

RSNA2007に挑戦しよう！ 投稿規約に関する最新情報

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- 切 4/15
- 結果発表 7月末

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METHOD AND MATERIALS	<input type="checkbox"/>	0
RESULTS	<input type="checkbox"/>	0
CONCLUSION	<input type="checkbox"/>	0
CLINICAL RELEVANCE/APPLICATION	<input type="checkbox"/>	0/200
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- Cardiac
- Chest
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- Gastrointestinal
- Informatics
- Molecular Imaging
- Multisystem/Special Interest
- Musculoskeletal
- Neuroradiology/Head and Neck
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Message from the Chair

[Quiz Format](#)
[Educational Abstract Focusing on How To Do Procedure](#)
[Educational Abstract Reveiw on a New Procedure](#)
[General Review with Study data to support educational emphasis](#)
[General Education Review](#)

TITLE	<input type="checkbox"/> 0/250
PURPOSE/AIM	<input type="checkbox"/> 0/350
CONTENT ORGANIZATION	<input type="checkbox"/> 0/500
SUMMARY	<input type="checkbox"/> 0/500
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アブストラクトの例 : Quiz Format

The RSNA and the Education Exhibit Committees look forward to receiving your educational abstract. The exhibit abstract form asks for information about what content can be expected in your proposed exhibit, allowing for a more informed decision making process for abstract selection. Our intent is also to allow the submitters to begin thinking earlier about the content and structure of their exhibit to aid in their exhibit preparations. To make it easier for you to prepare your abstract the committee has prepared several example exhibit abstracts that represent some of the types of material that might be submitted and various formats for exhibits.

Richard L. Baron, MD
Chairman, Education Exhibits Committee

[Education Exhibits \(sample of submission in Quiz Format\)](#)

(This question is in the “Question” area of the submitter)

1. Will scientific data be presented to support presentation? (If focus of exhibit is presentation of focused data from single research project this is more appropriate for a scientific poster).

No. Cases will be drawn from the teaching collection at the Superior MRI Center.

Title: “Real or Fake? MRI artifacts that simulate disease”

2. [Purpose or Aim of the exhibit](#)

MRI artifacts can mimic disease states and conversely disease states can resemble MRI artifacts. The purpose of this exhibit is to expose radiologists to a series of challenging cases in order to help improve the radiologist’s diagnostic accuracy when facing such cases.

3. [Content Organization: Describe major headings \(e.g., anatomy, physiology, imaging techniques, tumor disease states, etc.\)](#)

The cases will be presented in a quiz format. Key differential diagnostic points will be highlighted in the discussion of each case. The list of cases includes:

- **Truncation artifact overlying the cervical cord vs. cervical cord syrinx.**
- **Wrap-around artifact overlying the occipital lobe vs. meningioma related to the occipital bone**
- **Poor fat saturation over the inferior orbit vs. infiltration of orbital fat in patient with orbital pseudotumor**
- **Chemical shift artifact adjacent to the skull vs. small subdural hematomas**
- **Metallic artifact causing distortion of spine vs. kyphoscoliosis**

4. [Conclusion with major teaching points to be emphasized. What should the viewer accomplish by viewing this exhibit?](#)

MRI artifacts can superficially resemble pathological processes, but these entities can usually be differentiated using clues present on the images or on the annotation. For example, wrap-around artifact is generally associated with an overly small field of view, and truncation artifact with too few phase encoding steps. Repeat imaging after changing scan parameters can be helpful for confirmation in unusual cases.

アブストラクトの例: How to do Procedure / New procedure

The RSNA and the Education Exhibit Committees look forward to receiving your educational abstract. The exhibit abstract form asks for information about what content can be expected in your proposed exhibit, allowing for a more informed decision making process for abstract selection. Our intent is also to allow the submitters to begin thinking earlier about the content and structure of their exhibit to aid in their exhibit preparations. To make it easier for you to prepare your abstract the committee has prepared several example exhibit abstracts that represent some of the types of material that might be submitted and various formats for exhibits.

Richard L. Baron, MD
Chairman, Education Exhibits Committee

Education Exhibits (sample of submission as a New Procedure)

(This question is in the "Question" area of the submitter)

1. WILL SCIENTIFIC DATA BE PRESENTED TO SUPPORT PRESENTATION?

Yes _

No

Title: Percutaneous Treatment of Symptomatic Post-Operative Lymphoceles

2. PURPOSE/AIM OF EXHIBIT

To understand the indications, various treatment methods, contraindications, and complications of percutaneous treatment of symptomatic post-operative lymphoceles.

3. CONTENT ORGANIZATION

- A. Anatomy (include surgical anatomy)
- B. Pathophysiology
- C. Diagnostic Imaging (US, CT)
- D. Review of Indications, Contraindications
- E. Initial Treatment (drainage techniques, choice of sclerosants)
- F. Follow-up Management
- G. Outcomes (include complications)

4. CONCLUSION (AND TEACHING POINTS)

Percutaneous management of symptomatic post-operative lymphoceles is useful. This exhibit reviews

- a. the operative anatomy and pathophysiology
- b. the methods of drainage and treatment
- c. the outcomes of percutaneous management

アブストラクトの例: General Education Review

The RSNA and the Education Exhibit Committees look forward to receiving your educational abstract. The exhibit abstract form asks for information about what content can be expected in your proposed exhibit, allowing for a more informed decision making process for abstract selection. Our intent is also to allow the submitters to begin thinking earlier about the content and structure of their exhibit to aid in their exhibit preparations. To make it easier for you to prepare your abstract the committee has prepared several example exhibit abstracts that represent some of the types of material that might be submitted and various formats for exhibits.

Richard L. Baron, MD
Chairman, Education Exhibits Committee

[Education Exhibits \(sample of submission as a General Education Review\)](#)

(This question is in the "Question" area of the submitter)

1. Will scientific data be presented to support presentation? (If focus of exhibit is presentation of focused data from single research project this is more appropriate for a scientific poster).

We will be using case material from our Dementia Center to illustrate the imaging findings. We have collected imaging data on twenty patients with nvCJD.

Title: "Where's the Beef? Diagnosing new variant Creutzfeldt-Jakob disease"

2. Purpose or Aim of the exhibit

The purpose of this exhibit is:

1. **To review the pathophysiology of Creutzfeldt-Jakob disease (CJD)**
2. **To discuss the relationship of new variant CJD (nvCJD) to bovine spongiform encephalopathy (BSE)**
3. **To explain the utility of MRI and particularly diffusion-weighted imaging (DWI) in the diagnosis**

3. Content Organization: Describe major headings (e.g., anatomy, physiology, imaging techniques, tumor disease states, etc.)

- **Pathophysiology of CJD**
- **Relationship of BSE to nvCJD**
- **Review of imaging findings**
 - **Conventional MRI**
 - **Diffusion weighted imaging**
- **Sample cases and mimics**
- **Future directions and summary**

4. Conclusion with major teaching points to be emphasized. What should the viewer accomplish by viewing this exhibit?

The major teaching points of this exhibit are:

1. **Hyperintensity in the basal ganglia on T2-weighted MRI images is a common finding in CJD.**
2. **Hyperintensity in the medial and posterior thalamus is thought to be a reasonably specific indicator of nvCJD.**
3. **Diffusion-weighted images are often positive early in the course of CJD.**