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Enhancing team collaboration through on-demand collaborative agreement training

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OBJECTIVES/GOALS: Collaborative agreements are vital for building strong partnerships, particularly during the formation of new research teams. To support team scientists during critical stages of team formation, we developed a flexible, on-demand eLearning module on collaborative agreements with examples and guidelines for developing tailored agreements. METHODS/STUDY POPULATION: The on-demand Collaborative Agreement module empowers learners to complete a full overview of collaborative agreement concepts or to directly access topics of interest within the module. Designed for real-time applications, it includes conversation prompts, downloadable templates, and example scenarios to guide team building and maintenance. To date, the module has been used by clinical and translational science trainees, early-career investigators, faculty participating in mentor training programs, and PIs of a multi-site research project. Early feedback has prompted the development of a consultative service to support teams in developing their own collaborative agreements after team members complete the module. RESULTS/ANTICIPATED RESULTS: We are collecting data through pre- and post-training assessments embedded within the module. Post-assessment also invites respondents to share contact information for follow-up evaluation of their adoption. As of October 2025, we have collected 21 pre-assessment responses and 14 post-assessment responses. We anticipate gathering more data prior to Translational Science 2026. We will summarize assessment data focused on the tool's effectiveness, learner's intention to adopt collaborative agreements, and their confidence in building their own agreements. Additionally, we will provide feedback on the value of support services post-training for team implementation of collaborative agreements. DISCUSSION/SIGNIFICANCE OF IMPACT: The just-in-time online tool facilitates the use of collaborative agreements for individual learners, teams, and between mentors and mentees. It supports effective collaboration by clarifying shared expectations. Feedback for the module will inform enhancements as well as future translational science workforce development eLearning projects.

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Collaboration Planning & Research Jams: Evaluating feasibility, usability, and effectiveness of implementing Team Science interventions across 13 CTSA hubs

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OBJECTIVES/GOALS: Team Science is an essential element of Clinical and Translational Research (CTR), and a Translational Science Principle key for generating innovation. As CTSA hubs work to improve the practice of CTR through Translational Science, many seek evidence-based interventions from the field of the Science of Team Science to make teamwork more impactful. METHODS/STUDY POPULATION: Two evidence-informed Team Science interventions were offered to CTSA hubs for implementation and evaluation: Collaboration Planning & Research Jams. Thirteen CTSAs signed up to implement Collaboration Planning; 12 implemented at least one session by the end of the project. Four CTSAs signed up to implement Research Jams; all implemented at least one session. Implementers, CTSA-based Team Science leaders, received training in intervention delivery. We collected pre-/post-implementation survey data on feasibility and usability of the interventions, as well as post-training satisfaction. We also collected post-implementation data to capture implementers' experience in delivering the interventions. Further, participants in each intervention were surveyed about their experience. RESULTS/ANTICIPATED RESULTS: Implementers agreed that the interventions were feasible and usable, while sharing challenges they encountered. Key challenges included limited buy-in from leadership and teams and the need for better marketing about the benefits of participation to increase uptake. Scheduling busy researchers was also a challenge. Implementers noted that the interventions aligned with their CTSA's Team Science goals and would help them provide additional support to teams. CP participants reported increases in understanding about their team processes and found the intervention to be both valuable and useful. Suggested improvements included longer, more personalized sessions. RJ participants agreed that RJs were helpful in surfacing shared ideas and requested additional resources to move the work forward post-session. DISCUSSION/SIGNIFICANCE OF IMPACT: Team Science interventions can provide CTR teams with strategies that improve the conduct of CTR, while also serving the needs of CTSA-based Team Science leaders in facilitating more efficient and effective Team Science. Our data show the feasibility of implementing such interventions by providing training delivering team-based interventions.

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An ethnographic investigation into rural healthcare delivery and accessibility

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OBJECTIVES/GOALS: This pilot study uses an ethnographic analysis to examine provider knowledge, experiences, perception, and attitudes in delivering care in rural, primary care health professional shortage areas. METHODS/STUDY POPULATION: Ethnographic study relying on qualitative methods (semi-structured and open-ended interviews). Study population includes rural healthcare professionals (HCP), including physicians, physician assistants, nurses, dentists, therapists, and pharmacists. RESULTS/ANTICIPATED RESULTS: Anticipated Results: Understandings of why rural HCP choose to deliver healthcare in resource-limited communities, and how this figures into their knowledge, experience, attitudes, and perceptions. A focus on barriers as well as strengths of HCP practicing in rural, HPSA. HCP in rural settings often face distinct working conditions precipitated by resource limitations, which

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