

GME ON-CALL

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Welcome to the spring edition of the GME Newsletter! It does seem that spring has finally arrived here in Boston; let's hope that all those April showers lead to some amazing May flowers to reward us for being so soggy in April.

Despite the weather, April has been an exciting month in GME. We had our institutional site visit on April 7th. The site visitor met with GME leadership, hospital leadership, residents/fellows, faculty and program administrators. The site visit went well; the site visitor's overall impression was very positive, and we look forward to receiving the results after the Institutional Review Committee's review of our documents and the site visitor's report, likely in October. Thank you to everyone who participated in the site visit itself or otherwise supported us in our preparations.

April also brought GME Day. We welcomed visiting professor Bob Vinci, who joined us for a full day of lively discussion, presentations and education related to the Pediatric Work Force; you can read more about the day in this newsletter.

We were excited to present our inaugural GME Awards on GME Day as well. Winners included

AWARD FOR THE ADVANCEMENT OF TRAINEE EXPERIENCE

Victoria Bradford, MD, fellow in Pediatric Cardiology

GME PROGRAM ADMINISTRATOR AWARD

Katelin Benton, Program Manager for Pediatric Anesthesiology, Pediatric Cardiac Anesthesiology, Pain Medicine and Regional Anesthesiology

GME MENTORSHIP AWARD

Jennifer Ross, MD, Program Director, Addiction Medicine

GME AWARD FOR PROGRAM EXCELLENCE

Allergy/Immunology

Read on for more information on our award winners.

As we all gear up for the new academic year while we simultaneously wrap up the current one, we hope you find this edition of our quarterly newsletter educational, helpful and inspiring. If you have ideas for content you'd like to see included in future newsletters please do not hesitate to reach out, whether it is an article you'd like to write yourself or just something you'd like to read about.



Graduate Medical Education Day 2025: A Celebration of Collaboration and Vision

On April 9, 2025, the Graduate Medical Education Community at Boston Children's Hospital came together for our annual GME Day—a dynamic and inspiring gathering of trainees, program directors, hospital leaders, and administrative staff. This annual tradition is designed to celebrate our collective commitment to excellence in medical education while fostering dialogue and innovation across the training continuum.

The day began with dedicated morning meetings for hospital leadership and program directors, providing a focused space for strategic discussion around GME priorities, institutional support, and the future of training at Boston Children's. These sessions fostered alignment across leadership roles and laid the groundwork for the day's shared learning and planning.

Following the leadership sessions, attendees gathered for Medical Education Grand Rounds, featuring a keynote address by the esteemed Dr. Robert Vinci, a trailblazer in pediatric medical education and longtime leader within the Boston academic medical community. Dr. Vinci currently serves as an Assistant Dean at the Boston University Chobanian and Avedisian School of Medicine and sits on the Board of Directors for the American Board of Pediatrics. His keynote highlighted urgent challenges in the pediatric workforce and opportunities for strategic, collaborative solutions.

In the afternoon, participants engaged in an Education Retreat focused on the theme: *Encouraging Medical Students to Pursue Careers in Pediatrics*. This session was co-led by local undergraduate medical education (UME) leaders, including:

- Mary Brown, MD, MS – Associate Dean of Students, Tufts University School of Medicine
- Katie Greenzang, MD, EdM – HMS Co-Director IHP 1; Advisor PIGlet; DFCI/BCH APD Heme/Onc Fellowship
- Katie O'Donnell, MD – Associate Dean for UME at BCH; HMS Pediatric Clerkship Director
- Rachel Thompson, MD – Director of 4th Year Education in Pediatrics, BU CAMED

In the final session of the afternoon, Dr. Vinci returned to lead a powerful discussion on launching a public awareness campaign aimed at addressing the pediatric workforce crisis. The session emphasized the importance of coordinated advocacy and collective leadership to support recruitment, retention, and diversification of the future pediatric workforce.

We're deeply grateful to all who participated in making this year's GME Day a success, and we remain inspired by our community's dedication to shaping the future of pediatric medicine.

GME Day Recap (Cont.)



GME Awards

The inaugural GME awards were presented in GME Day on April 9th, 2025 as part of the afternoon educational session. Four awards were given.

GME PROGRAM ADMINISTRATOR AWARD

This award is given to a program administrator at BCH who has exhibited professional dedication and unique skills in the role. Program Coordinators and GME Program Managers are eligible for this award.

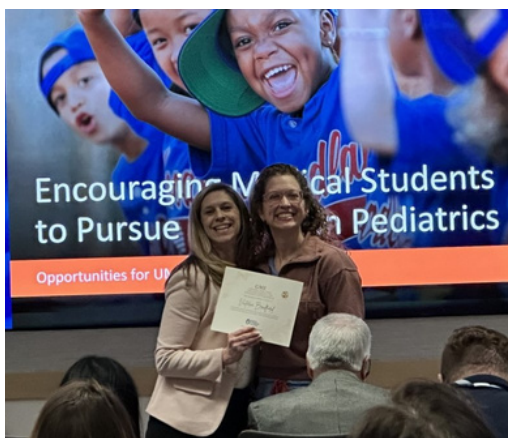
This year the award was given to *Katelin Benton*, Program Administrator for Pediatric Anesthesiology, Pain Medicine, and Regional Anesthesia. Her nomination noted that she exemplifies in many ways what the hospital strives for in her collaboration, innovation and dedication to continuous improvement. Her commitment to the fellows in her programs as well as her commitment to supporting peer program administrators at the institution is unmatched.



GME AWARD FOR THE ADVANCEMENT OF TRAINEE EXPERIENCE.

This award is given to an individual or small team who has improved the experience of trainees at BCH through advocacy, innovation, or other extraordinary contributions. Residents, Clinical Fellows and Faculty are all eligible for this award.

This year the award was given to *Victoria Bradford*, Clinical Fellow in Pediatric Cardiology. She was selected for her commitment to improving the training environment for all of her co-residents and fellows. She serves as a member of the House Staff Council, and has undertaken incredible efforts to provide education, support and resources for trainees related to fertility. These efforts have done much to improve the personal well-being, the available resources and the overall support available to trainees at BCH, whether they are experiencing infertility, another path to parenthood or are preserving fertility. Her advocacy and education efforts do not stop with the trainees; she also ensured that program directors have the information they need to best support their trainees who are on this path. She has been selfless and tireless in her efforts.



GME Awards

GME MENTORSHIP AWARD

This award is given to a faculty member who has made significant contributions to the career development of resident(s) or fellow(s) at BCH.

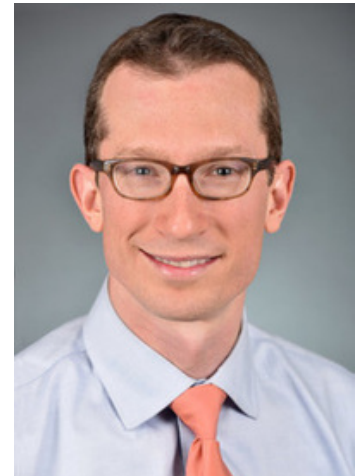
This year's award goes to *Jennifer Ross*, Program Director for Addiction Medicine, whose unwavering dedication to the growth and success of the fellows in the Adolescent Substance Use and Addiction Program Fellowship Program (ASAP), formerly as the Associate Program Director and now as the Program Director., was noted in her nomination. Her commitment to ensuring each fellow's unique needs are met while supporting them in their education and professional development provides an excellent learning. Her nomination also noted that her vision extends beyond immediate improvements; she has established both short- and long-term strategies to support fellows from the start of their training through their transition into the field and that your tireless efforts have not only enriched the educational experience of current trainees but will have a lasting impact on the future of addiction medicine.



GME Award for Program Excellence

This award is given to the training program most diligent in their adherence to ACGME requirements and BCH GME policies. This award is selected by GME leadership, and this year we selected the *Allergy/Immunology program*. Their attention to detail in meeting ACGME requirements is evident, based on reaching 100% compliance with the vast majority of domains on both the ACGME fellow and faculty surveys, reflecting their unwavering commitment to excellence in education, support, and communication. Changes are made in the program in conjunction with all stakeholders, ensuring buy-in at all levels. The program continues to have no citations or areas for improvement. In addition, they place a strong emphasis on wellness, recognizing the critical importance of mental health and burnout prevention and creating a supportive environment. For example, the program provides regular yoga sessions that are designed to promote mindfulness, physical well-being, and stress relief.

The program is also actively involved in recruitment and retention of URiM faculty, staff and trainees, and members of program leadership are also actively involved in GME Committee, the GME Diversity, Recruitment and Retention Subcommittee and the Rainbow Alliance.



ACGME Annual Educational Conference

Tery Noseworthy, C-TAGME

The ACGME held their annual educational conference in Nashville from February 20 to 22nd, 2025. The theme for this year's conference was "Meaning in Medicine", with sessions highlighting the importance of finding purpose and joy in health care. More than 5000 participants, including program directors, program administrators, DIOs and institutional GME personnel attended session covering topics from ACGME accreditation to faculty development to DEI to assessment to crisis management. The conference is a great time to learn but also to find and strengthen professional connections.

The conference featured several notable plenary sessions, including the President's Plenary delivered by new ACGME President and CEO Debra F. Weinstein, MD. Dr. Weinstein shared her impressions after her first seven weeks on the job as well as her vision for GME going forward.

Boston Children's hospital was well-represented on the presentation side as well; Kaytlyn Hope and Tery Noseworthy, along with colleague Julie Beckerdite from Mass General Brigham, gave a presentation to program administrators aimed at developing their presentations skills, and Kaytlyn, along with colleague Natasha Brocks from HCF Florida, gave a plenary presentation for program administrators about using AI in medical education administration.

Do you feel like you missed out? Well, not to worry – the ACGME has made several recordings from the conference available at no charge via the Learn at ACGME platform, including the president's plenary. Kaytlyn and Natasha's presentation. I would highly recommend also checking out the plenary "A Surgeon's Fight for Justice", given by Dr. Ala Stanford. To access these sessions (and many more educational offerings) go to <https://dl.acgme.org/>. You will need to create a free account if you do not have one; remember that your log in is not the same as any WebAds log in you may have,

If you'd like to attend the 2026 Annual Educational Conference it is scheduled for February 19-21, 2026, in San Diego, California.



GME Trainee Spotlight

Charmaine Ilagan, MD
Pediatric Pathology fellow



Tell us a little bit about your background growing up/pre-medical school?

I was born and raised in Manila, Philippines until I was twelve, when my family moved to Michigan. It was quite an experience. I can still remember how thrilled my younger sister and I were when we saw snow for the first time! My family lived in Michigan for three years before moving to Illinois. I attended Loyola University Chicago for undergrad so I could be close to my parents and close to home cooked meals. I had a great time at Loyola, specifically because I met my lifelong friends there. In addition, I remembered how beautiful the main campus was with stunning views of Lake Michigan, particularly during sunrise and sunset.

When and how did you decide to go into medicine?

I have always been fascinated by how the human body functions. My curiosity began at a young age and deepened over time. What drew me to medicine was the opportunity for lifelong learning and the ability to make a difference in the lives of others.

What were you doing before you started your current program?

I was in Washington, D.C. for my four-year pathology residency. I miss the DMV area, especially around this time when the cherry blossoms reach peak bloom. Afterwards, I relocated to Houston, Texas to complete a one-year surgical pathology fellowship. What I miss about Houston is its diverse food scene. Now, I am here at Boston Children's Hospital for a one-year pediatric pathology fellowship.

What made you choose your current specialty?

I chose the field of pathology because I was inspired by my histology professor in medical school. Her enthusiasm about teaching histology sparked my desire to pursue pathology from that moment on. Learning about each disease's pathogenesis, histopathologic findings and management course enticed me in this field. In terms of pediatric pathology, it is quite a broad field. Each case, whether benign or neoplastic, presents a new challenge. Working up a case is like solving a puzzle. You must combine all the available resources to arrive at an accurate diagnosis. I have great respect for pediatric pathologists as their work plays a crucial role in a child's life. The diagnosis they render may be the child's first syndromic manifestation.

GME Trainee Spotlight (CONT.)

Tell us a little bit about something you are working on?

I am currently working on a research project headed by Dr. Juan Putra. Our study involves characterization of the clinicopathologic features of superficial angiomyxoma in the pediatric population. I am also working on another research project headed by Dr. Katte Carreon. Our study involves the histologic findings of antibody-mediated rejection in cardiac transplantation.

What are your hobbies, or what do you do for fun?

I like arts and crafts activities such as coloring and scrapbooking. Back in residency, I used to make scrapbooks to the graduating residents. I enjoyed decorating them and filling them with pictures that we took together. I also like to cook. Cooking makes me happy, and I find it very therapeutic.

What is your favorite thing about Boston?

My favorite thing is how Boston is a walkable city. There are plenty of sites (such as green spaces, museums and historical sites) to see in Boston. I enjoy walking around the city because it allows me to explore and discover more about its culture and rich history. I also like how Boston has a European vibe.



GME Trainee Spotlight

Sarah Chamseddine, MD
Pediatric Allergy/Immunology fellow



Tell us a little bit about your background growing up/pre-medical school?

I was born on the charming little island of Galveston, Texas where I lived until I was 7 years old, then moved to Lebanon and stayed there till I finished medical school in 2018. In Lebanon I lived in a small village of 5000 people right in the middle of Bekaa Valley but then moved to Beirut after high school.

When and how did you decide to go into medicine?

This may sound like a cliché, but my mom says I knew since I was 4 years old. My mom is a pediatrician, and I used to follow her everywhere, including on her hospital rounds! I was obsessed with learning medical terms and medication names and bragging about my knowledge in front of my friends.

What were you doing before you started your current program?

I was completing my Pediatric residency at UPMC Children's Hospital of Pittsburgh.

What made you choose your current specialty?

I went into Pediatrics following in my mother's footsteps and never looked back! I think it is a privilege to take care of children through their formative years and follow them as they grow up. I decided to pursue a career in Allergy/Immunology because it is a perfect mix of fascinating and challenging immunology cases but also provides opportunities for longitudinal care and building meaningful relationships with my patients. For anyone considering the field, I highly recommend it!

Tell us a little bit about something you are working on?

I am an immunology nerd through and through, so I am investigating these cells called Follicular helper T cells that are essential for antibody production but are at the core of many autoimmune diseases. I like to think of them as an army with a high tendency to go rogue.



GME Trainee Spotlight (CONT.)

What are your hobbies, or what do you do for fun?

I love exploring new cities and new restaurants with my husband and co-fellows. My favorites in Boston are Sarma and La Bodega. I also love singing and musical theater, so I am always looking for karaoke partners to share a Defying Gravity duet!

What is your favorite thing about Boston?

I love how walkable it is and how accessible all the greenery and parks are. I live by Jamaica Pond, and it is such a beautiful place to start the day. I also love how diverse Boston is and how many different languages you hear wherever you go.



End of Year Evaluations - Are You Ready?

Tery Noseworthy, C-TAGME

As we approach the end of AY 2025, let's take a look at end of year evaluations and what components should be included to ensure compliance with regulatory requirements as well as to ensure documentation that the resident/clinical fellow is ready to move to the next level of training or to complete the program. Evaluations for our graduates also provide a permanent record of their training, something that may need to be referenced in future job and license applications.

As with all evaluations, end of year evaluations should provide structured feedback and ensure that the residents/fellows meet the expected competency standards of the level they are at. While these evaluations are specifically required for trainees in ACGME-accredited programs, they are strongly recommended as best practice for all training programs.

End of Year Evaluations for Trainees Continuing in the Program

This evaluation should be an assessment of growth since the mid-year evaluation, identify strengths and areas for improvement, and state that the appropriate milestones are being met. It can also set goals for the next six months based on the trainee's progress and interests.

Please note that the evaluation must clearly state that the trainee is ready to be promoted to the next PGY level in the program. One example of such a statement is "based on Dr. Name's performance evaluations, milestone achievements, and fulfillment of program requirements, they are recommended for promotion to Post-Graduate Year (PGY) X".

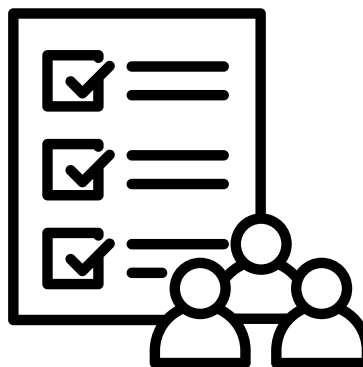
This evaluation should be signed by both the program director and the trainee, and should be kept on file following the hospital's record retention policy. An electronic version of the document is all that is needed; it is not necessary to keep a paper copy.

Final Evaluations for Trainees Completing the Program

This evaluation should document the trainee's performance during the final period of education and verify that the trainee has demonstrated sufficient knowledge, skills, and behaviors necessary for autonomous practice. Whatever language you choose, you must include the statement "I verify that Dr. Name has demonstrated the knowledge, skills and behaviors necessary for autonomous practice."

This evaluation should be signed by both the program director and the trainee and should be kept on file permanently. An electronic version of the document is all that is needed; it is not necessary to keep a paper copy.

Do you have questions about evaluations? Please do not hesitate to reach out to a member of the GME leadership team and we will be happy to help you.

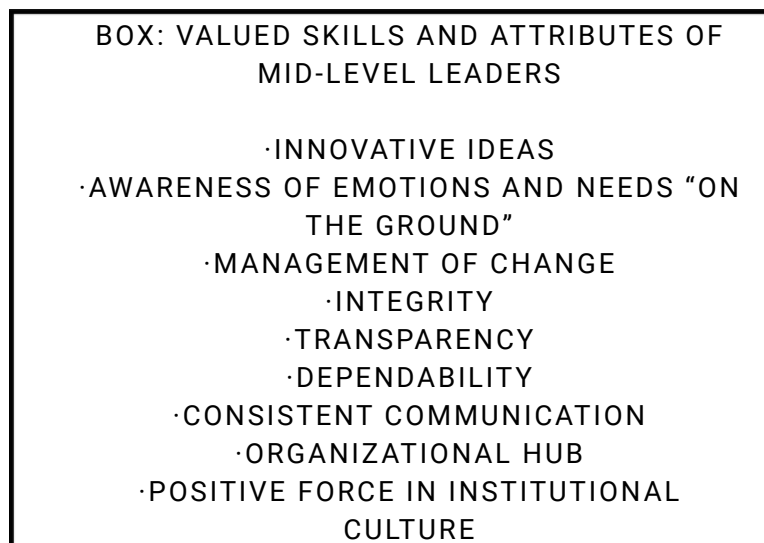


Article Recommendation By Jennifer Kesselheim, MD, M.Ed, MBE

Have you been thinking about your own role as a leader? Are you looking for a thought-provoking new read in GME? Look no further as Journal of Graduate Medical Education recently published important guidance in an article entitled “Leading from the Middle Empowers GME Leaders.”[1] The authors observe that leaders of residency and fellowship programs are often situated in the middle of institutional organizational charts with key stakeholders both above and below them in the hierarchy. Between faculty, learners, and regulatory bodies, program leaders are at the center of a complex web. But what does it mean to “lead from the middle?” How do we optimize our effectiveness under these conditions?

Leaders in the middle often exhibit special skills that tend to be widely appreciated by their colleagues and teams (Box). Nonetheless, we also face key challenges which must be overcome. This “rip out” guide from Spector et al makes several helpful recommendations. For example, in the short term, GME leaders must intentionally align strategies and priorities across their various stakeholder groups so that the full network shares a similar vision. This task may involve clarifying discordant expectations or competing aims across the organization. GME leaders should also tackle important problems with a team representing several key stakeholder groups so that individuals above, below, and across the organization can become part of the solution. In the longer term, make sure to invest in the team that supports your success as a program leader. Take time for one-on-one meetings with key team members so you know their motivations and how they aim to grow in their roles so that you can delegate the optimal projects to the right colleagues. Think also about long term investment in your culture. Prioritize feedback, including of yourself, and model transparency and clear communication to bolster psychological safety.

Fortunately, all of our GME leaders exists in a robust community of other, similarly situated, leaders. When leadership challenges arise, you can always reach out to a GME peer. BCH program leaders can and do learn from one another as we reflect together on the tasks before us. We hope you will view the Office of GME as an important resource in your own leadership journey.



[1] Spector ND, Catalanotti JS, Brady DW, Law K, and Simpson D. Leading from the middle empowers GME leaders. J Grad Med Educ February 2025; 101-2.

GME March Madness Bracket Results Are In!



We had a robust showing for our GME March Madness Brackets this year, with residents, fellows, faculty and program administrators all coming together to see who had the best sense of the winners, whether they based that on their knowledge of college basketball or whether they chose based on the best colors. In our highly unscientific research, it seems both can result in victory! Prizes were awarded to the top 5 finishers in each challenge.

In the Women's Bracket Challenge we had 18 participants with the win going to Sarah Pitts, Program Director for Adolescent Medicine, with 166 points! Congratulations, Sarah! We had a strong showing from the GME Office, with Maddie Cornell and Tery Noseworthy placing 2nd and 3rd respectively, followed by Anna Boarini, fellowship coordinator for Allergy/Immunology and Rheumatology in 4th and Ally Mogelnicki, fellowship coordinator for Clinical Informatics, in 5th.

In the Men's Bracket Challenge we had 23 participants with the win going to Ally Mogelnicki, fellowship coordinator for Clinical Informatics, followed closely by Clinical Informatics fellow Mondira Ray in second, program director for Orthopedics Sports Medicine in third, BCRP resident Devika Bagchi in fourth and Maddie Cornell from GME in 5th.

Thanks to all who participated!

Pi Day

Congratulations to Eli Brown, who came in 2nd at the 401 Park Pi Day Conference. Eli was able to recite an impressive 121 number in Pi. Other members of the GME Office and the Department of Education cheered him on and enjoyed the free donuts.



Upcoming Events

Save the date for GME Wellness Committee: Spring Event

Mighty Squirrel; Wednesday May 28th from 5:30-7:30pm

Poster Session

Karp Commons Boardroom; Wednesday

June 4th from 4:00-6:00pm

Curriculum for Academic & Professional Success Program

The next Spring sessions of the Curriculum for Academic & Professional Success (CAPS) seminars for all clinical fellows in this academic year will be presented on May 13th. The Fall session will be held on October 7th.

**1st Year Fellows
Tuesday May 13
1:00pm-4:00pm**

**2nd Year Fellows
Tuesday May 13
8:30am-12:00**



BCRP Spring Retreat April 2025



Anonymous Feedback for GME

Click [here](#) to fill out survey, or
scan the QR code below



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