Educational Games For All Students: Using A Question And Answer “Game Show” Format To Teach Psychiatry To Medical Students

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Abstract

**Why are games useful?**

- Adds entertainment in the learning environment
- Decreases boredom as it promotes assimilation of content
- Promotes assimilation of content
- Increases overall willingness to learn
- Increases recall memory as compared to the lectures
- Motivates students to learn
- Promotes cooperative learning
- Encourages more students to participate in the learning process

**Disadvantages of Educational Games**

- May overwhelm students with information
- May be difficult to assess individual competencies
- May increase anxiety or stress levels
- May involve extensive preparation and be time intensive
- May be difficult to keep all groups engaged
- May require special equipment

**Advantages of Educational Games**

- Provides a structure for reinforcing pre-learned concepts as well as acquiring new knowledge and skills
- Reduces stress and anxiety
- Promotes assimilation of content
- Decreases boredom as it actively involves all students
- Motivate participants
- Adds entertainment in the classroom
- Students like games and forming teams as it promotes communication and social interaction
- Students are “in control”

**Educational Games**

**Methods**

- The winners of these 3 games will play on the final (single choice) and jeopardy game. We use our own PowerPoint template created to be similar in structure to the popular TV show Jeopardy©.
- For the eliminatory questions game questions we use previous PRITE questions and original questions. All the final game questions are original questions.
- Buzzer system

**Evaluation of the teaching method**

- Pretest survey (handed during orientation)
- 2-part posttest survey (one before the NBME exam and one after the NBME exam)

**Results**

- 86.4% of the students believe that they learn more when they have lectures and game show format activities combined.
- 88% to 89% among the medical students.
- 80% to 88% among the medical students.
- 36, 1201-1208, 2002

**Discussion**

For Medical Students: We want to be a physician for pulmonary physiology and Survior for neurophysiology. We developed a game-show-like educational activity to teach psychiatry to 3rd year medical students, however, our program can involve students at all levels, including attending physicians. It demonstrates to students competitive, interactive play, good spirit, enjoyment of learning and laughter. In front of a group of medical students, residents, or mixed learning groups, participants are given a series of questions in Psychiatry, compete to be the first to answer questions correctly and then can look to the audience to respond to unanswered questions. Scores are tabulated and a small prize is given as additional playful incentive. Faculty works together to develop questions to stretch the learning objectives and maximize specific teaching points. Games are played over a Block or other teaching period - giving students time to study and actively compete with their knowledge base.

For residents: Mind Games: *Joyfully to teach clinical pharmacology and therapeutics*.

**Conclusions**

Educational games have been used to teach nurses, medical students and residents. Although the literature of the usefulness of these games is scarce, the positive impact in learners is widely described. As the classroom lectures are likely to disappear from the medical students curriculum in the incoming years, educators will need to use other methods that are likely to be fun, promote long-term retention of information and are well liked by learners. Educational games should be consider a valuable tool for teachers along with Team Based Learning, workshops and seminars.