

certificate of completion for the entire set of courses. **DISCUSSION/SIGNIFICANCE:** Compared to previously available offerings, the new training program offers a more comprehensive view of this important field. Next, we plan to develop additional courses and create a Masters program that includes synchronous learning and a complementary experiential component for hands-on application of HDS principles.

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### **Supporting Early-Career Faculty Grant Proposals through Narrative Development Training: A Proposal Narrative Development Program for Early-Career Faculty**

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**OBJECTIVES/GOALS:** Faculty pursuing their first independent research grants often struggle to express their ideas in a concise, compelling way. Thus, we developed the "Research and Scholarship Storytelling Bootcamp" to equip these faculty with narrative development skills applicable across disciplines and mechanisms. **METHODS/STUDY POPULATION:** Early-career researchers who were preparing either their first NIH R-series application or an NSF CAREER award proposal were invited to participate. Enrollment was limited to 20 participants. Those accepted learned the "And-But-Therefore" narrative framework by reading a short book and attending 4 synchronous lectures. Between sessions, they applied the framework by drafting abstracts and Specific Aims/Project Summary documents and reviewing their fellow participants' work. We assessed participants' comfort with storytelling, perceptions of preparedness, and confidence regarding funding chances, before and after the program using a visual analog scale (max 100 points) and calculated Cohen's *d* to evaluate the effect size of any changes. **RESULTS/ANTICIPATED RESULTS:** Thirty people applied for 20 slots, indicating strong demand. Eleven NIH applicants and 9 NSF applicants enrolled. Before the program, participants rated their comfort with storytelling at  $45 \pm 25$ , their preparedness at  $39 \pm 24$ , and their funding confidence at  $39 \pm 26$ . Nine total participants completed all sessions, assignments, and surveys. Completion rates were comparable for NIH- and NSF-targeting participants. After the program, completing participants reported increases in their comfort with storytelling ( $68 \pm 14$  post vs  $32 \pm 20$  pre,  $d = 1.46$ ), perceived preparedness ( $64 \pm 20$  post vs  $48 \pm 26$  pre,  $d=0.58$ ), and confidence in funding chances ( $56 \pm 19$  post vs  $40 \pm 27$  pre,  $d=0.75$ ). **DISCUSSION/SIGNIFICANCE:** This program was the first of its kind for multidisciplinary early-career faculty at our institution. The program successfully achieved its objectives for those who completed all activities. Future analysis of survey comments and proposal success rates will reveal barriers to full program engagement and opportunities for further training.

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### **Adapting Center for Improvement of Mentored Experiences in Research (CIMER) Mentor Training for Clinical Research Professionals: A Process Description**

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**OBJECTIVES/GOALS:** Learn how the National Organization of Research Development Professionals (NORDP) adapted the Center for Improvement of Mentored Experiences in Research (CIMER)

NIH-funded evidenced-based mentor training curriculum for research development professionals and how the curriculum will be further adapted for clinical research professionals. **METHODS/STUDY POPULATION:** NORDP pioneered the adaptation of the CIMER curriculum for professional research staff. In addition to revamping the case studies and ensuring the curriculum was appropriately staff-centric, the NORDP team developed best practices for adapting the curriculum. This approach included four phases: (1) developing expertise in mentor training, (2) adapting curriculum for staff, (3) creating role-specific case studies, and (4) integrating mentor training with institutional or professional association-based mentoring programs. In collaboration with CIMER and units at the University of Minnesota (UMN), the mentor training model for research development will be further adapted for clinical research staff, i.e. coordinators, regulators, facilitators. **RESULTS/ANTICIPATED RESULTS:** This poster will discuss the preliminary work of adapting the curriculum for clinical research professionals by the UMN's Departments of Family Medicine and Community Health and Clinical and Translational Science Institute's Translational Workforce Development team. The anticipated short to mid-term outcomes of this work include: (1) improved research professionals mentoring knowledge and skills, (2) diversity addressed across research roles, (3) reduced staff turnover and associated costs, (4) increased staff job satisfaction and moral, and (5) research culture changed to value mentoring excellence across the academic enterprise. **DISCUSSION/SIGNIFICANCE:** Research mentoring has traditionally been focused on faculty and trainees. Given the unique skill sets and increasing complexity of research staff roles, mentoring can increase job satisfaction and reduce the overall costs related to turnover, i.e. research productivity, loss of institutional knowledge, hiring costs, etc.

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### **A Pilot Project Program to Foster the Inclusion of Undergraduate Faculty and Students and Graduate Students to Work with Experienced Researchers in a Mentored Research Experience in Clinical and Translational Science Succeeds Beyond Geographical and Institutional Boundaries**

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**OBJECTIVES/GOALS:** The Title V Project at the Medical Sciences Campus aims to expand the knowledge in Clinical and Translational Research (CTR) and diversify the CTR workforce throughout Puerto Rico. A Pilot Project Program (PiP) offers research training for Undergraduate students (UgS), Graduate Students (GS), and Undergraduate program Faculty (UgF). **METHODS/STUDY POPULATION:** Since 2021, the Title V Project has established a rolling application process to which researchers from any scientific background related to CTR in all post-secondary institutions in Puerto Rico may submit research proposals. These are peer-reviewed considering the following criteria: the research team composition must include UgS, GS, and UgF; the primary researcher's expertise; the significance of the proposed topic related to Puerto Rico's health problems; and the research plan's quality. In addition, proposals must include a career plan for student and faculty members to participate in further training in CTR-related topics, such as scientific communication and statistical analyses, also offered through the Title V program. **RESULTS/ANTICIPATED RESULTS:** Twelve