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Stepwise Predictors: Linking Pre-Residency Step 2 CK Scores to EM In-Training Exam Performance

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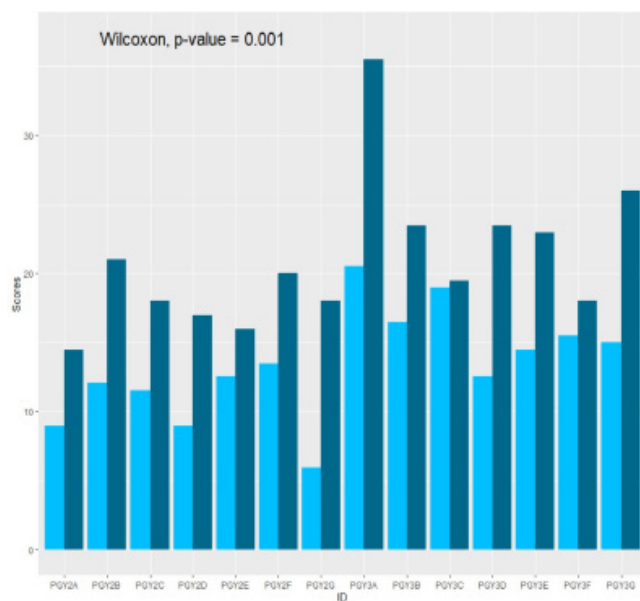
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resident competency in distal radius fracture reduction. Findings support broader integration of SEC models into EM procedural education.



38 Training the EM Educator: A National Assessment of Medical Education Fellowship Curricula and Outcomes

Kristian Larson, Rowan Kelner, Brian Merritt, Julia Ruggieri, Megan Fix, Allison Beaulieu, Patrick Hughes

Background: Over the past decade, medical education (MedEd) fellowships in EM have experienced significant growth. However, there is limited comprehensive data on fellowship curricula, core competencies, and career outcomes associated with these fellowships in EM. As more programs

are established, a clearer understanding of their content, goals, and impact is necessary to guide program development and ensure quality training for future EM educators.

Objectives: To describe the structure, focus areas, competencies, and emphasized skills in existing programs; identify gaps or variations; and recommend ways to optimize and standardize key elements to enhance their impact on MedEd.

Methods: A 40 item anonymous electronic survey was administered to fellows across the United States. Participants were asked about specific curricular content, career mentorship, continuing education, compensation, factors influencing program selection, and post-graduation job setting.

Results: Twenty-eight surveys were returned (70% response rate), and 26 complete surveys were analyzed. Many reported their residency had a fellowship pathway (81%) with 92% entering fellowship directly after graduation. Coverage of core educational competencies was high (92%). Exposure was more variable in other areas, such as technology integration (69%), deliberate practice (65%) research training (77%), quantitative analysis (69%), and peer review (73%). Grantsmanship was least commonly addressed (27%). Regarding outcomes, 65% had accepted a position. Of those, 76% planned to stay at their fellowship institution. Sixty-five percent were required to complete a research project, and 38% were required to present it.

Conclusion: While core educational competencies are broadly addressed, research and administrative training remain inconsistent. These results highlight opportunities to guide national curriculum standardization and improvement.

39 Stepwise Predictors: Linking Pre-Residency Step 2 CK Scores to EM In-Training Exam Performance

Abagayle Bierowski, Erin Hoag, Katie Duquette, Jiten Patel, Kathleen Cruz, Kelly Kehm, Peter Tomaselli, Madeline Dwyer

Background: Recent declines in ABEM Qualifying Exam pass rates have heightened the need to identify trainees who may benefit from early academic support. Early predictors of ITE scores, which are established predictors of ABEM board outcomes, may help programs recognize risk before residency even begins. Step 2 CK remains the most consistent pre-residency standardized assessment, but its predictive value for ITE performance throughout training has not been clearly established.

Objective: To determine whether Step 2 CK scores can provide early insight into EM ITE performance.

Methods: This retrospective cohort study included 114 residents from a single academic, urban EM residency program (2021-2025) with available Step 2 CK scores and PGY1 and/or PGY3 ITE percentiles; PGY1 represents the earliest standardized assessment, while PGY3 serves as a surrogate

for ABEM board readiness. Residents with only COMLEX Level 2-CE scores were excluded due to low representation ($n=3$). PGY1 ITE percentiles were analyzed across the entire cohort ($n=113$); PGY3 ITE percentiles were analyzed only for residents who had complete terminal PGY1-3 ITE data ($n=83$). Pearson correlations assessed associations between Step 2 CK and ITE percentiles. Linear regression models evaluated PGY1 ITE percentile predicted by Step 2 CK and PGY-3 ITE percentile predicted by Step 2 CK, adjusting for PGY1 ITE.

Results: In this cohort, Step 2 CK demonstrated a moderate, statistically significant correlation with PGY1 ITE percentile ($r=0.39$, $p<0.001$) and PGY3 ITE percentile ($r=0.38$, $p<0.001$). In linear regression, Step 2 CK predicted PGY1 ITE performance ($\beta=0.34$, $p<0.001$), explaining 15.4% of variance (Figure 1). Each 10 point increase in Step 2 CK was associated with an approximate 3.4 point increase in PGY1 ITE percentile. In the PGY3 model, Step 2 CK remained an independent predictor after adjusting for PGY1 ITE ($\beta=0.19$, $p=0.049$), though PGY1 ITE contributed more substantially to the model ($\beta=0.54$, $p<0.001$). The combined model explained 38.1% of PGY3 ITE variance.

Conclusions: Step 2 CK scores can provide meaningful insight into ITE performance, supporting its role as an early indicator of test-taking ability and tool for advising and exam-preparation planning.

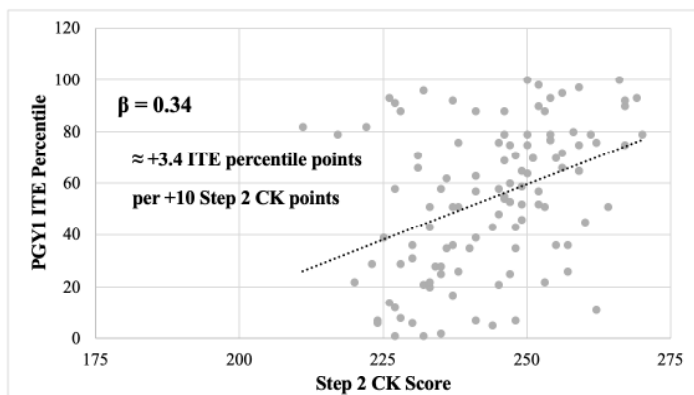


Figure 1. Association Between Step 2 CK Score and PGY1 ITE Percentile

40 Cost-Of-Living Adjustments and Emergency Medicine Resident Salaries: A National Analysis of PGY-1 Stipends from 2021–2025

Erin Dehon, Paul Kukulski, Katie Weeks, Risa Moriarity, Sarah Sterling

Background: U.S. inflation approached 20% between 2021 and 2025, raising concern that residency stipends have not kept pace with rising living costs.

Objectives: To evaluate changes in Emergency Medicine (EM) PGY-1 salaries from 2021 to 2025 and the impact of

cost-of-living (COL) on 2025 stipends across states, regions, and cities.

Methods: All ACGME-accredited EM programs were screened. Military programs and those without publicly available PGY-1 salary data were excluded. Salary information was available for 271 programs in 2025. Historical 2021 data were obtained from a prior study. Comparison of 2025 and 2021 PGY-1 salary data was possible for 197 programs due to program openings, closures, and data availability. COL indices were obtained from the Council for Community and Economic Research (C2ER) 2025 Q3 database, including 272 U.S. urban areas. Of 271 programs, 169 were in cities in the database; city-level COL values were applied. State-level COL values were applied to all programs. For the 2025-only analysis, published housing or COL stipends were added to base salary prior to COL adjustment. 2025 salaries were compared before and after COL adjustments.

Results: Among paired programs ($n=197$), PGY-1 salaries increased a mean of 16.78% from 2021 to 2025 (SD 8.04; range -6.45% to 50.6%). For 2025–2026, the national mean salary was \$69,095 (range \$56,707–\$101,200; SD \$7,952). After city-level COL adjustment ($n=169$), the effective mean salary was \$66,232 (range \$33,841–\$85,890; SD \$8,156); 91/169 programs remained above the adjusted stipend while 78/169 fell below their original stipend. The difference ranged from $-\$57,673$ to $\$25,827$ (mean $-\$2,942$, SD $\$12,932$). State-level COL adjustment for all programs also showed reduced purchasing power and substantial regional variation.

Conclusions: PGY-1 EM salaries increased from 2021 to 2025 but did not keep pace with inflation. COL adjustments revealed reduced effective compensation for many residents, with almost half of city-based programs falling below their nominal stipend. These findings support integrating COL benchmarks into stipend determinations to promote financial sustainability for EM trainees.

41 Mapping the MedED Landscape: How Emergency Medicine Residency Programs Structure Scholarly Tracks

Brian Merritt, Kristian Larson, Rowan Kelner, Julia Ruggieri, Megan Fix, Allison Beaulieu, Patrick Hughes

Background: As fellowship training becomes more common in emergency medicine (EM), residency programs are increasingly incorporating scholarly tracks. Medical education (Med Ed) is a rapidly growing EM subspecialty, yet limited data exist on how these tracks are structured and implemented. Understanding current practices may support standardization and help ensure residents gain the intended skills and experiences.

Objectives: This study aims to characterize the administrative strategies and logistics for medical education