

**Conclusion.** Although a small study, there was no trend toward association of time underestimation and enjoyment of these teaching methods. Students enjoyed the board game PP the most yet the time estimation ratio was 1.0, indicating estimated and actual time on task were the same. Students enjoyed FF the least but this was the only game they underestimated time spent on task.

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#### 1314. From Book to Bedside: Theoretical and Applied Knowledge on the Topic of Healthcare-Associated Infections in Second-Year Nursing Students from a Croatian University

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**Background.** Adequate training of health workers is pivotal in the prevention of healthcare-associated infections (HAI). Our aim was to assess the theoretical and applied knowledge about the risk factors and effective measures of HAI prevention (most notably the use of standard precautions and hand hygiene practices) in second year undergraduate university nursing students that have already completed obligatory courses in microbiology, infectious diseases and epidemiology.

**Methods.** This study included a whole generation of second year undergraduate nursing students, comprised of 161 female and 25 male participants (186 in total), from a public university in Croatia (University Centre Varazdin, University North). They were given an anonymous questionnaire (developed on the model used by Tavolacci *et al.* in 2008) covering three domains: General Knowledge of HAI, Standard Precautions (SP) and Hand Hygiene (HH). The acceptable score overall (max. 30) and for each area (max. 10) was arbitrarily set at  $\geq 20$  and  $\geq 7$ , respectively (in accordance with prior research).

**Results.** The age range of surveyed students was 19–37 (mean: 21.97, median: 21, mod: 20). An accurate definition of nosocomial infections was provided by 98.92% students (with 60.75% of them defining it as the infection occurring 48 hours after hospital admission). The overall score was 21.5, which indicates sufficient level of applied knowledge of healthcare-associated infections. Very high level of knowledge was observed for the SP area (total score of 9.5); however, the level of knowledge in HAI and HH domains was inadequate (5.9 and 6.1, respectively). There was no statistically significant difference in the overall or specific scores between male and female students ( $P > 0.05$ ). Formal teaching during the curriculum was students' primary source of information (60.22%), followed by practical learning in the ward during work (23.65%), formal teaching in the ward (9.68%) and self-learning (6.45%).

**Conclusion.** Periodical checking of nursing students' knowledge on HAI and corresponding curriculum modifications in obligatory courses tackling this topic are advised in order to fill the knowledge gaps, improve training, reduce infection rates and increase compliance with prevention measures.

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#### 1315. Mind the Gap: Medical Trainees Require Training in Hepatitis C, Drug Use and Mental Health to Help Address the Opioid Crisis

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**Background.** Dramatic increases in acute hepatitis C (HCV) incidence is linked to the opioid epidemic and increased injection drug use. Over 50% of people with HCV also have a mental illness. IDSA/HIVMA calls for the integration of infectious diseases, addiction medicine, and mental health as key to addressing the opioid epidemic. Barriers identified include limited physician education and stigma. This study examined medical trainees' gaps in training and attitudes toward HCV, drug use, and mental illness.

**Methods.** Medical students and residents ( $N = 98$ ) at a large Canadian University completed questionnaires assessing stigma, attitudes, knowledge, and training related to HCV, drug use, and mental illness.

**Results.** Most participants were medical residents (71%). Within-subjects ANOVAs showed that trainees worked with more patients with mental illness (71%) than drug use (55%) or HCV (21%) ( $P$ 's  $< 0.001$ ). Trainees reported less positive experiences with patients with drug use (34%) and HCV (36%) compared with those with mental illness (55%) ( $p$ 's  $< 0.05$ ). They reported that injection drug use (68%), prescription opioids (66%), and heroin use (59%) were the most challenging substance use problems to treat ( $P < 0.001$ ). They were less satisfied working with patients with drug use (40%) or HCV (40%) than mental illness (59%) ( $P$ 's  $< 0.01$ ). Trainees reported they were more able to help patients with mental illness (83%) than HCV (65%) or drug use (73%) ( $P$ 's  $< 0.01$ ). Only 34% saw HCV treatment as central to their professional role. Their training better prepared them to treat mental illness (58%) than drug use (41%) or HCV (19%) ( $P$ 's  $< 0.001$ ). They were more interested in training in drug use (76%) and mental health (71%) than HCV (62%) ( $P$ 's  $< 0.01$ ).

**Conclusion.** Medical trainees report being ill-equipped to treat patients with HCV and drug use (specifically opioids) and are less satisfied with this work. Many report attitudes that may be viewed by patients as stigmatizing. There is a large knowledge gap related to the effectiveness of HCV treatment. Addressing the opioid crisis requires a physician workforce that is prepared to integrate treatment for HCV, drug use, and mental illness. Infectious disease specialists can take a leadership role in building capacity to foster integration.

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#### 1316. An Integrative Approach to Teaching History of Medicine in Medical School

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**Background.** Medical history plays a foundational role in shaping the characters and habits of thought of developing physicians. Specifically, it cultivates an ability to assess the quality and durability of current knowledge and contributes to the growth of resilience, humility and intellectual curiosity. Especially for Infectious Diseases, knowledge of its history fosters an appreciation for our evolving understanding of the field and an opportunity to spark interest in a future career. Nevertheless, it is hard to find the space for this content amidst competing priorities in the medical school curriculum. An integrative approach has been described as a way to introduce history as a longitudinal component of the existing curriculum. Our aim, using this approach, was to pilot the incorporation of history modules into the Microbiology and Infectious Diseases (Micro/ID) course at Albert Einstein College of Medicine.

**Methods.** Students participating in Micro/ID were shown four history modules integrated into the existing course. The first was embedded within the introductory lecture and the remaining three were prerecorded videos available through the virtual learning environment. The modules offered context to course material and introduced principles of medical history, such as the potential pitfalls of retrospective diagnosis and changing definitions of disease over time. Comprehension and retention were assessed via two questions on each of two exams. Students had the opportunity to evaluate the course material in both their examination and end-of-course evaluations.

**Results.** On the first examination, 99% and 68% of students answered correctly. On the second examination, 92% and 54% answered correctly. Student evaluation of the content was positive overall with 91% rating the content satisfactory, very good or excellent. However, some questioned the value of the material while others requested expansion of the modules to include topics such as history of research ethics (Tuskegee and syphilis) and more recent history (the HIV epidemic).

**Conclusion.** An integrative approach to teaching medical history is largely well-received by students and offers a way to introduce historical topics to an entire class. Comments from students serve as a guide to topics of interest for future iterations of the course.

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#### 1317. Online Simulation-Based Education to Improve Primary Care Providers' Knowledge About Best Practices in HIV Preexposure Prophylaxis Care

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**Background.** Primary care providers' (PCPs') lack of knowledge about and use of pre-exposure prophylaxis (PrEP) represent important barriers to its effective implementation on a national scale. To address these barriers, a collaboration of infectious diseases clinicians, patient advocates, and continuing medical education (CME) specialists developed and tested an educational intervention for PCPs to increase their knowledge about best practices for providing PrEP-related care.

**Methods.** An interactive, online CME-accredited simulation prompted PCPs to make clinical decisions about a hypothetical case of a 44-year-old African-American man seeking treatment for rectal gonorrhea who thus had indications for PrEP. The intervention included real-time educational feedback on clinical decisions and an opportunity to revisit suboptimal care decisions after feedback. PCPs were recruited via email and links on CME/patient advocacy websites and public health listservers. Outcomes included proportions of learners selecting correct answers prior to and after receiving feedback on their decisions.

**Results.** During October 2017–April 2018, 234 PCPs (88% physicians, 7% NP, 5% PA) completed the simulation for a total of 4,701 unique clinical decisions. Less than half (45%) of PCPs elicited a comprehensive sexual health history to begin the visit, which improved to 83% after feedback. Two-thirds (67%) of PCPs sought permission before asking about sexual behaviors, which increased to 82% after feedback. Nearly one-quarter of PCPs (24%) needed corrective action to nonjudgmentally ask about condom use. Almost all PCPs (91%) identified that PrEP was appropriate for the case patient on their first attempt. However, only 54% of PCPs initially selected all recommended baseline laboratory tests for PrEP; 75% did so after feedback. Of providers recommending PrEP, 29% selected regimens not FDA approved for this indication.

**Conclusion.** Many PCPs participating in an online simulation enacted clinical decisions that were inconsistent with best practices for providing PrEP-related care, but