

Mastering the ITE with EM Mastermind: A Board Game for Board Review

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Background

Medical education is changing at a fast rate. Traditionally, residency didactics have focused on formal lectures. Implementation of interactive formats including small groups and simulation has repeatedly demonstrated success. However, as technology rapidly advances and we see an influx of millennial and Gen Z learners, it is imperative that we evolve the way we educate to maximize resident engagement and efficacy of education. Recently, gamification has come to the forefront of medical teaching as a novel way to deliver education. We explore the impact of gamification on emergency medicine resident board review through the creation of an interactive board game.

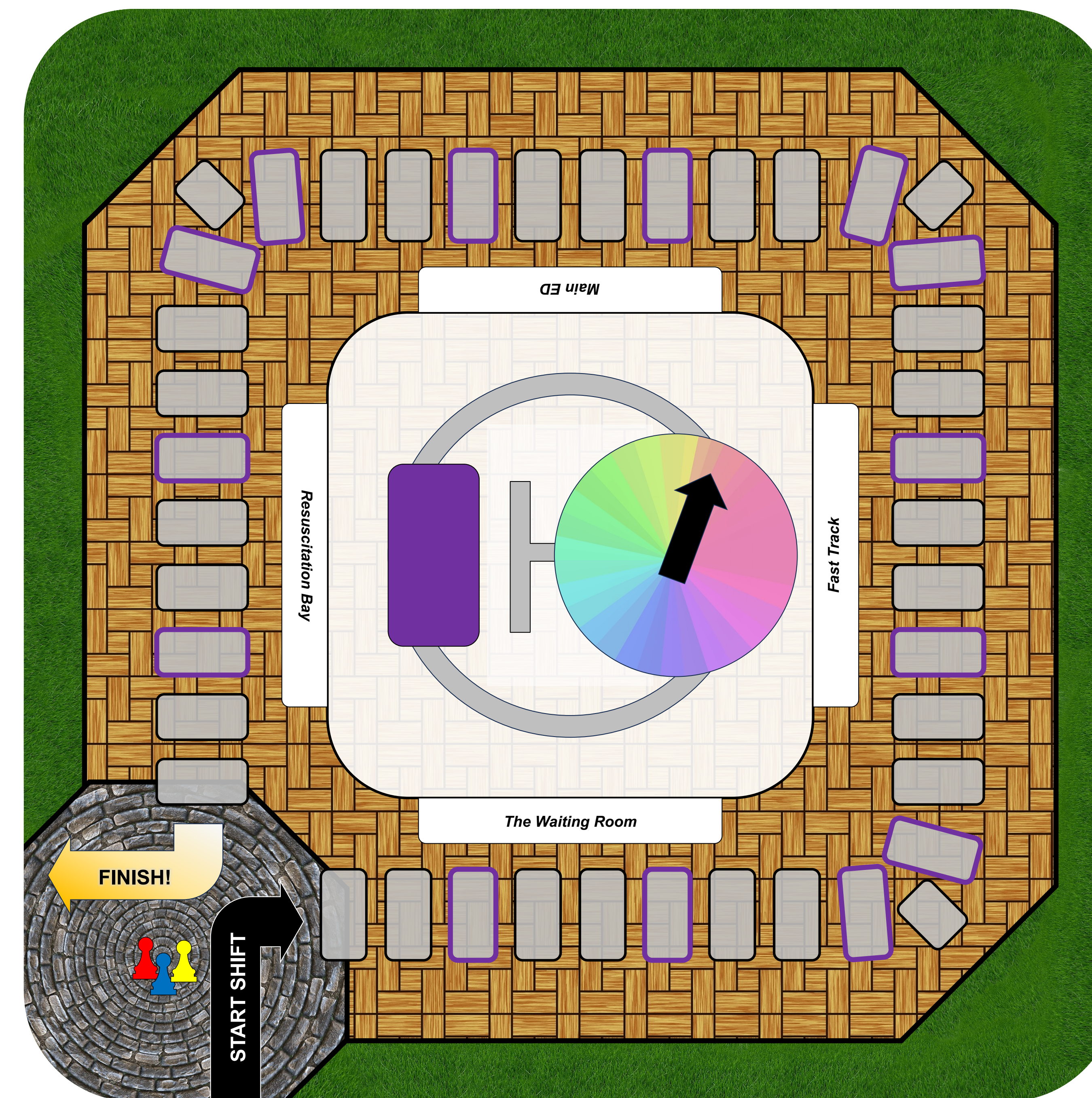
Educational Objective

To increase resident motivation and engagement in preparation for the annual American Board of Emergency Medicine (ABEM) In-Training Exam (ITE) through the design of a novel board game, EM Mastermind.



Curricular Design

We created an innovative board game for resident ITE preparation. Residents competed in teams to traverse a game board. In order to advance, teams must correctly answer board-style review questions, while navigating obstacles (fate cards). To assess the intervention, we administered a post-game survey, utilizing a 5-point Likert scale to gauge resident perception of engagement, motivation, challenge, and overall satisfaction with the gamified model in comparison to traditional lecture-based methods.



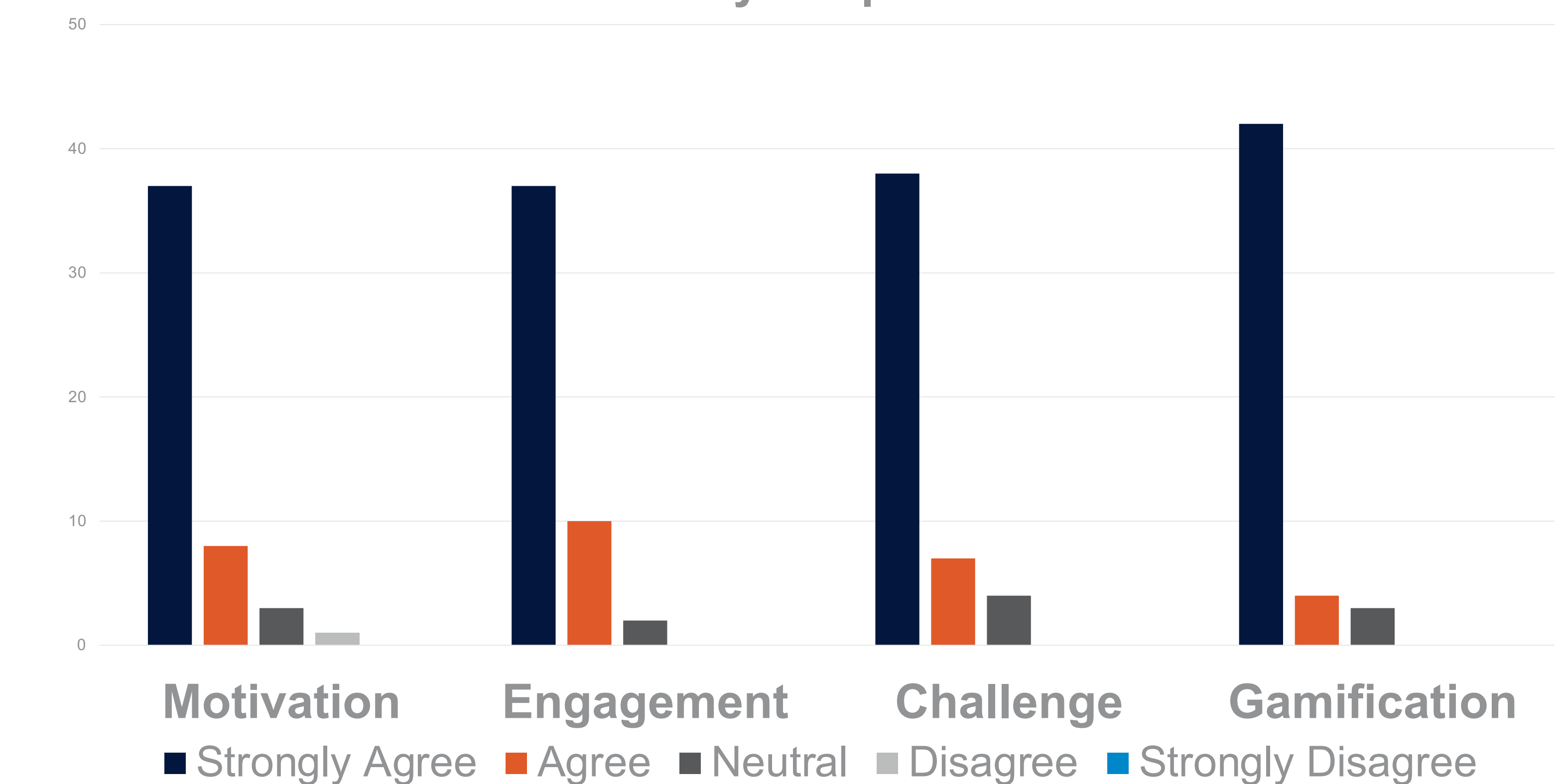
What is the first main branch off the aorta distal to the arch?

The Celiac Artery

Impact/Effectiveness

We implemented the game at two community emergency medicine residency programs in Central Florida. Overall, residents and students reported strong consensus in all domains assessed. 46 of 49 learners reported scores of 4 or higher with regard to motivation and engagement. 45 of 49 learners reported scores of 4 or higher with regard to perception of challenge compared to traditional methods. 95.9% of residents indicated they felt gamification should be continued and increased in future educational sessions.

Survey Responses



References

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