

4243

### Developing clinical research units to improve quality, efficiency, and cost effectiveness within an academic institution

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**OBJECTIVES/GOALS:** The Stanford CTSA Program has started to create Clinical Research Units (CRUs) with the goal to establish CRUs in all clinical departments by the end of 2020. CRUs will be responsible for managing the portfolio of projects proposed and conducted by faculty within departments. CRUs will be responsible for reviewing all clinical research studies. **METHODS/STUDY POPULATION:** CRUs will be an integral part of the Stanford's research infrastructure, tasked with 5 key functions to ensure clinical research conducted by Stanford investigators: scientific merit, feasibility, funding, compliance, progress. Each CRU will review all clinical research projects proposed by investigators within the department prior to moving forward with IRB review. Studies will be evaluated annually to ensure compliance with the protocol, applicable laws and regulations, and recruitment goals. The Stanford CTSA will provide guidelines, SOPs and personnel to assist CRUs. In fall 2019, a landscape analysis of SoM clinical departments was conducted to identify:

- 1) similar existing CRU-like systems,
- 2) unique needs of departments/divisions for developing CRUs and
- 3) barriers to implementation.

**RESULTS/ANTICIPATED RESULTS:** Challenges the pilot CRU has faced include communication and concerns regarding additional obstacles to conducting research. However, as study teams moved through the initial CRU formation, the feedback was overwhelmingly positive. Study teams were appreciative of the constructive feedback and the support for setting up studies. Results from the landscape analysis identified CRU-like systems in 5 departments and highlighted concerns regarding resources needed to implement CRUs. Based on feedback from the landscape analysis, a faculty and operational lead was identified in each clinical department to oversee CRU implementation. Facilitated by CTSA personnel, CRU leads have met quarterly since April 2019. Meetings consist of discussing expectations, sharing ideas and identifying potential roadblocks. **DISCUSSION/SIGNIFICANCE OF IMPACT:** CRUs will constitute a new organizational structure that consists of teams of investigators and staff to promote high quality, efficient clinical research and enhance collaborative opportunities. The CRU leadership will champion new initiatives in CTR and create pathways for investigators to access research infrastructure and resources. **CONFLICT OF INTEREST DESCRIPTION:** NA.

4207

### Development and Evaluation of a Pilot Mentor Training Program for Clinical Translational Research Professional Workforce

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**OBJECTIVES/GOALS:** The goal of this project was to develop and evaluate a pilot mentor training program for clinical research professionals. This project presents an evidence- and theory-based

mentoring program that has been developed, implemented, and evaluated for this group of translational research professions. **METHODS/STUDY POPULATION:** The curriculum for the program was designed for aspiring mentors and aligned with the topics of existing Entering Mentoring curriculum for translational workforce (Pfund, Branchaw & Handelsman, 2015). Eleven experienced CRPs participated in the pilot training program. The training was delivered in two-hour meetings over eight weeks. Qualitative e-mail interviews and a validated mentoring competency assessment (Fleming et al., 2013) and mentor role assessment (Dilmore, 2010) tool were used for process and outcome evaluation. Cases studies specific to the CRPs work environment were developed and used to facilitate discussions throughout the training. **RESULTS/ANTICIPATED RESULTS:** Pre- and post-training scores for mentoring competency assessment were compared across six sub-indexes. Paired t-tests showed a significant difference for the maintaining effective communication competency,  $p = 0.0202$ . Comparisons of individual items also showed positive changes in the promoting professional development competency,  $p = 0.0161$ . Qualitative assessment revealed that most mentor trainees recognized a distinction between a mentor and a supervisor or on-the-job-trainer. Furthermore, most have been informal mentors without a formal role assignment, the need for ongoing mentoring, and potential of mentoring networks. **DISCUSSION/SIGNIFICANCE OF IMPACT:** CRPs is a diverse group of research support professionals who may hold the roles of research study coordinators, research nurses, regulatory and compliance specialists. Tailored mentoring can provide essential infrastructure for ongoing professional development and support talent retention.

4576

### Driving Research: An Interdisciplinary, Vibrant, Engaged Network (DRIVEN)

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**OBJECTIVES/GOALS:** We focus on the following mission aligned activities centered upon optimizing the culture around inclusion, equity and diversity in the clinical and translational research faculty at UAB:

- To identify, support and promote Diversity, Equity and Inclusion (DEI) faculty award recognition and leadership program participation locally, regionally and nationally
- To identify, support and promote senior faculty representation on DEI-focused regional, national, and international scientific advisory committees of foundation, professional society and federal programs
- To identify opportunities and support the development of competitive DEI-focused foundation, professional society and federal grant applications
- To support the academic advancement, promotion and tenure among DRIVEN community
- To sponsor and convene professional development and social activities for the DRIVEN community

**METHODS/STUDY POPULATION:** A partnership of the Center for Clinical and Translational Science Training Academy and the Scientific Community of Outcomes Researchers (SCOR), DRIVEN is a multi-faceted solution to enhance workforce diversity by promoting individual and collective professional development,