a survey distributed from August to December 2018, main topics being patient basic information on biosimilars, their efficacy, safety, price or difference to original drugs.

Results: Out of 336 patients, 47.3% had RA, 39.8% SpA, 12.5% PsA with a mean age of 52.5±1.3 years.

Discussion:

Disclosure of Interests:
CLAUDIA COBILINSCHI: None declared, Daniela Opris-Belinski Grant/research support from: GLORIA, Speakers bureau: Disclosure of Interests:

REFERENCE

Disclosure of Interests: CLAUDIA COBILINSCHI: None declared, Daniela Opris-Belinski Grant/research support from: GLORIA, Speakers bureau: multiple, Catalanis C: None declared, Claudia Mihalov Speakers bureau: multiple, Claudia Mihalov Speakers bureau: Abbvie, Pfizer, Novartis, MSD, Roche, Biogen, UCB, Lilly, Magda Parvu: None declared, Horatiu Popovicu: None declared, Elena Rezus: None declared, Ruxandra Ionescu: None declared.


SAT0689

A NOVEL METHODOLOGY FOR TEACHING RHEUMATOLOGY TO NEW GENERATIONS

Daniel Gallardo, Alejandra Herrera, Carolina Llanos, Pamela Diaz; Pontificia Universidad Catolica de Chile, Escuela de Medicina, Santiago, Chile; Pontificia Universidad Catolica de Chile, Departamento de Immunologia Clinica y Reumatologia, Santiago, Chile; Pontificia Universidad Catolica de Chile, Immunologia Clinica y Reumatologia, Santiago, Chile

Background: Teaching rheumatology to undergraduate students is every day more challenging. In order to motivate new generations and use time more efficiently, we explored new methods to incorporate active learning in our rheumatology course. Therefore, we developed a video library and turned the classical lectures into flipped classrooms.

Objectives: To evaluate the impact of this new teaching method of rheumatology in a cohort of medical students at Pontificia Universidad Catolica de Chile School of Medicine.

Methods: Fundamental lectures of rheumatology were recorded, edited and uploaded to YouTube, so the students were able to access the lessons from different electronic devices. A total of 10 videos were created, with an average duration of 6 minutes. A cohort of 120 fourth-year medical students took the rheumatology course between May 28th and June 11th of 2018. They were asked to watch the videos before the class, and during the class, another the teacher could work on clinical classes, complement the information about the topic and answer questions.

At the end of the course, the students evaluated this new methodology with a final online and anonymous survey. Performance analysis of each video was obtained from YouTube Analytics.

Results: Seventy-two students completed the survey at the end of the course (60%). One hundred percent thought that watching the videos before the class was useful for their learning. Moreover, 70 students (97%) would like to continue using flipped classrooms in the future, and 1/3 of them would even use them to replace traditional lectures. Overall, the rheumatology was evaluated with a 6.8 score in a 1 – 7 scale. A 100% of this cohort approved the course. Average view duration of all videos was 4:37 minutes.

Twenty-two students added positive comments about the use of flipped classroom in this course, and appreciated the videos were short enough to watch them before attending lectures.

Conclusion: Advances in technology have allowed developing innovating ways to teach. Flipped classroom encourages students to adopt a more active role in the learning process. This new methodology seems to be well accepted by students and shows a promising way to motivate new generations to learn rheumatology.

Disclosure of Interests: None declared.