

for the diagnosis of SpA, participants viewed pictures of patients with spondylitis and peripheral involvement (enthesitis, dactylitis, arthritis) seeking to achieve awareness of their sense of sight with respect to the diagnostic approach to patients with suspected SpA and sought to strengthen the logical approach to be implemented when approaching this type of patients. The second part focused on clinical cases applied to clinical simulation models, applying the knowledge acquired during the theoretical phase. Participants made a several stations where they where they could appreciate for periods of 15 min each simulators of 3 feet, 6 simulators simulated fingers and a mannequin where they can identify entheses and psoriasis lesions, improving visual and tactile sensitivity in each semiologic findings for the diagnosis of SpA. The participants filled out an pre and post test, which included clinical cases with simulators and photographs of hands and feet of patients with suspected SpA. 102 participants (59% women), average age 32.3 years (SD 7.1). Improvement in the correct diagnosis of SpA of 47% (the correct diagnosis increased from 39% to 86%). laboratories application in the cases presented decreased significantly, from an average of 8–4 exams requested by each clinical case presented. 98.5% of participants would recommend to other colleagues to make this workshop. 97.7% believe that this educational intervention will improve the diagnostic approach to patients with suspected SpA



Abstract AB1395 – Figure 1

**Conclusions:** We have shown the usefulness of clinical simulation given by an improvement in the diagnostic sensitivity towards the diagnosis of SpA. A significant decrease in the total number of exams requested for each of the clinical cases analysed was documented, which can have a positive effect on costs for the national health systems.

#### REFERENCE:

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AB1396

#### TEACHING THE MILLENNIALS: USING YOUTUBE FOR TEACHING RHEUMATOLOGY IN THE STANDARD EDUCATIONAL SETTINGS

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**Objectives:** To assess learning potential and educational value of online videos made freely available via a dedicated YouTube channel for undergraduate and post-graduate students studying musculoskeletal medicine.

**Methods:** The YouTube video database was systematically searched using 5 search terms related to "Joint": examination, anatomy, regional anatomy, OSCE and Ultrasonography. Two independent clinical reviewers assessed videos for procedural technique and educational value using a 5-point global score, ranging from 1=poor quality to 5=excellent educational quality. To be included in the teaching process the clip must score  $\geq 4$ . Permission for sharing the video was sought from the publisher. 59 undergraduate 55 postgraduate trainees were included in this educational activity. The students were sent the YouTube channel link to the students for viewing prior to the class-time active learning session. The teaching session adopted an interactive learning environment and the course instructor served as a facilitator rather than a dominator and offered timely feedback/guidance to students. Evaluation of the teaching session was assessed using a scenario based learning and an evaluation check list. The students were asked to complete a survey based on a 5-point Likert scale: to assess for their perceived effectiveness and satisfaction. The outcomes of the evaluation sheet and students' survey, were compared to 55 undergraduate and 52 postgraduate trainees, a control group, who were taught in former years on the same topics in a lecture-based model using the standard teaching protocols.

**Results:** 25 videos met the inclusion criteria and were considered useful for teaching purposes. The average length was  $5.31 \pm 2.28$  min. The mean global score for educational value was  $4.3 \pm 0.3$ . There was no significant difference regarding socio-demographics between the 2 students' groups included in this work. In the study group 93% of the students viewed the videos prior to the class session, and 95% attended the education sessions in comparison to 86% attendance in the traditional teaching group. Students reported an increase in knowledge, a positive learning experiences and perceptions of the online teaching model. Student perceived effectiveness and satisfaction was significantly high among the online flipped learning in contrast to the traditional teaching comparative group (4.88 Vs 4.31,  $p < 0.05$ ). Similarly, analysis of the students' assessment scores after the scenario based learning sessions was higher in the online learning group compared to the students taught by traditional methods ( $p < 0.01$ ).

**Conclusions:** Making videos on Joint anatomy and OSCE joint examination freely available on a dedicated channel on the YouTube appeared to be suitable and valuable for medical students, fellows, and residents learning. YouTube is a great example for web-based modern musculoskeletal teaching tailored to the students' needs/time, and this educational approach seems to be very well received by the students. However, though the learning potential of the internet is incredible, finding the best content can be a challenge.

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