

emphasizing many team science concepts using one ongoing scenario. **METHODS/STUDY POPULATION:** We will describe the creation and use of a multi-session case study used in a team science graduate course. This case study incorporates the interpretation and use of assessments that coincide with concepts presented in each session. Participants engage with the case study as a team. The use of this case study allows participants to draw conclusions and make decisions about team interventions using concepts they've just learned. The multi-session case study also allows participants to see the outcome of their decisions in the next session. Further, the continuous nature of this case study allows participants to build on their knowledge from session to session and make connections between concepts. **RESULTS/ANTICIPATED RESULTS:** Incorporating a multi-session case study should help participants better understand team science concepts and practice incorporating the use of those concepts into teams in a more realistic way over time. The case study framework has been used in a team science graduate course for the last two years. The teaching team has incorporated continuous improvement into optimizing the case study over time. We'll share preliminary results collected over the use of the case study so far along with the improvements made over time. **DISCUSSION/SIGNIFICANCE:** This education framework is very versatile and can be incorporated into a team science course or series of workshops and provides a real-world situation that allows participants to practice incorporating team science concepts and interventions in a team.

### Creating a state-wide university network for translational science training

Cynthia Morris<sup>1</sup>, Karen McCracken<sup>1</sup>, Jessina McGregor<sup>2</sup>, Anna Wilson<sup>1</sup> and Allison Fryer<sup>1</sup>

<sup>1</sup>OHSU and <sup>2</sup>Oregon State University

**OBJECTIVES/GOALS:** We have evaluated the primary factors behind successful expansion of the predoctoral TL1 training grant at OHSU to all research-intensive universities in the state, evaluating the precepts that were key to integration. We also evaluate inclusion of social and behavioral sciences in clinical and translational science training. **METHODS/STUDY POPULATION:** OHSU contains three professional schools (medicine, nursing, and dentistry) as well as graduate studies in science. There are also three research-intensive universities in Oregon: Portland State University (PSU); Oregon State University (OSU) in Corvallis; and the University of Oregon (UO). We report evaluation of our 7-year experience with a predoctoral TL1 program and the precepts behind successful implementation of statewide outreach. We have tracked applicants from each university and program, trainee feedback, and success of the applicants as measured by persistence in research, inclusion of translational methods, additional training acquired, and subsequent research funding. We also evaluate participation by behavioral and social scientists. **RESULTS/ANTICIPATED RESULTS:** The predoctoral TL1 has included 40 scholars over 7 years, with 65% PhD graduate students and 35% MD students who pursue an additional research degree (PhD, MCR). Of PhD graduate students, the distribution is similar among universities: OHSU 31%, PSU 19%, OSU 27%, UO 23%. 38% of all graduate student trainees are in behavioral

or social science. Key precepts behind success include: concentration on specific graduate programs at each university; implementing a common curriculum based on the MCR curriculum; interinstitutional mentor teams; leadership team that spans universities; required core TL1 activities; and a competitive application process with an interinstitutional review committee. Applicants are required to identify how translational science education enhances their research career. **DISCUSSION/SIGNIFICANCE:** Creating a state-wide resource for TL1 translational science training has increased opportunities to expand translational research throughout Oregon through providing new opportunities to enhance excellence through disseminating resources and training across the universities.

148

### Academic Innovation through the interdisciplinary course Introduction to Clinical and Translational Research (CTR) to increase the number of undergraduate students in Puerto Rico with the knowledge, skills, abilities, and opportunities in CTR

Juan Carlos Soto-Santiago, Edgardo L. Rosado-Santiago and Rubén García García

University of Puerto Rico, Medical Sciences Campus

**OBJECTIVES/GOALS:** To teach the historical development of CTR, make a compelling scientific presentation, and use bibliographic databases and library resources. In addition, students learn how to write the research question, design the career development plan, know the protection of human subjects in research, and understand the mentor-mentee relationship. **METHODS/STUDY POPULATION:** The course includes a variety of educational strategies and activities that allow the student to increase their knowledge and initiate their interest in the field of CTR. Both academic semesters (August to December and January to May) are offered remotely in two-hour synchronous sessions on Fridays from 3:00 p.m. to 5:00 p.m. through videoconferences, in addition to asynchronous activities. Invited expert lecturers and faculty reinforce the course content in each of the topics they address. In addition, course coordinators assign guided tasks where the students perform the work. Then, they present or send their work to the course coordinators for evaluation. **RESULTS/ANTICIPATED RESULTS:** The course began in January 2020 and has six offerings, including one in the current academic semester (August to December 2023). Its first offering was in the semester from January to May, and due to the interest generated in students in August 2022, it is now available in both semesters. From its beginning to the present, the course has included students from the University of Puerto Rico (UPR) Bayamón, Cayey, Humacao, Mayagüez, and Rio Piedras campuses, impacting all geographic areas of Puerto Rico. The course has also represented an opportunity for graduate faculty to teach CTR to undergraduate students. Until 2023, 56 students have enrolled. **DISCUSSION/SIGNIFICANCE:** Upon completing six-course offerings, the evaluation carried out by the students demonstrates satisfaction with the learning obtained. The knowledge and skills achieved have led them to participate in CTR with the mentoring of collaborating course professors and starting a new professional development opportunity for undergraduate students.

147