

promotability to: -Research Program Coordinators -Senior Coordinators. CRCs learn essential clinical research foundations through courses and instructor led training, mentoring, and shadowing of other CRCs, such as: -Good Clinical Practices (GCP) - International Committee on Harmonization guidelines (ICH) - Institutional Review Board (IRB) -Office for Human Research Protections (OHRP) -Shipping Dangerous Goods (DOT/IATA) - REDCap data entry -Clinical Research Management System (CRMS) -Clinical Skills (i.e., vital signs, ECG, and phlebotomy) - CPR (etc.) -EPIC training RESULTS/ANTICIPATED RESULTS: -Over 100 CRCs have been trained since 2012 -Currently more than 40 active studies assigned between 16 CRCs -Over 10,000 hours of clinical trial activity in the past 15 months -The program is moving towards cost neutrality CRCs have gained access to begin DISCUSSION/SIGNIFICANCE:

118

### **The Undergrad Experience: Insights of a clinical research training program aimed at undergraduate students**

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OBJECTIVES/GOALS: Establishing a career trajectory geared towards undergraduates interested in a biomedical career has led to the development of a Clinical Research Training (CRT) Program. The purpose of this study is to evaluate the student experience of the program. It is our hopes to train the next generation of clinical researchers straight out of undergrad. METHODS/STUDY POPULATION: Establishing the success of the recently established Clinical Research Training Program and creating quality improvement measures has been analyzed with a focus on 5 domains. Outcome quality measurements and evaluation of the following domains have been completed from a student's experience. These domains include: 1) the capstone course, 2) the internship experience, 3) career development opportunities, 4) hands-on training opportunities, and 5) post-baccalaureate career plans or career attainment. Each of these outcomes have been collected from students who have completed the program as well as students currently enrolled. Data will be obtained via qualitative measures such as course surveys, Likert scale ratings, and evaluation of data-based outcomes. RESULTS/ANTICIPATED RESULTS: In this ongoing study, results will demonstrate there is a percentage of students who were directed into clinical research positions due to their exposure to the clinical research world during their undergraduate training. Transferable skills such as CITI training, knowledge of good clinical practice, and familiarity of current research topics are associated with a higher likelihood to pursue a career in clinical research. Students placed within an associated internship slot with the community partners has also led to an increase in career placement in clinical research. Other factors provided by the course such as establishment of an extensive network, exposure to career pathways related to clinical research, and an increase in cross-trainings that lead to increased advancement in the scientific domain. DISCUSSION/SIGNIFICANCE: To address clinical research workforce gaps by training students during their undergraduate education. Also, by addressing this gap, we can begin to strengthen the career trajectory and goals of students interested in a career in the life sciences. By targeting this workforce, it can lead to an increase in diversity and retention in the workforce.

119

### **Usability and acceptability of an assistive technology WebAPP for the management of older adults' functional disabilities in activities of daily living: Primary care physicians' perspective**

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OBJECTIVES/GOALS: Assistive technology (AT) can improve older adults' function in daily activities. However, Latinos are among the least likely to use AT. Given that primary health care physicians (PCPs) have low awareness about AT, this study aims to evaluate the usability and acceptability of an AT WebAPP among PCPs to increase older Latinos' access to AT. METHODS/STUDY POPULATION: A team of an established researcher, a sub-graduate faculty and student, and a graduate student will recruit ten PCPs in Puerto Rico and will interview them to explore their current practice in addressing the functional needs of older Spanish-speaking Latinos. The researchers will then train PCPs in the use of a Spanish evidence-based AT WebAPP developed in one of our earlier studies. PCP participants will use the APP with their older patients for 30 days. At the end of the usage period, the analysis will include a mixed method design, consisting of the simultaneous collection of quantitative data using a validated scale followed by qualitative data through individual interviews. Quantitative data will be analyzed with descriptive statistics and qualitative data with thematic content analysis. RESULTS/ANTICIPATED RESULTS: We expect that the AT WebAPP will be rated as particularly useful and acceptable by the PCPs to increase older Latinos' access to information about AT that could compensate for their physical function disabilities. We also expect that PCPs will offer recommendations for enhancing the design and usability of the AT WebAPP. DISCUSSION/SIGNIFICANCE: Studying the usability and acceptability of this AT WebAPP among PCPs will advance our understanding of its feasibility in enhancing PCPs AT knowledge and recommendations of AT devices for older adults with disabilities in Puerto Rico and in Latino communities in the continental United States.

120

### **Using Implementation Science to Develop a TL1 D&I Science Training Implementation Plan<sup>#</sup>**

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OBJECTIVES/GOALS: The training needs of clinical & translational scientists are evolving. Implementation of new curriculum content requires assessment of need, fit with current curriculum, incentives and barriers to implementation. We used implementation science methods to plan the implementation of a dissemination and implementation science training toolkit. METHODS/STUDY POPULATION: The Tufts Clinical & Translational Science (CTS) Graduate Program is the training core of the Tufts CTSI and its associated TL1. To assess barriers and facilitators to implementing the

<sup>#</sup>Denise H. Daudelin has been added as an author. An addendum detailing this update has also been published (doi:10.1017/cts.2023.570).