A majority of M2 students found pathology and radiology integration to be an effective teaching mechanism.

Taha Lodhi
Mentors: Drs. Philip Boyer & Simone Montoya

Promoting Radiology Integration through Medical Education (PRIME): Improving Student Competency at an Early Stage

INTRODUCTION

- **Problem:** Inconsistent, non-comprehensive radiology education in U.S. medical schools, often taught by non-radiologists (Reference).
- **Gap:** Underrepresentation of radiologists in core faculty, leading to inadequate medical imaging education.
- **Intervention:** PRIME program incorporating radiology content, taught by a radiologist, into the M2 pathology course (Figures 1,2).

Aim: By 1/30/2023, 20% of ECU BSOM Class of 2025 students will report increased perceived readiness in both testing and clinical contexts due to supplementary instruction received during the M2 pathology course.

RESULTS

**Figure 2. Content Creation: (1) Module Teaching and (2) Quick Hit Reinforcement**

**Radiologist-Led Module Content**

Patterns of Pulmonary Opacities

**Opacification = decreased air-to-tissue ratio**

Airspace: less gas in alveoli
Atelectasis
Consolidation
Ground-glass
Linear: thickened interstitium
Nodular: discrete lesions
Microcysts: <3 mm
Mass >3 cm
Reticulonodular

**Quick Hits Review File Content**

**Figure 1. Incorporation of Prime in Curriculum**

**M1**
Radiology in Gross Anatomy

**PBL**

**M2**
Systems-Based Radiology Content

**PBL**

**M3**
Aquifer Curriculum in Clerkships

**Radiology Finding Interpretation**

**Quick Hits COVID-19**

C1

- Ground Glass / Hazy Interstitial
  - Something is in Alveoli
  - Hazy: Malignant

Rudimentary Radiology Patterns

**Something’s Blocking X-Rays**

**References**


**RESULTS (continued)**

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