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Barriers and Resources in Career Development in Academic Medicine as Reported by Junior Faculty

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OBJECTIVES/SPECIFIC AIMS: To identify the most frequently reported barriers/constraints and resources by junior faculty in achieving their goals at a large medical school in the Western United States. **METHODS/STUDY POPULATION:** We reviewed 222 individual development plans (IDPs) from 26 departments in an academic medical center for content regarding constraints and resources to achieve activities and barriers and/or resources to achieve new goals. The content and quality of the IDPs included was ascertained using quantitative data analysis as well a review of open-ended qualitative questions. In addition to analyzing the content, the quality and percent completion of data filled out for each field in the IDP was also assessed to help identify gaps with departments in successfully completing and submitting their IDPs. **RESULTS/ANTICIPATED RESULTS:** Junior faculty indicated the following barriers: time/time management (55%); work/life balance (32%); funding (8%) and other (5%). Junior faculty also indicated that they had resources to help them achieve their goals, including: mentors (60%); collaborators (26%); colleagues (6%); other (8%). **DISCUSSION/SIGNIFICANCE OF IMPACT:** The barriers in goal achievement (e.g., time/time management & work/life balance issues) at this academic medical setting suggest that further resources regarding time management and work - life balance need to be developed and disseminated in order to assist faculty in achieving their objectives. This project also reinforces the importance of having a robust mentor or mentoring team for junior faculty. Mentors and administrators should work collaboratively with junior faculty to identify resources to improve time management and work-life balance.

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Breaking the Mold: Using a learner & faculty centric approach to increase satisfaction and usability

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OBJECTIVES/SPECIFIC AIMS: Scholars and faculty in the Clinical and Translational Science (CTS) track of our institution's biomedical science graduate school reported a lack of satisfaction with our learning management system (LMS); specifically, they reported frustration with the amount of time spent locating learning assignment guidelines, course readings, and submission portals. As a result, we created a new master template to address their concerns. **METHODS/STUDY POPULATION:** A new template was created within the LMS based on scholar and faculty feedback. Surveys and other tools have been used to determine student and faculty satisfaction as well as measure secondary outcomes of time spent in the online learning space. Some key changes include a redesigned menu and submission portal. **RESULTS/ANTICIPATED RESULTS:** There was an increase in satisfaction with the new LMS template. Next steps include systematically rolling out the new template, with continued solicitation

of feedback from all stakeholders. All courses in the CTS track will be converted to the new template by summer quarter 2020. **DISCUSSION/SIGNIFICANCE OF IMPACT:** The strengths of this project include the multidisciplinary team-based approach to improving course satisfaction and usability, as well as the use of innovative technologies. Additionally, the analytical capabilities of the LMS will be maximized in the new template, which was a shortcoming of the previously available template.

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Building Resilience & Wisdom in Clinical and Translational Researchers: A Mixed-Method Study of a Pilot Curricular Intervention

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OBJECTIVES/SPECIFIC AIMS: The clinical and translational research workforce is in jeopardy due to investigator attrition and competing demands upon researchers. Resilience and wisdom are measurable traits that can be acquired. The aim of this study was to examine a pilot curricular intervention promoting resilience and wisdom formation in early-career translational researchers. **METHODS/STUDY POPULATION:** We conducted a prospective, mixed-methods evaluation of a curricular intervention promoting the development of wisdom and resilience among junior faculty in a career development program. Six 90 minute sessions were delivered between September 2017 and January 2018. Pre- and post- resilience and wisdom were measured using the Connor Davidson Resilience Scale and 3D-Wisdom Scale. Individual semi-structured interviews were conducted before and after the intervention. **RESULTS/ANTICIPATED RESULTS:** Five scholars participated. Median resilience and wisdom scores revealed moderate levels of each trait; pre- and post-scores were not significantly different. Four themes emerged from the analysis of interview transcripts: 1. "Success" broadly defined; 2. Adversity threatens success; 3. Community breeds resilience; and 4. Wisdom formation parallels growth towards independence. **DISCUSSION/SIGNIFICANCE OF IMPACT:** An intervention aimed at developing capacities of resilience and wisdom is feasibly delivered to early career researchers. The relationship between these capacities and the sustainability of a research career warrants additional study.

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Clinical and Translational Mentoring Team (CTMT): Effective Strategy for the Development of Students - undergraduate (US) and graduate (GS) - and Faculty (F) of Health Sciences Programs (HSPs) in Clinical and Translational Research (CTR) in Puerto Rico

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OBJECTIVES/SPECIFIC AIMS: The Title V Cooperative Project between the University of Puerto Rico- Medical Sciences Campus (UPR-MSC) and Universidad Central del Caribe (UCC) has trained US, GS and F (participants) of HSPs to engage them in CTR.