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 34,942 ± 143,482. 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 more likely to mention 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.

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

Disclosures. All Authors: No reported disclosures

693. Antibiotic Talk on TikTok: An Opportunity for Patient Education? Lauren R. Biehle, PharmD, BCPs; Emma Evans, PharmD; Aislinn O’Kane, PharmD Candidate 1; University of Wyoming, Laramie, Wyoming. 2Department 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.

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964. Impact of the COVID-19 Pandemic on Bedside Medical Education: A Mixed-Methods Study Eva Clark, MD, PhD; Jennifer Freytag, Advanced Post-Doctoral Fellow; Sylvain Hyeong, PhD; Richard Dang, MD; Thomas P. Giordano, MD, MPH; Prabhat A. Kulkarni, M.D.

Session: P-54. Infectious Diseases Medical Education

Background. The COVID-19 pandemic obligated academic medical programs to substantially alter the traditional Internal Medicine (IM) rounding team model to decrease risk of impotent nosocomial viral transmission. Our study aimed to describe how IM rounding practices during the COVID-19 pandemic and to understand the impacts of these changes on medical education.

Methods. We conducted a two phase, mixed-methods study of inpatient IM rounding team practices at a large academic hospital in Houston, TX. In the first phase (January-February 2021), we organized and audio-recorded 4 virtual (Zoom) focus groups. Each included 5-6 rounding team members, divided by: attendings; senior residents; interns; and medical and physician assistant students. In the second phase (March-May 2021), we performed 6 direct observations of IM teams in the proportions of rounding team size, rounding duration, physical distancing and PPE use, bedside education, communication methods, and patient safety before and after March 2020. Perceptions of changes in each topic were generally consistent across groups (Table 1). Direct observation showed that team rounding styles remained diverse during the proportion of rounding time spent in an office versus on the wards, and in the number and types of team members entering patient rooms. IM team members uniformly wore respirator PPE when entering all patient rooms; use of eye protection varied. Teams spent more total time discussing patients with or suspected to have COVID-19 compared to patients without COVID-19 (median 24 min versus 13 min. p< 0.0001).

Results. Topics discussed during focus groups included comparisons of rounding team size, rounding duration, physical distancing and PPE use, bedside education, communication methods, and patient safety before and after March 2020. Perceptions of changes in each topic were generally consistent across groups (Table 1). Direct observation showed that team rounding styles remained diverse during the proportion of rounding time spent in an office versus on the wards, and in the number and types of team members entering patient rooms. IM team members uniformly wore respirator PPE when entering all patient rooms; use of eye protection varied. Teams spent more total time discussing patients with or suspected to have COVID-19 compared to patients without COVID-19 (median 24 min versus 13 min. p< 0.0001).

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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965. Advanced Practice Providers in Infectious Disease: Educational Needs and Opportunities. Leah H. Yoke, PA-C, MCHS; Alison M. Beeter, PA-C, MPAS; Catherine Liu, MD; Steven A. Bergam, MD, MPH; Steven A. Bergam, MD, MPH; Shireesha Dhanireddy, MD; 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 programs could provide high quality opportunities for APPs in 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. 91% (90) did not attend IDWeek annually due to various barriers, including lack of clinical coverage and cost associated with the conference (figure 3)
APPs provide collaborative and specialized ID care in a variety of settings. However, continued educational needs specifically for APPs have been identified. From survey respondents, the majority of APPs did not attend IDWeek, a sentinel ID education event, citing clinical coverage and cost being significant barriers. This represents an opportunity for clinically focused educational opportunities, both at IDWeek and also through other platforms, particularly since many APPs receive CE funding from their employers. Podcasts, online lecture series, and self-study certificates were identified as avenues for ID teaching and also present accessible, alternative methods for training. Ultimately, as the growing APP workforce continues to provide patient care in a variety of ID settings, educational needs specifically for APPs have been identified. Despite 89% (88) receiving Continuing Education (CE) reimbursement, 64% (62) respondents were interested in future APP mentorship opportunities, from either more senior APPs or physicians.

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**Conclusion.** APPs provide collaborative and specialized ID care in a variety of settings. However, continued educational needs specifically for APPs have been identified. From survey respondents, the majority of APPs did not attend IDWeek, a sentinel ID education event, citing clinical coverage and cost being significant barriers. This represents an opportunity for clinically focused educational opportunities, both at IDWeek and also through other platforms, particularly since many APPs receive CE funding from their employers. Podcasts, online lecture series, and self-study certificate programs were identified as avenues for ID teaching and also present accessible, alternative methods for training. Ultimately, as the growing APP workforce continues to provide patient care in a variety of ID settings, educational needs specifically for APPs have been identified. Despite 89% (88) receiving Continuing Education (CE) reimbursement, 64% (62) respondents were interested in future APP mentorship opportunities, from either more senior APPs or physicians.

**Session: P-54. Infectious Diseases Medical Education**

**Background.** We hypothesized that we could leverage social media to recruit learners to a gamification-infused ID knowledge competition, and entice them to explore additional online educational resources.

**Methods.** We created the ID Fellows Cup, a knowledge-based trivia competition, to engage Infectious Diseases fellows. The game was crafted via Kaizen-Education, a software platform developed at the University of Alabama at Birmingham, that uses gamification to engage learners. Multiple choice questions including figures and/or text are presented to learners, followed by detailed teaching explanations. 60 questions emphasizing high-yield concepts were delivered over 4 weeks. Questions were written by fellows and reviewed by faculty at three programs. Elements of gamification (virtual rewards, leaderboards, etc.) were included to enhance engagement. Recruitment strategies included Twitter, program director emails, and peer-to-peer. We measured game statistics and participation. Learners were invited to complete a post-game survey about their experience.

**Results.** Table 1 shows our game statistics with broad geographic reach including 42 programs. Most fellows matriculated in 2019 or 2020; the number of US ID fellows equaled 17% of those completing ID in-training exam. Recruitment sources included 44% co-fellow, 42% Twitter, and 15% Program Director. Through 20 days with questions, we had 155 daily average users. Overall, fellows answered 11,419 total questions, representing 89% of all released questions. Of 103 responses to post-game survey (table 2) 97% would participate again and all felt the game was a good use of their time. Over 80% of participants reported some engagement with linked resources included in the answer explanations. In general, 78% felt engagement with online resources increased subsequent to participating in the game, including learning about at least one new online resource.

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