Izadora Sereide de Souza, n/a; Samara Soares Leal, PhD, Professor of Computer Sciences; Mariana Aguiar, Medical Student; Maria Luiza Brandão de Faría, Medical Student; Paula G. Ferreira, n/a; Leonardo de Oliveira Rocha, n/a; Fernanda Luiza Pinheiro Montes, n/a; Luiz Felipe Oliveira Rocha, n/a; Centro Universitário de Belo Horizonte - UNIBH, Belo Horizonte, Minas Gerais, Brazil; Centro Universitário de Belo Horizonte, Belo Horizonte, Minas Gerais, Brazil; Centro Universitário de Belo Horizonte, Belo Horizonte, Minas Gerais, Brazil; Centro Universitário Atenas, Sete Lagoas, Minas Gerais, Brazil; Universidade Federal de Viçosa, Belo Horizonte, Minas Gerais, Brazil; Centro Universitário de Belo Horizonte UNIBH; Belo Horizonte, Minas Gerais, Brazil; Centro Universitário de Belo Horizonte UNIBH, Belo Horizonte, Minas Gerais, Brazil. 

The game allows medical students to practice diagnosis and treatment of COVID-19. Future versions will include assessment reports of player’s actions, and a new score system will be implemented. New diseases will be incorporated in the gameplay to match the variety of scenarios offered by real hospitals and patients. Artificial intelligence will be employed to optimize gameplay, feedback and learning.

Disclosures. All Authors: No reported disclosures

970. Medical Student Engagement with the COVID-19 Pandemic Is Increased Through Participation in a Preclinical Elective

Kaelyn C. Cummins, BA; Katherine Naeger, BS; Prathit A. Kulkarni, M.D.

In Fall 2020, an elective course reviewing several aspects of the COVID-19 response was implemented. Preclinical medical students attended a discussion-based seminar series given by expert faculty on a variety of topics including pathophysiology, vaccine development, telemedicine, and others. Upon course completion, students were asked to complete a survey quantifying their understanding of the COVID-19 response, understanding of various individual facets of the response, and feelings of personal engagement on a Likert scale from 1-5, with 5 representing the most understanding or engagement. The differences in pre-course and post-course mean scores were compared using a Wilcoxon matched-pairs signed rank test for each question.

Results. A total of 65 students completed the course; 35 (54%) students filled out the final course survey. Results showed significant improvement in students’ perceived holistic understanding of the pandemic response (2.67 pre-course vs. 4.36 post-course; P < 0.001), and their feelings of personal engagement (3.06 pre-course vs. 4.33 post-course; p < 0.001). Students also reported significantly increased feelings of understanding for each individual facet of the pandemic response reviewed during the course (8 questions total, all p-values < 0.001).

Conclusion. Preclinical medical student participation in a course reviewing COVID-19 pandemic response significantly increased feelings of engagement with and understanding of the medical field’s response to the pandemic. Students showed improved understanding of each aspect of the pandemic response that was covered in the elective. The-based electives that seminar- and discussion-based electives can be a useful tool for fostering preclinical student engagement in current events in medicine.

Disclosures. Prathit A. Kulkarni, M.D., Vessel Health, Inc. (Grant/Research Support)

971. Online Medical Education Improves Knowledge of Data on Appropriate and Timely Use of Influenza Antiviral Medications to Patients at High Risk for Influenza-Related Complications and Morbidity

Allison Armagan, PharmD, Roderick Smith, MS, Medscape, New York, New York

In the final course survey, students were asked to complete a survey quantifying their understanding of, and engagement with, the pandemic.

Methods. In Fall 2020, an elective course reviewing several aspects of the COVID-19 response was implemented. Preclinical medical students attended a discussion-based seminar series given by expert faculty on a variety of topics including pathophysiology, vaccine development, telemedicine, and others. Upon course completion, students were asked to complete a survey quantifying their understanding of the COVID-19 response, understanding of various individual facets of the response, and feelings of personal engagement on a Likert scale from 1-5, with 5 representing the most understanding or engagement. The differences in pre-course and post-course mean scores were compared using a Wilcoxon matched-pairs signed rank test for each question.

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