characterize the broader range of physician-scientist students and trainees at Duke. DISCUSSION/SIGNIFICANCE OF IMPACT: Our planning study revealed specific steps forward toward developing a robust community of physician-scientists at Duke. As a first step, the Dean of the School of Medicine has appointed an Associate Dean of Physician-Scientist Development to oversee a new Office of Physician-Scientist Development (OPSD) being launched in December of 2018. The OPSD will offer four primary programs. 1) A concierge mentoring program will assist new trainees in identifying research areas of interest and mentors. Trainees will receive periodic contact to provide additional support as needed and promote success. 2) A physician-scientist training program is being created to provide training specific to laboratory research skills as well as career and professional development training to complement existing clinical and translational research programs. 3) Integrated training pathways will provide additional mentored research training for those pursuing research careers. Pathways will capitalize on existing resources from R38 programs, while pursuing additional R38 and R25 support. 4) An MD-Scientist funding program has been developed to provide additional research funding and protected time for students pursuing a second research year. Through the support and programming offered by the OPSD, we anticipate decreased perceptions of barriers to pursuing a physician-scientist career and increased satisfaction with training opportunities. Over time, we expect such support to increase the number of MD students pursuing research as a career and the number of residents, fellows, and MD junior faculty remaining in research careers.

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Education

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OBJECTIVES/SPECIFIC AIMS: The Duke Multidisciplinary Education and Research in Translational Science (MERITS) program was introduced with the goal of providing education and resources to faculty and trainees who are involved in translational research. However, the definition of what translational science is and entails can be widely variable, even within a single institution or department, which creates difficulties in appropriate dissemination of information regarding translational resources and assistance. This objective of this study was thus to obtain baseline information and views of translational science from a pilot population of Duke faculty. Based on data collected in a previous focus group, we expected to observe a lack of consensus regarding the definition and inclusion principles of translational science. METHODS/STUDY POPULATION: A digital survey was distributed to Duke Department of Surgery faculty regarding translational science, including opinions on definition, impacts, experienced barriers, known resources, and future training preferences. RESULTS/ANTICIPATED RESULTS: Ninety-five total responses were obtained, with 79.3% of respondents identifying their work as translational. There was no consensus on the precise definition of translational science, although the majority of respondents reported similar essential elements including multidisciplinary science and transitioning between investigative stages. Respondents noted that translational science increased their job satisfaction and recognition in their field, but also stated that they had experienced barriers to translational science. These barriers were primarily funding (56.4%) or lack of training (38.2%) related. DISCUSSION/SIGNIFICANCE

OF IMPACT: The results of our pilot survey suggest that the MERITS program should focus on training investigators on the resources available for translational investigations and expound upon how it fits into and enhances their current and future research endeavors.

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Effect of a Junior Faculty Mentoring Program on Confidence in Targeted Academic Skills

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OBJECTIVES/SPECIFIC AIMS: The goal of this study was to evaluate the effect of a junior faculty mentoring program on change in confidence in key academic skills. METHODS/STUDY POPULATION: The Department of Medicine at the Albert Einstein College of Medicine/Montefiore Medical Center enrolled 33 mentees over three years (2015-2018) in a mentoring program that consisted of monthly interactive seminars focused on topics related to building academic careers, works-in-progress, and pairing of each mentee with a mentor. Mentees were asked about their confidence in key academic skills prior to and after completing the program. Confidence levels were assessed on a seven point scale, ranging from 1 (weak) to 7 (strong). Mean confidence levels were compared between pre and post surveys using independent samples t-test. Matching was not accounted for because not all individuals who completed the pre survey also completed the post survey and vice-versa. Of those mentees who completed both pre and post surveys, confidence scores were analyzed using Wilcoxon matched pairs signed rank test, with similar results to those reported here. Each mentoring session was evaluated by those in attendance at the end of each particular session with possible scores of 1 (unsatisfactory) to 5 (excellent). RESULTS/ANTICIPATED RESULTS: On average the mentees had a fair level of confidence in all nine areas assessed at baseline, with the exception of how to get funding (2.4 ± 1.7). Confidence increased in all areas assessed, and except for how to write a paper (p=.05) all represented a significant increase in confidence (Table 1). Evaluations of each of the mentoring sessions were high, with mean values ranging from 4.3 to 4.9 on the five point scale. DISCUSSION/SIGNIFICANCE OF IMPACT: This mentoring program significantly improved mentees' confidence in identifying their own professional values and goals, as well as knowing how to turn education into scholarship, work with a mentor, integrate work and life, and give a presentation.

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Embedding Implementation Science Within a Translational Health Sciences PhD: Educating Future Scientists to Bridge the Gap Between Research, Practice and Policy

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OBJECTIVES/SPECIFIC AIMS: Determine the effectiveness of a curriculum designed to teach doctoral students to use implementation science theories, models and frameworks in optimizing scientific, social, political, cultural and organizational impact METHODS/STUDY POPULATION: Analysis of Integrated Final Projects across