

232

### Establishing Quality and Universal Access for LGBTQIA2+ Patients (EQUAL)

Gabriel Lee, Bashar Shihabuddin<sup>1</sup> and Courtney Shihabuddin<sup>2</sup>

<sup>1</sup>The Ohio State University College of Medicine and <sup>2</sup>The Ohio State University College of Nursing

**OBJECTIVES/GOALS:** LGBTQIA2+ patients experience many healthcare inequities and often do not seek healthcare due to stigma and previous traumatic experiences in the healthcare system. A paucity of healthcare centers provides reduced-fee or free healthcare to LGBTQIA2+ individuals. **METHODS/STUDY POPULATION:** This project was initiated by the primary author who volunteered at an established student-run free clinic in Columbus, OH. The primary author engaged other students and faculty members, including the co-authors. A needs assessment was conducted by the authors, highlighting the unique needs of LGBTQIA2+ patients in central Ohio. In April 2022, members of the community and volunteer faculty providers established the Rainbow Clinic. The Rainbow Clinic provides primary care services including sexual health/STI testing and gynecology care. The Rainbow Clinic exclusively serves members of the LGBTQIA2+ community in central Ohio and creates a safe and inclusive space to educate medical and nurse practitioner students on the care of LGBTQIA2+ patients in a culturally sensitive way. **RESULTS/ANTICIPATED RESULTS:** The Rainbow Clinic has provided care for 60 patients equating to 78 visits. Most patients sought care for general primary care (17.9%), gynecological care (11.5%) or STI testing and treatment (7.7%). In addition to medical services, social work services are also provided as part of available mental health services and to provide additional linkage to care. To our knowledge, The Rainbow Clinic is the first student-run free clinic in Ohio to offer pre-exposure HIV prophylaxis (PrEP) medication as well as the required laboratory monitoring. The Rainbow Clinic has ongoing research evaluating patient comfortability throughout their encounters and has launched research studies to evaluate how best to address social determinants of health that affect the health and healthcare of the LGBTQIA2+ community. **DISCUSSION/SIGNIFICANCE:** The Rainbow Clinic delivers free healthcare and social work services to patients who experience healthcare inequities and disparities. Additionally, the Rainbow Clinic is a source of education for medical and nurse practitioner students to ensure their cultural humility in treating future LGBTQ+ patients.

233

### Transforming the Academy of Community Reviewers (ACR) course into an E-Learning course in the Post COVID-19 Pandemic Era

Jasmine Neal<sup>1</sup>,Carolynn T. Jones<sup>1</sup>, Tanya Mathews<sup>1</sup>, Virginia Macias<sup>1</sup>, Sapna Varia<sup>2</sup> and Valerie Snaveley<sup>2</sup>

<sup>1</sup>The Ohio State University and <sup>2</sup>Community Consultant

**OBJECTIVES/GOALS:** The objectives of the Academy of Community Reviewers (ACR) serve to: (1) provide comprehensive education and training to community members about clinical research and the community review process for clinical research grants; and (2) collaborate with the community in the development of the training to ensure beneficent and meaningful engagement. **METHODS/STUDY POPULATION:** This training targets community members who will serve as future grant reviewers for The Ohio State University Center for Clinical Translational Science (CCTS) pilot grant submissions, other grant submissions and as expert

consultants on other projects needing community perspectives. In 2019 and 2020, this training was offered as a live session. Thirty-eight community reviewers were trained and have served as grant reviewers and consultants on over 70 projects. Based on feedback of former graduates, time demands, logistics, and technology advances warranted transitioning the course to an online learning platform. ACR graduates were consulted in course redesign and updates. Course revisions include material on DEIA, implicit bias and health equity in clinical research with narrated lectures. **RESULTS/ANTICIPATED RESULTS:** Each of the 7 modules (including a total of 15 submodules) will have a brief summary knowledge check. The module "How to incorporate diversity, equity, inclusion and accessibility in health research" will invite trainees to independently explore their own social identity and biases through a guided exercise. The last (7th) module will have interactive opportunities for submitting grant reviews and participation in an online grant review session, geared to The Ohio State University CCTS. ACR graduates have been invited to consult on educational material and pilot the new course. Demographic, knowledge assessments and module evaluations will be collected. An overall course evaluation and focus group interviews with graduates will also be analyzed for quality improvement and contributions in grant reviews. **DISCUSSION/SIGNIFICANCE:** The increased accessibility of the ACR course will foster more inclusive community engagement and support the development of clinical and translational research that is innovative, efficient, equitable, and relevant to its beneficiaries. This in depth community reviewer training has been designed to be used and customized to other CTSA Hubs.

234

### Translation of Community Engagement Studios into Practice: Increased Research Participation and Diversity in a Multicenter Trial

Peter C. Jeppson<sup>1</sup>, Florencia Gonzalez<sup>2</sup>, Heidi A. Rishel Brakey<sup>2</sup>, Jesse Nodora<sup>3</sup>, Grace Okoro<sup>4</sup>, Sarashwathy Veera<sup>5</sup>, Tatiana V. D. Sances<sup>2</sup>, Emily S. Lukacz<sup>3</sup>, Holly E. Richter<sup>4</sup> and Vivian W. Sung<sup>5</sup>

<sup>1</sup>University of New Mexico; <sup>2</sup>Howard University; <sup>3</sup>University of California San Diego; <sup>4</sup>University of Alabama-Birmingham and <sup>5</sup>Brown University

**OBJECTIVES/GOALS:** Women and healthcare providers from underserved rural and urban communities participated in Community Engagement (CE) studios to offer perspectives for increasing research participation of women from diverse backgrounds prior to initiating recruitment for a randomized-controlled trial comparing treatments for urgency urinary incontinence. **METHODS/STUDY POPULATION:** CE studios are listening sessions to gather patient or community input on specific study areas of interest before implementation. Ten CE studios were held via Zoom at five study sites (Rhode Island, Washington DC, Alabama, New Mexico, and Southern California). Each site held two studios: 1) women living with urgency urinary incontinence, 2) clinicians providing care in their areas. Participants gave recommendations on ways to increase study participation of women from diverse racial and ethnic backgrounds with a focus on recruitment and retention, identification of barriers to participation, and suggested approaches to overcome those barriers. Summaries were compiled from each CE studio to identify similar and contrasting recommendations across sites. **RESULTS/ANTICIPATED RESULTS:** A total of 80 participants (47 community women experiencing urgency urinary incontinence, and 33 healthcare