

***Radiology at Undergraduate Level: Are We Prepared?***

Medicine in current era is evidence based and management of many diseases has undergone a paradigm shift towards a multi-disciplinary approach. Obviously this change has resulted in a significant decline in morbidity and mortality associated with many diseases. Beyond any doubt radiology and diagnostic imaging has played a pivotal role in this paradigm shift and credits goes to continuous, robust and tangible research and developments by industry and academia. Diagnostic imaging offers a large number of conventional and advance, two dimensional and multidimensional, invasive and non-invasive and radiation and non-radiation based items in its service menu. Skilled manpower on technical and clinical frontiers is the primary requirement for effective utilization of these modalities and we can find a world wide web of various postgraduate training programs and fellowships in this regards. However, it was also important to revisit cognition level of undergraduates about modern age radiology. In fact fundamental shift in radiology practice has led to frustrations in delivery of medical imaging teaching. In last one decade various academic institutions and regulatory bodies in United States, Australia and Europe have taken effective steps to revamp their undergraduate curricula. They realized that the curriculum of medical school in this era must be eligible to adapt new advances and provide a strong foundation to the graduates about radiology. In this new undergraduate academic strategy, radiologist has an academican role to teach radiographic anatomy, cross sectional and hybrid imaging to undergraduates. The Royal College of Radiologists (RCR, UK), United Kingdom(<http://www.radiology.ie/education/UndergradCurrFinalCopy14.05.07.pdf>) has stressed upon the involvement of radiologists from basic sciences to clinical practice. However, academic radiologists are under stress due to loss of clinical productivity and revenue during teaching hours. As a result there is a trend in radiology departments to reduce their commitment in teaching and utilizing the faculty time in revenue generating clinical activity. In Pakistan, although medical schools have shifted from traditional academic system to advanced one which include system based and problem based learning of undergraduate right from the beginning. However, our undergraduate curricula still lack radiology a major component and role of radiologists as academican in most of the medical schools. On contrary we have good and structured postgraduate radiology training programs in many teaching hospitals of major cities. These training programs are the indigenious source and hatchery of trained radiologists.

So in current era one cannot deny the pivotal role of modern radiology in disease management and importance of trained and skilled radiologists in clinics and medical school as academicians. For optimal utilization of modern diagnostic imaging and radiology, awareness and understanding about these modalities need to be improved. In this regards our post-graduate training programs are well geared but we seriously need to revisit curricula of undergraduate level and involving the radiologists in teaching at medical school level.

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