

Education & Training – EULAR perspective

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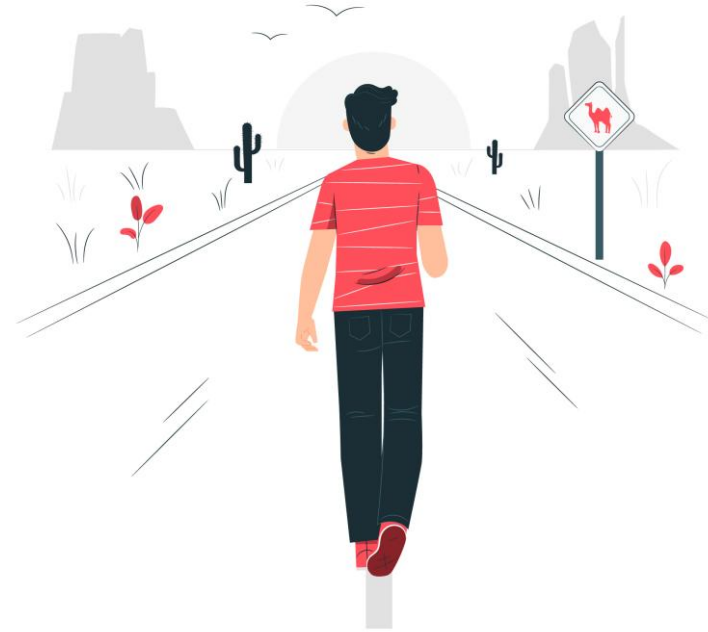
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Education & training
in rheumatology is a
lifelong endeavour





EULAR strategy 2024-2028

Vision

- EULAR imagines a world in which all rheumatic and MSK diseases are recognised, diagnosed and ultimately prevented or cured

Mission

- EULAR aims to minimise the impact of RMDs on individuals and societies
- EULAR promotes education, awareness, best clinical care, prevention and research in the field of RMDs
- EULAR provides global solutions for the management of RMDs.



EULAR strategy 2024-2028

Directions of impact

- Leadership, scientific guidance and innovation
- Professional and personal development
- Communities
- Viable income



Objectives within the strategy

1. Monitor attraction into the field
2. Position a framework of competences in rheumatology
3. Mapping, creating and updating courses according to the EULAR-UEMS competences framework
4. Build offering specifically for early career rheumatologists
5. Provide career-building tools for rheumatologists

Provider of
educational products

Inspiration,
harmonization,
benchmarking



Education & Training roadmap

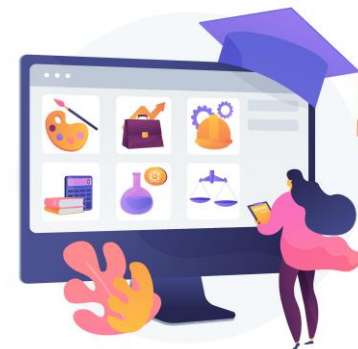
Medical school

Rheumatology/
internal medicine
training

Career &
professional
development



Examinations?



Step 1: from medical school to specialty training

- Importance of exposure to rheumatology
- Free learning material
 - Principles of MSK history taking and physical examination
 - GALS screening
- Core curriculum in rheumatology for undergraduates?
- Undergraduate teaching concept award (June 2025)



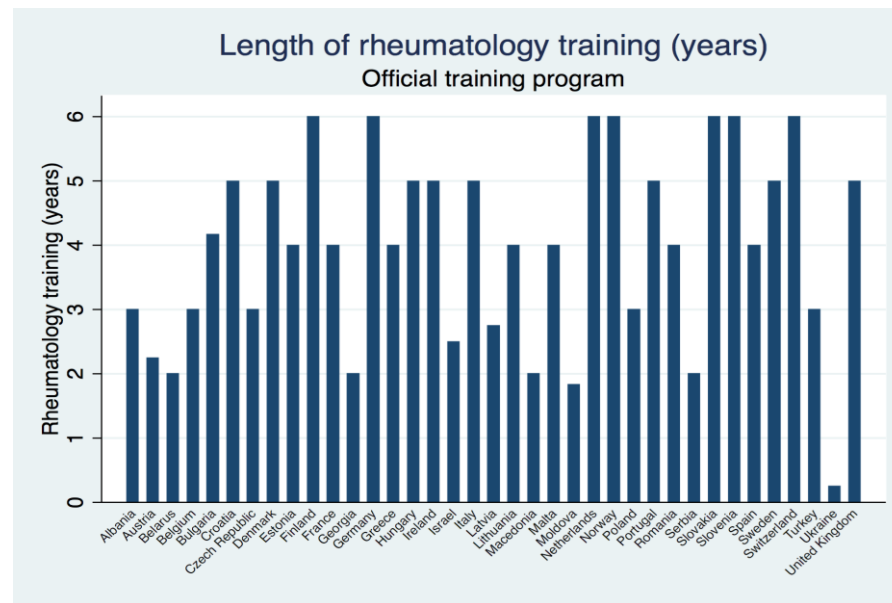
SHORT REPORT

Cross-sectional survey of the undergraduate rheumatology curriculum in European medical schools: a EULAR School of Rheumatology initiative

Abhishek Abhishek,¹ Annamaria Iagnocco,² J W J Bijsma,³ Michael Doherty,¹ Frédéric Lioté,^{4,5} On behalf of the Undergraduate Classroom of the EULAR School of Rheumatology

Step 2: Rheumatology specialty training

- National regulations
- High heterogeneity
- Need for harmonization?



Competence framework

Education

CLINICAL SCIENCE

Points to consider: EULAR–UEMS standards for the training of European rheumatologists

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Competence framework

Table 2 Framework and list of competences setting the standards for training rheumatologists

Domain	Core theme	Competence	Level of agreement	
			Mean (SD)	% ≥8/10
1 Basic activities in rheumatology	1A History taking and physical examination	1 (1.A.1) Elicit a medical history and perform a general physical examination including the musculoskeletal system.	10 (0)	100
	1B Interventional and investigational procedures related to RMDs	2 (1.B.1) Perform aspiration and injection of joints and periarticular structures.	10 (0)	100
		3 (1.B.2) Select, interpret and, where applicable, perform investigative procedures related to rheumatology and appropriate to the patient.	9.8 (0.5)	100
2 New-onset RMDs	2A Diagnostic process	4 (2.A.1) Elaborate an appropriate plan for differential diagnoses based on history taking, physical examination and interpretation of investigations.	10 (0)	100
	2B Initial management of RMDs	5 (2.B.1) Establish a management plan appropriate to the problem(s) of the patient.	10 (0)	100
3 Emergencies in rheumatology		6 (3.1) Recognise and manage time-sensitive conditions.	9.7 (0.6)	100
4 The management of chronic rheumatology conditions	4A General aspects	7 (4.A.1) Assess disease activity and impact, functional status and cumulative damage.	10 (0.4)	100
		8 (4.A.2) Establish and regularly update an evidence-based management plan according to disease status and patient preferences.	9.9 (0.3)	100
	4B Individual RMDs	9 (4.B.1) Manage rheumatoid arthritis, spondylarthritis, crystal arthropathies and other inflammatory musculoskeletal diseases including autoinflammatory diseases.	9.9 (0.3)	100
		10 (4.B.2) Manage connective tissue diseases, vasculitis and other related systemic inflammatory diseases.	9.8 (0.4)	100
		11 (4.B.3) Manage osteoarthritis and metabolic bone diseases including osteoporosis and Paget's disease.	9.8 (0.6)	100
		12 (4.B.4) Manage chronic local and widespread pain syndromes including fibromyalgia.	9.5 (0.8)	100
		13 (4.C.1) Manage RMDs in different age groups.	9.5 (0.9)	95
	4C Specific situations	14 (4.C.2) Manage RMDs in the context of preconception, pregnancy and breast feeding.	9.8 (0.5)	100
		15 (4.C.3) Manage RMDs in the context of multimorbidity.	9.5 (0.9)	95
		16 (4.C.4) Manage musculoskeletal manifestations of diseases other than RMDs.	9.7 (0.7)	100
5 The physician-patient relationship	5A General aspects	17 (5.A.1) Establish professional relationships with patients and their families that are based on mutual trust and respect.	9.9 (0.3)	100
		18 (5.A.2) Practice according to the applicable laws, regulations, ethical principles and recommendations while respecting patients' individual goals and preferences.	9.9 (0.3)	100
	5B Communication	19 (5.B.1) Effectively communicate with patients and their families.	10 (0)	100
		20 (5.B.2) Effectively communicate with other stakeholders involved in the patient's care.	9.8 (0.4)	100
	5C The rheumatologist and the society	21 (5.C.1) Deliver and promote education and involvement of patients, families and caregivers in all aspects relevant to their care.	9.8 (0.6)	100
		22 (5.C.2) Understand and respond to the health needs of the community.	9.5 (0.8)	100
		23 (5.C.3) Actively contribute to the integration of new technologies and methods to improve healthcare	9.5 (0.9)	95
	6 The interdisciplinary and multidisciplinary teams	24 (6.1) Demonstrate effective, appropriate, and timely cooperation with other health professionals	9.8 (0.5)	100
		25 (6.2) Demonstrate capacity and responsibility as future leader of a rheumatology team	9.5 (0.9)	95
	7 Research, teaching and learning	26 (7.A.1) Develop, implement, monitor and revise a personal learning plan to enhance professional practice.	9.8 (0.5)	100
		27 (7.A.2) Be able to critically appraise and understand implications of research findings.	9.6 (0.8)	95
7B Knowledge transfer		28 (7.B.1) Promote and disseminate relevant knowledge to patients, students, healthcare providers and the public.	9.7 (0.7)	100

Certificate of Rheumatology



- Collaboration between EULAR-UEMS
- Format: 90 MCQ, best of five format
- Based on the EULAR-UEMS Standards for Training
- Ongoing learning process

Step 3: career & professional development



CPD

The educative means of updating, developing and enhancing **how physicians apply** the knowledge, skills and attitudes required in their working lives.

CME

The educational activities which **serve to maintain, develop or increase the** knowledge, skills and professional performance and relationships that a physician uses to provide services for patients, the public, or the profession

Provider of educational products

Provider of online courses

Course	2024
19th EULAR Online Course on Rheumatic Diseases	1116
13th EULAR Online Introductory Ultrasound Course	546
3rd EULAR Online Course on Capillaroscopy & Microcirculation	250
7th EULAR Online Course on Imaging in RMDs	160
6th EULAR Online Course for Systemic Lupus Erythematosus	122
11th EULAR / PRES Online Course in Paediatric Rheumatology	190
16th EULAR Online Course on Connective Tissue Diseases	97
14th EULAR Online Course on Systemic Sclerosis	77
10th EULAR Online Course for Health Professionals in Rheumatology	73
3rd EULAR Evidence Based Practice Online Course for Health Professionals	7
3rd EULAR Online Course for Patient Research Partners	42
4th EULAR Training course for clinicians and health care professionals to develop or improve practice in RMD-patient education	29

Provider of live courses

Course	City
EULAR Imaging Course	Frankfurt, Germany
EULAR Course on Immunology	
EULAR Ultrasound Trainers Course in Rheumatology [TTT]	Vienna
EULAR Sonography Course MSUS BASIC	
EULAR Sonography Course MSUS INTERMEDIATE	
EULAR Sonography Course MSUS ADVANCED	
EULAR Course on Capillaroscopy and Microcirculation in RMDs	
EULAR Course on Synovial Biopsy	Barcelona, Spain
EULAR Autumn Course Days: A Postgraduate Course for Rheumatologists	Amsterdam, Netherland

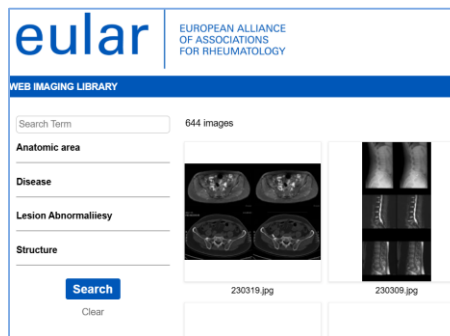
Other initiatives

- Webinars
- Scientific exchanges
- Imaging library
- Ultrasound scanning guide
- EULAR Recommendations
- Other free material



EULAR scientific training grant for young fellows | Long-term (1-6 months)

[Apply for grant](#)



Mapping competence framework

	EULAR Online Course on Rheumatic Diseases	EULAR Online Course on Imaging and Introductory US Course	EULAR/PRES Online Course in Paediatric Rheumatology	EULAR Online Course on CTD, Systemic Sclerosis, SLE and	EULAR Live Imaging and US courses	EULAR Live Course on Capillaroscopy and Microcirculation	EULAR Live Course on Synovial Biopsy	EULAR Live Course on Health Economics, RODS, Epidemiology	Free Learning Material and Webinars	EULAR Recommendations, PtC and other Task Forces	EULAR Scientific Training Grants for Young Fellows (short and long-term)
[1.A.1] Elicit a medical history and perform general physical examination including the MSK system											
[1.B.1] Perform aspiration and injection of joints and periarticular structures											
[1.B.2] Select, interpret, and, where applicable, perform investigative procedures related to rheumatology											
[2.A.1] Elaborate an appropriate plan for differential diagnoses											
[2.B.1] Establish a management plan											
[3.1] Recognise and manage time-sensitive conditions											
[4.A.1] Assess disease activity and impact, functional status, and cumulative damage											
[4.A.2] Establish and regularly update an evidence-based management plan											
[4.B.1] Manage RA, SpA, crystal arthropathies and other inflammatory MSK diseases including autoinflammatory diseases											
[4.B.2] Manage CTD, vasculitis and other related systemic inflammatory diseases											
[4.B.3] Manage OA and metabolic bone diseases including OP and Paget's disease											
[4.B.4] Manage chronic local and widespread pain syndromes including fibromyalgia											
[4.C.1] Manage RMDs in different age groups											
[4.C.2] Manage RMDs in the context of pre-conception, pregnancy and breastfeeding											
[4.C.3] Manage RMDs in the context of multimorbidity											
[4.C.4] Manage MSK manifestations of diseases other than RMDs											

Main focus in green; partial focus in yellow; not included in white

Mapping competence framework

	EULAR Online Course on Rheumatic Diseases	EULAR Online Course on Imaging and Introductory US Course	EULAR/PRES Online Course in Paediatric Rheumatology	EULAR Online Course on CTD, Systemic Sclerosis, SLE and	EULAR Live Imaging and US courses	EULAR Live Course on Capillaroscopy and Microcirculation	EULAR Live Course on Synovial Biopsy	EULAR Live Course on Health Economics, RODS, Epidemiology	Free Learning Material and Webinars	EULAR Recommendations, PtC and other Task Forces	EULAR Scientific Training Grants for Young Fellows (short and long-term)
[5.A.1] Establish professional relationships with patients and their families											
[5.A.2] Practice according to the applicable laws, regulations, ethical principles and recommendations while respecting patients' individual goals and preferences											
[5.B.1] Effectively communicate with patients and their families											
[5.B.2] Effectively communicate with other stakeholders involved in the patient's care											
[5.C.1] Deliver and promote education and involvement of patients, families and caregivers											
[5.C.2] Understand and respond to the health needs of the community											
[5.C.3] Actively contribute to the integration of new technologies											
[6.1] Demonstrate effective, appropriate, and timely cooperation with other health professionals											
[6.2] Demonstrate capacity and responsibility as future leader of a rheumatology team											
[7.A.1] Develop, implement, monitor, and revise a personal learning plan											
[7.A.2] Be able to critically appraise and understand implications of research findings											
[7.B.1] Promote and disseminate relevant knowledge to patients, students, healthcare providers and the public											

* Main focus in green; partial focus in yellow; not included in white

Wrap-up

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

— Alvin Toffler

- Lifelong learning is essential in an evolving field like rheumatology
- Need to provide structured, accessible education across the entire professional journey and inspiration for this life-long endeavour
- The EULAR–UEMS competence framework is the backbone for harmonised training and coherent delivery
- Collaboration across countries and stakeholders will shape the future of rheumatology in medical education