

treatment are encouraged to make dietary changes. Dietary changes are impacted by food choices, which can be influenced by food cost. The objective of this research is to explore families' food purchase behaviors and beliefs from the perspective of their health coach, and to assess how health coaches adapt treatment to address these. **METHODS/STUDY POPULATION:** Semi-structured telephone interviews were conducted with 10 health coaches in the Effectiveness of Family-Based Weight Loss Treatment Implementation in Primary Care (PLAN) study across four geographic locations in MO, NY, and OH. Topics covered were professional background, perspectives on working with families, and discussions with families regarding cost perception and food choice. Conventional content analysis was used through 'open-coding' of transcribed text by reading the transcripts and assigning labels. Codes were then organized into themes. In addition to the interviews, coaches were asked to complete a FRAME checklist to identify adaptations or modifications that were made to the treatment. **RESULTS/ANTICIPATED RESULTS:** The coaches reported that cost is a barrier to making healthier food choices for some but not all of their FBT families. Themes for cost as a barrier include: fast food is cheaper; justification to choose old food choices; sales on foods high in calories and sugar; bulk buying; and fewer sales on healthier options. Themes for what families consider when purchasing healthier items include: perishable foods, increased waste, picky kids, lack of knowledge about healthy eating on a budget, afraid of including new foods, and no money for new foods. The final stage of content analysis for the FRAME schematic checklist is ongoing. **DISCUSSION/SIGNIFICANCE OF FINDINGS:** The results exemplify that families' have different food purchasing behaviors and beliefs and consider a variety of factors when making food choices. The data gathered from the FRAME checklists will help in characterizing the adaptations or modifications made by coaches and allow for better understanding of the impact on the families.

Education/Mentoring/Professional and Career Development

Commercialization/Entrepreneurship

27363

Forging Collaboration and the Scalable Dissemination of Biomedical Research Commercialization Education

Samantha Cook¹, Stefan Koehler², Janani Ramaswamy², Kristen Wolff², Michelle Larkin¹, Jeanne Wright¹, Mona Bruch Moore¹ and Jon Servoss¹
¹Michigan Medicine, University of Michigan and ²University of Michigan

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 (MICHR). 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 MICHR 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.

Margarita Irizarry-Ramírez, Rubén García García, Edgardo Rosado Santiago, Lizbelle De Jesus-Ojeda, Efrain Flores Rivera, Juan C. Soto Santiago and Maribel Campos nRivera
 University of Puerto Rico-Medical Sciences Campus

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 (CRESCO) 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