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Integration of the Group of Student Leaders to the Title V Medical Sciences Campus (MSC) Project from the University of Puerto Rico (UPR) to collaborate in increasing the number of undergraduate (UGS) and graduate students (GS) from Puerto Rico with the knowledge, skills, abilities and opportunities in Clinical and Translational Research (CTR)

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OBJECTIVES/GOALS: A group of leading students was integrated as part of the collaborators of the Title V MSC Project with the objective of promoting UGS and GS from Puerto Rico to start and get involved in CTR with an interdisciplinary approach (IA) through the course of INTD 5998: Clinical and Translational Research: Introduction and Principles. **METHODS/STUDY POPULATION:** The Title V MSC Project of the UPR institutionalized the INTD 5998 course. This course offers UGS and GS the opportunity to start and get involved in CTR. Students with leadership from different universities and from different geographic regions of Puerto Rico were identified and recruited to collaborate in the recruitment of students interested in taking the INTD 5998 course. Since April 2022, the student leaders implemented different strategies to make known about the course and its benefits among their peers. **RESULTS/ANTICIPATED RESULTS:** For the course of INTD 5998 that began in August 2022, they achieved a contact list of 97 interested students from different geographic areas of Puerto Rico, 21 students applied for the course and 15 enrolled (71% of those who applied and 75% of the maximum course quota). **DISCUSSION/SIGNIFICANCE:** The student leaders have been an effective promotion and marketing strategy to make known the INTD 5998 course among their peers from the different Universities of Puerto Rico. Their integration as collaborators to the Title V MSC Project has been successful and valuable.

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Leading Inter-Institutional Competency-based Interactive Workshops as an Opportunity for Professional Development for Clinical Research Professionals

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OBJECTIVES/GOALS: Clinical research professionals (CRPs) are vital for high quality research. Professional development opportunities for CRPs help improve job satisfaction and retention. This poster will present data on peer-presenter satisfaction and their assessment of co-leading a workshop as an important professional development and networking activity. **METHODS/STUDY POPULATION:** Developing a Research Professionals Network Workshop is an

important professional development opportunity for peer-presenters in a mentored, collaborative environment that encourages networking and inter-institutional teamwork. Presenters are connected by the leadership team and then work together to develop the workshop's learning objectives, presentation, and activities. A summary of learner evaluations are provided to the presenting team to provide constructive feedback for future presentations. A survey to assess experience in leading the workshops is sent to presenters after the workshop to assess overall satisfaction and assessment of importance in their professional development. **RESULTS/ANTICIPATED RESULTS:** Presenter evaluation response data from the years of 2019-2022 showed high rates of agreement that presenters' participation 1) increased their knowledge of the topic, 2) appreciated the support provided by the leadership team, 3) felt adequately prepared to lead the workshop, and 4) were overall satisfied with the experience. Questions specifically around the inter-institutional collaboration and professional development of the workshop experience were added in 2021 and similarly showed high marks of satisfaction. Qualitative response data showed that some presenters continued collaborations after workshop completion. **DISCUSSION/SIGNIFICANCE:** Overall results show that workshop presenters felt that leading an RPN workshop with collaborators from the other participating sites was a useful experience that supported their ongoing professional development. High marks on satisfaction by presenters is attributed to the multi-hub partnership and guidance from the leadership team.

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Mayo Clinic Rochester, MN Hub Placement Process for Clinical Research Coordinators

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OBJECTIVES/GOALS: Mayo Clinic implemented a CRC Placement Hub to improve hiring experiences for candidates and hiring managers. Candidates apply to a centralized posting. A Placement Coordinator handles administrative and screening responsibilities, allowing hiring managers to focus on selecting best candidates. **METHODS/STUDY POPULATION:** The CRC Placement Hub was implemented in phases. Initially, first and second interviews were conducted using Zoom and hiring manager utilization of the Hub was voluntary. Positive candidate and hiring manager feedback shifted Hub utilization to the standard practice and hiring managers must request an exception to post separately for unique candidate requirements. The third phase progressed to utilizing the HireVue hiring platform. Qualified candidates are invited to complete an on-Demand interview at their convenience, which hiring managers utilize to select candidates to continue through the interview process. HireVue utilization has decreased time to fill metrics for CRC candidates. **RESULTS/ANTICIPATED RESULTS:** The intentions for the CRC Placement Hub are to offer a positive hiring experience for candidates and reduce administrative burden for the hiring managers, while maintaining autonomy of hiring decisions. Additional purposes for the Hub are to increase the candidate pool by developing recruitment pipelines and decrease overall timeline to fill an open position. Qualitative and quantitative metrics were established to monitor performance. Metrics depict positive experiences for candidates and hiring managers, and decreased timelines to fill open positions. Candidate pools continue to increase as the Hub Placement Coordinator holds off-campus and online recruitment events. **DISCUSSION/SIGNIFICANCE:** The CRC Placement Hub provides candidates a positive experience, allowing them to apply to one

posting but considered for all open positions. The Hub decreases administrative burden for hiring managers, allowing them to focus on critical aspects of candidate selection and managing clinical research.

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Lessons Learned in Developing a Clinical Research Coordinator Badge

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OBJECTIVES/GOALS: A clinical research coordinator (CRC) digital badge offers a novel approach to addressing the ongoing shortage of CRCs at academic medical centers. We sought to pilot this low-cost, short-term training digital badge to train entry level CRCs and to attract a diverse pool of individuals. **METHODS/STUDY POPULATION:** Experienced clinical research professionals outlined competencies needed by study coordinators working in an academic center using a Delphi approach. The competencies aligned with 6 of the 8 domains established by the Joint Taskforce for Clinical Trial Competencies. Five course modules were created in a standardized format consisting of instructional videos, handouts, and a 25-question quiz (passing grade: 90%) which was hosted in the university learning management system. Beta testers were recruited to complete surveys at the conclusion of each module addressing both module performance and content accuracy. An item analysis was performed on the 25-question quiz. **RESULTS/ANTICIPATED RESULTS:** Nine volunteers were recruited for the pilot. Seven completed the badge. All participants, with years of experience from 0 to over 10 in clinical trials, found the course to be informative. The majority (84%) of responses on course logistics were positive or neutral. The quiz item analysis identified most questions (86%) as either Easy or Neutral, which is ideal for a Level 1 Badge addressing foundational skills. Forty percent of the quiz questions scored high on the Discrimination Index, indicating that the quiz could identify those who performed well and those challenged by the quizzes. One negative comment received stated that course was too intense to be completed in 4 weeks. **DISCUSSION/SIGNIFICANCE:** The results of this pilot study demonstrated that this badging course offers a low cost, easily accessible option for recruiting and training entry level clinical research professionals. The proof-of-concept study encouraged our initiation of the program and attempt to broaden our reach.

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Milestone planning and leadership skills in professional women following participation in Capita3 Leader Launch program.

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OBJECTIVES/GOALS: The goal of this study is to demonstrate growth in leadership skills in areas of milestone selection, conditions of success, and self-efficacy for females in the Capita3 Leader Launch (LL) Program. **METHODS/STUDY POPULATION:** Forty females were self-selected to participate in the LL Program, a 21 day program which is organized around a highly significant career goal that each participant selects. The program is designed to guide participants

through a unique and transformative process to increase the probability that each participant will achieve their selected career goal. In the fall of 2022, seventy people participated in the LL program. Participants were asked to fill out a Leadership assessment prior to participation and then again following participation in the program. **RESULTS/ANTICIPATED RESULTS:** Immediately after the program, participants self-report 86% increased confidence, 85% being on track to achieving their selected milestone or an appropriate pivot, and 80% feel more equipped to navigate their external environment. **DISCUSSION/SIGNIFICANCE:** This study demonstrates that the LL Program addresses barriers that are neither fully understood nor addressed by existing programs and policies for women. Future programs can use the LL Program to help females take on high visibility assignments, larger organizational roles, and leadership positions within the current organization environment.

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Networking Strategies to Drive Clinical Research Management Workforce Engagement

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OBJECTIVES/GOALS: The goal of this project was to create a professional network for the Rutgers Clinical Research Management master's program to foster relationships between potential and current clinical research professional workforce members. A professional network provides an opportunity for its members to stay continuously engaged in the community. **METHODS/STUDY POPULATION:** Two Qualtrics surveys were created after researching the social presence of the Rutgers SHP community, similar master-level programs, clinical research professional networks, and general social landscapes. The surveys were sent through LinkedIn and email with telephone reminders to the Rutgers SHP CRM community to gather demographic information, preferred method of engagement, and desired network content. In addition, six alumni and two faculty SHP CRM members were interviewed via Zoom for further feedback. The data from these surveys was analyzed on excel and supported the creation of content and structure for the CRM Network. **RESULTS/ANTICIPATED RESULTS:** Survey results indicated 70% (n=20) of respondents preferred engagement through email or LinkedIn. Engagement topics included alumni/faculty news, workforce opportunities, and networking events. A LinkedIn page and website were created to highlight members' accomplishments and activities. An electronic quarterly newsletter was developed to expand the content with alumni and faculty editorials and future opportunities to engage with the Rutgers CRM program. Further data analysis revealed that 73% (n=16) preferred in-person vs remote events. A Facebook page was created to provide a forum for casual interactions that may lead to in-person opportunities. Seven participants volunteered to join the newly formed CRM Network Advisory Committee that will develop future content and manage the CRM Network. **DISCUSSION/SIGNIFICANCE:** The CRM Network was well received by the Rutgers CRM community as a tool to foster relationships between current and future clinical research professionals. Despite data limitations (small sample size and incomplete responses), the CRM Network was created and transferred to the Advisory committee for implementation and future expansion.