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Adult Didactics for Medical Teaching: Student Rotations in Radiology – by the Example of the Computed Tomography Department

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ABSTRACT

Radiology is vital to patient care. Its departments are central settings for elective student rotations (SR). Our aim is to optimise education dynamics in radiology informed by a didactic approach adjusted to the hospital environment. We modified two teaching theses from adult education to support efficient training of students during SR. As an example, we chose the computed tomography (CT) department as a SR setting in radiology at a teaching hospital in Germany, with a set number of CT exams and defined educational factors. As part of an ongoing study by the method of participant observation, we analysed entry sheets (miniguide) by radiologists and radiographers of education dynamics in interaction with students. Observations are performed by these medical educators using the didactic miniguide to log data employed in SR settings. We conducted a quantitative and qualitative analysis. We assume the following preliminary results for the CT department: Radiologists engage students in discussing imaging findings and in approaching clinical problems (reading room); Radiographers involve students in preparing patients for CT exams; Both educators inquire on imaging and clinical matters during CT exams (control and imaging room). We initially conclude as follows: CT departments can be treated as authentic SR settings to integrate students into clinical routine; Engagement in medical interaction shows activation of knowledge acquisition; Involvement in the practice of medical tasks shows hands-on interaction; Exploiting CT exams on the spot means grasping teaching and learning chances. Adult didactics can well inform teaching practice by medical educators to generate active learning during SR.

Keywords: clinical; education; hospital; radiographers; radiologists