EULAR On-Line Course in Paediatric Rheumatology

Section A
Author’s manual – General Guidelines

http://www.eular-paediatrics-onlinecourse.org
## The EULAR On-Line Course in Paediatric Rheumatology

A project of the Standing Committee for Education and Training (ESCET), approved by the EULAR Executive Committee meeting in Madrid, March 2013

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Introduction

Dear author, welcome to the EULAR Paediatrics On-Line Course on Rheumatic Diseases. EULAR considers continuous education as a major aim of the organisation and very much appreciates your willingness to participate. This manual explains the background and structure of the course and gives you guidelines on how to prepare your contribution.

The Paediatrics Online Course on Rheumatic Diseases is an electronic form of Continuous Medical Education in Rheumatology. It is managed by a Course Committee responsible for its structure and content of the course and for ensuring quality control and promotion. The Committee is chaired by Ingrid Lundberg, EULAR Chairperson of Education and Training 2013 and Eric Hachulla, scientific coordinator for EULAR Online courses, and includes as convenor Alberto Martini, Catherine Haines (educational advisor), Steve Schaedli (web master) and Gabriela Kluge (EULAR Executive Secretariat, logistic and administrative matters).

To develop and regularly update the content of this course, we need experts like you, who represent the highest quality of expertise available in Europe in this field. Your personal interest in this subject and your commitment are crucial for the success of this course.

This manual offers you, in section A, an overall perspective of the course’s structure and operation. In section B you will find guidelines on how to prepare the educational material we expect from you, listed below. Section C presents a series of useful appendices, referred to along the text.

The following summarizes what you need to produce (described in more detail in the guidelines):

- An update/review on the topic (approx.10’000 to 15’000 words) with learning objectives, pictures for illustration in the text (as many as possible), summary points at the end of the review and approx. 10 key references (preference should be given to open access ref.)
- Two in-depth discussions (1’500-2’000 words each) expanding on selected clinical problems, with an evidence-based discussion
- Two interactive typical clinical cases with questions and prepared answers for feedback (1’500-2’000 words each)
- Assessments questions: Two sets of questions addressing core aspects of the module, adding up 20 marks each (1 mark = 1 correct choice from a set of possible choices). One of these sets will be used for the final examination.
- Be prepared to answer questions put by students to the professor/teacher/author

We hope you will enjoy contributing to the EULAR On-line Course in Paedictric Rheumatology,

Ingrid E. Lundberg
Section A
Structure and operation

A 1. General

The course is totally run through the web and is designed to last for 9 months. The course is being updated on a yearly basis, and every year in September a new group of students can register.

The paediatrics online course consists of 10 modules. Each of these modules is dedicated to a specific topic. The study time for each module is estimated at about 5-8 hours.

Knowledge and skills are targeted to be suitable

- for the rheumatologist with an interest in paediatrics
- the paediatrician with interest in paediatric rheumatology
- for the introductory phase of going into a speciality.

After starting the course in September, participants can enter one new module every month (only after they have completed the previous one) and are able to complete the course after 9 months with a final examination offered every year in June (an additional year can be added at no additional cost, where needed).

A 2. Topics and module structure

Each on-line module focusses on one topic or area and typically contains:

- A set of clear learning objectives
- A written main text, review on the topic, with 10'000 to 15'000 words containing –as many figures, tables and pictures as possible (clinical images, X-ray…). Please note that all figures need to be free of copyright to be usable also by subsequent authors as well as being published in other EULAR publications. It is also crucial to obtain patient consent wherever indicated, for the same reasons.
- 10 Key references (it is advised not to have too many- if more, 10 should be marked with an asterisk and the complete list put at the end of the main text, it is advised to give preference to open access references) and a list of additional readings on specific details (Cochrane reviews, guidelines, research papers, etc.), which, if possible, will be made available to the student
- Two in-depth discussions (1’500-2’000 words each) expanding on relevant clinical problems with an evidence-based discussion.
Two interactive typical clinical cases with appropriate questions and immediate feedback (1’500-2’000 words each).

An “assessment” section consisting of two sets of questions addressing core aspects of the module. Each set of questions needs to have 20 marks (1 mark = 1 correct choice by the student from a set of possible choices). One set will be used at the end of each module, with the remaining set to be used for the final examination. For all clinical modules, the majority of questions will be case-based. Feedback on the reasoning behind the answer will be made available.

An opportunity to ask questions to the author/teacher. The author/teacher undertakes to provide brief answers to questions as quickly as possible. It is not necessary to provide references. Questions and answers will become available to all students as they are added to the “ask authors” page.

Possible feature, still under study: Access to an interactive forum/chat room with colleagues to discuss all issues.

A 3. Final examination

Students may take the final examination only after completion of all required modules. The final examination assesses a sample of the learning objectives from the whole course. The examination is run on the web simultaneously by all registered participants and will take 45 minutes.

A variety of question formats are used in the modules and in the final examination. Questions should be primarily based on clinical cases. Questions (2 sets of 20 assessment questions) are provided by the authors of each module. Each question is evaluated by the Course Committee before being accepted into the pool. Questions for the final examination are randomly selected from the overall pool of questions.

Final examinations are run once a year in June. Participants will pass if they answer 70% of the questions correctly. The committee may change the pass percentage from year to year based on validation procedures. Students are allowed to take the examination a second time, a year later, if they fail the first exam.

Participants, who pass the final examination, receive a Certificate of Completion of the EULAR Paediatrics On-Line Course on Rheumatic Diseases, stating the percentage of their pass mark.

A 4. Faculty

Two teachers form at least two different European countries (to encourage generalizability of content) are invited to co-author each module. One senior author is appointed as the overall lead for the module. A lead author from a different country is asked to propose a junior from his/her hospital as a third co-author.

Lead authors assume the responsibility of dividing and coordinating the work within the group, including preparation and regular revision of educational materials, contacts with the webmaster.
and with the Course Committee, coordination of student support, providing questions for the final examination, etc. The senior author reviews again and gives the final approval.

We expect the lead author, together with his/her junior from the same department, to be the driving force in creating/updating the module, showing a strong commitment toward the task and getting the work done. Experience has shown that starting to work with other peoples’ manuscripts leads to more rigorous updating than using one’s own manuscript. But of course this is not absolute.

Junior authors should generally be young rheumatologists or last year trainees and their commitment is not only as advisers but usually also as author of parts of the module. In the end all three authors of one module are jointly responsible for its content.

For the first three years, the faculty group for each module is the same. After that, a rotating scheme substitutes one author for a new one every third year. The new lead author and the senior author of the module will be appointed by the Course Committee after consulting with the authors’ team.

A common rotating scheme is: the senior author leaves and is replaced by the lead author. A new lead author chooses a new junior co-author from their department. This means in general that the lead author serves for six years (the last three years as senior author). Previous authors will have a clear mention in the acknowledgements of the online course.

A 5. Communication between authors and convenors (subject to change due to implementation of new online course management tool, June 2014)

Faculty members are helped by the convenor, who will be in regular contact with the senior author. The convenor will discuss all questions authors may have after reading these guidelines. If needed, he/she can help you in formulating learning objectives, structure of the review, content of in depth discussions and typical cases. In addition they may give you feedback on the assessment questions.

Suggested standard contact moments are:

- After you agreed to participate and you received this information
- two months before the deadline discussing the content of the review and the in-depth discussions
- one month before the deadline discussing the clinical cases and the assessment
- regularly when the deadline is nearing (latest one week before the deadline in order to check that all files are ready)

Of course you are also free to contact your convenor at any other time.

Some modules have possible content overlap. It is under the responsibility of the convenor to check for overlap and comprehensiveness.
A 6. Quality assurance

The overall structure and content of the course is under the control of the Course Committee.

Quality assurance measures include the following elements:

- Students are asked to fill in an on-line evaluation form at the end of each module. Completion of this is compulsory before starting the next module.
- 10% of the final examination questions are repeated every year for internal quality assessment. Marks for the first attempt of the formative assessments for each module are recorded and used for quality evaluation.
- Teachers/authors are chosen to represent the highest quality of expertise available in Europe.
- Before being approved for the web, each module is appraised by a medical educationalist. In addition, the project leader and the convenor for that module undertake an overall scientific appraisal of the module.
- Each module will be reviewed by the authors on a yearly basis. Authors will receive module and examination feedback from the students, and they will be asked to respond in writing to the Course Committee.

A 7. Financial aspects

The course is financially managed by EULAR.

Students’ contribution (registration fee) for this course is €100.

As appreciation for the work of the authors, they will all receive a free registration for the on line course.

A 8. Time schedule (subject to changes due to implementation of new online course management tool in June 2014)

The faculty is asked to provide their modules according to a strict time schedule. Initial information to start the update will be received about 3 months before the deadline.

Authors will use the online management tool: www.portal.eular.org and can enter with their email address and own password.

During the course

Every 4 weeks a new module will come online. It is therefore crucial to adhere to the time schedule. Once a new module goes online, there might be questions from students to the authors. Authors are asked to answer these as quickly and directly as possible. All questions and answers are collected and made available to all students on the “ask authors” page. Over time, a variety of specific questions pertaining to each module will have been answered and can be found on that page.
Respond to questions as you might do in conversation with trainees in a teaching session – there is no need for long answers justified by references.

The review and communication process is handled through our management updating tool. The author detailed guidelines as well as guidelines on how to use the tool can be found pressing the HELP button in the tool – or watch the 3 tutorial tool use videos.

If the time of web publication is considered as week 0, these deadlines apply:

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<tr>
<td>–12 (minus)</td>
<td>educational material updated in the updating tool and convened informed (with copy to Gabriela Kluge)</td>
</tr>
<tr>
<td>–12 to –9</td>
<td>convened and educationalist reviews</td>
</tr>
<tr>
<td>–9 to –6</td>
<td>revision by author (where necessary)</td>
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<tr>
<td>–6 to –2</td>
<td>preparation for web publishing</td>
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9. Copyright

Copyright of all material is held by EULAR. All educational materials will be considered to be free to use by the subsequent author groups in each module. All previous authors will be acknowledged.