

on the self-efficacy item “I have a generally positive attitude toward writing” ($p=0.047$) using a 5-point Likert scale from “completely agree” to “completely disagree.” Most other items did not indicate significant change between pre- and post-survey. The mean of the question “How satisfied were you with this Shut Up & Write activity?” which appeared only on the post-survey ($n=10$) was 1.10 (1=extremely satisfied, 5=extremely dissatisfied). Anticipated result: We suspect that the benefits of SUAW are best actualized by ongoing attendance, and that benefits are cumulative. DISCUSSION/SIGNIFICANCE: We found that participation in SUAW promotes writing self-efficacy in early-career URB researchers. This is an exciting finding because publishing ones research is essential for academic advancement, and research supports a relationship between writing self-efficacy and writing production. This may curtail URB scientists’ rate of attrition.

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Training basic researchers in translational approaches to facilitate the application of laboratory discoveries

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OBJECTIVES/GOALS: To maximize health outcomes from their work, basic researchers must understand the process by which lab discoveries are translated into clinical care. We developed an academic course designed to provide students in our Clinical and Translational Sciences PhD program with an in-depth understanding of translational applications of basic research. METHODS/STUDY POPULATION: A preliminary needs assessment was done with students, educators, and clinicians to identify the course content. Based on these data, didactic modules including research question identification, research team development, participant recruitment, and research data collection were piloted in a synchronous, virtual course. Then, for 6 weeks, students shadowed clinical mentors who worked in the students research areas. Finally, with their mentors, students developed and presented clinical research protocols. Student pre- and post-course surveys gauged alignment of course objectives and learning outcomes. A post-course, focus group with students gathered feedback on course content, structure, and students confidence in implementing their experiences from the course into real-world settings. RESULTS/ANTICIPATED RESULTS: Six MD/PhD and PhD students participated in the pilot course. Pre/post-assessments ($n=4$) showed students were more confident in clinical question/research protocol formulation, development of patient recruitment/enrollment strategies, and integration of research methodologies into their research projects after completing the course. Students asked for additional content on budgeting and grant funding. Post-course focus group participants ($n=2$) appreciated the experience of writing a clinical protocol and the flipped classroom teaching style, which allowed them to network with clinical faculty leading didactic sessions. Students also noted course content was relevant and motivating, although they suggested adding content about clinical trials measures to enhance their shadowing experiences. DISCUSSION/SIGNIFICANCE: A course that combines didactic and clinical experiential training provides a robust, translational research foundation for basic scientists. This training is critical to help them contribute to the effective/efficient translation of lab discoveries to clinical practice. Future course development will include students from other PhD programs.

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The Climate is Changing, Why Cant We? Faculty Perspectives on Education for Sustainable Healthcare in Health Education*

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OBJECTIVES/GOALS: Despite calls for the integration of Education for Sustainable Healthcare (ESH) into health professional training programs, most curricula have yet to adapt accordingly. This qualitative study sought to understand faculty perspectives on ESH knowledge, interest, barriers, and facilitators. METHODS/STUDY POPULATION: From 2018 to 2020, 71 health professional education faculty from 6 University of California (UC) campuses participated in ESH integration workshops. Using purposeful sampling based on gender and campus, a subset of workshop faculty participants were selected to participate in individual interviews. Interviews were conducted via Zoom using a structured interview guide, eliciting participants experience integrating ESH, perceived barriers and facilitators, and perspectives on student, faculty, and health science leadership knowledge and interest. Transcripts were double coded with an inductive-deductive approach using Dedoose, reconciled, and analyzed to identify themes. RESULTS/ANTICIPATED RESULTS: Participants included 17 faculty at 6 UC campuses representing diverse health disciplines. Although participants noted high general awareness of and interest in climate change among students and faculty, they observed a lack of specific, health-relevant knowledge, resulting in discomfort communicating with others on climate and health. Perceived barriers to expansion of ESH included limited curricular space, competing topics, and lack of faculty expertise. Participants posited that framing climate change in health terms, establishing learning objectives and protected faculty time, identifying connections to ESH within existing research and curriculum, and obtaining commitments from campus leadership would facilitate successful ESH integration. DISCUSSION/SIGNIFICANCE: Our findings reinforce student and faculty interest in ESH curricular integration and identify important barriers and facilitators, lending context for educators planning ESH infusion. Training of faculty on climate health is urgently needed for ESH integration in health professional education.

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You liked it, but did you learn anything? A process for redesigning follow-up surveys in attempts to measure success beyond satisfaction

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OBJECTIVES/GOALS: Project objectives: Collect, analyze, redesign, and redeploy the follow-up surveys sent after services rendered or educational offerings attended to improve outcome measurement. Presentation objectives: Provide a process for others to optimize their assessment surveys. METHODS/STUDY POPULATION: A team of interdisciplinary experts from Evaluation and Improvement, Workforce Development, and Administration took a systematic and collaborative approach to optimizing service and educational offering assessment. The team collected all 35 existing surveys currently in use at the CTSA, developed a matrix table to organize findings, cross-analyzed/normed to recognize and reduce bias, engaged other staff and faculty at specific intervals to encourage buy-in, and