
Downloaded from: http://insight.cumbria.ac.uk/id/eprint/4960/

Usage of any items from the University of Cumbria’s institutional repository ‘Insight’ must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria’s institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available here) for educational and not-for-profit activities provided that

• the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  • a hyperlink/URL to the original Insight record of that item is included in any citations of the work
• the content is not changed in any way
• all files required for usage of the item are kept together with the main item file.

You may not

• sell any part of an item
• refer to any part of an item without citation
• amend any item or contextualise it in a way that will impugn the creator’s reputation
• remove or alter the copyright statement on an item.

The full policy can be found here. Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.
Background: Medical Students should be familiar with how to request and justify X-rays in preparation for working as a doctor. 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 multidisciplinary 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 interprofessional 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.

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

Lyndsey Callion 1; Dorothy Keane 2; Shelly Smart 3

1 e-Learning for Health care; 2 Society of Radiographers; 3 University of Cumbria

Purpose: The use of e-Learning is widespread in healthcare education41, however it can be controversial and have mixed results42,43. Lecturers at the University of Cumbria have personalised e-learning programmes from e-Learning for Health care 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, Radiotherap-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 the ir 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.