <div class="study-cards" id="studyCards"></div>
            <div class="start-quiz-container">
                <button class="start-quiz-btn" onclick="startQuiz()">Start Quiz
            </div>
        </div>

        <!-- Quiz View -->
        <div id="quizView" class="quiz-view">
            <p class="instructions">Click or drag the colored dots to connect ter
            <div class="game-area">
            <svg id="lineCanvas"></svg>
            <div class="column" id="termsColumn"></div>
            <div class="column" id="definitionsColumn"></div>
        </div>
        <div id="progress"></div>
        <div id="message"></div>
        <div class="button-container">
            <button class="btn check-btn" id="checkBtn" onclick="checkMatches()"
            <button class="btn reset-btn" onclick="resetGame()">Reset Game</butto
            <button class="btn reset-btn" onclick="backToStudy()">Back to Study</
        </div>
        </div>
    </div>
```

Medical Terms Matching Game

Study these medical terms and their definitions before starting the quiz

Homeostasis

The body's ability to maintain a stable internal environment.

Pathogen

A microorganism that can cause disease.

Inflammation

The body's natural response to injury or infection, causing redness and swelling.

Metabolism

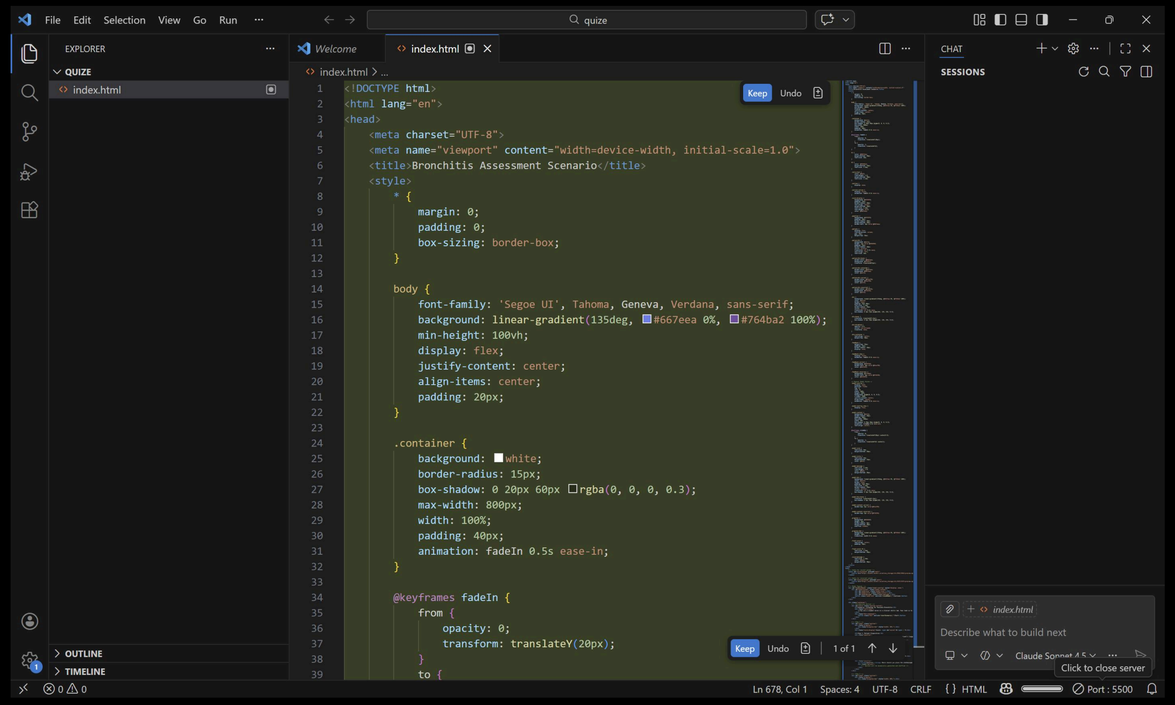
The chemical processes that convert food into energy in the body.

Diagnosis

The identification of a condition based on symptoms, tests, or evaluation.

Start Quiz ➡

In-class activities




```html
<!DOCTYPE html>
<html lang="en">
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    <meta charset="UTF-8">
    <meta name="viewport" content="width=device-width, initial-scale=1.0">
    <title>Bronchitis Assessment Scenario</title>
    <style>
        * {
            margin: 0;
            padding: 0;
            box-sizing: border-box;
        }

        body {
            font-family: 'Segoe UI', Tahoma, Geneva, Verdana, sans-serif;
            background: linear-gradient(135deg, #667eea 0%, #764ba2 100%);
            min-height: 100vh;
            display: flex;
            justify-content: center;
            align-items: center;
            padding: 20px;
        }

        .container {
            background: white;
            border-radius: 15px;
            box-shadow: 0 20px 60px rgba(0, 0, 0, 0.3);
            max-width: 800px;
            width: 100%;
            padding: 40px;
            animation: fadeIn 0.5s ease-in;
        }

        @keyframes fadeIn {
            from {
                opacity: 0;
                transform: translateY(20px);
            }
            to {
```

Scenario: Listening for Possible Bronchitis

You are a student nurse in a clinical skills lab. Your task is to use a stethoscope to listen to a patient's breath sounds and identify whether they may need further assessment for bronchitis. This scenario teaches proper technique, not diagnosis.

Start

Score: 0 / 5

Step 1: Patient Preparation

Question: Before auscultating the patient's lungs, what is the FIRST thing you should do?

- Start listening at the lower back immediately
- Ask the patient to hold their breath immediately
- Explain the procedure and ask the patient to sit upright
- Place the stethoscope directly on the patient's clothing