

BACKGROUND

RESULTS

- The Top 250 drugs represent about 66.6% (2/3) of total prescriptions filled in the United States
- As the medication experts, it is vital for pharmacists to have knowledge of all medications, especially those that are the top prescribed
- Learning the Top 250 drugs is part of the curriculum in pharmacy schools – including brand & generic names, pharmacologic class, indication for use, & dosing
- Many students report difficulty studying for Top 250 drug quizzes, citing too much information at once & lack of effective study methods
- Studies have shown that incorporating innovative learning activities into the curriculum can increase student engagement & knowledge retention

Table:1 Impact of the Review game on Student’s Confidence

		Brand/Generic top 200	Brand/Generic hospital	Indications top 200	Indications hospital	Class top 200	Class hospital	Dosing top 200	Dosing hospital	Cumulative exam
Pre-Survey N=26	Confident	62%	31%	73%	31%	31%	20%	15%	4%	12%
	Neutral	27%	19%	19%	27%	19%	19%	27%	19%	31%
	Not confident	12%	50%	8%	42%	50%	61%	58%	77%	58%
Post-survey N=4	Confident	100%	50%	100%	100%	75%	100%	25%	0%	50%
	Neutral	0%	50%	0%	0%	25%	0%	0%	50%	25%
	Not confident	0%	0%	0%	0%	0%	0%	75%	50%	25%

Table 3: Post Survey Question Results N=4

Rate of overall experience with the top 250 review game to aid in your learning for the drug exam	25% Very satisfied	50% Satisfied	25% Neutral	0% Not satisfied/or very dissatisfied
How helpful the review game was for helping with studying for the quizzes	50% Very helpful	25% Somewhat helpful	25% Neutral	0% Not helpful at all
The review game increased my confidence about taking the top 250 drug exam	50% Strongly agree	0% Agree	50% Neutral	0% Disagree/or strongly disagree
The review game increased my knowledge of the top 250 drugs	50% Strongly agree	25% Agree	25% Neutral	0% Disagree/ or strongly disagree
How likely would you be to recommend this learning tool to other students?	0% Very likely	75% Likely	25% Neutral	0% Unlikely/ or very unlikely
Do you think the school should continue to provide similar tools to future students?	100% yes			

METHODS

CONCLUSION

Study Design:

- Pre-survey & Post-survey
- Variety of games which included Top 250 drug information for students to choose from- (Flippity.net)

Study Population:

- 2nd & 3rd year pharmacy students at SIUE

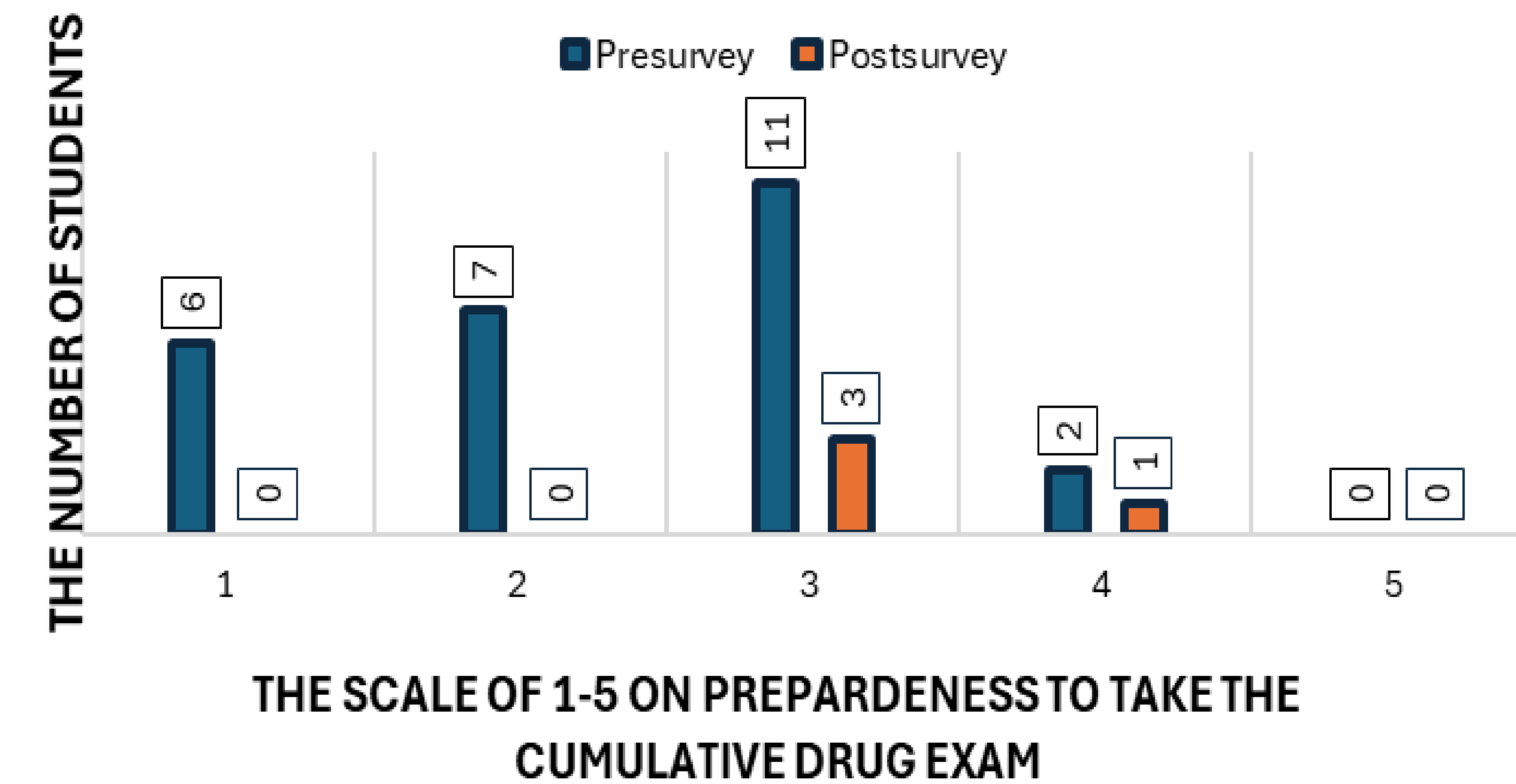
Study Distribution:

- SIUE Blackboard distribution list used to reach participants
- Anonymous responses collected using SIUE Qualtrics survey platform

Study Measures:

- Anonymous responses to questions about time spent, confidence & knowledge of Top 250 drug information, impact of using games to study

PREPAREDNESS TO TAKE THE CUMULATIVE DRUG EXAM



- Although post-survey results indicated that students may lack confidence in dosing information, this study demonstrated that confidence increased overall for knowledge of brand/generic, indications, and pharmacologic class for the Top 250 drugs.
- Even though the low response rate for the post-survey provided limited results, this review game should be an available tool for students in the future if they desire.

References

- Matthews DE, Kelley KA, Li J, Beatty S. Improving Knowledge of Top 200 Medications Through Retrieval Practice, Content Alignment, and Autonomous Learning. *Am J Pharm Educ.* 2023;87(3):ajpe9079. doi:10.5688/ajpe9079.
- Fuentes AV, Pineda MD, Venkata KCN. Comprehension of Top 200 Prescribed Drugs in the US as a Resource for Pharmacy Teaching, Training and Practice. *Pharmacy (Basel).* 2018;6(2):43. Published 2018 May 14. doi:10.3390/pharmacy6020043.
- Hunziker S, Zehnder W, Shoukho N. Assessing the Impact of Using Video Application as a Learning Method for the Top 250 Drugs. Southern Illinois University Edwardsville.
- Sando KR, Feng X. Use of an Online Spaced-Education Game to Study Top 200 Drugs in a Skills Laboratory Course. *Am J Pharm Educ.* 2018;82(7):6324. doi:10.5688/ajpe6324.
- Vázquez-Calatayud M, García-García R, Regaira-Martínez E, Gómez-Urquiza J. Real-world and game-based learning to enhance decision-making. *Nurse Educ Today.* Published online June 4, 2024. doi:10.1016/j.nedt.2024.106276.