Leveraging Clinical Experience of Medical Students in the Urology Rotation with a Hybrid Learning Model
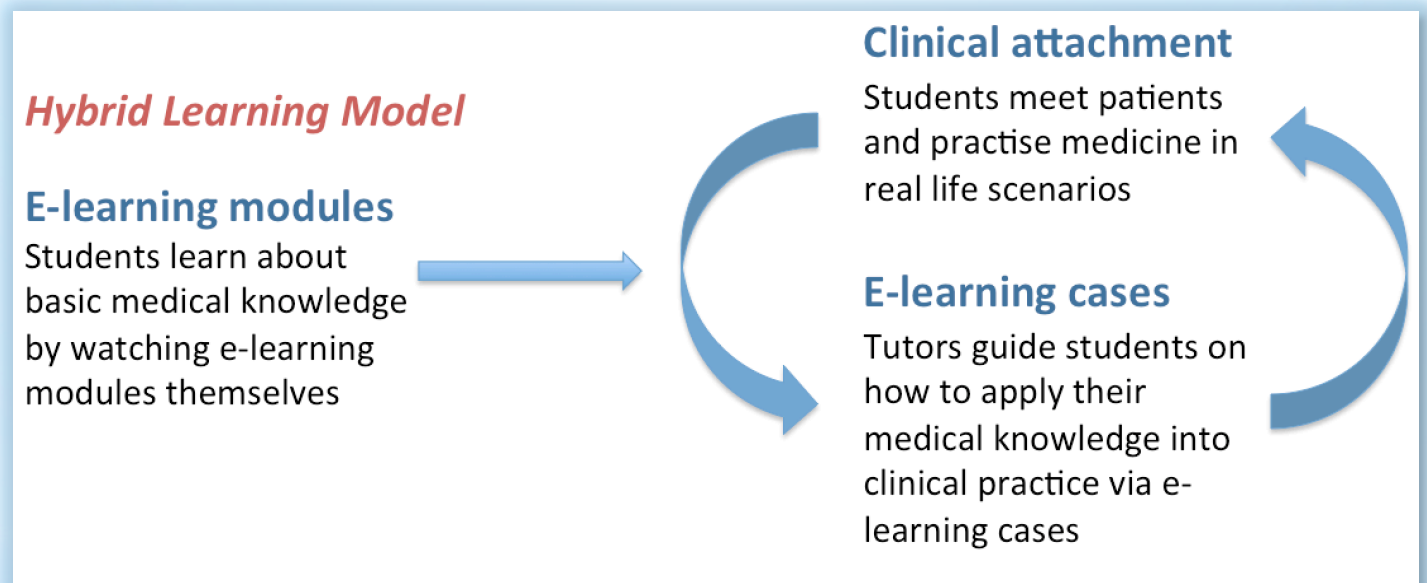
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Introduction

In the Traditional Learning Model, medical students were first taught through group lectures, followed by a clinical attachment in which students meet patients in real life settings. We aimed to leverage the clinical experience of medical students in the urology rotation with a Hybrid Learning Model (HLM).

Methods

In the HLM, we first utilized a flipped classroom approach and asked students to watch 8 e-learning modules. Apart from the usual clinical attachment, we also developed 9 'e-learning cases' based on real life scenarios as a form of blended learning. The combination of clinical attachment and e-learning cases aimed to complement each other to leverage the clinical experience of medical students. We implemented the HLM and conducted a survey from our medical students.

Hybrid Learning Model

E-learning modules
Students learn about basic medical knowledge by watching e-learning modules themselves

Clinical attachment
Students meet patients and practise medicine in real life scenarios

E-learning cases
Tutors guide students on how to apply their medical knowledge into clinical practice via e-learning cases

Results

A survey was conducted from 77 medical students. 89.3% of them had watched the e-learning modules before attending the clinical attachment and e-learning cases tutorial. 92.2% of them agreed or strongly agreed that the tutor was able to guide them through the case discussion. 92.2% of them agreed or strongly agreed that the HLM could help them apply their acquired knowledge into clinical practice. 87% of them agreed or strongly agreed that the HLM allowed a more in-depth understanding about the conditions being taught in this specialty. 75.3% of them agreed or strongly agreed that the HLM should be used in other medical specialties.

Conclusion

The HLM is practically feasible for medical students with promising feedback. This model could be considered in learning other medical specialties. (This project is funded by the Teaching Development and Language Enhancement Grant for 2016-19 Triennium)