

TOXICOLOGY GRAND SLAM: 3-YEAR EXPERIENCE ON TOURNAMENT-BASED TOXICOLOGY LEARNING IN THAILAND

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Objectives: Academic competition is a key concept of many educational games and has been used by educators in order to motivate their students. "Toxicology Grand Slam" is an initiative of Thai medical toxicologists in order to motivate students to learn more about medical toxicology. The tournament was launched in 2013 and has been organized annually. This is a review of three toxicology tournaments as well as their effects towards the participants in 2015.

Methods: "Toxicology Grand Slam" organized in 2013, 2014 and 2015 were reviewed in term of candidates, institutes and the judges. In addition, a survey was performed using self-administered questionnaire of participants in Toxicology Grand Slam 2015.

Results: "Toxicology Grand Slam" is a team-based tournament that candidates from each medical institutes answer wide range of toxicology questions to compete with other teams. Teams are ranked based on number of correct answers. There have been increasing number of teams, institutes, disciplines participated as shown in table 1.

Table 1: Information about Toxicology Grand Slam 2013-2015

		Toxicology Grand Slam 2013	Toxicology Grand Slam 2014	Toxicology Grand Slam 2015
Date		28 June 2013	21 July 2014	11 September 2015
No. of the Judges		4	5	10
Candidates	No. of Teams	8	11	16
	No. of Institutes	7	9	10
	No. of Disciplines	Emergency Medicine, Internal Medicine, Pediatrics	Emergency Medicine, Internal Medicine, Immunology, Pharmacology	Emergency Medicine, Internal Medicine, Forensic Medicine, Occupational Medicine
	No. of 2 nd Time Candidates	0	1	6

Total 39 respondents from "Toxicology Grand Slam 2015" included 21 candidates (68% of total 31 candidates), 4 judges, 7 faculty staffs, 5 supporting staffs and 2 audiences. Male respondents accounted for 56%. Some 92% of respondents indicated that the tournament introduced them to toxicology experts and they were very satisfied with the activity. Some 89% of respondents received knowledge, entertainment, understood more about scope of toxicology and that they would suggest tournament to others. Some 86% indicated that they could apply gained knowledge to their work and have increased level of interest in toxicology. All candidate-respondents indicated that tournament questions were difficult, some 94% indicated that they studied more about toxicology for preparation and would suggest this to others. Some 88% respondents thought the tournament enhanced their interpersonal relationship.

Conclusions: "Toxicology Grand Slam" is an example of using academic competition to motivate students to learn more about toxicology. Moreover, it enhances interpersonal relationship, collaboration and networking amongst students as well as faculty staffs.