

examining the impact of these clinic-level factors and individual-level uptake of these services on RIC are needed.

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### Community-Engaged Research in Emergency Dispatch: Getting a 360 View

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**OBJECTIVES/SPECIFIC AIMS:** Community-engaged research can provide important input to researchers to understand the impact of health services on diverse communities. In emergency (911) dispatch research, most studies have focused on specific health conditions, especially on identifying and managing those conditions remotely and identifying the most appropriate resources to send. Community-engaged research can add a needed component to these studies, identifying not only what happens when someone calls 911, but who calls and who doesn't, what barriers community members encounter when they call, and what they expect from their 911 service. **METHODS/STUDY POPULATION:** A recent study published in the *Journal of Clinical and Translational Science* outlined a method for identifying and evaluating the needed competencies and readiness of individual researchers to do effective community-engaged research. The investigators involved in an ongoing study on community attitudes toward 911 propose to use the methods outlined in that study to receive feedback from their Community Advisory Board on their own competencies and readiness. **RESULTS/ANTICIPATED RESULTS:** It is anticipated that 13 people will be involved in providing feedback to the investigators, including all official member of the Community Advisory Boards and all supportive academic staff and faculty. The feedback will be gathered using a survey instrument developed from the recently-published study and will include questions about the purpose of the research, openness to feedback, communication, cultural sensitivity, community presence, power sharing, recognizing partner contributions, and developing community capacity. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Identifying the most appropriate resources to send to any given emergency is the primary role of the emergency dispatcher. However, they are also public servants, providing care and comfort in a time of stress to members of many diverse communities. As such, it is critical that they understand the needs and expectations of those communities, as well as the barriers they face in calling 911. The proposed study adds value to an ongoing community-engaged research project by providing feedback about readiness and competency to the investigators.

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### Critical Barriers to Effective Community-Academic Research Partnerships and Potential Solutions

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**OBJECTIVES/SPECIFIC AIMS:** Background: The importance of engaging community in research and fostering community-academic research partnerships is increasingly acknowledged by Clinical and Translational Science Award (CTSA) institutes. However, forming and maintaining such collaborations is often hampered by numerous challenges. It is critical to investigate the barriers to effective community-academic partnerships and to develop novel approaches to

overcome these barriers. **Objective:** To explore community and academic perspectives of the challenges faced by community-academic research partnerships and potential solutions to these identified challenges. **METHODS/STUDY POPULATION:** **Methods:** In an effort to explore creative approaches to address these issues, the Community Engagement Program at the Michigan Institute for Clinical & Health Research (MICHR), the CTSA site that serves Michigan, hosted a retreat to elicit the input of community members and academics from across the state. There was a mix of participants ranging from those with established community-academic partnerships to others who were new to community-engaged research and in early stages of forming partnerships. At the retreat, attendees were randomly divided into groups and asked to answer the specific question, "What are your barriers to partnering in research?" After each group identified a set of barriers and reported their findings to the entire room, attendees were asked to work again in their small groups to discuss potential solutions to these barriers. Ideas for solutions were also shared with the entire room. As part of the process of brainstorming about these questions, attendees were asked to document their ideas — for both barriers and solutions — on post-it notes which were then grouped by category. Artifacts from the retreat were saved digitally and transcripts made from these records. The findings were then analyzed to identify common themes. **RESULTS/ANTICIPATED RESULTS:** Results: Eighty-six participants attended the retreat from across the state of Michigan. Forty-three represented community organizations that focus on addressing a wide array of social determinants of health issues. The remaining forty-three participants represented various academic institutions. The most frequently mentioned challenges to community-academic partnerships were related to communication and relationship building. To overcome barriers in these areas, participants noted that it is critical to collaboratively and explicitly identify shared goals, values and norms in the early stages of partnership development. This was closely linked to the need for additional funding to help foster and strengthen relationships by allowing partners to spend time together to both work and socialize informally, preferably in face-to-face settings. These were deemed crucial for building trust and common ground. In addition, more equitable funding and role distribution — including shared leadership and governance of research projects between community and academia— that recognizes and supports the true costs of involvement in research for community members was viewed as important. Other frequently noted issues on the part of community members were the need for greater respect for community partners and for more training opportunities to build capacity within communities to participate in research. Participants from academic institutions emphasized that the current requirements and timeline for promotion in academia make it harder for them to participate in community-engaged research, especially as early career researchers. They maintained that wider recognition of the value of community-engaged research is necessary and that this requires the support of home departments. Finally, participants underscored the importance of building infrastructure to better connect potential partners from the community and academia by making it easier to identify common interests and reciprocal strengths. **DISCUSSION/SIGNIFICANCE OF IMPACT:** **Conclusion:** The problems faced by community-academic partnerships may be alleviated by working with community and academic members to identify potential solutions. Further work is needed to systematically examine barriers and the efficacy of solutions to enhance community-academic partnerships. **Acknowledgements:** We thank all attendees of the MICHR Community Engagement retreat for their participation in this activity that explored barriers to effective community-academic