

# EMPOWER (Evaluating Medical Student Participation, Observation, and Workstation Education in Radiology): Implementing a Hybrid Learning Model in Musculoskeletal Radiology Electives

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## Introduction

- Recent advances in radiology education have focused on both virtual learning and hands-on interaction<sup>1</sup>
- It has been suggested that radiology electives should more closely resemble clinical sub internships in the fourth-year<sup>2</sup>
- We developed a hybrid learning model at our institution that included a personal workstation for medical students
- Goal:** to do a survey of students enrolled in musculoskeletal radiology clerkships with virtual assignments, lectures, procedures, and a personal workstation

## Methods

- Study Design:** anonymous, electronic cross-sectional study of medical students
- Data Collection Instrument:** SurveyMonkey® questionnaire disseminated via email
- Statistical Analysis:** standard statistical methods applied
- Data Collection:** preliminary data were collected from the 2022 to 2023

## Results

Category	(%)
Fourth-year medical student	80
Third-year medical student	18
Recent graduate	2

- Interested in radiology as a specialty increased from 19% prior to the rotation to 57% following the hybrid curriculum ( $p = < 0.05$ )

## Discussion

- Personal workstations, independent interpretation, observation, and staffing out cases were given the highest utility in terms of education
- Presentations, online resources, mentorship, and procedural participation were also given educational value
- The hybrid curriculum appeared to significantly increase interest in radiology as a specialty of choice
- Limitations:** non-response bias

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## References

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Figure 1

## Perceived Utility of Hybrid Curriculum

