Forging Collaboration and the Scalable Dissemination of Biomedical Research Commercialization Education

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ABSTRACT IMPACT: A robust and collaborative network of expertise and services is essential for successful research commercialization, including timely and scalable educational support for CTSA institutions and individual faculty investigators with biomedical innovations. OBJECTIVES/GOALS: Leverage expertise at the University of Michigan (UM) by creating collaborative and scalable interactive online courses to instruct and prepare internal and external faculty to navigate critical stages of life science academic research commercialization. METHODS/STUDY POPULATION: UM’s Fast Forward Medical Innovation created two online courses with the UM Office of Technology Transfer and the Michigan Institute for Clinical & Health Research (MICHIR). Collaborative planning committees, with content and educational experts, set course goals and learning objectives based on audience needs (e.g. preparation for consultations, commercialization concepts, etc.). Draft content was developed, peer reviewed, and revised before Articulate Storyline was used to convert didactic content to active learning content (e.g. interactive slides, scenarios, quizzes, and forms). Pilot testing was conducted prior to the launch to faculty investigators throughout the UM network. RESULTS/ANTICIPATED RESULTS: Intellectual Property in the Academic Setting launched via the FFMI website and newsletter in July 2020 and has had 66 learners to date. Medical Device Regulations launched in October 2020 and has 22 learners. OTT and MICHIR have successfully integrated the courses into their consultation process by requesting review from faculty investigators. We suspect that this will lead to more in-depth and meaningful conversation. Additionally, these courses have been integrated into an FFMI commercialization course to instruct on critical concepts. Evaluation and refinement for both use cases will ensue, as well as inform future collaborative courses. DISCUSSION/SIGNIFICANCE OF FINDINGS: Early results suggest that the courses are advantageous and can serve as a model for future collaborations. The opportunity to disseminate the courses across the CTSA network, as well as collaborate with other institutions, to scale localized expertise to a broader network is promising.

32097
Title V Medical Sciences Campus Project (TVMSC) : Clinical and Translational Research (CTR) with an Interdisciplinary/Entrepreneurship (IE) approach for Students and Faculty (UGS, UGF) from Undergraduate Programs (UgP) in Puerto Rico: an initiative for an early jumpstart in CTR and Scientific Entrepreneurship (SE) in a virtual scenario 2020-25.
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ABSTRACT IMPACT: This presentation highlights an integrated curriculum in CTR and a scientific entrepreneurship approach to entice and support students and faculty in HP programs into CTR and SE thus expanding the pool of new minority CTR researchers. OBJECTIVES/GOALS: To present the TVMSC as a hub for trainings, mentoring programs, courses, entrepreneurship and support activities for health professionals (HP) and HP students: graduate (GS) and UGS and UGF. Responding to the need for CTR minority researchers, in a virtual setting due to COVID-19 crisis. METHODS/STUDY POPULATION: TVMSC will offer an educational program based in the Center for Research, Entrepreneurship and Scientific Collaboration (CRESFO) with on line courses and workshops in CTR and SE, for HP and students and a continued education curriculum for HP and clinician scientists toward a certification in CTR. Two hands-on experiences: a) a Pilot project program (PIP) with teams composed of an F, that previously completed training cycles and a research experience from a previous project in CTR as PI, with a research mentor and students or an established researcher as a PI with UGS and UGF, and b) participation in a SE team which will engage in training and submission of an SE project proposal. RESULTS/ANTICIPATED RESULTS: By the end of the five-year period the project will have had 200 UGs, 200 GS and 200 F that received online assistance in CTR skills, statistics and SE; 48 UGS
Assessing the Need for Competency-Based Self-Assessment Tools for CTSA Professionals

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ABSTRACT IMPACT: This study works to improve the quality of clinical and translational workforce development programs in order to enhance the training of researchers in this field. OBJECTIVES/GOALS: Evaluating the impact of Clinical and Translational Science Awards (CTSA) Programs is crucial. To this end, the value of competency-based metrics to assess the professional growth of CTSA awardees is unknown. A needs assessment was conducted to determine the present use and potential need for a competency-based self-assessment tool. METHODS/STUDY POPULATION: A mixed methods study was conducted using synchronous live interviews and asynchronous online surveys. Study authors contacted 102 CTSA administrators nationwide for live interviews according to I-Corps. Customer Discovery Guidelines. Interviews were recorded and transcribed through Innovation Within, an I-Corps platform and independently analyzed by two members of the study team. An online REDCap survey was also distributed to 63 CTSA hubs via an internal listserv. In an attempt to elicit responses similar to the I-Corps CBST: customization, soft skills assessment, and integration with local academic institutions. Communication and teamwork were highly valued soft skills, a finding reinforced by survey results in which 80% of respondents marked oral and written communication and teamwork as important skills for their professional workforce. DISCUSSION/SIGNIFICANCE OF FINDINGS: Among CTSA administrators involved with workforce development, there is notable interest in a competency-based self-assessment tool, particularly one that is customizable, soft skill-focused, and integrated with local educational systems.