The days of “See one, do one, teach one,” can no longer exist as the prime pedagogy in medical education. There is an ever-increasing amount of new medical knowledge that learners are expected to learn. Likewise, there has been a move toward competency-based education and the creation of Entrustable Professional Activities (EPAs). These EPAs set standardized levels of proficiency to guarantee that all learners have a sufficient level of skills at the completion of their undergraduate medical training. With this in mind, information like the EPAs are often difficult to present to novice learners in a conceptual manner. It is our hypothesis that this conceptual knowledge can be conveyed with the theory of active learning. To achieve this knowledge, an active learning environment, utilizing an educational game, was created and presented to first year medical students at their new student orientation. Learners were presented with materials concerning EPAs (specifically EPA 1, 4, 5, and 9) and Osteopathic Core Competencies prior to the game activity. Learners were also provided with a recorded standardized patient encounter in which EPAs and Core Competencies were specifically portrayed in both positive and negative ways by an attending physician. During the game activity, learners participated in a version of a medical jeopardy in which video clips were shown and then the learners were tasked to identify the displayed EPAs discussions mediated by a physician moderator followed the game. It appears that this active learning exercise improved learner satisfaction and participation, while it also developed a streamlined process for presenting difficult material, such as introductions to EPAs, in a concise and effective manner.

**RESULTS**

- Students’ perception was reported to demonstrate an overall improvement in understanding and familiarity with the Osteopathic Core Competencies and Entrustable Professional Activities.
- Faculty perception was reported to demonstrate an overall improvement in student understanding and familiarity with the Osteopathic Core Competencies and Entrustable Professional Activities.
- Anecdotal, in comparison to past orientations presenting introductions to OCCs and EPAs, this active learning game format produced an increase in student participation in the group setting with a perceived deeper understanding.

**DISCUSSION**

- Faculty time was required.
- No faculty members were needed to accommodate >250 students.
- Longitudinal data for assessment and retention of EPAs and OCCs was not assessed.
- Utilizing the video and PowerPoint technology created more chances for audio visual errors.

**REFERENCES**