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Paying it forward: Establishing a faculty networking community through TRANSFORM Evolution

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OBJECTIVES/GOALS: Recognizing a critical need for sustained education and community beyond formalized training periods at Columbia University's NCATS-CTSA, we created the TRANSFORM (TRaining And Nurturing Scholars FOr Research that is Multidisciplinary) Evolution program to preserve the networks cultivated during the KL2 program. **METHODS/STUDY POPULATION:** We will provide an overview of the genesis, expansion, key components, and programming for the TRANSFORM Evolution program. The program is designed for current and alumni of the KL2 program and late junior faculty that receive our CTSA's Irving Scholar Award. TRANSFORM Evolution is a faculty and alumni network offering a platform to support the next generation of clinical and translational researchers while fostering a lasting community of collaboration and educational activities throughout a scholar's career lifespan. **RESULTS/ANTICIPATED RESULTS:** Salient components include the opportunities for social interaction, such as social/happy hours and member led education/career development sessions pertaining to topics that support thriving in an academic career. The program operates with financial resources and the support of a program manager. Evolution adopts a holistic, long-term approach, focusing on the entire professional lifespan by encouraging the development of enduring opportunities for our alumni. The program is intentionally structured to meet the evolving needs of its participants, through the beginning to more established phases in their professional careers. This continuity underscores the program's capacity to adapt and remain relevant, informing and supporting sustained career progression and scholarly productivity. **DISCUSSION/SIGNIFICANCE OF IMPACT:** The program has been an instrumental adjunct in facilitating the transition to each career stage. By cultivating a community rooted in a common foundation – the KL2 and Irving Scholars programs, the program has created a robust support system that is crucial for the career development of clinician-scientists.

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Building inclusive research: A training program for CRP students and staff on equitable participant engagement, recruitment, and retention

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OBJECTIVES/GOALS: Clinical trial success requires recruiting and retaining diverse participants. The ER&R Certificate Program trains clinical research professionals (CRPs) in equity, diversity, and inclusion (EDI), addressing biases, and integrating regulatory knowledge

with practical skills to foster inclusive research practices. **METHODS/STUDY POPULATION:** An interdisciplinary Steering Committee, supported by Duke CTSA and DOCR, developed and implemented an engagement, recruitment, and retention certificate program (ER&R) for CRPs. With expert-led instruction, including e-learning, group sessions, and hands-on activities, ER&R integrates EDI into participant engagement practices. Participants complete 7 core courses and at least 3 elective courses, reflecting their unique responsibilities. Program evaluation uses the Kirkpatrick model to assess participant learning, competency, and EDI integration into clinical research. Since launch, the program has expanded to include clinical research trainees from Durham Technical Community College. All elements of the program were designed to allow for sharing across academic medical institutions. **RESULTS/ANTICIPATED RESULTS:** A total of 202 CRPs and trainees have participated since launch (2020), including 17 trainee participants from Durham Technical Community College (2022–2024). Post-program evaluations showed significant growth in recruitment and retention self-efficacy. An early evaluation of the first 2 cohorts (n = 59) included a self-assessment across defined competencies showing marked increases in comfort across all learning objectives, with notable gains in: Community and Stakeholder Engagement, Recruitment on a Shoestring Budget, Community-Engaged Research Initiatives, and Social Marketing. Participants valued the program's focus on EDI and sought more practical strategies and peer collaboration. 50 additional institutions have engaged with our implementation consultations and program repository. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Barriers to equitable ER&R exist at the individual, study, and system levels. Addressing these requires more intentional engagement practices. The ER&R certificate program is an innovative model for integrating equity principles with practical and required knowledge and skills training for participant-facing research professionals.

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A theoretical framework on the culture of interprofessional communication in healthcare

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OBJECTIVES/GOALS: The importance of interprofessional communication in healthcare is well documented. However, there has yet to be a theoretical framework for understanding this complex phenomenon. The purpose of this project was to develop a situation-specific theory about the culture of communication in the interprofessional healthcare setting. **METHODS/STUDY POPULATION:** We conducted individual virtual qualitative interviews with 16 healthcare professionals at different levels and from various disciplines. Participants were practicing clinicians at a tertiary care academic medical center. We transcribed audio-recordings of the interviews verbatim and aligned each transcript for accuracy, confidentiality, and representativeness. Data analysis was conducted using dimensional analysis, including open- and theoretical-coding utilizing an explanatory matrix for theory generation. **RESULTS/ANTICIPATED RESULTS:** Our findings produced a situation-specific theory on the culture of interprofessional communication in the healthcare setting. Participants described the environments in which they practiced in terms of hierarchical system