The goals of this project were the following:

1. To create a jeopardy pharmacology game that served as an interactive supplement to the MSII cardiology pharmacology curriculum
2. To introduce students to USMLE type pharmacology questions through clinical scenarios in a jeopardy-style format
3. To evaluate the success of the game through a post-exam survey
4. To test the applicability of the game to other pharmacology curricula in MSI and MSII

Methods

A database of 80 cardiology pharmacology questions was compiled, cross-referencing curriculum resources with USMLE materials: Kaplan Qbank, UWorld, and Lippincott Pharmacology

The database was reviewed and contributed to by Dr. Dhiren Patel, Dr. Paul George, Dr. Luba Dumenco, and Andrew Katz, MSIII

FlipQuiz™ was used to create an interactive jeopardy interface for the database questions

Post-exam Survey Results

- Out of 124 responders, 47% used the game in preparation for the exam
- 48% stated that the game made them feel more prepared for the exam
- 72% felt the game was better than a table for learning pharmacology
- 75% of respondents felt the game was only slightly to moderately helpful in understanding how drugs were used in a clinical setting
- 44% of respondents felt the game did not significantly improve their retention of the pharmacology material

References


Acknowledgements

I would like to thank Dr. Patel, Dr. George and Dr. Dumenco for their guidance and contributions in developing the game. I would like to thank Andrew Katz, MSII and Abass Noor, MSIII for reviewing the game. Finally, I would like to thank the Office of Medical Education and the Scholarly Concentrations program for making this work possible through a Summer Research Assistantship.

Future Directions

This project provides some insight into the benefits and challenges of using jeopardy as an educational tool in the preclinical curriculum. The survey results suggest that jeopardy can be a more engaging way to present classroom information, but must be tied to a clinical context via discussion or a comprehensive answer key. Further studies may include the following:
1. Developing a similar game for the MSI microbiology block
2. Evaluating the benefits of referred jeopardy sessions with clinical scenarios during MSII, currently used as a teaching-model in residency programs

Conclusions

- Overall, the pharmacology jeopardy game was a useful supplement to the MSII Cardiology pharmacology curriculum, but challenges remain in integrating clinical applications of pharmacology into the AMS MSI & MSII classroom setting
- Positives of the game were the user interface and jeopardy question style, which students described as more engaging learning tools than tables and lists
- Negatives included the relevance of the questions to less-clinically focused examination questions and the overall neutrality over whether the game supports a better clinical understanding of cardiac pharmacology

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