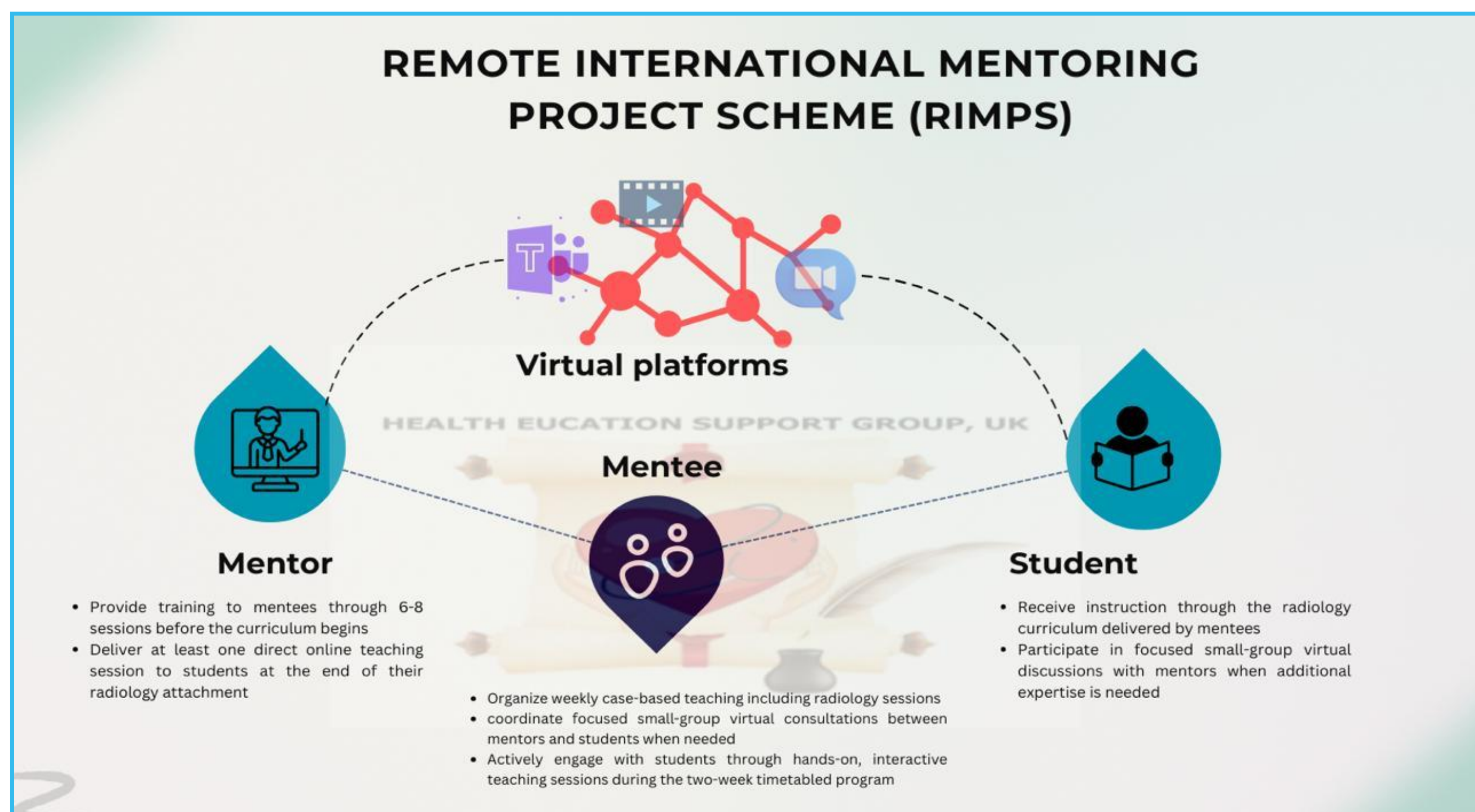


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Introduction

The increasing healthcare demands in conflict zones necessitate robust radiology education systems. While local communities require well-trained medical professionals with diagnostic imaging expertise, they face significant barriers in accessing qualified radiology specialists for comprehensive training.



Methods

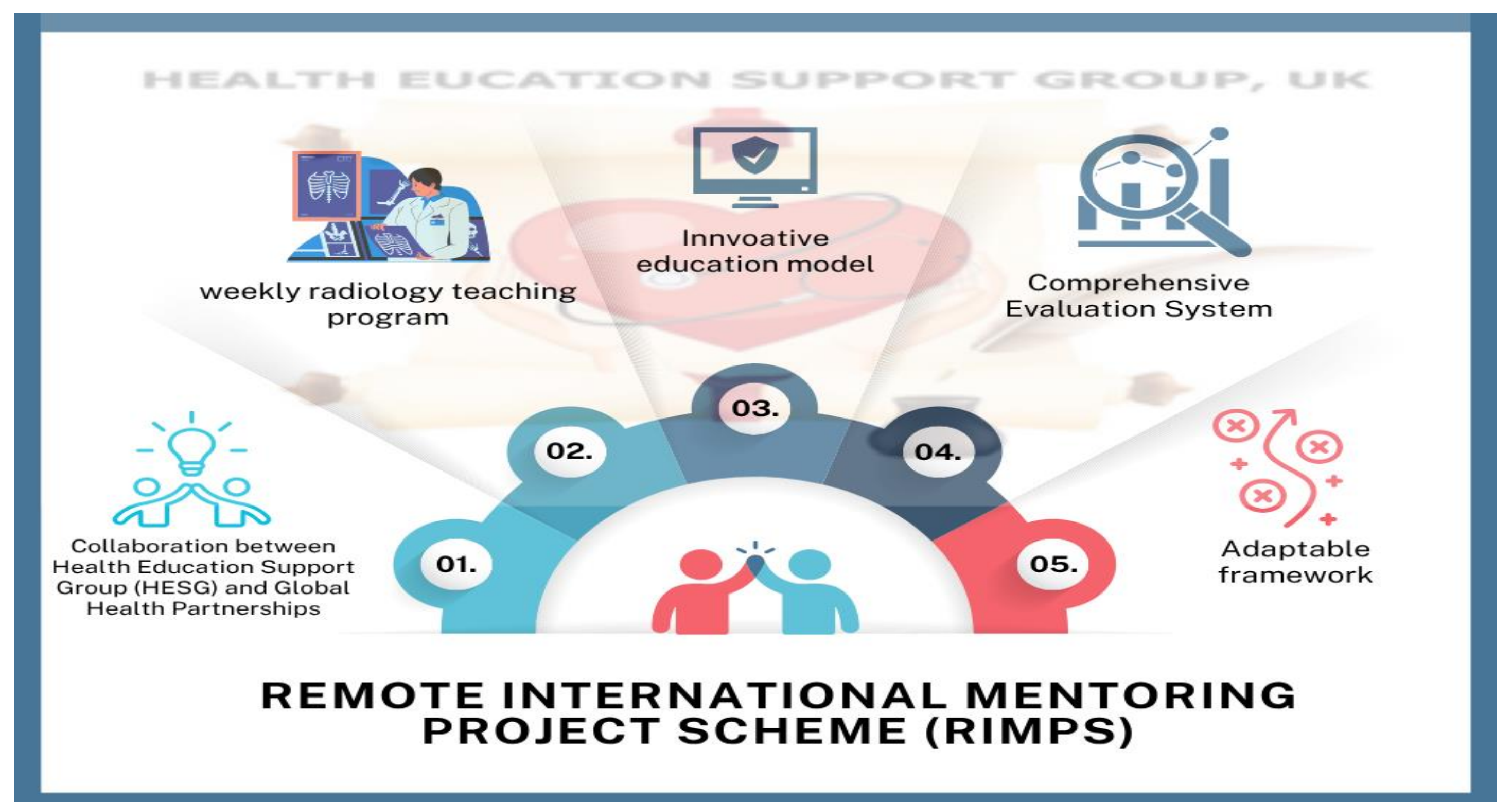
RIMPS takes a dynamic approach to mentorship by bringing together experienced medical professionals from around the world as mentors, particularly in radiology and other crucial medical fields. The program carefully matches these experts as mentors with junior clinicians in Myanmar based on subject expertise and language abilities. Junior doctors with special interest in radiology on the ground serve as mentees or subject collaborators for Undergraduate radiology curriculum delivery, with radiology mentors organizing weekly sessions discussing Undergraduate radiology curriculum, sharing resources, training the mentees to teach as radiology experts on the ground.

Mentees lead the 2-week UG radiology curriculum on-site, consulting mentors as needed and arranging small group online sessions with mentors and students at the end.

Results

Mentors benefited through increased global health engagement and professional development, gaining valuable insights into healthcare challenges in conflict-affected regions. The program's flexible design successfully overcame communication barriers in unstable environments, with high satisfaction levels reported by participants.

A particularly effective feature has been the direct end of attachment online teaching sessions between mentors and students, facilitated by local teachers who serve as subject leads. This framework has successfully established medical education in high-need areas and maintained formal curriculum despite challenging circumstances. The program's cultural sensitivity and adaptable communication methods have been crucial in building trust across remote relationships, while feedback indicates strong potential for long-term educational impact and program sustainability.



Discussion

RIMPS has demonstrated significant impact through remote mentorship in challenging medical education environments. The program's success stems from strategic mentor-mentee pairing based on shared linguistic and cultural backgrounds, leading to effective knowledge transfer. The radiology teaching program exemplifies this through weekly case-based sessions that successfully integrate international expertise with local teaching needs.

The program's effectiveness is reinforced by clear objectives and innovative teaching methods, including creative solutions for bandwidth limitations such as pre-loaded images and optimized screen-sharing. Strategic partnerships with technology providers ensure consistent access to essential communication tools, enabling expansion into new specialties.

Moving forward, the program will implement systematic monitoring protocols and expand its offerings through interactive teaching tools and a resource library for asynchronous learning.

Conclusions

RIMPS represents a pioneering effort to strengthen medical education in conflict-affected areas through innovative remote mentorship. The program not only improved the competencies of medical educators but also fostered a mentorship culture that could create sustainable educational models.

The insights gained from this initiative inform broader mentorship strategies, illustrating that remote support can play a crucial role in enhancing health education systems, professional growth, and international collaboration.

RIMPS serves as a proof of concept for similar endeavors in other resource-limited or conflict-affected regions, highlighting the critical need for adaptable educational frameworks in today's complex global landscape.

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