Results. The survey included 107 individuals (61.1%, 175 potential participants). The median postgraduate years of education were four (interquartile range: 2-5), and 64.5% were men (n = 69). Seven key elements for consultants were identified and termed Willing CONSULT. These included (1) willingness (willingness to accept consultation requests), (2) contact (easy access to consultants), (3) needs (consideration of consultants’ needs), (4) suggestions and support (providing clear recommendations and suggestions, following up on the patients, and supporting the consultants continuously), (5) urgency (considering the situation’s urgency and responding appropriately), (6) learning opportunities (providing teaching points), and (7) text (writing medical records appropriately and quickly) (Figure 2).

Willing CONSULT for consultants

Conclusion. We propose Willing CONSULT, which are important skills and attitudes for consultants.

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963. Antibiotic Talk on TikTok: An Opportunity for Patient Education?
Lauran R. Biehle, PharmD, BCPS1; Emma Evans, PharmD2; Aislinn O’Kane, PharmD Candidate3; University of Wyoming, Laramie, Wyoming; 1Department of Veterans Affairs, Corpus Christi, Texas

Session: P-54. Infectious Diseases Medical Education

Background. Antimicrobial resistance is increasing at an alarming rate. Patient education is a critical component of stewardship and many patients access resources online. TikTok is a video-sharing social media platform with 700 million monthly users and contains videos that discuss health information. The objective of this study was to evaluate antibiotic-themed TikTok videos for their validity and reliability.

Methods. In March 2021, a search on TikTok using the term “antibiotics” was performed and the top 300 consecutive videos were identified. Data collected included number of likes, associated disease state, medications, educational aim, mention of COVID-19, and if performed by a healthcare professional (HCP). Non-English videos were excluded. The DISCERN score was used to evaluate all videos for reliability.

Results. The first 300 consecutive videos were assessed using the DISCERN score. Of the 300 videos, most (n=224) were not created by HCPs (non-HCPs). The number of ‘likes’ per video ranged from 1 like to 2 million likes with a mean of 34,940±14,632. Videos produced by HCPs were significantly more valid and reliable (mean DISCERN score of 1.65 vs 1.17, p < .00001) than non-HCPs. They were found to be more relevant (p< .00001), have clearer aims (p< .00001), and were able (mean DISCERN score of 1.65 vs 1.17, p < .00001) than non-HCPs. They were found to be more relevant (p< .00001), have clearer aims (p< .00001), and were able (mean DISCERN score of 1.65 vs 1.17, p < .00001) than non-HCPs. They were more balanced/unbiased (p=.00188). Videos created by HCPs were more likely to have educational focus (p< .00001). There was no difference between groups regarding number of likes, associated disease state, medications, and directed educational opportunities available for APPs within ID. In order to better understand this, we examined specific APP educational needs and how educational high-quality clinical education that will be minimally impacted by future respiratory virus pandemics.

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965. Advanced Practice Providers in Infectious Disease: Educational Needs and Opportunities.
Leah H. Yoke, PA-C, MCHS1; Alison M. Beiler, PA-C, MPAS2; Catherine Liu, MD3; Steven A. Bergam, MD, MPH1; Shireesa Dhanireddy, MD3; 1University of Washington; Fred Hutch Cancer Research Center, Seattle, Washington; 2Harborview Medical Center, Seattle, Washington; 3Fred Hutchinson Cancer Research Center; University of Washington, Seattle, Washington; 4University of Washington, Seattle, Washington.

Session: P-54. Infectious Diseases Medical Education

Background. Advanced Practice Providers (APPs) practice throughout Infectious Disease (ID) in a variety of settings through interprofessional collaboration with physicians, pharmacists, and other team members. However, there is a paucity of specific and directed educational opportunities available for APPs within ID. In order to better understand this, we examined specific APP educational needs and how educational high-quality opportunities for APPs within ID.

Methods. Voluntary anonymous surveys were created in the REDCap data tool and distributed by email lists, social media, and Infectious Diseases Society of America community forums to APPs working in ID.

Results. Ninety-nine APPs responded to the survey (figure 1). 97% (96) of respondents were interested in APP specific ID educational opportunities. Of respondents, 76% (74) felt ID specific podcasts would be most helpful, while 86% (84) noted that access to ID clinical case conferences or self-directed, online modules would be most helpful (figure 2). 91% (90) did not attend IDWeek annually due to various barriers, including lack of clinical coverage and cost associated with the conference (figure 3).

Conclusion. Our results suggest that the COVID-19 pandemic adversely impacted bedside medical education, even into Spring of 2021. Conclusions from this study can be used to 1) address educational gaps related to COVID-19 pandemic-associated rounding changes and 2) create innovative methods of providing high-quality clinical education that will be minimally impacted by future respiratory virus pandemics.

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