

# Opioid Jeopardy!

A Game to Promote  
the Understanding of Opioids

Teachers of Quality Academy  
Medical Education Day  
April 22, 2015

OPIOID

JEOPARDY!



# Rationale/Need

Rationale or need for the educational activity, such as:

- Opioids have been a mainstay in pain management for over a century.
- However, as a result of the stigma attached to them regarding abuse and potential addiction, their mechanism of action and appropriate use is missing in the medical school curriculum.

# Rationale/Need

- The population that would be impacted would be both medical students and residents in all specialties, especially those who are interested in Oncology, Rheumatology, Anesthesia or PM& R
- The Opioid Jeopardy! game presents an interactive, non-threatening, fun experience to learn how opioids work and can be effectively used in a patient setting.

# Collaborative Team Members

- **William L. Doss, III, MD**  
Game Designer/Innovations  
category
- **Steven Schmidt, Ph.D.**  
Educational Design Consultant

# Methods/Description

- **Opioid Jeopardy!** will be conducted exactly like the popular game show Jeopardy!
- There will be assigned teams consisting of 3-4 medical students per team.
- There will be a moderator who will give Category headings with topics associated with opioids.
- Under each of these Category headings will be subcategories with a point value associated with them.

Opioid Dosing	Opioid Induced Constipation	Watch out for Five O	“Doctor,” Pharmacy Is on the line.	???
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>100</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>200</u>
<u>600</u>	<u>600</u>	<u>600</u>	<u>600</u>	<u>300</u>
<u>800</u>	<u>800</u>	<u>800</u>	<u>800</u>	<u>400</u>
X	X	X	X	<u>Final</u>



After 6 months, Patient 'X' tells her Doc that his Percocet dose that she has been of for OA of her left knee is no longer effective



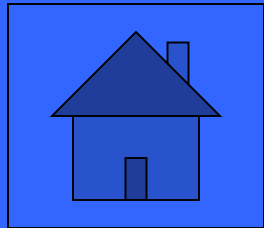
## Methods/Description

- One team will be given the opportunity to select the Category and the subcategory with it a point value associated with it.
- There will be assigned teams consisting of 3-4 medical students each.
- There will be a moderator who will give Category headings with topics associated with opioids.
- Under each of these Category headings will be subcategories with a point value associated with them.

## Methods/Description

- The subcategories will be displayed as an answer.
- That team will have up to 10 seconds to give the “**answer**” in the form of a question
- If the answer is **correct**, the team will get the point value of the subcategory.
- If it is **incorrect** or time elapses, then the other team has an opportunity to get the points for their team.
- The game continues for approximately 20 minutes and the team with the most points, **Wins the game!**

What is **opioid tolerance**?



## Methods/Description

- A Likert Scale will be given immediately post-Opioid Jeopardy! to the learners
- The learners will be asked questions regarding their enjoyment of Opioid Jeopardy!
- Learners will also be asked questions as to whether their knowledge of opioids was increased in the Opioid Jeopardy! game versus the standard lecture format.

(Company Name)

The following questions ask you about your current work environment. Circle the number that most closely indicates the extent to which the item is present in your current job:

Please specify by checking the Respondent Type that most closely matches your position

<input type="checkbox"/>	<b>Registered Nurse</b>	<input type="checkbox"/>	<b>Dietary personnel</b>
<input type="checkbox"/>	<b>Physician</b>	<input type="checkbox"/>	<b>Respiratory Therapist</b>
<input type="checkbox"/>	<b>LPN</b>	<input type="checkbox"/>	<b>Physical Therapist</b>
<input type="checkbox"/>	<b>Nursing Assistant</b>	<input type="checkbox"/>	<b>Other</b>
<input type="checkbox"/>	<b>Unit Clerk</b>		

### Opioid Jeopardy! Game Format

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree				
		1	2	3	4	5
1	Did Opioid Jeopardy! increase your overall knowledge of opioids?					
2	Did Opioid Jeopardy! increase your knowledge of opioid-related behaviors?					
3	Overall, I enjoyed Opioid Jeopardy!					
4	Opioid Jeopardy! helped me in retaining information regarding the properties of opioids					
5	Did Opioid Jeopardy! help me understand the side effects of opioids?					

**PLEASE COMPLETE SURVEY BY:**

**(enter due date)**

**RETURN TO:**

**(enter location/person)**

**THANK YOU!**

## Results, if appropriate

- An immediate post Opioid Jeopardy! game Likert scale can be administered to learners to describe their preference of the Game versus the Standard Lecture format for learning about opioids.
- In addition, post Opioid Jeopardy knowledge questions can be given 3 months later to assess if there is retention of information by the student.

# Evaluation Plan

1. An immediate post Opioid Jeopardy! game Likert scale can be administered to learners to describe their preference of the Game versus the Standard Lecture format for learning about opioids.
2. Another way to assess what has been learned is to observe which team had the highest score.

# Challenges Encountered

- Game has not yet been implemented in the curriculum. I anticipate that there will be very few challenges to overcome.



# Lessons Learned

- This activity provides an alternative, engaging format to learn about opioid mechanism and behaviors associated with prescribing them.
- The game should assist in lessening anxiety for learner in what are facts vs. myths regarding opioids.
- Would anticipate introducing this game during the **Pharmacology** portion of the **medical school curriculum during 2<sup>nd</sup> year.**

# Next Steps

- The next steps would be to get this approved through the Brody School of Medicine Curriculum Committee for implementation in the classroom.
- Once Opioid Jeopardy! game is piloted, the goal is to submit the game and format via the AAMC MedEd Portal for publication so that other institutions will have access to the game.

# Acknowledgements

- This poster was prepared with financial support from the American Medical Association (AMA) as part of the Accelerating Change in Medical Education Initiative. The content reflects the views of the authors and does not necessarily represent the views of the AMA or other participants in this initiative.
- Other acknowledgements: Daniel Moore, MD; Jason Higginson, MD; Donna Lake, Ph. D.; Libby Baxley, MD.

Questions?