

evaluate pre-to-post participation changes and reviewed free responses for additional context. **RESULTS/ANTICIPATED RESULTS:** From June 2023 to September 2024, 21 people (12 post-docs/1 research assistant professor/7 tenure-track assistant professors/1 other; 13 female) were enrolled in 4 sessions. Seven people did not finish the sessions and were lost to follow-up. For the 14 participants who completed both the entry and exit survey, perceived preparedness for grant submission increased from 30.1 ± 23.5 to 67.1 ± 24.6 ($p = 0.001$). Funding confidence in securing funding also increased from 40.8 ± 19.1 to 64.0 ± 20.7 ($p = 0.003$). Participants valued the structure and accountability of the groups and reported other benefits, such as improved writing skills. Opportunities for feedback were also appreciated, with one participant stating, “I learned to face my fear of constructive criticism.” **DISCUSSION/SIGNIFICANCE OF IMPACT:** Coaching improved perceived preparedness for grant submission and confidence in securing funding for participants’ current submissions and provided potentially durable benefits such as receiving and positively responding to constructive feedback. The impact of such programs likely exceeds the short-term financial return on investment.

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Empowering future healthcare leaders and clinical researchers across a decade: UCLA’s Clinical and Translational Science Institute – Research Associates Program[†]

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OBJECTIVES/GOALS: To assess the impact of UCLA’s Clinical and Translational Science Institute Research Associates Program (CTSI-RAP), a student-led undergraduate clinical research initiative, on current members’ career interests and development. **METHODS/STUDY POPULATION:** To evaluate CTSI-RAP’s impact, we surveyed students using the REDCap platform between May and June 2023. The survey captured data on demographics, academic background, motivations for joining, and engagement in clinical research activities. Students also provided self-assessments of how the program influenced their career interests. Both descriptive and qualitative analyses were then used to assess key factors influencing students’ experiences, including the program’s impact on career decisions in healthcare and clinical research. **RESULTS/ANTICIPATED RESULTS:** Out of 43 students surveyed, 40 responded (93%). Before entering, 84.2% of students had less than one year of research experience, and most students (73.6%) did not have family members in healthcare or research professions. Top reasons for joining were gaining clinical research exposure, healthcare setting experience, and pursuing healthcare careers. Overall, 97% of students stated CTSI-RAP “definitely” or “most probably” confirmed their interest in medicine and 76% of students reported CTSI-RAP has “definitely” or “most probably” solidified their interest in clinical research. 100% of students who have applied for a job, professional school, scholarship, or internship included CTSI-RAP as a meaningful experience, reflecting the program’s mission to provide motivations for a career in medicine and science. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Since its establishment in 2013, CTSI-RAP has expanded from 15 students to more than 50 annually, providing hands-on clinical research and professional development opportunities. The program’s peer-mentorship

and student-led approach have proven effective in preparing students for diverse healthcare and research pathways.

[†]This abstract has been updated since the original publication. A corrigendum detailing these changes has been published (doi: [10.1017/cts.2025.75](https://doi.org/10.1017/cts.2025.75)).

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The effects of micro credentials in training clinical research professionals at a National Cancer Institute

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OBJECTIVES/GOALS: Micro-credentialing programs provide a rapid solution to the growing shortage of clinical research professionals (CRPs) by expanding the applicant pool and improving training efficiency. This study evaluates the impact of a micro-credential course on CRP education and its potential to reduce staffing shortages. **METHODS/STUDY POPULATION:** To address the CRP staffing shortage, new and existing clinical research staff at the Rutgers Cancer Institute of New Jersey (CINJ) participated in a micro-credential badging course developed by NJ ACTS and Rutgers’ Master’s in Clinical Research Management Program. The course focused on key clinical research topics designed to equip participants with foundational knowledge. Post-completion, surveys were administered to both participants and CINJ management to assess the program’s effectiveness. The survey measured perceived knowledge gains, interest in further opportunities, and the program’s potential to alleviate staffing shortages. Survey results were analyzed to determine the program’s overall impact on CRP education and staffing challenges. **RESULTS/ANTICIPATED RESULTS:** Survey results demonstrated significant knowledge gains among participants, with 85% reporting increased confidence in clinical research topics after completing the micro-credential course. Additionally, 70% of participants expressed interest in pursuing further opportunities in the field. CINJ management reported smoother onboarding processes and noted an improvement in job readiness among new hires. The CRC Badge has since been integrated into CINJ’s formal onboarding process. Overall, the micro-credential program contributed to expanding the CRP applicant pool, improving training efficiency, and offering a short-term solution to alleviate staffing shortages. **DISCUSSION/SIGNIFICANCE OF IMPACT:** This research demonstrates the effectiveness of micro-credentialing in addressing the critical shortage of CRPs. By rapidly equipping staff with essential knowledge, the program broadens the applicant pool, enhances onboarding, and offers an immediate solution to workforce gaps.

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A customizable training curriculum for developing and enhancing clinical research professional expertise and performance across a five-state region

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