Results: In models that included DAS28 as a continuous measure, using claims alone explained 11% of the DAS28 variability. Adding medications and EMR data to claims improved the adjusted R^2 by 6% (table 1). In models that included DAS28 as a binary outcome (moderate/high activity vs low activity/remission), our claims-only model yielded a C-statistic of 0.68, which increased to 0.79 after inclusion of medications and EMR data.

Abstract OP0010 – Table 1. Model Fit Statistics for Continuous DAS28 (CRP) (Adjusted R^2) and Binary Categories (Moderate/High vs Low/Remission; C-Statistic)*

	Model 1: claims only	Model 2: claims +Medicare medications	Model 3: claims +Medicare and EMR medications	Model 4: EMR data**	Model 5: claims +Medicare medications +EMR data**
Adjusted R^2	0.11	0.12	0.14	0.16	0.17
C-statistic	0.68	0.74	0.77	0.76	0.79

*n=300 except for Model 2 (n=95)

**EMR data includes medications, laboratory tests, BMI, blood pressure and smoking status

Conclusions: Incorporating medications, EMR data and laboratory values into a claims-based index did not significantly improve the ability to predict DAS28 scores as a continuous measure. However, models that include claims, medications and EMR data may be used to reasonably distinguish moderate-to-high disease activity from low disease activity/remission.

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E-health for better care

OP0011-PARE A WEEK TO TWEET: FINDINGS FROM YOUNG PARE'S ONLINE COURSE FOR TWITTER NOVICES

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Background: Twitter is a social networking platform that enables individuals to publish short posts called tweets. Twitter enables individuals to reach over 270 million active users on the platform each month.¹ A useful way to develop individuals' confidence on Twitter can be through participating in tweet chats and by conversing at conferences through the use of a preselected hashtag.² Young PARE identified a need among the patient community to provide some training for individuals to get started on Twitter. This mirrored the ongoing work provided by EMEUNET for rheumatology professionals.

Objectives: The aim of the course was to deliver a structured online Twitter learning experience, and to evaluate participants' use and perceptions of the course.

Methods: The course was hosted on Mailchimp over a period of seven days, from Thursday 16 until Wednesday 22 February 2017. Participants wishing to take part signed up to the course via a form advertised by email and online. Participants received an email with a task to complete at 09:00 each day. Despite the daily prompt, the course was self-paced, enabling participants to participate at their own convenience. An anonymous evaluation survey, hosted by bos, was distributed to participants immediately after the course. A combination of 5-point Likert scales, multiple allowable answers and open-ended comments were employed.

Results: A total of 95 individuals subscribed to the course, with 11% responding to the survey (n=11). Of the respondents, 63.7% were aged 35 years or older. The course was rated as either good (63.6%) or excellent (36.4%), with 63.6% stating that the course met their expectations. The most favoured topics rated as strongly liked or liked by 90.9% of respondents were: (i) Using twitter at conferences; (ii) Public and protected tweets; (iii) Embedding Twitter feeds; (iv) Hashtags; and (v) Sending tweets. However, some participants felt that Twitter was not applicable to their country. Participants also provided constructive feedback for future courses; including more screenshots to guide textual prompts, and the option to house the course in a single, online location that can be accessible at any time.

Conclusions: 'A week to tweet' challenged the misconception that social media is just for young people under 35. The course provided a simplified account of Twitter, from the basics of getting started, through to more complex functions. It appeared to be a welcomed resource for twitter novices, though the instructional content could be simplified, particularly for participants whose first language is not English. Cultural issues were also raised, with some participants feeling that Twitter wasn't relevant in their country. This highlights the need for better awareness of the global functionality of Twitter, and the capabilities of this social networking platform. For future instances, course content should be accessible from an online repository, so that participants can access the course at their own pace. There may be scope for the course to be hosted under the EULAR School of Rheumatology in the future.

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OP0012-HPR CREATION OF THE FIRST DIGITAL TRAINING DESIGNED FOR PATIENTS WITH RHEUMATOID ARTHRITIS BY PATIENT ORGANISATION IN RHEUMATOLOGY

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Background: People with chronic conditions face the disease more effectively when they develop psychosocial skills and self-care. Health authorities thus recommend the organisation of therapeutic patient education (TPE)... suffering from different limitations.

Objectives: A patient organisation had the idea to develop a digital training solution, accessible everywhere, complementary to TPE, for patients with rheumatoid arthritis.

Methods: The choice was made for an online training program such as Massive Open Online Courses (MOOC).

A preliminary survey was carried out among the patients via an electronic questionnaire via social networks and an emailing to the organisation members.

A steering committee (COPIL) made up of representatives of the patients' association, expert patients and rheumatologists with the support of a specialised agency, determined the timetable, the educational objectives, the contents, the speakers and the evaluations.

Results: The initial investigation was stopped at 100 responses, obtained in 3 days. 85.9% planned to follow the MOOC on their computer, but to meet the needs of all, the device is responsive. 61% had never participated in a TPE program and 94% were interested in joining MOOC to learn new information about the disease (78.8%), treatments (71.7%), have expert views (67.7%), share experience with other patients (56.6%), and better live with the disease (50.5%).

The MOOC: Using the Learning Management System platform drspoc.com, Intervention of the experts via videos and live courses, evaluation of the achievements and, during two annual sessions, tutoring by patients trained specifically. At the beginning and end of the session, learners are invited to answer different questionnaires (knowledge, skills, satisfaction).

COPIL identified 15 experts (patient-experts, rheumatologists, occupational therapist, physiotherapist, nutritionist, social worker, psychologist, sexologist, nurse) who wrote the content of their speech. All texts have been validated by a pedagogical engineer and the director of the association.

215 people pre-registered during the month preceding the launch, 154 persons active and 446 posts shared during the first session. 217 pre-registered, 238