"aktiv-hoch-r" is an evidence-based exercise programme which imparts knowledge of sports science and motivational aspects. So "aktiv-hoch-r" is not just about the physical exercises, but also includes educational aspects to the programme. The aim of "aktiv-hoch-r" is to inspire participants at an early stage to make a personal commitment to regular physical activity by helping them to understand the benefits for their long-term health. The programme should help them to self-motivate themselves to continue this for life.

To motivate people with rheumatic diseases to adopt an active lifestyle, "aktiv-hoch-r" uses a holistic approach, involving positive experiences of movement and playful tasks. The focus is on the individual capability of each participant.

So in "aktiv-hoch-r" classes participants learn how to move and how to exercise in a health-promoting way. They learn how to dose load in strength and endurance exercises. They also learn about the effects of regular physical activity on the body. There is a strong focus on self-efficacy, attitude and motivation: participants learn how to develop strategies to motivate themselves to do physical activity.

This presentation provides some theoretical and practical insights into "aktiv-hoch-r".

Nicole Stefan-Schick

Sports Science consultant, Deutsche Rheuma-Liga Bundesverband e.V.

Disclosure of Interests: None declared

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THURSDAY, 13 JUNE 2019

13:30:00 – 15:00:00

Challenging projects in education and training

SP0065 EULAR SCHOOL OF RHEUMATOLOGY 2019: A NEW ERA FOR EDUCATION

Annamaria Iagnocco. Academic Rheumatology Unit Università degli Studi di Torino, Academic Rheumatology Centre, Turin, Italy

The first strategic aim of EULAR for the period 218-2023 is to be the leading provider of education in Rheumatic and Musculoskeletal Diseases (RMDs). The benefits that the rheumatology community gets from high levels of education in the field of RMDs result in an increased knowledge of them as well as in the optimization of their management. This leads to a significant relief to the lives of people with RMDs.

EULAR has traditionally been a strong supplier of education in rheumatology and the launch of the EULAR School of Rheumatology has further increased the EULAR's educational offering and its quality, by providing tailored learning materials, improving access to high quality education in the field of RMDs and developing innovative learning methods and recognised EULAR certifications.

The School of Rheumatology is as a fully integrated operational entity contained within EULAR which combines all educational offers, whether they are live courses, online courses, books, webinars or any other material, under one roof. In addition to the already existing offering, in the last years a team of experts in RMDs and with a solid experience in education has been working in the development of new activities and material addressed to rheumatologists, undergraduates, trainees, teachers, researchers, health professionals, and people with RMDs. Then, these new products, which integrate and further enrich the wide spectrum of existing offering, are tailored to the interests and fields of activity of different targets within the rheumatology community and are presented according to the most innovative educational methods. The use of a new learning management system which perfectly matches the current digital era, allows an optimized presentation and use of the new EULAR education opportunities.

With the modern and rapid developments of the Rheumatology discipline, the EULAR School of Rheumatology is today taking its educational offerings, services and products to a global audience worldwide.

Key Messages:

- The EULAR School of Rheumatology is an innovative educational model with new approaches, products and technologies which reflect the changing needs of the learners whether they are rheumatologists, undergraduates, trainees, teachers, researchers, health professionals, and people with RMDs.
- The EULAR School of Rheumatology represents a new era for education in RMDs.

Disclosure of Interests: None declared

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SP0066 HOW TO IMPROVE YOUR TEACHING SKILLS

Loreto Carmona. Instituto de Salud Musculoesquelética, Research, Madrid, Spain

This is not an easy task to do in 20 minutes, but we will try to engage the attendee and to pass the message through. The most important take home message of this lecture will be that "it is the learning, not the teaching, what we must master". Good teachers are, therefore, mere facilitators of the learning process, not the stars.

This lecture will have two parts, one dedicated to teaching in general and a second one on assessment (because assessment style drives learning behaviour).

Four are the principles of teaching in medicine: 1) orientation not only to knowledge but to problem solving, 2) adaptation to needs, 3) evaluation of the efficacy of teaching, and 4) learning should be enjoyable. We will review each one of these principles and how to implement them in our daily teaching. Things like preparing a lesson plan, or tips to engage learners, will be part of this lecture.

In the second part we will outline how to improve assessment and generate good questions.

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THURSDAY, 13 JUNE 2019

13:30:00 – 15:00:00

Ultrasound basic I

SP0067 HOW TO ASSESS US LESIONS FOR GOUT + DEMO

Sara Nysom. Center for Rheumatology and Spine Diseases, Rigshospitalet, Glostrup., Copenhagen Center for Arthritis Research (COPECARE), Glostrup, Denmark

Gout is the most common inflammatory joint disease in Western developed countries. Diagnosis and monitoring have historically been based upon clinical assessment combined with biochemical results (primarily p-urate) but over the last decade ultrasonography (US) has received increasing attention for these purposes. US has been shown able to detect monosodium urate deposits in both joints and tendons. In 2015 the Outcome Measures in Rheumatology (OMER-ACT) US Working Group developed definitions of structural lesions in gout. These include double contour sign (deposits of crystals on the surface of cartilage), tophus (larger hyper-echoic aggregation of crystals), aggregates (small hyper-echoic deposits) and erosion (1). The double contour sign has been included in the ACR/EULAR 2015 gout classification criteria as a way to visualize urate deposits in joints (2). Furthermore, US can visualize potential concomitant inflammatory aspects of gout since it can visualize both joint inflammation and tenosynovitis.

In this talk the diagnostic properties of US will be described and the potential risk of false positive results due to artefacts or misinterpreted lesions will be discussed. Furthermore, the potential role of US in monitoring of treatment response will be explored.

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- [1] Gutierrez M, Schmidt WA, Thiele RG, Keen HI, Kaeley GS, Naredo E, Iagnocco A, Bruyn GA, Balint PV, Filippucci E, Mandl P, Kane D, Pineda C, Delle Sedie A, Hammer HB, Christensen R, D'Agostino MA, Terslev L; OMERACT Ultrasound Gout Task Force group. International Consensus for ultrasound lesions in gout: results of Delphi process and web-reliability exercise. *Rheumatology (Oxford)*. 2015;54(10):1797-805.
- [2] Neogi T, Jansen TLTA, Dalbeth N, Fransen J, Schumacher HR, et al. 2015 Gout Classification criteria: an American College of Rheumatology/ European League Against Rheumatism collaborative initiative. *Ann Rheum Dis* 2015; 74: 1789-1798.

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