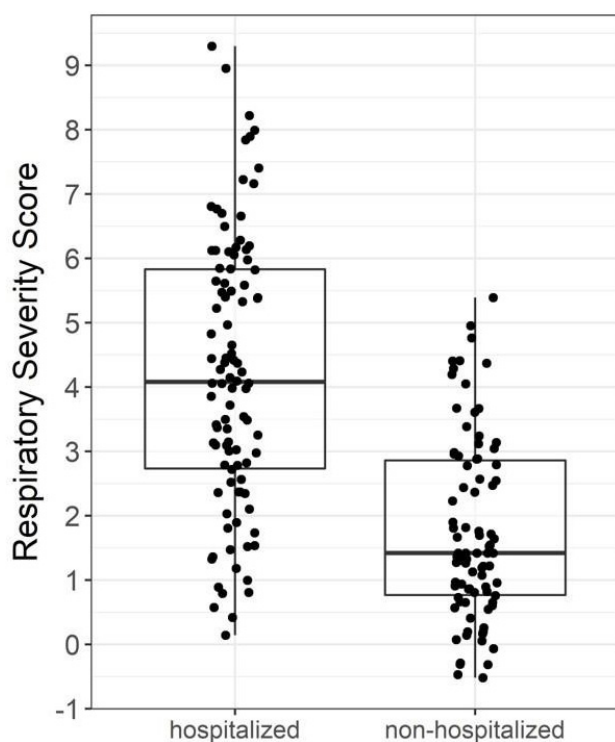


Boxplot demonstrating the difference in GRSS between hospitalized and non-hospitalized infants



**Conclusion:** Infants hospitalized with RSV have a significantly higher GRSS than non-hospitalized subjects, and the GRSS is strongly associated with LOS. GRSS can also serve as an acceptable predictor of hospitalization. We are currently re-training the GRSS model with both datasets and believe it will lead to an improved predictive power of hospitalization.

**Disclosures:** All Authors: No reported disclosures

#### 134. idweek Clinician Educator Mentoring Program for Junior Faculty

Vera Luther, MD<sup>1</sup>; Wendy Armstrong, MD<sup>2</sup>; Erin Bonura, MD, MCR<sup>3</sup>; Michael Melia, MD<sup>4</sup>; David J. Riedel, MD, MPH<sup>5</sup>; Brian Schwartz, MD<sup>6</sup>; <sup>1</sup>Wake Forest Baptist Health System, Winston Salem, North Carolina; <sup>2</sup>Emory University, Decatur, Georgia; <sup>3</sup>Oregon Health & Science University, Portland, Oregon; <sup>4</sup>Johns Hopkins University, Baltimore, Maryland; <sup>5</sup>Institute of Human Virology, University of Maryland School of Medicine, Baltimore, Maryland; <sup>6</sup>University of California, San Francisco, San Francisco, California

**Session:** O-26. ID Medical Education

**Background:** Effective career mentorship enhances well-being, productivity, and advancement in academic medicine. The pathway to success for clinician educators (CE) is often

ill-defined. Career development resources and support for this pathway vary across institutions. To address this need, we created a mentoring program pairing junior faculty pursuing careers as CEs with more experienced CEs from other institutions during IDWeek 2018 and 2019.

**Methods:** Prior to IDWeek 2018 and 2019, a survey was sent through the IDSA listserv to identify members pursuing CE careers interested in extra-institutional career mentorship. These faculty were paired with mentors who were established career CEs identified via the IDSA Medical Education Workgroup. Mentees completed a brief individual development plan (IDP) and identified 3 discussion topics. Mentors received the mentee's IDP and CV prior to IDWeek and were given brief guidance on successful mentoring. One hour advising sessions were held during IDWeek and ended with the creation of a mentee action plan and a scheduled follow-up call. Post-participation surveys were sent to mentees and mentors.

**Results:** 31 different mentees and 15 mentors participated in the program over two years. 26 (84%) mentees completed the post-session survey. 25 (96%) mentees and 14 (93%) mentors reported being very satisfied with their meetings at IDWeek. All mentees created an action plan with their mentor. 16 (62%) strongly agreed and 10 (38%) somewhat agreed that they planned to make changes based on the meeting. 21 (81%) mentees strongly agreed they received advice they were unable to get at their own institution. After the session, 18 (69%) strongly agreed they felt connected to a supportive CE community at IDSA; none strongly agreed in the pre-survey. All mentors and mentees agreed that this program was a resource that IDSA should consider expanding. Qualitative response themes from mentees emphasized the usefulness of an external perspective.

**Conclusion:** A mentoring program for junior faculty during IDWeek was feasible and effective for CEs. Through these interactions, mentees planned changes to enhance their careers and felt newly supported by the IDSA community. This model could be used for other ID career paths at future meetings.

**Disclosures:** All Authors: No reported disclosures

#### 135. Impact of #idjclub, a Synchronous Twitter Journal Club, as a Novel Infectious Disease Education Platform

Ilan S. Schwartz, MD PhD<sup>1</sup>; Laila Woc-Colburn, n/a<sup>2</sup>; Todd P. McCarty, MD<sup>3</sup>; James B. Cutrell, MD<sup>4</sup>; Nicolas W. Cortes-Penfield, MD<sup>5</sup>; <sup>1</sup>University of Alberta, Edmonton, Alberta, Canada; <sup>2</sup>Division of Infectious Diseases, Department of Medicine, Emory University School of Medicine, Atlanta, GA National School of Tropical Medicine, Baylor College of Medicine, Houston, TX, Houston, Texas; <sup>3</sup>University of Alabama at Birmingham; Birmingham VA Medical Center, Birmingham, Alabama; <sup>4</sup>University of Texas Southwestern, Dallas, Texas; <sup>5</sup>University of Nebraska Medical Center, Omaha, Nebraska

**Session:** O-26. ID Medical Education

**Background:** Journal clubs have been a mainstay of medical education since the days of Osler. Social media platforms allow virtual journal clubs to connect global participants. We describe the creation and impact of #IDJClub, an Infectious Diseases (ID) Twitter journal club.

**Methods:** We launched #IDJClub in October 2019. The format presents a recent ID publication for a 1-hour synchronous Twitter chat led by an ID physician from @IDJClub. Sessions started monthly, but increased in frequency due to interest during the COVID-19 pandemic. Pre-scripted tweets guide participants through the article description and analysis. We used Symplur's Healthcare Hashtag project to track the number of impressions, tweets, participants, and the engagement rate (average tweets/participant) of #IDJClub per 60 minute discussion plus the following 30 minutes to capture ongoing conversations. We also conducted an online anonymous survey using Likert scales and open-ended questions to assess educational impact.

**Results:** As of June 11 2020, @IDJClub garnered 5,338 followers from around the world (Figure 1). In its first 9 months, 12 virtual journal clubs were conducted with a mean of 791,624 impressions, 328 tweets, and 48 participants per session, which steadily increased over time (Figure 2). A total of 134 participants completed the survey, of whom 40% were ID physicians, 19% pharmacists, 13% ID fellows, and 10% medical residents. Most respondents followed 1–2 (38%) or 3–4 (38%) of the discussions, with variable levels of active participation. Majorities agreed that #IDJClub provided clinically useful knowledge, increased personal confidence in review of literature, and compared favorably with in-person journal clubs (Figure 3). The format addressed several barriers such as lack of access to in-person journal clubs or subject experts at one's own institution and lack of time to read new research or attend traditional journal clubs (Figure 4).

Figure 1. Global Distribution of @IDJClub Twitter Followers (as of June 11, 2020; N=5,338)

