

professional networks. To address this issue, we created a CoP to provide networking opportunities and support to CRPs at schools and colleges across the university. **METHODS/STUDY POPULATION:** We began by creating a document that detailed the needs of CRPs, defined CoP goals, and described the initial cohort, establishing a shared vision and structured guidance for recruitment. The CoP was designed to meet monthly for 6 months with the ability to continue participation as new cohorts are added. Facilitators identified 30 CRPs for cohort 1 representing a variety of locations and research types across the university. CRPs had at least 2 years of experience and demonstration of leadership responsibilities. CRPs were invited to submit a brief interest form committing to support the CoP. Communication tools were also provided so that participants could connect between meetings. **RESULTS/ANTICIPATED RESULTS:** The program began in June 2025 with 15 participants accepting the initial invitation. Twelve CRPs attended the kick-off event, which included establishing group norms, goals, and a speed networking activity to promote cross-department networking. Participants ranged in experience from less than 3 years to over 10 years and represented 11 different departments. Of the 15 participants, 10 had 8 or more years of experience. Members selected topics including Breaking Out of Your Silo, Mentoring Up, and Time Management, and a mixed in-person and virtual schedule was chosen by the initial cohort members. Program evaluation is ongoing, including session attendance, participant willingness to continue in the CoP, sense of community, value provided by CoP elements, and feasibility of continued programming. **DISCUSSION/SIGNIFICANCE OF IMPACT:** CoPs can be created at large institutions with careful planning and intentionality. We established a strong initial cohort that can maintain continuity and mentor future members. Communication tools for continued engagement between meetings help cross-department networking, which is challenging to maintain in a busy research environment.

Implementing an opioid overdose education and naloxone distribution (OEND) Training-of-Trainers Program in rural pharmacies: Qualitative insights

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OBJECTIVES/GOALS: Opioid overdose education and naloxone distribution (OEND) programs improve knowledge, attitudes, and overdose response but face implementation and sustainment challenges in rural areas. This project will identify barriers, facilitators, and strategies for delivering an OEND Training-of-Trainers (ToT) program in rural community pharmacies. **METHODS/STUDY POPULATION:** We will conduct 60-minute qualitative interviews with 20 key informants (10 pharmacists, 10 staff) from 10 rural

Arkansas community pharmacies. Interview questions are guided by the Consolidated Framework for Implementation Research (CFIR) constructs to identify factors influencing implementation. Recruitment will occur through the Rural Research Alliance of Community Pharmacies network. Interviews will be recorded and transcribed for analysis using a CFIR-informed coding process to identify overall themes. **RESULTS/ANTICIPATED RESULTS:** Identification of CFIR-categorized facilitators and barriers to OEND ToT program implementation in rural community pharmacies is anticipated. Anticipated barriers identified in participant interviews include staffing availability, workflow integration, reimbursement, and space constraints. Barriers and facilitators identified will guide the collaborative co-design focus group sessions to select and adapt implementation strategies in phase two of the project. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Drug overdose remains a leading cause of death. OEND programs are effective but underused in rural areas. Identifying barriers and strategies to support implementation in the rural community pharmacy setting can expand access, improve knowledge and confidence, and advance scalable, evidence-based care.

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An exploratory, qualitative investigation of translational scientists' perceived identity in the field of implementation science

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OBJECTIVES/GOALS: Capacity building within the field of implementation science has primarily focused on tangible training and resources. Yet, there has been a gap in recognizing the critical role of professional identity and self-efficacy for implementation scientists. **METHODS/STUDY POPULATION:** We conducted a qualitative needs assessment of our local implementation science network to inform the renewal grant for our clinical and translational science institute. Implementation science investigators familiar with the topic were contacted to participate in a semi-structured, individual interview via Zoom. Participants were chosen based on their varying levels of engagement with local implementation science resources. The interview guide was informed by the consolidated framework for implementation research domains. Interviews were transcribed both manually and using the Zoom Transcribe feature. Data were coded in Dedoose 10, and an inductive, iterative coding approach was taken. **RESULTS/ANTICIPATED RESULTS:** A total of seven investigators representing the three major research institutions in the network participated in interviews. The interviews lasted on average 38 minutes. The study aimed to identify the facilitators and barriers to building implementation science capacity within the local network. However, themes related to the investigator's sense of legitimate participation within the field, along with their perceived self-efficacy and identity, emerged in each interview. Several factors appeared to shape the identity of implementation science, such as barriers imposed by other implementation science leaders, a

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perceived lack of “legitimate” training, and identifying parameters around who is or isn’t a “card-carrying implementation scientist.”

DISCUSSION/SIGNIFICANCE OF IMPACT: Concerns about professional identity have been noted by many senior leaders in the field, but have yet to be systematically investigated. Further work is planned to examine the extent of these perceptions and attitudes, and recommendations can be developed to continue to epitomize the “big tent” aspect of implementation science.

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Integrating workforce development programs through Smartsheet: A centralized portfolio for training, tracking, and impact in translational science

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OBJECTIVES/GOALS: To develop and implement a centralized Smartsheet-based portfolio to streamline data collection, coordination, and reporting of NJ ACTS Workforce Development programs, improving efficiency, transparency, and alignment with CTSA translational science goals. **METHODS/STUDY POPULATION:** NJ ACTS Workforce Development programs, including digital badges, seminars, workshops, and internships, were mapped into a unified Smartsheet platform. Program participation, training metrics, and milestone data were integrated through automated workflows and real-time dashboards, enabling seamless tracking and analysis. Data collection templates and standardized reporting tools were co-designed with program managers to ensure consistency across domains. Continuous user feedback informed iterative refinements to improve usability and data integrity. **RESULTS/ANTICIPATED RESULTS:** Early results of the Smartsheet portfolio have reduced administrative workload, standardized reporting, and enhanced transparency across programs. Real-time dashboards now track learner progress, completion rates, and cross-program engagement. Early adoption indicates improved collaboration among stakeholders and stronger alignment with CTSA goals and performance metrics. Anticipated outcomes include sustained efficiency gains, improved accountability, and scalable use across institutional partners. **DISCUSSION/SIGNIFICANCE OF IMPACT:** A centralized Smartsheet platform supports coordinated management of training initiatives, enabling data-driven decision-making, continuous improvement, and replicable models for translational workforce development across the CTSA consortium.

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Research Essentials Playbook: A bootcamp for new research staff

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OBJECTIVES/GOALS: The UIC Center for Clinical and Translational Science offers a robust training infrastructure for

research staff including a certificate that can be completed in ~18 months. New staff, however, needed a concentrated experience with hands-on training and institution-specific content. We developed an in-person bootcamp in response. **METHODS/STUDY POPULATION:** Research Essentials Playbook was a 1.5 day bootcamp-style workshop targeting research staff with up to 2 years of experience at UIC. Topics were based on stakeholder input and the ACRP Entry Level CRC Competency Development and Assessment Roadmap divided into Day 1 in the morning: Didactic sessions (e.g., Project management, safety and ethics, and promoting respect for participants); Day 1 in the afternoon: choice of two hands-on sessions (e.g., clinical research lab, informed consent – practical skills, recruiting participants made easy); Day 2 in the morning: UIC-specific policies. Before and after the workshop, participants indicated their agreement with the statements “I am confident in my knowledge, skills and abilities as a research staff at UIC.” and “I feel like a part of UIC research community.” **RESULTS/ANTICIPATED RESULTS:** 38 people registered and 34 attended at least one day. Participants were primarily from the College of Medicine but represented all health colleges. 20 participants had 0-2 years of experience at UIC; 6 people had 3-5 years of experience at UIC, 6 people had 5-10 years of experience at UIC, and 6 people had 10+ years of experience at UIC. While most participants had job titles that are typically associated with research staff, 5 participants held faculty titles. After the workshop, in response to the questions about confidence and belonging, respectively, 94% and 88% of participants agreed or strongly agreed, 89% of participants agreed or strongly agreed that the hands-on sessions were helpful, and 100% agreed the content was relevant to their job responsibilities and the workshops fulfilled their expectations. **DISCUSSION/SIGNIFICANCE OF IMPACT:** This in-person bootcamp succeeded at its training and community-building goals and helped us identify candidates for a new Research Coordinator Mentorship program. Research Essentials Playbook will be offered at least once a year for newly hired staff and adapted for inclusion in new faculty orientation and onboarding activities.

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Amplifying Lion Voices: A seminar series to elevate underrecognized voices in clinical and translational science

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OBJECTIVES/GOALS: The aim is to discuss the impact of the Amplifying Lion Voices seminar. By the end of this presentation: * The participants will be able to explain at least two challenges faced by underrecognized researchers. * The participants will be able to summarize at least two successes by underrecognized researchers. **METHODS/STUDY POPULATION:** The participants were