

the course and felt it was very relevant and applicable to their practice.

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20 YEARS SHAPING A NEW GENERATION OF HISPANIC CLINICAL AND TRANSLATIONAL RESEARCHERS: UPR-MSc POSTDOCTORAL MASTER IN CLINICAL & TRANSLATIONAL RESEARCH PROGRAM

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OBJECTIVES/GOALS: This project presents the Post-doctoral Master of Science in Clinical and Translational Research (MSc) program's outcomes in 20 years of its implementation. This program is a joint offering between the Schools of Health Professions and School of Medicine of the University of Puerto Rico. **METHODS/STUDY POPULATION:** This study consists of secondary data analysis of academic and administrative documents. It also includes data from the Annual Evaluation retreats reports and an Alumni Follow-up Survey using an electronic questionnaire. All 121 Scholars admitted to the program from academic years 2003 to 2023 were included in the sample. Data analysis included descriptive statistical analysis of quantitative data and qualitative content analysis regarding recruitment/admissions, faculty composition, curriculum design, Scholars' outcomes, and program's financial support sources. Quantitative data were analyzed using the statistical software SPSS. **RESULTS/ANTICIPATED RESULTS:** Scholars of the program had been recruited from the UPR-MSc and several partner institutions with diverse backgrounds, disciplines, and research areas. Faculty and committee members have representation from the six MSc-Schools and partner institutions. The academic Program structure has changed over the years, and currently, more than 65% of the courses are offered online. Several financial sources have been identified to support the scholars. The Scholars' portfolios of grant submission and publication productivity evidence the program's success. Graduates have also been successful in advancing to positions that foster research impacting Hispanics. **DISCUSSION/SIGNIFICANCE:** The Post-doctoral Master's in Clinical and Translational Research program (MSc) has contributed to the formation of committed Hispanic clinical and translational researchers impacting minorities and contributing to diversity in the research workforce.

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Advance RI-K Scholar Career Development Program: A one-year intensive program for developing early career faculty in an IDEa state

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OBJECTIVES/GOALS: We developed a state-wide program to support early career faculty in preparing mentored career development

awards, and connect them to resources, mentorship, and career development opportunities. We aimed to build self-efficacy along multiple axes, including research design and grantsmanship, and to facilitate networking with mentors and peers. **METHODS/STUDY POPULATION:** The program recruited four cohorts of faculty over the course of four years, for a total of 32 faculty participants (63% physician scientists). Participants were selected by a Steering Committee, and represented a variety of specialties from 19 departments across Brown University, University of Rhode Island, and affiliated hospitals. Participation required an institutional commitment of 20% minimum protected time to engage in research and a year-long curriculum that included biweekly didactic sessions, project development support, individual consultations, feedback on drafts, and internal study section review. Participants completed pre-, interim-, and final-assessments, which collected measures of self-efficacy, professional development needs, program satisfaction, and formative feedback. **RESULTS/ANTICIPATED RESULTS:** Over the first 3 years, 21 participants completed the program, 43% have received NIH or VA K/CDA awards so far, and 48% received other federal or non-federal awards. Over 25 faculty from across institutions participated in leadership and didactics, with even greater participation on mentorship teams, panels, and grant review. All cohorts showed improvements in measures of self-efficacy in grantsmanship and research and reported high satisfaction with program activities. Participants found individualized proposal feedback and internal study sections to be most valuable, and frequently cited the value of peer-learning opportunities. Challenges for scholars include mentorship challenges, competing priorities/protected time, and various external factors that impacted individual research progress. **DISCUSSION/SIGNIFICANCE:** The program has successfully supported cohorts of junior clinical and translational faculty from across the state in launching their independent research careers. The program may serve as a model for IDEa state inter-institutional collaboration in developing diverse faculty cohorts in the early stages of preparing their career development award.

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Resident training in research fundamentals using an online, asynchronous course

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OBJECTIVES/GOALS: Scholarly activity is a key component of most residency programs. To establish fundamental research skills and fill gaps within training curricula, we developed an online, asynchronous set of modules to introduce trainees to various topics that