



**Objective:** Objective: The purpose of this study is to develop an effective method of teaching the cytochrome P450 enzyme system and drug interactions, to enhance learning and to maximize retention among psychiatric residents.

**Methods:** Methods: An interactive psychopharmacology program was developed to promote understanding, retention, and future teaching of the cytochrome P450 system. PGY1 (n=5) and PGY2 (n=6) psychiatry residents (total n=11) completed baseline questionnaires in which Likert scales measured residents' views regarding learning, knowledge, and retention. A five-item quiz was also administered to assess residents' baseline knowledge of drug interactions. The cytochrome P450 isoenzymes were then presented in PowerPoint format with the use of visual mnemonics. This presentation was posted on the intranet (psychiatric residents' forum) to be used as a reference. Quizzes were then administered at 1 week and at 6 months following the presentation to assess short- and long-term retention. At 6 months, residents also completed follow-up questionnaires. Follow-up data were compared to baseline data to determine if use of the interactive psychopharmacology program improved residents' retention of the material.

**Results:** At baseline, both resident groups exhibited low scores overall, each obtaining an average of one question out of 5 correct. First- and second-year residents scored higher at 1-week follow-up (4.7 and 4.2 questions correct, respectively). Results from data at 6 months revealed that combined residents' scores (n=8) were only modestly improved from baseline, and correlated with the limited degree to which the web-based programs were utilized.

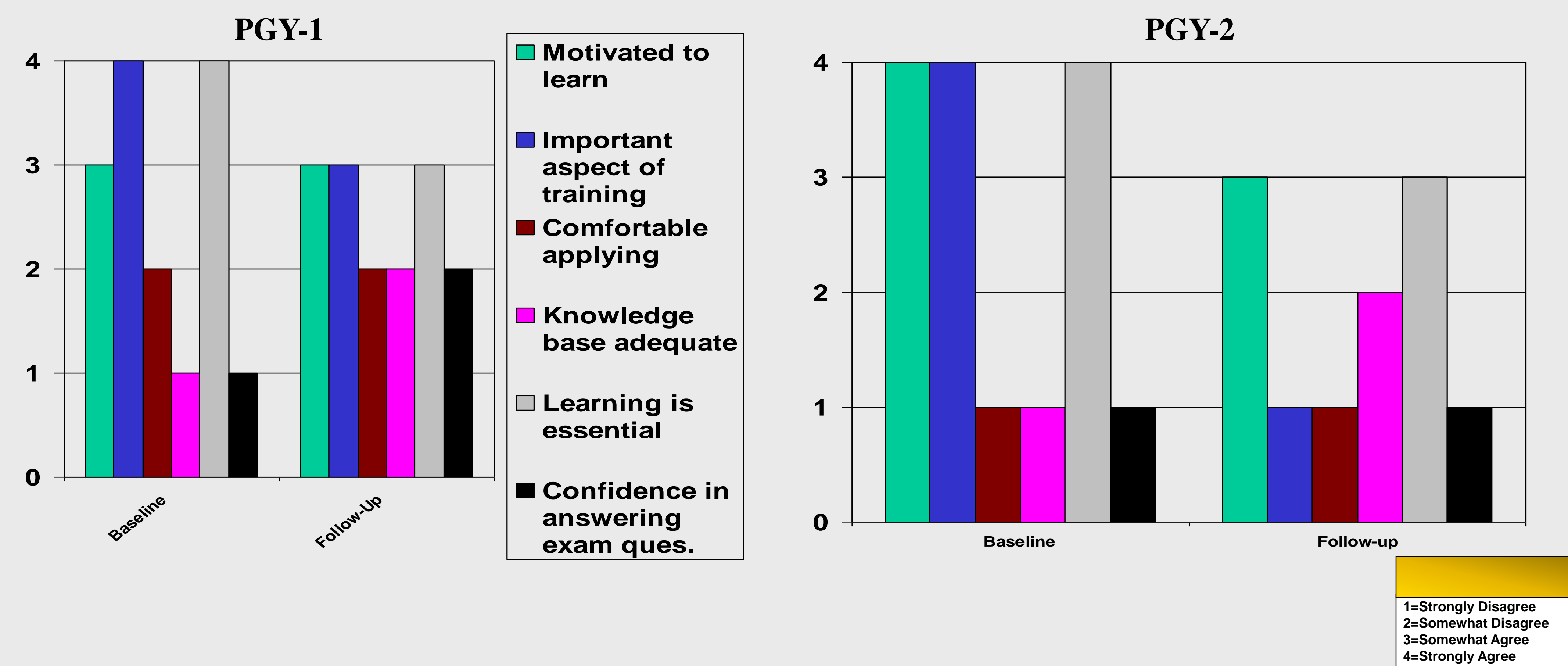
**Conclusions:** Conclusions: Our psychopharmacology program is an interactive method used to promote recall and retention of this challenging topic. Placing the material in this format on the intranet allowed psychiatry residents to have the material available to them in various settings of their training. The preferred learning styles of the residents as well as the effectiveness of this and other psychopharmacology programs are topics for future research.

## Medication Interaction Online Tutorial: with Acronyms to improve User Retention (MINOTAUR)

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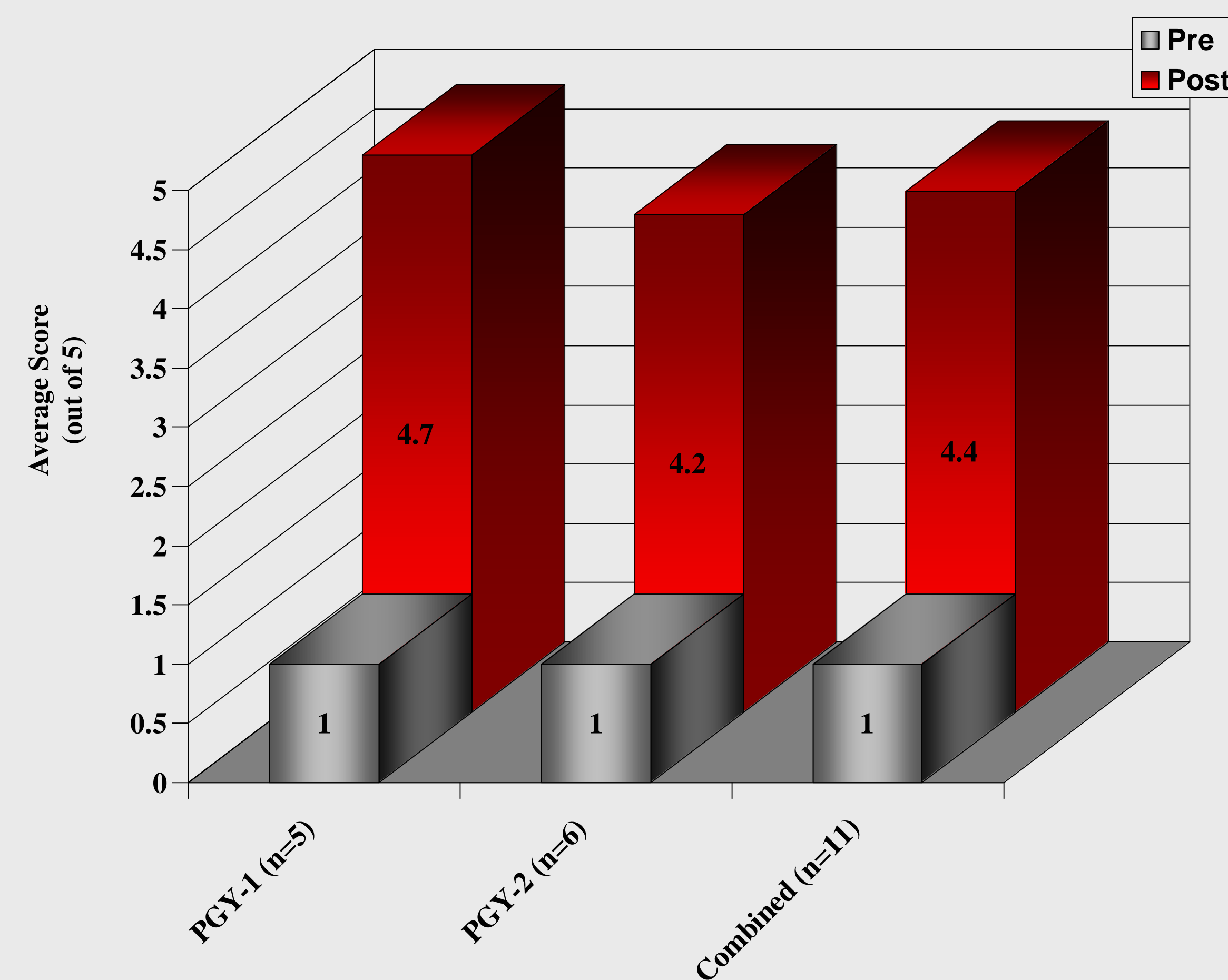
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### Baseline and 6-Month Results from Resident Questionnaires

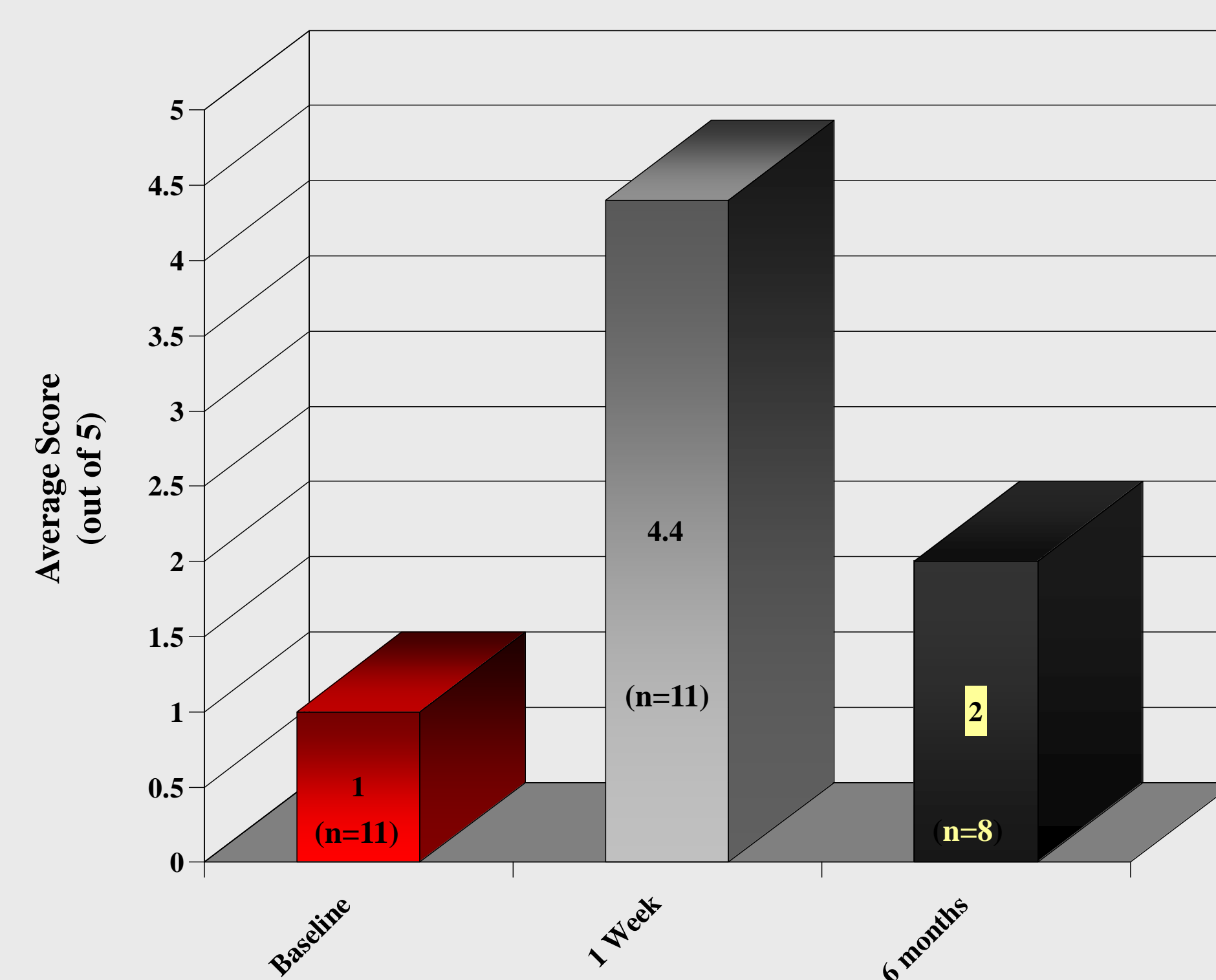


### Residents' Scores from Quizzes on Drug Interactions

Prior to and One Week Following Presentation of the Material

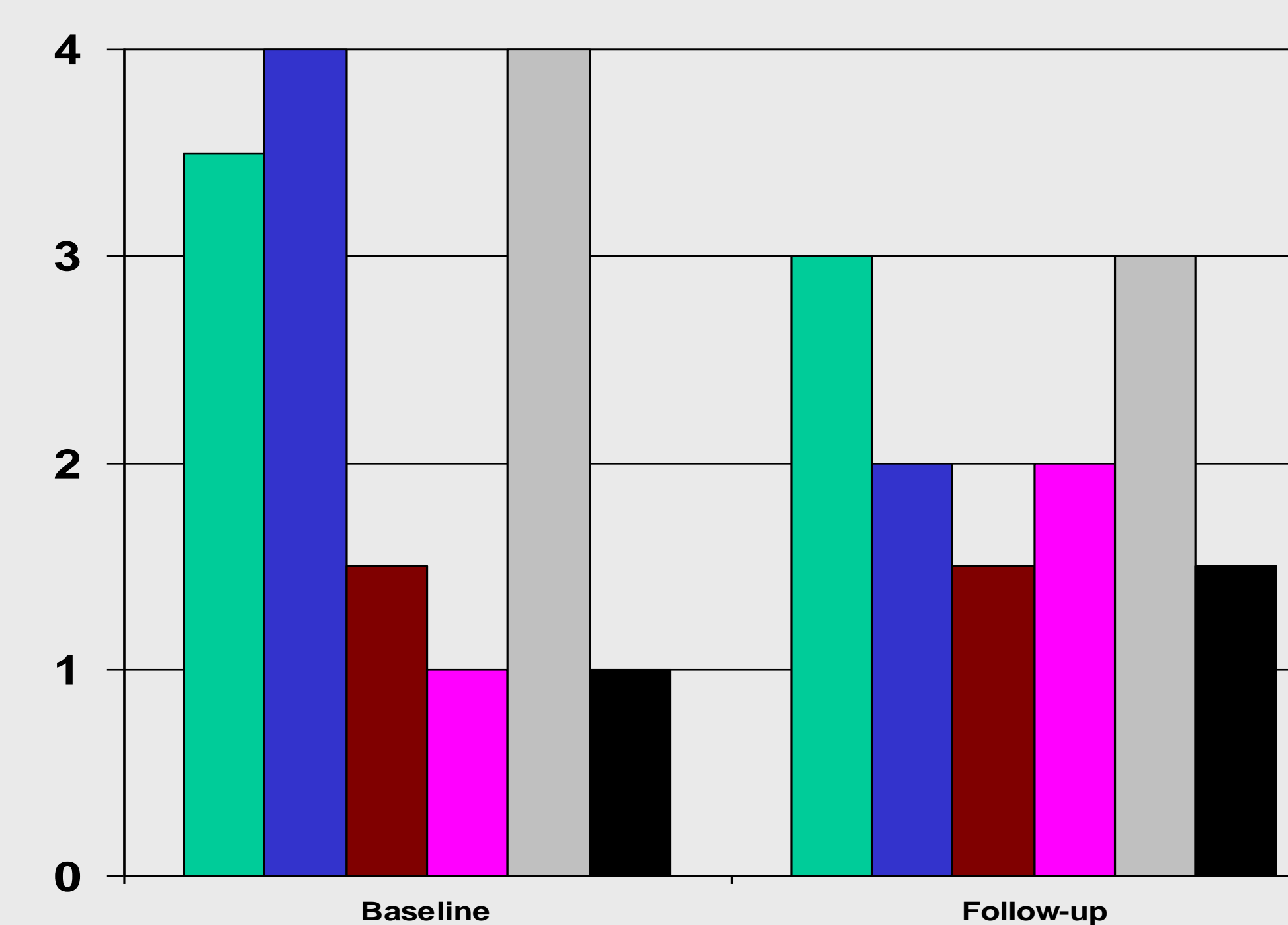


Prior to, One Week and 6 Months Following Presentation of the Material

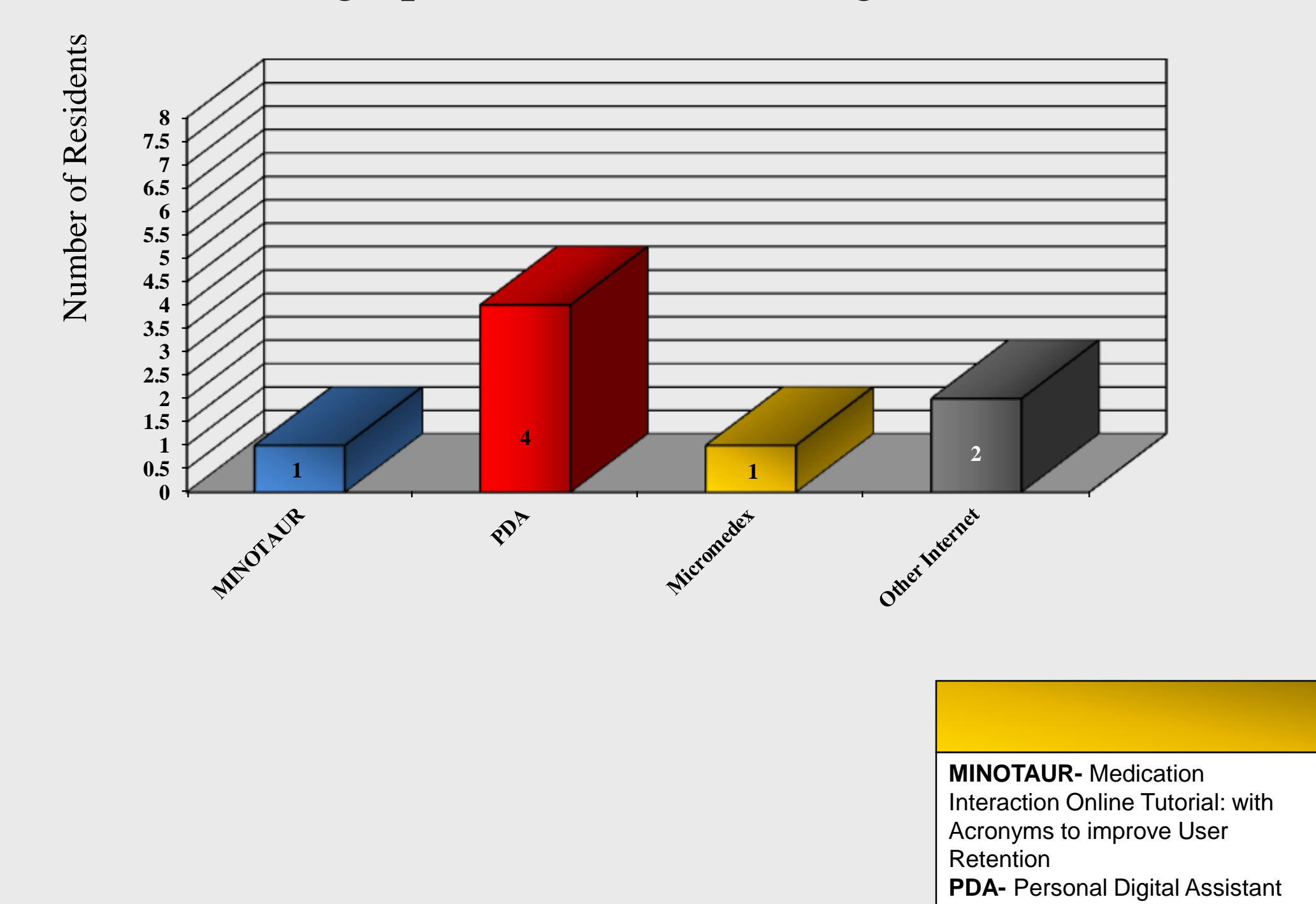


### Baseline and 6-Month Results from Resident Questionnaires

Combined Data From Resident Questionnaires



At 6 months: "How did you go about looking up information on drug-interaction?"



#### Selected References:

Adesunloye BA, Aladesanmi O, Henriques-Forsythe, M. The Preferred Learning Style Among Residents and Faculty Members of an Internal Medicine Residency Program. *The Journal of the National Medical Association*, 100, 2008, 172-179.

Kolb AY, Kolb DA. Learning Styles and Learning Spaces: A Review of the Multidisciplinary Application of Experiential Learning Theory in Higher Education, Department of Organizational Behavior, Weatherhead School of Management, Case Western Reserve University, 2005, 1-80.