P081 ARTHRITIS, ARTISTS AND ART OPPORTUNITIES FOR EDUCATION

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Background/Aims

The role of art in rheumatology is under-investigated. Several well-known artists have suffered from rheumatic disease. Their insights and achievements potentially provide reassurance and encouragement to patients. Finally, the artistic environment can affect mood and behaviour. We highlight several inspirational artists.

Methods

A national survey was designed to evaluate the role of art in rheumatology training. The survey was emailed to all UK rheumatology trainees and TPDs. The survey covered:

1. Duration of dedicated rheumatology training
2. Duration of ‘high intensity’ GIM training (defined as night shifts with a surgical ward. The rheumatology department were asked to deliver dedicated ward and students were assigned to a general medical or surgical ward. The rheumatology department were asked to deliver rheumatology teaching remotely using Webex to all BTHFT students (rather than the 8 students that traditionally would be on placement). The curriculum was reviewed, and 8 weekly sessions were delivered by the consultant team to cover the curriculum as designed by the University of Leeds (UoL). Additional sessions were delivered by Specialist registrars and Specialist nurse. Small group face-to-face teaching sessions to check competence with examination techniques were scheduled. Preliminary feedback was collected after each teaching session through the use of an anonymous online survey tool, as well as an email request for additional feedback.

Results

The rheumatology teaching was well-received by students. There were several aspects of the virtual teaching that students appreciated, such as encouragement of student participation. The interactive element prioritised in the sessions was highlighted by the students as enhancing their learning and making rheumatology an engaging subject. The majority of students reported their learning needs were
being met, with the pervading feeling that the curriculum was being delivered adequately. It is not possible to fully substitute face-to-face learning with virtual teaching with regard to history-taking and clinical examination. Some students highlighted this potential gap in their experience. However, efforts to recreate these opportunities were made via the use of a live video patient consultation facilitated by a consultant. This was reported by students as being extremely helpful in their learning. Additionally, the use of slide show quizzes presenting rheumatological pathologies was identified as improving knowledge of clinical findings on examination. The main challenges revolved around technical issues and timetabling clashes.

Conclusion

Our study has revealed that virtual rheumatology teaching sessions at BTHFT have shown promising results for future delivery of learning objectives. Students have been satisfied that their learning needs are being met, and have enjoyed the interactivity of sessions. The main reported barrier to learning involved technical issues.

Disclosure

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