SATURDAY, 17 JUNE 2017

Getting financial support to research in RMDs through horizon 2020: opportunities, good practices, and successful experiences

SP0167 HORIZON 2020: OPPORTUNITIES FOR MEDICAL RESEARCH AND INNOVATION

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Horizon 2020 is the largest EU Research and Innovation programme ever with nearly €80 billion of funding available over 7 years (2014 to 2020). It is an opportunity for supporting excellence and collaboration in research, on a scale and scope that is seldom feasible at global level.

Horizon 2020 contributes to the Innovation Union, a Europe 2020 flagship initiative aimed at securing Europe's global competitiveness. By coupling research and innovation, Horizon 2020 is helping to achieve this with its emphasis on excellent science, industrial leadership and tackling societal challenges. The goal is to ensure Europe produces world-class science, removes barriers to innovation and makes it easier for the public and private sectors to work together in delivering innovation. This it is seen as a means to drive economic growth and create jobs, Horizon 2020 has the political backing of Europe's leaders and the Members of the European Parliament.

Horizon 2020 is open to everyone, with simplified and more rapid application and reporting procedures.

The next work programme for the period 2018 – 2020 will be published in Autumn 2017.

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SATURDAY, 17 JUNE 2017

EULAR Projects - challenging projects in education and training

SP0168 THEORY OF POSTER DESIGN AND PRESENTATION

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This lecture introduces basic elements of poster design, and is followed after the session by a special poster tour devoted to design. It strongly links to the concepts discussed in my workshop on data visualization.

To design an effective poster, its message and the intended audience must be clear. Effective posters stand out because they convey their main message almost instantly, and then seduce participants to stay longer and learn more. Much more than oral presentations, posters are about selling your work in competition with all those other people presenting in your session.

In a good poster, all elements work together like a symphony orchestra:

Title, headings, text, tables, graphs, format, colors, layout, handouts, gimmicks, and ... you!

For the design process, you need a good plan (including timelines!), good tools (templates, software!) and a ruthless editor. Editing is about throwing out more and more stuff, until finally you reach the point where throwing out more destroys understanding. So the "orchestra" has single instrumentation, and is wonderfully transparent.

Posters are not "comprehensive"! All the details you love can go into a specially designed handout (NOT an exact replica of your poster).

Your role as presenter is special: you must be visible but unobtrusive, and flexible to accommodate different viewer styles, and have different modes of presentation (eg. walkthrough, answer questions, respond to critique). Also make sure your contact details are visible and correct (if no handout, be sure to have business cards). If you are playful you can use gimmicks to increase your visibility: match your clothes to your color scheme, make something in real 3D on your poster, use sound, etc. But don't overdo it: this is just the icing on the cake: this is a science, not a commercial exhibit.

When we go to assess posters in the upcoming poster tour, we will be looking for the following elements:

1. Overall message clear?
2. Text quality: brevity, clarity
3. Table quality: clear vision, clear understanding
4. Graph quality: clear vision, clear understanding
5. Design elements: layout, choice of font, color
6. Handout: not a replica, elements 1–5 repeated
7. Presenter: style, contact details

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SP0169 EULAR SCHOOL OF RHEUMATOLOGY. A CHALLENGING EDUCATIONAL EULAR PROJECT. WHERE ARE WE NOW?

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In the last decade EULAR has further developed its educational portfolio. Apart from very educational tracks in the EULAR Congress, EULAR offers:

- on-line courses (Rheumatology, Connective Tissue Diseases, Scleroderma, Paediatrics, Ultrasound, Health Professionals), that are being followed by thousands of students all over the world
- text-books, based on the on-line courses
- live courses, such as the Postgraduate Course, Ultrasound courses, capillaroscopy, epidemiology, immunology, teach the teachers
- exchange programs, for trainees, scientists, health professionals and patients
- on-line image library, on-line outcome registry
- learning DVDs for medical students
- scientific endorsement of other courses

To bring all these offerings under one umbrella, EULAR decided to found the School of Rheumatology.

But the School is doing substantially more: we identified 7 areas (classrooms) where we bring enthusiastic and involved people together to evaluate the present needs in those areas and to prioritize new educational activities for those unmet needs. The following classrooms are actively developing new products:

Classroom medical students: formulating standard curriculum for musculoskeletal diseases and providing video-materials to support teachers and students.

Classroom trainees in rheumatology: start of a journal club, evaluating possibilities to install a European (EULAR) examination to become a rheumatologist, imaging on-line course.

Classroom teachers: course on assessment questions was already held, a teach the teachers event is planned.

Classroom rheumatologists: development of a pocket primer on rheumatic diseases, to be used as an app.

Classroom scientist: preparing a possible on-line course on epidemiology and clinical (trial) research, evaluating possible webinars for basic science methodology.

Classroom health professionals: preparing an accreditation system for health professionals; expanding on-line courses.

Classroom patients: implementing and distributing lays versions of recommendations; development of a patient partner program in research; webinars on actual items in the form of questions and answers (eg biosimilars).

Some of the items on this agenda can be organised within one year, for some others many years are foreseen; it will be a dynamic process. Ideas and support are very welcome via the EULAR Standing Committee on Education, or directly to the EULAR office, attention of the education program manager.

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SP0170 ASSESSING RHEUMATOLOGY SKILLS

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Medical Education is making great advances in understanding the power of assessment. Modern learners seek frequent, faster feedback on their learning to study more effectively. It is now common for examinations to be statistically monitored in order to show that acceptable levels of reliability have been reached. But, a test is only as good as its questions. Clinicians are not often trained in how to create valid and reliable test questions. This session will describe some basic principles for creating valid and reliable tests for the knowledge, skills and attitudes which are required by practising rheumatologists. The speaker is currently the Eular Educationalist, who advises Eular on how to continually enhance assessment processes for the online courses and the new trainee examination.

As a result of the session participants will be better able to:

- Describe how face validity and reliability apply to Eular assessments
- Describe the differences between formative assessment for learning and summative assessment for grading
- Identify improvements which they could make to test questions
- Identify improvements which they could make to tests

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SP0171 HOW TO SELECT THE MOST APPROPRIATE CAPILLAROSCOPIC DEVICE: PROS AND CONS

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Naifold capillaroscopy is a simple noninvasive imaging technique mainly used to observe capillaries within the first few micrometers from the skin surface. After application of a drop of immersion oil, capillaries can be observed with a magnification lens because they run parallel to the epidermis at the nail bed area. The study of the morphology of superficial naifold capillaries provides clinically