

219

Engagement as a Spectrum: Co-Developing and Implementing a Training Series to Enhance Researcher Capacity for Engaging Community and Patient Partners

Simone Frank¹, Nisha Datta¹, Alicia Bilheimer¹, Milenka Jean-Baptiste^{1,2}, Christopher Tunstall³, Mysha Wynn³, Eva A. May⁴, Mary Anderson⁴, Veronica Carlisle⁵ and Jennifer Potter⁵

¹North Carolina Translational and Clinical Sciences (NC TraCS) Institute, University of North Carolina, Chapel Hill, NC, USA; ²UNC Gillings School of Global Public Health, University of North Carolina, Chapel Hill, NC, USA; ³North Carolina Translational and Clinical Sciences (NC TraCS) Institute Equity in Research Community and Patient Advisory Board (CPAB), University of North Carolina, Chapel Hill, NC, USA; ⁴Lineberger Comprehensive Cancer Center Community Advisory Board, University of North Carolina, Chapel Hill, NC, USA and ⁵Office of Community Outreach and Engagement, Lineberger Comprehensive Cancer Center, University of North Carolina, Chapel Hill, NC, USA

OBJECTIVES/GOALS: Community-based participatory research is a “gold standard” methodology, yet many researchers lack the experience or resources to implement this approach. To make engagement more accessible, we developed and implemented a 3-part training series highlighting engagement as a spectrum with many options to meaningfully engage partners. **METHODS/STUDY POPULATION:** Staff at UNC-Chapel Hill’s CTSA and Cancer Center collaborated with patient and community partners to co-develop training content, structure, and delivery. Sessions were free and open to the public and covered key components of research engagement and its benefits, debunked common myths and misconceptions about engagement, outlined specific methods along the spectrum of engagement (from low to high touch), and described nuances of building and maintaining partnerships. Partners determined how to best incorporate their perspectives, developed content (including videos, audio clips, and quotes), and co-presented with UNC staff. Evaluations were collected after each session and feedback was incorporated into future iterations. **RESULTS/ANTICIPATED RESULTS:** 194 individuals from over 20 institutions have participated in the training. Of all survey respondents to date (n=74), 93% were very or extremely satisfied, 77% felt the training was very or extremely relevant to their work, and 76% were very or extremely likely to use information learned in the next year. Most helpful parts of the training were differentiating research engagement from participation; explaining engagement as a spectrum with varied methodologies; providing tools and resources to implement different approaches; and hearing directly from community co-presenters about their experiences engaging in research. Based on feedback, we created a workshop for researchers to develop engagement plans and an additional training for partners to build capacity and knowledge about engaging in research. **DISCUSSION/SIGNIFICANCE:** Engaging partners who are impacted by research can be instrumental to the success of a study. This training can help researchers identify engagement approaches that align with their goals, experience, and resources, as well as the interests and capacity of potential partners, and can serve as a model for those interested in training co-development.

220

The Unheard Voices of Clinical Trials: Fostering Inclusivity for People Experiencing Homelessness in Clinical Trials

Bruno Baltazar, Sherman Wu and Eunjoo Pacifici
University of Southern California

OBJECTIVES/GOALS: Investigate the perspectives of people experiencing homelessness (PEH) on clinical trials to uncover knowledge gaps and attitudes. This study aims to offer insights for clinical researchers to enhance engagement with this marginalized group, ushering in a more inclusive clinical trial process. **METHODS/STUDY POPULATION:** A 14-question survey was developed in collaboration with the Street Medicine Team at the University of Southern California and other stakeholders of PEH research. Initial questions assess knowledge of clinical trials, followed by questions gauging sentiments on clinical trial participation, and final questions on the significance, benefits, and risks of clinical trials. Upon approval by the local Institutional Review Board, the survey will be administered in an interview format. Study participants will be from locations within the area of operations of the USC Street Medicine team—in and around Hollywood, South Los Angeles, and/or the Los Angeles Council District 1. **RESULTS/ANTICIPATED RESULTS:** We anticipate that the results of this study will offer valuable insights into the perspectives of PEH regarding clinical trials. Results will also provide varying levels of knowledge and understanding among PEH about clinical trials, along with their past experiences in clinical trial participation, and willingness for future involvement in such trials. Further, the results will reveal whether respondents feel they are being properly represented in clinical research projects that could impact themselves and their community. This project can also enhance our understanding of the expectations and concerns of PEH regarding their potential participation in clinical trials. **DISCUSSION/SIGNIFICANCE:** The outcomes of this research project have the potential to lay the groundwork for enhancing the involvement of PEH in translational science research, encompassing aspects from study design to participation. This improvement could benefit not only participants but also various stakeholders involved.

221

Parent Perspectives on Improving Out-of-School Activities in Low-Income Black and Latinx Communities*

Jaime La Charite¹, Mercedes Santoro², Kate Diaz Roldan³, Alejandra Hurtado³, Irvine Cindy Flores³ and Irvine Rebecca Dudovitz³

¹David Geffen School of Medicine at UCLA; ²The County of Los Angeles Department of Parks and Recreation and ³University of California, Los Angeles

OBJECTIVES/GOALS: Participating in out-of-school activities (i.e., sports) is associated with improved physical and mental health, but racial/ethnic and income disparities persist. Our goal was to describe parent perspectives to understand how to enhance family engagement in these activities, especially in low-income Black and Latinx communities. **METHODS/STUDY POPULATION:** We recruited

parents through a large urban parks and recreation department located in Los Angeles County (LAC) and two community-based organizations who provide services primarily to low-income Black and Latinx residents in LAC. We conducted semi-structured English or Spanish interviews with parents of children ages 6-17 about the impact of activities on families, experiences making it difficult or easier for their child to be involved, and recommendations to meet their needs and facilitate family engagement. We coded the interviews using Dedoose and then performed thematic analysis. RESULTS/ANTICIPATED RESULTS: We completed 34 interviews (17 English, 17 Spanish). Parents shared these central ideas about out-of-school activities: (1) they support families and promote healthy child development; (2) they must create a safe environment and promote a sense of belonging for all families; and (3) service delivery changes reduced barriers, but activities often remained inaccessible. Barriers included lack of awareness about low-cost options, online enrollment, financial costs, waitlists, program timing, inaccessible parks/pools, safety, inconsistent quality, few opportunities for families to participate together, and a desire for more inclusive practices around race, culture, language, gender, children with special needs, and parent involvement. Parents offered recommendations to increase family engagement. DISCUSSION/SIGNIFICANCE: Involving parents in optimizing out-of-school activities may improve access, uptake, and quality of these health-promoting activities in low-income Black and Latinx communities.

223

Enhancing the Impact of a Community Feedback Session Service Through Ongoing Evaluation

Nixola Datta¹, Simone C. Frank¹, Mary E. Grewe¹, Chloe Yang^{1,2}, Khadeejatul-Kubraa Lawal^{1,2} and Alicia Bilheimer¹

¹North Carolina Translational and Clinical Sciences (NC TraCS) Institute, University of North Carolina, Chapel Hill, NC, USA and ²UNC Gillings School of Global Public Health, University of North Carolina, Chapel Hill, NC, USA

OBJECTIVES/GOALS: UNC-Chapel Hill's CTSA implemented a community feedback session (CFS) service to help researchers gather actionable, authentic, and constructive feedback on their projects from community experts. Simultaneously, we conducted an ongoing, participatory evaluation process to improve the experience for researchers and community members. METHODS/STUDY POPULATION: Informed by the Community Engagement Studio model (Yoosten, 2015), a CFS is a 2-hour consultative session that includes facilitated discussion with community experts around topics or questions posed by a research team. UNC-Chapel Hill's CTSA staff conducted 7 CFSs during the pilot phase of the service and collected evaluation surveys from researchers and community experts. We held a data party – a participatory evaluation method – to analyze and interpret survey data. Resulting recommendations were used to improve CFS materials and processes. We conducted 11 CFSs after the pilot phase, then analyzed survey data again to gauge improvement and make further adjustments to the service. We also surveyed researchers three months after their last CFS to assess the impact of community experts' feedback on their studies. RESULTS/ANTICIPATED RESULTS: Since January 2022, 108 community experts have participated in 18 CFSs spanning 9 research projects. Data party interpretations of pilot evaluation data yielded several changes in service delivery; since those changes were instituted, all researchers have highly rated the service, unanimously recommending it to colleagues. Researchers praised well-structured

sessions and productive engagement, citing direct benefits to their work and significant impact on recruitment processes 3 months post CFS. Community experts also echoed satisfaction, with 100% finding CFSs worthwhile and 95% desiring to participate again, emphasizing the sessions' supportive atmosphere. A community expert reported that the sessions 'made me feel seen and allowed for a greater understanding of what I have been dealing with.' DISCUSSION/SIGNIFICANCE: The CFS model allows research teams to elicit rapid and meaningful community input, which is key to improving research relevance and impact. Ongoing participatory evaluation of the service ensures continuous improvement, yielding more meaningful interactions and studies that reflect the perspectives of people affected by the research.

224

Caregiver Perspectives on Telehealth Assessment and Other Supports for Infants with Early Developmental Concerns

Meagan Talbott, Daltrey Schmidt and Sarah Dufek
UC Davis Health

OBJECTIVES/GOALS: Caregivers often identify signs of autism in infancy but face multiple barriers when seeking specialized evaluations and subsequent services. This study sought to understand the experiences of families with early developmental concerns to identify acceptable and feasible strategies to support them during this period of uncertainty. METHODS/STUDY POPULATION: We interviewed 15 families participating in a larger longitudinal project developing telehealth assessments for infants with early developmental concerns. Interviews were conducted virtually following the final toddler-age assessment, and focused on caregivers' experiences navigating early concerns, appropriateness of existing supports, and suggestions for future directions. Interviews were transcribed and coded across multiple passes, focusing on both phenomenological experience and frequency of specific supports mentioned. RESULTS/ANTICIPATED RESULTS: Core themes expressed across multiple included: (1) Uncertainty; (2) Navigating Supports; (3) Community and Connection; and (4) Information is Power. Caregivers also provided specific suggestions for addressing these areas. These included suggestions for parent coaching topics, modalities for sharing information with parents (e.g., group meetings, online modules), and research practices. DISCUSSION/SIGNIFICANCE: There have been recent efforts to develop pre-diagnostic interventions for infants, but few studies have investigated the needs and priorities of families during this period. Our approach can help bridge the gap between research and practice by identifying family priorities to target when developing interventions.

228

Investigating the Transitional Process from Pediatric to Adult Care and Improving Transitional Readiness for Youth with Sickle Cell Disease (SCD) through Co-Designing an Intervention

Janine Noorloos, Fairuz Karim, Jaspreet Randhawa, Geil Astorga and Peola Ellis
University of Toronto

OBJECTIVES/GOALS: The goal is to use a participatory design approach involving patients and healthcare providers to create an intervention aiming to improve the transition readiness of youth with sickle cell disease (SCD) when going from pediatric to adult care