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1 INTRODUCTION

Tox Fiesta, a game-based learning workshop, is designed to enhance toxicology knowledge, confidence and clinical decision-making of postgraduate emergency medicine (EM) trainees. The goal is to engage participants in practical, simulation-driven challenges to effectively improve their ability to handle toxicology emergencies.

METHODOLOGY 2

A total of 18 postgraduate EM trainees attended a one-day workshop featuring five competitive scenario-based stations focusing on different toxicology topics, followed by a rapid-fire quiz. The activities were designed according to constructive alignment. The data were collected through feedback surveys to assess knowledge, confidence and clinical decision-making.

3 RESULTS

85%

Trainees showed significant improvement in their understanding of toxicology, demonstrating the efficacy of the game-based format in reinforcing key concepts.

92%

Trainees reported heightened confidence in managing toxicology cases, indicating the workshop's success in preparing them for high-pressure situations.

85%

Trainees found that the workshop enhanced their decision-making ability during toxicology emergencies, improving overall clinical preparedness.



4 DISCUSSION

Toxicology is a core component of EM training, yet the traditional teaching method offers little opportunity to practice the rapid recognition and management of poisoning. Game-based learning has been increasingly recognised as an effective approach to enhance learner engagement, motivation and skill development in high-stakes fields such as EM.

The creative design of the stations demanded not only knowledge but strategic thinking, leadership, and communication, making the learning holistic and memorable. The competitive spirit and surprise twist at each station mimicked the unpredictability of real emergency settings and fostered camaraderie and adaptive thinking.

CONCLUSION 5

The Tox Fiesta workshop demonstrates the feasibility and potential of game-based learning for toxicology in EM postgraduate training. However, further research with larger controlled studies, objective assessments and long-term follow-up is needed to validate its educational impact. As medical education continues to evolve, game-based learning presents an exciting avenue for future innovations in training healthcare professionals.

Keywords: Game-based learning; Medical education; Toxicology

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