SUCCESSFUL IMPLEMENTATION OF PEDIATRIC NBME REVIEW IN ESCAPE ROOM FORMAT FOR M2 STUDENTS IN LONGITUDINAL PEDIATRIC CLERKSHIP TRACK

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BACKGROUND

The MCW-Green Bay campus is a three year medical school with an accelerated curriculum. This curriculum is unique where students have early involvement in clinical clerkships. The pediatric clerkship may occur during the M2 year as a longitudinal experience. The longitudinal experience involves a four week block of pediatric clinical instruction followed by one half day per week over the following six months. Thus, the clinical experience is over a longer period of time and the NBME shelf examination is taken over six months after the majority of clinical instruction occurs. According to feedback from students, it is a challenge to prepare for the NBME exam in the M2 year. Based on this feedback we aimed to provide a review session of core pediatric content in an escape room format to enhance student’s preparation for the end of clerkship NBME shelf examination.

METHODS

Materials: Ten luggage locks ($5.99-$9.97 each; picture 1), ten slim tool boxes ($4.99 each; picture 2)

Content: In order to focus the review on high yield pediatric content, the NBME content exam specifications were reviewed. The ten most heavily weighted categories were chosen as topics for the review. Questions were generated from each category by the instructors using additional resources including: Case Files, First Aid for Step 2 CK, Blue Prints, and Board Review Series.

Method: Gaming, in the form of an escape room, was the chosen review methodology. To our knowledge, the escape room is a novel format that has not been used in other areas of the curriculum. Pre and post survey questionnaires were distributed to each participant to assess the effectiveness of the review session content and format.

RESULTS

- All seven student participants were M2 students in the longitudinal pediatric clerkship (picture 3)
- Student participants were surveyed before and after the review session. Information gathered included:
  - Resources utilized for NBME preparation (figure 1)
  - Number of hours dedicated to NBME preparation and confidence in knowledge for the examination (figure 2)
  - Overall effectiveness of the escape room review (figure 3)
- All students either strongly agreed or agreed the escape room format and content was both enjoyable and effective
- Student feedback for improving future review sessions focused on increasing content reviewed (more stations/topics)

CONCLUSIONS

- An escape room gaming format was well received for pediatric core content review
- Future directions:
  - Is the escape room content review translatable to the other two longitudinal M2 clerkships: OB/GYN and Surgery?
  - Review NBME scores as a data point for effectiveness of the review session.

MY ENTREPRENEURIAL MINDSET

CURIOSITY

We were curious if a content review session would help the longitudinal M2 students prepare for their end of clerkship NBME examination. Additionally, we were interested in using the escape room format as a method to provide this content review and whether the students would find this educational format effective.

At the conclusion of our project, we are interested in whether this type of core content review session would be useful to M2 longitudinal OB/GYN and Surgery clerkship students. We are also interested to see if these review sessions can improve NBME shelf examination scores for these clerkships.

CONNECTIONS

We connected with the M2 longitudinal pediatric clerkship students who stated they felt preparing for the NBME shelf examination was a challenge.

Given the success of this pilot study, the next connection would be with clerkship directors with longitudinal tracks for a more global implementation of review sessions for M2 students.

CREATING VALUE

Gaming is an effective teaching method to enhance learning. However, there is limited information about the use of the escape room format in undergraduate medical education. This project demonstrated that the escape room format is an effective tool to engage students in learning based on the unanimously positive response by the students themselves. Additionally, the instructors enjoyed reviewing the core pediatric content and seeing the students enthusiasm for learning during the escape room review session.