challenges include identification of relevant control groups for comparison and the use of experimental designs.

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Enhancing Mentee Motivation Using the CARES Mentoring Model: A New Online Mentor Training Module

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OBJECTIVES/SPECIFIC AIMS: The goals of this project are to develop, disseminate, and evaluate an online, self-paced training module designed to help mentors better understand and support their mentees' motivation. The module introduces learners to the CARES mentoring model, which is rooted in Self-Determination Theory (SDT), one of the leading theories of motivation. According to SDT, an optimal mentoring environment provides support for mentees' psychological needs for Competence, Autonomy, Relatedness, Equity in extrinsic resources, and Structure (CARES). METHODS/STUDY POPULATION: Content for the CARES online module was drawn from a previously developed two-hour mentor training workshop designed for delivery in a face-to-face, small group setting. Content experts developed a slide deck and speaker notes. These materials were edited, adapted into a storyboard, and translated into a 60-minute interactive online module created with e-learning authoring software (Articulate Storyline). An evaluation survey was developed to assess mentors' perceived skills gains related to course content (e.g., "Encouraging my mentees to think about how well their psychological needs are being met within the work/training environment," "Recognizing how diversity, equity, and inclusion can be salient issues that impact a mentee's motivation") and mentors' confidence gains in their ability to implement motivation-focused practices into their mentoring relationships (e.g., "Autonomy: Giving my mentees freedom in deciding what goals to pursue and how they to do their work," "Competence: Working with my mentees to establish appropriate challenges to stretch their abilities"). The module was beta tested in October 2018 by 11 individuals with experience as mentors and in facilitating mentor training. RESULTS/ANTICIPATED RESULTS: The beta testing process produced useful recommendations for improving clarity of content, visual design, and navigation. Users expressed a high level of enthusiasm for the content, which included a combination of practical information and empirical support for the CARES mentoring model. They also appreciated specific functionality in the module, including the presentation of brief case examples of mentoring scenarios that enhance or diminish motivation, opportunities for self-reflection, and a downloadable guide for initiating conversations with mentees about different domains in the CARES model. Evaluation data (quantitative and qualitative) from beta testers (n=11) are being analyzed. A preliminary examination of these findings found that mentors report gains from before to after the training in their self-perceived skills and confidence levels. Moreover, all expressed an intention to makes changes in their mentoring practices as a result of the training. Comments indicated potential value in offering a follow up face-to-face experience in which mentors can hear from others who have successfully implemented the CARES approach and acquire practice in skillfully implementing the CARES conversation guide with their mentees. DISCUSSION/SIGNIFICANCE OF IMPACT: This innovative e-learning module offers a readily accessible and theoretically driven training approach to help mentors recognize the value of supporting their mentees' motivation, and become more intentional in implementing motivation-focused practices into their mentoring relationships. In future work, the CARES module will be pilot tested with specific cohorts and in different implementation scenarios (as a standalone training, or combined with other programming) and made available to users nationally with support from the University of Minnesota Clinical and Translational Science Institute and the NIH National Research Mentoring Network.

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Evaluation of Mentor Academy using self-assessed research mentoring competencies

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OBJECTIVES/SPECIFIC AIMS: The goal of the Wake Forest Clinical and Translational Science Institute (WF CTSI) Mentor Academy is to contribute to increasing the next generation of faculty with competencies specific to research mentoring. The curriculum of the Mentor Academy is adapted from an evidence-based national curriculum developed by the National Research Mentoring Network and includes 20 contact hours of didactic and experiential training, complemented with outside readings and assignments. A pre-post-follow-up competency assessment is built in as part of the curriculum for both participants and their current mentees. The purpose of this study was to assess self-rated research mentoring competencies among the Mentor Academy participants to better understand the effectiveness of the Mentor Academy. METHODS/STUDY POPULATION: A total of 37 mid-level or early senior faculty members from WF have participated in the 3 Mentor Academy cohorts that have completed so far. All of the participants receive 5% salary support and are expected to regularly participate in Mentor Academy sessions; complete a pre, post, and 6-month follow-up self-assessments; and provide a list of their active mentees. The identified mentees are also asked to assess the participating mentors' research mentoring competencies before the start and 6-months after the end of the Mentor Academy. The same list of 26 mentoring competencies are included in the self-assessments for both mentors and mentees. RESULTS/ANTICIPATED RESULTS: The initial results of the self-assessments suggest that mentors are coming into the academy with a rather high self-assessed competency ratings. The change in competency ratings pre/post is not as significant. On average the change in self-assessed competency ratings increases by 1.0 on a 7-point scale. Interestingly enough, for 2 of the cohorts were mentees were also asked to assess their mentors' competencies, the mentees rated their mentors as having a higher competency (for all 26 items) than what the mentor rated themselves, at both pre and 6-month follow-up assessments. DISCUSSION/SIGNIFICANCE OF IMPACT: After compiling data for 3 different cohorts, we are consistently seeing similar patterns in self-assessed competency ratings; participants are coming in with a high level of competency and an increased level of competency rating by mentees. These findings need to be further considered. For example, the program administrators need to discuss how participants are recruited, if we are recruiting the intended users, and what should we be expecting as an outcome(s) of the program. We also need to further explore different perceptions of mentor-mentee relationships and expectations to see how reliable are the data from mentees. A collaboration with the National Research Mentoring Network is also needed to see how the self-assessed competencies compare to those utilizing their curriculum outside of WF.

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