

and barriers to conducting research at the CTSI and explore ways to improve administrative and clinical research processes. The significance of this research is to inform research training and career development programs within our CTSA hub and the CTSA Program nationally.

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Stressful experiences and adherence to HIV care among Black Women Living with HIV: A qualitative analysis

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OBJECTIVES/SPECIFIC AIMS: Our primary objective was to understand the relationship between incident or recent stressful events and adherence to HIV care in the context of other person, environment, and HIV-specific stressors in a sample of Black women living with HIV (WLWH). **METHODS/STUDY POPULATION:** Thirty in-depth interviews were conducted with Black women living with HIV who receive care at an academic HIV primary care clinic in the Southern region of the United States to elicit stressful events influencing adherence to HIV care. Semi-structured interview guides were used to facilitate discussion regarding stressful events and adherence to HIV care. Interviews were audiotaped and transcribed verbatim. Transcripts were independently coded using a theme-based approach by two experienced coders, findings were compared, and discrepancies were resolved by discussion. **RESULTS/ANTICIPATED RESULTS:** Participants described frequently experiencing incident stressful events including death or serious illness of a close friend or family member, and relationship, financial, and employment difficulties. Furthermore, participants reported experiencing traumatic events such as sexual and physical abuse during childhood and adolescents. While experiencing traumatic events such as sexual and physical abuse during childhood and adolescence may be distressing, these events did not influence adherence to HIV care. However, incident stressful events as defined above did influence adherence to HIV care for some participants, but not for others. For participants who reported that stressful events did not influence adherence to HIV care, factors such as personal motivation, access to social support, and adaptive coping strategies facilitated their engagement in care. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Experiencing stressful events, incident or traumatic, is common among Black WLWH and have the potential to negatively influence adherence to HIV care. Thus, Interventions aimed at identifying and addressing stress, social support, and coping are essential to improve adherence to HIV care behaviors.

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Student Leadership Training effects on team dynamics and collaborative work in high-pressure, interprofessional team environments

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OBJECTIVES/SPECIFIC AIMS: We aimed to explore the impact of leadership training on student's abilities to work in interprofessional research teams successfully. The Translational Research Design and Interprofessional Skills Development Course (shortened,

Interprofessional Research Design) brings together students from different disciplines (science & medicine) and education tracks (PhD, MD, MD/PhD training) in a seven-week course to learn interprofessional collaborative skills and leadership styles that support success in translational research environments, while undertaking a research grant writing project. Part of the course involves a two-day leadership training workshop (12 hours) with the goal of understanding leadership styles and how to develop productive working relationships with team members to help students work more effectively in high-performance, interprofessional team environments. The course incorporates personality testing to develop self-awareness, with various exercises meant to build empathy, as well as knowledge of project management and effective leadership. **METHODS/STUDY POPULATION:** Nine teams of 32 students (23 MD; 9 Ph.D.) who took part in the Interprofessional Research Design course in 2017 and 2018 were required to write a reflective essay at the end of the course. We used an inductive thematic analysis to evaluate the essays. Reflective essays were coded openly by one study member. Codes were rationalized; then codes were collaboratively developed into themes by the study authors. We identified issues of integration between student groups that functioned well together and those that did not. Reflective writing responses were grouped into overall positive experiences and negative experiences. **RESULTS/ANTICIPATED RESULTS:** Seven of the nine teams collectively described their experiences positively. Themes related to positive team experience were "empathizing with group members", "sophisticated communication" and "collaborative workflow/styles." We found that those who had a positive experience utilized knowledge and skills learned during leadership training to better understand and communicate with their teammates leading to a more collaborative and dynamic workflow. These groups had higher degrees of communication both between their task assignments and within task completion periods. They also showed more awareness of others' needs in work and communication styles. For those that had a negative experience, themes were related to "basic communication", "poor integration" and "theory-practice gap of leadership training." Those who struggled showed much less in- and between-task communication and showed an inability to address the personal needs of other members in communication and workflow (while still often being able to identify them). **DISCUSSION/SIGNIFICANCE OF IMPACT:** These findings demonstrate the usefulness of leadership training that facilitates student self-awareness and empathy, as well as effective communication, leading to collaborative high-functioning interprofessional teams. Further work incorporating conflict management and exercises to overcome the theory/practice gap of leadership and teamwork training are recommended.

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The OHSU Physician-Scientist Experience: Integrating intensive translational research training for medical students into a competency-based educational framework

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OBJECTIVES/SPECIFIC AIMS: The aim of this program is to provide early support to motivated medical students interested in a career as a physician-scientist in a framework of competency-based medical education. The CTSA creates an opportunity to provide clinical research education and protected time for research for medical students in clinical and translational research. **METHODS/**