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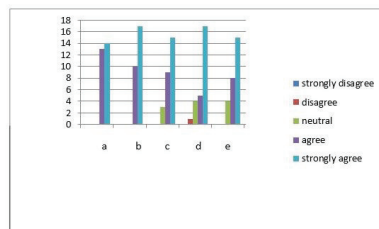
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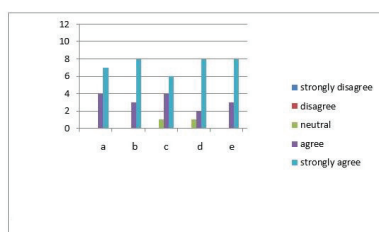
Background: Medical Students should be familiar with how to request and justify X-rays in preparation for working as a doctor.

Medical student feedback



- The workshop content was relevant to my course
- The workshop content was relevant to my future practice
- The workshop has increased my knowledge of what happens in an Imaging Department
- The workshop has increased my understanding of the risks of ionising radiation within a hospital environment
- I feel more confident about explaining imaging tests to patients

Radiography student feedback



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Existing literature is limited but has recognised a dearth of teaching in this area and examples of poor communication between medical teams and imaging departments is cited as a result of inadequate imaging requests.

Method: After briefly introducing the Ionising Radiation (Medical Exposure) Regulations (IRMER) the students were given clinical scenarios where diagnostic imaging of the patient was necessary. Working in small multi-disciplinary groups the medical students decided upon appropriate imaging for the patient and wrote a request form for the radiography students to justify. The interactive session was designed to encourage effective communication across the two professions and was facilitated by a qualified Diagnostic Radiographer and Clinical Teaching Fellow who answered questions and clarified best practice. Finally, students critiqued sample request forms and decided whether they were justified under IRMER.

Results: Feedback questionnaires indicated that the workshop was well received, with students from both professions citing the benefits of discussing appropriate imaging for patients and practically writing requests.

Conclusion: This pilot study although small scale, endorses inter-professional education to enable students to understand their future roles when communicating about and arranging for patients to undergo diagnostic imaging. Discussion of how similar workshops may be incorporated into academic programmes for both professions is recommended in the future with research into the effects of this training may have on communication and justification of radiology procedures in the clinical environment.

- Borgen L, Strandén E & Espeland A (2010) *Clinicians' justification of imaging: do radiation issues play a role?* *Insights Imaging* July 1 (3) 193-200
- Kelly BS, Rainford LA, Gray J & McEntee MF (2012) *Collaboration between radiological technologists (radiographers) and junior doctors during image interpretation improves the accuracy of diagnostic decisions* *Radiography* 18 90-95
- Kruse J, Lehto N, Riklund K, Tegner Y & Engström Å (2016) *Scrutinized with inadequate control and support: Interns' experiences communicating with and writing referrals to hospital radiology departments — A qualitative study* *Radiography* 22 313-318
- Nyhsen CM, Patel P & O'Connell JE (2016) *Bullying and harassment — Are junior doctors always the victims?* *Radiography* 22 e264- e268
- Strudwick RM & Day J (2014) *Interprofessional working in diagnostic radiography* *Radiography* 20 235-240

N5.6 Personalised e-learning for MSc medical ultrasound students

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Purpose: The use of e-Learning is widespread in healthcare education^[1], however it can be controversial and have mixed results^[2,3]. Lecturers at the University of Cumbria have personalised e-learning programmes from e-Learning for Healthcare and the Society of Radiographers and used these as a basis for their course material. Lecturers have incorporated the e-learning within their teaching. Students who will start the course in January 2019 will have an opportunity to feedback on their experience.

Background: MSc Medical Imaging (Ultrasound) is a new fulltime programme at the University of Cumbria. This is intensive an accelerated pathway to a career in sonography, designed to address the UK-wide shortage. The University are working in partnership with Health Education England, e-Learning for Healthcare (HEE e-LfH) to provide a personalised learning pathway to help students acquire the academic knowledge to work in the field. e-LfH is a vast resource containing over 200 programmes, including several specialist imaging projects - Image Interpretation, Radiology, eProton, Radiotherp-e and e-IRMER. Within the radiography programme, Image Interpretation, there are over 400 sessions, a fantastic free resource, but where to start? Lecturers at the University of Cumbria have curated relevant content into a learning path, allowing material to be structured in a format that mirrors their university programme.

Summary: A joint project between the University of Cumbria, Society of Radiographers and e-learning for Healthcare. Demonstrating the value of collective working to make the most of existing educational resources by personalising the approach.

- George, P.P., Papachristou, N., and Belisario, J.M., et al, 2014. Online eLearning for undergraduates in health professions: A systematic review of the impact on knowledge, skills, attitudes and satisfaction. *J Glob Health*, 4(1):010406
- Lahti, M., Hätönen, H., Välimäki, M., 2014. Impact of e-learning on nurses' and student nurses knowledge, skills, and satisfaction: A systematic review and meta-analysis. *Int J Nurs Stud*, 51(1), pp.136-149
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