

# Teaching radiology: Integrating medical students by increasing communication

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## ABSTRACT

Medical students attend multidisciplinary conferences by choice when completing study periods in radiology. We attempt to explore how medical students can optimally be integrated into such conferences by applying a pedagogical principle adapted from adult education. Arguments are supported by our experience from academic coordinating and medical teaching in radiology. Part of a qualitative analysis of communication among medical students, medical teachers as radiologists and co-teachers of other medical disciplines was conducted by assessing conferences based on one teaching principle in a set time and observation frame. The following preliminary results are shown: Active participation of medical students is little although being addressed by radiologists with questions on imaging; Communication between medical students and all medical teachers participating is limited. In order to offer efficient and hands-on teaching, the following conclusions are drawn: To address medical students' general and specific interests in imaging, radiologists could involve students in case interpreting and reporting more intensely; To teach medical students that imaging is essential for clinical decisions in patient care, all participating medical teachers should motivate students to join discussions.

**Keywords:** adult education; imaging; interaction; medical education; medical teacher