Reviewer's report

Title: An educational game to improve Internal Medicine residents' knowledge and adherence to clinical practice guidelines

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Reviewer: Gerard McKay

Reviewer's report:

This paper is interesting. I have some reservations that I would like the authors to address;

MAJOR REVISIONS

The paper is a description of how an educational game to teach CPGs in internal medicine was developed and results show what has been achieved in terms of the multimedia interactive tool, the questions developed and the definition of the games rules. The abstract and main results section refer to a qualitative assessment of its acceptibility amongst residents. This section is important if the authors are to draw the conclusions that it is both feasible and acceptable. I think that it would be necessary to improve upon this section of the results. The authors state that there was 'about 30' participants. How many was there? How many enjoyed it as compared to other ways of learning? How many got more interested in the clinical guidelines as a result? ..........etc. I do not think that the authors can conclude that the game is acceptable based on this vague pilot results section. It might be best to leave it out altogether and merely conclude that it is feasible and would then have to look at its acceptibility in a further qualitative study.

Although the final sentence in the last paragraph of the conclusions suggests the need for a formal trial to test the effect of the Guide-O-Game there has been nothing in the results to substantiate the dual claims of the final paragraph ie it can improve knowledge through exposure... and it can 'incite'(!) residents to learn because of its competitive nature.

MINOR REVISIONS

1 - Discussion - not particulary well structured but did make a good attempt to highlight the shortcomings in addition to the strengths of the game. In the first paragraph the authors suggest that 'integrating the game in the curriculum is feasible........' and refer to unpublished data about directors of internal medicines views on educational games. Would be good to have a feel for the strength of this data, particularly given that there are other means eg online modules with web based assessment to improve individuals knowledge, that may be more cost effective for example.

2 - The game has been designed for use in the US. This has to be a shortcoming
or at least there has to be reference to the fact that it is but potentially could be
adapted for elsewhere.

3 - Paragraph 4 in the discussion - I do not agree with the assertion that
recommendations in guidelines are clear cut. The recommendations in guidelines
are usually based on varying levels of evidence and as a result some are more
clear cut than others.

**Level of interest:** An article whose findings are important to those with closely
related research interests

**Quality of written English:** Acceptable

**Statistical review:** No, the manuscript does not need to be seen by a
statistician.

**Declaration of competing interests:**

'I declare that I have no competing interests'