goals are to enhance the availability and communication among CTSI resources, for example internal funding, and to expand existing mentorship. METHODS/STUDY POPULATION: Developed a reviewer database that serves to streamline reviewer identification, decrease reviewer fatigue, and promote collaboration among disciplines. We started with a pool of NIH-funded investigators from across the Indiana CTSI core institutions and merged this list with previous CTSI reviewers and internal funding awardees. To expand this list, names and expertise from new faculty hires were added. RESULTS/ANTICIPATED RESULTS: Though this tool is relatively new, we have already observed an increase in junior faculty awareness and engagement with the CTSI. This database allows for increased opportunities of junior faculty to serve as reviewers and to refine grant writing skills and provides a platform for networking and collaborating across disciplines. It also allows for increased integration of programs with a shared reviewer database and promotes grant review standardization. DISCUSSION/SIGNIFICANCE OF IMPACT: Our database utilization seeks to decrease the time for junior faculty to obtain their first extramural grant, to enhance promotion and tenure packages, strengthen integration among CTSI programs, increase interactions between clinical and basic science investigators, and promote team science.

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Utilizing digital pedagogy to build communication skills in predoctoral training programs

Karen M. Weavers and Becca Gas
Mayo Clinic

OBJECTIVES/SPECIFIC AIMS: A key factor for success in science is the ability to communicate clearly and succinctly using language appropriate to the audience. Most predoctoral training programs offer opportunities for students to build oral and written communication skills at local and national conferences. However, this rarely provides specific feedback and tends to be episodic. The Mayo Clinic Center for Clinical and Translational Science (CCaTS) has developed an environment for deliberate practice of presentation skills within a weekly Works in Progress and Journal Club session using a learning management system, Blackboard Collaborate. The learning management system captures the presentation that can then be viewed by the student. Watching yourself give a presentation is a powerful learning tool. The learning objectives of the sessions provide students deliberate practice to: (1) Build critical presentation skills for a 1-minute elevator talk, a 2-minute poster overview, a 10-minute oral presentation of your science to a science audience and to a non-science audience. (2) Develop constructive reviewer skills by completing peer reviews of presentations. (3) Develop critical thinking skills to ask thought provoking questions during presentations. By utilizing a curriculum that offers video-recording for reflection and self-evaluation, Mayo Clinic CCaTS has developed an environment in which predoctoral students are encouraged and supported to constantly hone their presentation skills. METHODS/STUDY POPULATION: All CCaTS predoctoral students are asked to prepare presentations in several formats for the weekly 1-hour session. The students' presentations of their science or journal articles are recorded and saved within Blackboard; a link is provided for the student to review personally, with a mentor, and with the Education Coordinator to discuss the strengths and weaknesses of the presentation. During each session, faculty facilitators encourage students to ask thought provoking questions, and student reviewers are assigned to provide critical and constructive written feedback to the presenter. Sessions providing tools and guidelines for constructive feedback and developing critical and constructive questions are regularly interspersed. RESULTS/ANTICIPATED RESULTS: By reviewing a video recording of their presentations, CCaTS predoctoral students get the opportunity to self-evaluate their performance as an audience member. By going through this process of preparing, presenting, reflecting on their presentations, and discussing their strengths and weaknesses with mentors and classmates, the students gain both powerful presentation skills and methods to improve their delivery and reviewer skills. DISCUSSION/SIGNIFICANCE OF IMPACT: Successful scientists, whether in academia or industry, have the ability to communicate their science clearly using appropriate and common language specific to each audience they present to. By utilizing a curriculum that offers video-recording for reflection and self-evaluation, Mayo Clinic CCaTS has developed an environment in which predoctoral students are encouraged and supported to constantly hone their presentation skills.

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The extra-territorial translational team: Advances in multi-faceted community engagement

Sharon A. Croisant, Amber L. Anthony, John Prochaska, Chantele Singleton and Joseph A. Kotarba

OBJECTIVES: We developed the concept of the *extra-territorial translational team* (ETTT) in 2014 as a more inclusive revision and extension of the *team science* concept. Translational thinking is largely marked by the perception of the team as a thing-like structure at the center of the scientific activity. Collaboration accordingly involves bringing external others (e.g., scientists, community members, and clinicians) into the team through limited or dependent participation. The ETTT is intended to frame the team as an *idea*: a schema for assembling and managing *relationships* among otherwise disparate individuals with vested interests in the problem at hand. Thus, the ETTT can be seen as a *process* as well as an *object*. Our initial focus was on the very successful *SCI Café* program (where Science and Communities Interact) conducted through the Institute for Translational Sciences and the Center for Translational Sciences Award at UTMB. We found that by looking beyond the taken-for-granted features of translational research teams, we are free to discover new ways of organizing research and community engagement that are innovative yet productive. The major area of growth, however, has been the Research, Education, And Community Health Coalition (REACH). The purpose of the current study is to outline strategies for inventorying and evaluating the emerging programs that are the major components of REACH and the SCI Café and to suggest implications for the extra-territorial translational team concept. METHODS/STUDY POPULATION: The assessment of the extraterritorial team concept in REACH and SCI Café is primary a process of qualitative content analysis. We use semi-structured interviews with project leadership, observations of the actual performance of the REACH teams, and the review of REACH and SCI Café documents, for example, Quantitatively, we have conducted a Community Health Needs Assessment (CHNA) to better understand community health and resource needs. RESULTS: Both the SCI Café program and the REACH initiative follow the principles of the ETTT concept for assembling and managing research and community outreach. The following are several key principles shared by both programs: (1) The importance of creative, applicable, and inclusive mission statements: (a) REACH seeks to facilitate communication, collaborative research, and service efforts between UTMB and Institute for Translational Sciences investigators and Galveston County community leaders; (b) The SCI Café hosts interactive dialogs that serve as a medium for priming, organizing, communicating and strategizing among the individuals involved in team science via community-based research projects. (2) Increasing scientific and health literacy: (a) REACH seeks to increase literacy through both short-term and long-term interactions; (b) The SCI Café focuses on short-term yet intensive interaction through conversations among researchers, clinicians, and the public. (3) Sharing timely scientific public health information with the community: (a) REACH seeks information from community leaders on relevant topics; (b) The SCI Café can mobilize quickly to respond to timely topics by direct communication with a wide range of stakeholders, academic as well as community based. (4) Sharing leadership with the community: (a) REACH establishes formal relationships with 23 UTMB units and 39 broad-based, high impact Galveston County organizations. (b) The SCI Café works primarily with "grass roots" community-level groups and organizations. (5) Creating resources and strategies for expansion: (a) REACH is working to expand its activities to other counties in the Gulf Coast area of Texas (e.g., Brazoria and Matagorda Counties); (b) The SCI Café is expanding its program to comfortable locations accessible to local residents (e.g., schools and libraries). (6) The value of regular and systematic scientific and evaluation: (a) REACH is conducting a Community Health Needs Assessment (CHNA) that has already discovered major issues of relevance to community leaders including mental health, vaccination rates, food security, disaster preparedness, and caregiving. (b) The SCI Café conducts an evaluation survey at the conclusion of every event to stay current with participants interests and needs. DISCUSSION/SIGNIFICANCE OF IMPACT: (1) In order to maintain the ability to operate extra-territorially (i.e., beyond the safe organizational confines of the University), the 2 programs discussed here must maintain a fluid team structure. Different projects require different types of leadership, grass roots participation, university resources, communications/public relations, etc. (2) The strategy of accumulating and disseminating best practices appears to be one of the most valuable products of the extra-territorial team. (a) REACH's "Offer and Ask" practice by which information of university and community resources (skills and expertise) are shared makes cooperation and shared leadership explicit. (b) The SCI Café's interactional strategies for encouraging and enabling café participants to join the discussion/conversation are wonderful ways to convert an otherwise unidirectional lecture into a vibrant conversation. (3) Although the scope of these 2 programs is quite different, the message from both is that the principles of extra-territorial translational teams are application to all such endeavors to improve scientific and health literacy.

HEALTH EQUITY & COMMUNITY ENGAGEMENT

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A community-academic partnership to understand the correlates of successful aging in place (year 2)

Kimberly Vasquez[1], Dozene Guishard[1], William Dionne[1], Alexandra Jurenko[1], Caroline Jiang[1], Cameron Coffran[1], Andrea Ronning[1], Glenis