

**Title:** How change in training method is improving undergraduate students' perception and performance in radiodiagnosis in College of Medicine, University of Lagos, Idi-Araba, Lagos, Nigeria

**Author:** Kofoworola Soyebi, B.Sc., M.B.Ch.B.

**Background:** Radiology is the branch of Medicine involved in the use of radiation for diagnosis (Radiodiagnosis) or treatment (Radiotherapy). It is highly technical and therefore, deemed a professional course taken only as a postgraduate program. The medical students however need the basic introductory lessons in Radiology which will help them make informed diagnosis, in the Accident and Emergency Department where they are the patients' first contact.

It has therefore been incorporated into their curriculum as a three-week programme, contributing less than 10% towards their final assessment in the Medical School. Realizing this, the students do not consider the Posting a serious posting or a necessary part of their Curriculum.

They have often described it as a "loafing posting" i.e., a Resting Zone in the Medical school training. Truancy was the order of the day. This attitude dates back to the Medical School days of the Author and beyond.

Responses from Oral Interviews with classmates from the Medical School days further buttressed this point.

Some of the rewards of Teachers is in the observation that their students benefit from the training giving and are gainfully using the information passed to them.

It is therefore quite demoralizing that students do not appreciate the programme and therefore are not benefiting from it.

**Methodology:** On assumption of duties as the Coordinator of the 400L posting in my Department, I conducted a study to evaluate the current Teaching method and then introduced a new system of teaching (described below).

Days 1 & 2 of the 15working day Posting were used for introducing the students to radiology. It is an interactive session that lasts for between 90 and 120minutes. Topics like: History of radiology, production of x-rays, available imaging modalities, image formation in each modality, patient positioning, basis for image interpretation, positioning the radiograph for reading, terminologies used in each imaging modality, processing the radiographs, radiation hazards and safety measures.

At the end of the first day, an essay is written on what has been done. This is quickly read over by the Author. The purpose of this is to detect grey areas in the minds of the students, so that further light of knowledge can be shone therein.

Days 3-14 they rotate through the sections of the various lecturers in the Department, during which they are taught different sections of radiology Viz:

- \* Chest and Abdomen radiology
- \* Genitourinary System radiology and Computed Tomography
- \* Musculoskeletal systems radiology and radiology of the Spine; MRI
- \* Head and Neck radiology, vascular Radiology, Ultrasonography

Concurrently, in yet smaller groups they join the Residents to carry out investigations (Practicals) spending a maximum of two days per section.

Also, in groups of two or three, they are put on roster for “Call duties”. The purpose of this is to have a one to one interaction with the radiologists who are on call.

Day 15 they write their end of Posting Examinations

**Result:** Significant improvement in End of Posting Examination Results. Remarkable reduction in truancy. Self motivated desire to learn. Confident interpretation of images from first principles.