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Interdisciplinary learning meets translational science: The Puerto Rico Health Justice Center's role in empowering graduate students in doing trauma-informed and victim-centered research

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OBJECTIVES/GOALS: Develop trauma-informed, victim-centered care skills. Foster student-led, translational research on trauma and victim services engage students in public policy and public health engagement support professional growth through research presentation and publication. METHODS/STUDY POPULATION: A review of the 2018–2021 mentorship program that engaged ten graduate students from diverse institutions (seven from San Juan Bautista School of Medicine, one from Interamerican University, one from UPR-Medical Sciences Campus, and one from Ponce Health Sciences University). Students participated in trauma-informed and victim-centered research projects focusing on sexual violence, child abuse, and victim services. They were mentored by Dr. Linda Laras and Dr. Linda Pérez at the Puerto Rico Health Justice Center, receiving hands-on experience through case discussions, literature review, research design, data collection, and presentations at the Start By Believing Symposium. RESULTS/ANTICIPATED RESULTS: From 2018 to 2021, students developed trauma-informed care skills and conducted research on topics such as therapy dogs in courtrooms, victim services, and the impact of child sexual abuse. The results of this mentorship program included a publication in Cureus (10.7759/cureus.13644) and presentations at the Start By Believing Symposium, attended by legal and community professionals. The Fundación Intellectus Sexual Violence Research Scholarship was awarded, and the research earned award winning posters at multiple symposiums, including the SJBSM Interdisciplinary Research Symposium. DISCUSSION/SIGNIFICANCE OF IMPACT: This mentorship translates trauma-informed research into real-world applications for sexual violence intervention. Medical students gain practical skills to address trauma in residency, while public health students shape policy. These research efforts have resulted in best practices and policy changes in Puerto Rico.

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Translational Biomedical Sciences (TBS) Training Program: A model for developing the seven characteristics of a translational scientist

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OBJECTIVES/GOALS: Biomedical researchers must understand disease pathology mechanisms and participate in the translation of laboratory findings, research dissemination, and discovery implementation to improve health outcomes. Also, they need experience engaging diverse stakeholders. This requires intentional training as a translational scientist. METHODS/STUDY POPULATION: Our T32, pre-doctoral Translational Biomedical Sciences (TBS) Training Program addresses the 7 characteristics of a translational scientist: domain expert, boundary crosser, team player, process innovator, skilled communicator, systems thinker, and rigorous researcher. Core curriculum components include a clinical practicum where trainees shadow a clinical researcher; community-engaged research training with community member interactions to apply learned principles; a translational research informatics class with informatics, bioinformatics, and natural language processing training; a research seminar providing practical research dissemination and implementation experience; and a team science course where trainees learn to participate on/lead research teams. Trainees tailor the courses to their research areas. RESULTS/ANTICIPATED RESULTS: Using the 7 characteristics of a translational scientist as a guiding framework, we developed five, one-semester courses (described above) integral to the development of the TBS trainees. The initial cohort of trainees are taking the classes, and they will evaluate the courses using Kirkpatrick's Model, assessing reaction, learning, behavior, and results. The trainees will complete follow-up surveys annually throughout the doctoral program to evaluate ongoing changes in behavior and results. At semester end, trainees will also participate in focus groups to provide feedback about the courses, their relevance to the characteristics of a translational scientist, and barriers and facilitators to the development of the 7 characteristics. Iterative changes will be made to the courses based on trainees' feedback. DISCUSSION/SIGNIFICANCE OF IMPACT: The TBS Program will provide a comprehensive educational experience that prepares trainees for successful, independent research careers in the broad area of translational science as well as equipping them with the confidence to work across disciplines with diverse stakeholders to design, disseminate, and implement their research.

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Micro-credentials and translational workforce development: Motivation and benefits

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OBJECTIVES/GOALS: Micro-credentials (MCs) or digital badges are short programs designed to allow learners to gain knowledge and skills at their own pace to tailor their professional development. This study aims to examine the characteristics of learners completing MCs and explore their motivation for pursuing MCs through the University at Buffalo Clinical and Translational Science Institute (CTSI) program. METHODS/STUDY POPULATION: Currently, the CTSI offers five MCs in Effective Teaching, Good Clinical Practice, Responsible Research, Scientific Communication, and Translational Teamwork. Individuals who completed an MC (2019–2024) were identified by the UB Office of Micro-credentials. An invitation email and two reminders were sent to all individuals who received MCs asking them to complete a short online survey in July-August 2024. The survey included three questions about the type(s) of MCs completed, learners' motivation for pursuing MCs,

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