

# GME ON-CALL

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Welcome to the fall 2025 edition of the GME Newsletter! As the weather starts to cool and all the pumpkin spice things become available, we are excited to share some updates, some highlights and some upcoming events with a little regulatory information and some professional development sprinkled in. We are also happy, as always, to share some of our amazing residents and clinical fellows with you via the trainee spotlight.

It was a great summer in GME. While we were sad to say goodbye to many of our graduating residents and clinical fellows, we were excited to welcome our new residents and clinical fellows, from the interns that started in June to the residents and clinical fellows who started in July and August. We started the new academic year with 51 accredited-programs and 58 non-accredited programs; by mid-October we will have 2 new non-accredited programs for a total of 60. Over the course of AY2026 we will have 657 residents and fellows across all these programs, with another 950 residents and fellows who will rotate to us from other institutions.

Read on to learn more about our upcoming offerings for residents and clinical fellows related to benefits and support, important dates for our core curriculum series, some key information for your evaluation summaries, a great article on ADHD in residents/fellows and you can meet Rasesh Joshi (Child Neurology), Chandra Swanson (Pediatric Pulmonology), and Courtney Verscraj (Neonatal Perinatal Medicine).

Tery Noseworthy, C-TAGME

Senior Director, GME



## Summer Orientation Photos

Welcome to our new incoming residents and clinical fellows! We enjoyed meeting you all during summer orientation.



# Mid-Year and Year-End Evaluations: Be Ready Before They Arrive

Tery Noseworthy, C-TAGME

It may seem early to be thinking about mid-year and end-of-year evaluations, but they will be here before we know it, and we want to make sure everyone is informed on best practices related to evaluations. Evaluations are an important part of resident and fellow growth.

## Mid-Year or Quarterly Evaluations

For mid-year or quarterly evaluations, the program director or their designee should meet with the resident or fellow and share a written summary of their evaluations up to that point. This evaluation should include written evaluations, other feedback given to the program director, and, when applicable, feedback from the Clinical Competency Committee. Feedback should be specific and actionable and offer concrete examples of behaviors. This feedback should be the basis for a dialogue between the program director and the trainee and should lead to a future-focused discussion with development goals for the next review period.

*Welcome*

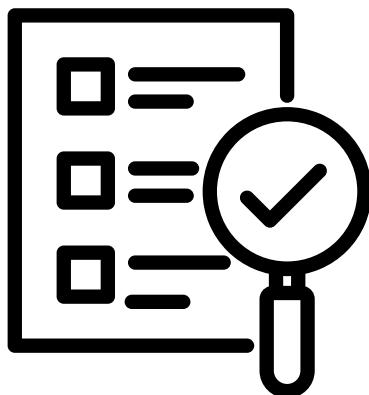
## End of Year Quarterly Evaluations

End-of-year evaluations have some additional considerations, and there is an additional step for those who will be completing training.

If the resident/fellow is continuing in the training program, the evaluation process is much the same, but it is important that a statement that the resident/fellow is ready to progress to the next level of training be included at the end of the document. For example, “Dr. Smith has completed all requirements of the first year of fellowship and is ready to progress to the second year of training.”

If the resident/fellow is completing their training, you need to write a final, summative evaluation that summarizes their training and states that they are ready to engage in autonomous practice upon completion of the program; this specific language is a requirement of the ACGME but is also best practice to ensure clarity for everyone. This evaluation must be kept as a part of the trainee’s permanent file.

As always, if you have any questions or need assistance with a particular situation or writing a remediation plan, please feel free to reach out to Tery Noseworthy or Jennifer Kesselheim.



## Thank a Resident/Fellow Day

Thank you to all who helped make Thank a Resident/Fellow Day such a fun and meaningful celebration! On February 28th, we came together to recognize the incredible residents and fellows who give so much to our patients, teams, and community every single day.

From kudos boards and notes of gratitude to sweet treats, small gifts, and special get-togethers, it was wonderful to see so many creative ways of showing appreciation. The smiles, kind words, and energy throughout the day truly made it special.

On behalf of the GME Office, thank you to everyone who participated in making this celebration meaningful. Most importantly, thank you to our residents and fellows for the countless ways you contribute each day.



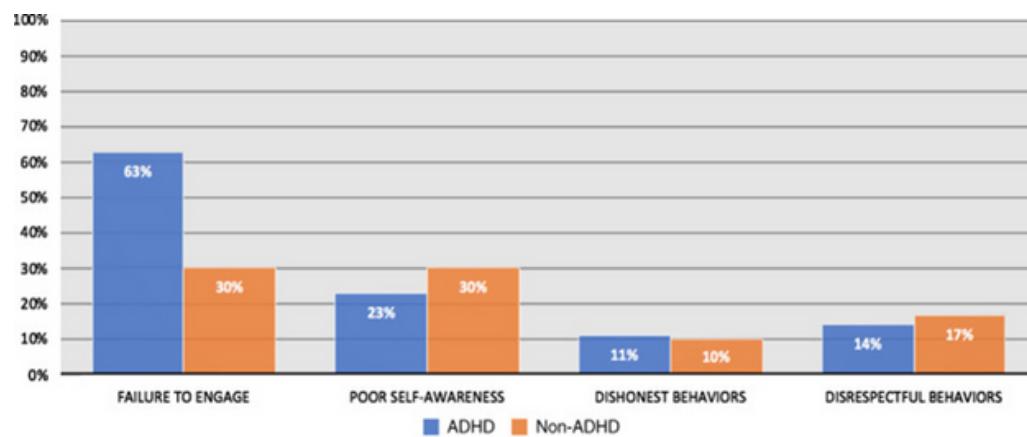
## Article Recommendation By Jennifer Kesselheim, MD, EdM

Do you have an interest in supporting learners who may be struggling with some aspect of their performance? Are you looking for a thought-provoking new read in GME? Look no further as Journal of Graduate Medical Education published an intriguing article entitled “Characteristics of ADHD in Struggling Residents and Fellows.”[1] The authors observe that previous publications document a low prevalence of ADHD among GME learners and rely only on self-report which may underestimate the actual burden in this population. One study reported that ADHD, when present, may have a negative influence of myriad resident or fellow skills from clinical decision-making, to task prioritization, to effective interpersonal communication. For these reasons, the authors argued that a more robust understanding of the true frequency, and impact, of ADHD among GME learners is needed.

The investigators analyzed data collected from 2017 to 2023 by a GME-focused remediation program based at the University of Virginia. They explored whether residents and fellows who self-reported a diagnosis of ADHD, and those who received a diagnosis of ADHD through referrals as part of the remediation process, differed from other residents and fellows receiving remediation in terms of demographic and training performance variables.

Of the 173 residents and fellows receiving remediation during the study period, 20% (35 of 173) had ADHD, a higher ADHD rate than the general adult population and certainly higher than what has been previously published for GME. A majority were not taking medication for ADHD at the time of data collection and a majority had another concurrent mental health diagnosis for which they were receiving treatment. The most common performance deficits among residents and fellows with ADHD were professionalism (69) and organization/efficiency (63%). When compared to residents and fellows receiving remediation who did not have ADHD, residents and fellows with ADHD were significantly more likely to struggle with organization/efficiency and with repeated errors. While the frequency of professionalism difficulties did not differ between the 2 cohorts, the subtype of unprofessional behavior did (see figure below) with “Failure to engage,” including not taking ownership and arriving late, most common among those with ADHD.

The authors suggest future work be dedicated to earlier diagnosis of ADHD among learners and determination of effective treatments in this population. They note that ADHD is a form of neurodiversity and inclusive learning environments should be attending to it more deliberately.



[1] Warburton et al. Characteristics of ADHD in Struggling Residents and Fellows. J Grad Med Educ December 2024; 730-4.

## GME Trainee Spotlight

Rasesh Joshi, MD/PhD  
Child Neurology Resident

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

I mostly grew up around different parts of North Carolina (born in Wisconsin with some time in Colorado as well). Within North Carolina I've lived all over the state – a small town called Cullowhee as a child, Charlotte when I was a little older, Durham for college at Duke, and Winston-Salem for medical school at Wake Forest.

### **When and how did you decide to go into medicine?**

I knew I was interested in a career in neuroscience fairly early on – I was an electrical and computer engineering undergraduate so at the time wasn't sure whether I would go down the engineering/research route or clinical medicine. I learned about the possibility of MD/PhD programs which provided the best of both worlds.

### **What were you doing before you started your current program?**

Prior to Child Neurology residency at BCH, I completed my MD/PhD at Wake Forest School of Medicine.

### **What made you choose your current specialty?**

Child Neurology is a dynamic field which has always felt amazingly translational – the clinical practice keeps pace with basic science and vice versa. I've also appreciated having the opportunity help families navigate new and often chronic diagnoses, recognizing that treatments in neurology can drastically improve patients' lives, but are rarely curative. Within Child Neurology, I'm hoping to pursue a career at the intersection of epilepsy, neurocritical care, and global health.

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

I'm currently working with Dr. Archana Patel in analyzing EEG data collected from patients with cerebral malaria in Zambia with the goal of developing quantitative biomarkers that could be predictive of post-malarial epilepsy.



## **GME Trainee Spotlight (CONT.)**

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

I really enjoy cooking and reading as hobbies! I live in Boston with my wife, who is an IM attending at Tufts Medical Center, and our cat who we both happen to be allergic to (our home is well-stocked with antihistamines).

### **What is your favorite thing about Boston?**

I love how walkable the city is and the fact that it doesn't feel overwhelmingly large! There are so many different communities and neighborhoods to explore, each with their own unique feel.



Rasesh and friends out in the city

## GME Trainee Spotlight

Chandra Swanson, MD  
Pediatric Pulmonology fellow



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

I grew up in the Midwest – I was born in Minnesota, then moved to Texas, and spent the majority of my childhood in Kansas. My studies and pre-medical training have taken me to New Mexico, North Carolina, and Washington D.C.

### **When and how did you decide to go into medicine?**

I had been curious about a medical career since elementary school, but through college, was torn between pursuing public health, evolutionary anthropology research, and medicine. While I was completing an NIH postbaccalaureate fellowship (NICHD Epidemiology Branch), I realized while I enjoyed the research process and valued the impact research could have on improving people's health, I greatly missed working directly with patients and seeing the impact my work could have in person.

### **What were you doing before you started your current program?**

Prior to starting pulmonary fellowship, I completed general pediatric residency at Children's Mercy in Kansas City. During residency, I participated in the Global Health Track and the Clínica Hispana de Cuidados de Salud, a culture and language coaching program for bilingual pediatric residents aiming to become professionally qualified providers of Spanish-language care.

### **What made you choose your current specialty?**

During residency, I enjoyed elements of both outpatient and inpatient medicine, performing procedures, and maintaining continuity with my patients, and on my pulmonary rotation, found that pediatric pulmonology could offer an ideal balance of these interests. I gained an appreciation for the breadth of conditions pulmonologists treat as I saw them providing patient care pulmonologists in clinic, the emergency room, on the inpatient floor, ICUs, and ORs. Throughout my advanced pulmonology elective, I also recognized that pulmonologists are not only experts in lung pathophysiology, but also must maintain their knowledge of other organ systems. I enjoyed collaborating with nutritionists, pharmacists, respiratory therapists, and other pediatric subspecialists to optimize the different facets of pulmonology patient care.

## **GME Trainee Spotlight (CONT.)**

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

My fellowship research is broadly in the fields of cystic fibrosis and global health. With support of a Cystic Fibrosis Foundation grant under the mentorship of Dr. Ahmet Uluer, I have joined a multidisciplinary team from the US and Jordan undertaking research, education, and advocacy to improve life expectancy and quality of life for people with CF in Jordan. I've designed an IRB-approved study to assess cystic fibrosis (CF) knowledge and tailor educational efforts to train primary care providers in Jordan and worked to foster sustainable care models through QI. I also am collaborating on a study to complete whole genome sequencing for Jordanian persons with CF (pwCF) and a quality improvement study to improve the body mass index percentile of Jordanian pwCF with high-risk nutritional status.

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

My hobbies include exploring the outdoors, traveling and learning about different cultures, and baking.

### **What is your favorite thing about Boston?**

My favorite thing about Boston is the proximity to green spaces within the city, particularly the Emerald Necklace, the Esplanade, and the Boston Public Garden.



This is a photo of my co-fellows and me at a taco fundraiser for the Cystic Fibrosis Foundation in Fenway. I have really enjoyed getting to explore the Boston restaurant scene (and that of surrounding areas)!



This is a photo of me and my significant other that encapsulates my love of travel and my love of Harry Potter.

## GME Trainee Spotlight

Courtney Verscraj, MD  
Neonatal Perinatal Medicine fellow

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

I grew up in Bronxville, NY, a small town outside of New York City. I went to college at Cornell University and enjoyed studying amongst the beautiful scenery in upstate NY- but definitely did not enjoy the exceptionally cold winters! I made my way to Boston for medical school at BU where thankfully it is slightly less cold!



### **When and how did you decide to go into medicine?**

Growing up, I had always loved both math and science. Medicine seemed like the logical path to apply those skills to improve the lives of others, particularly children! I knew I wanted to go into clinical genetics in college- I concentrated in statistical genomics and seeing the application of these approaches to solving diagnostic odysseys for patients was the best way I could think of applying those skills.

### **What were you doing before you started your current program?**

Before I started as a neonatal-perinatal medicine fellow, I was a combined pediatrics and medical genetics resident at Stanford.

### **What made you choose your current specialty?**

In the midst of combined pediatrics and genetics training, I found myself drawn to critical care. The neonatal period is a unique time when physiology and biochemistry interact in such a dynamic way, and there are so many opportunities for care improvement at the intersection of neonatology and genetics. It is also such a privilege to be a part of a child's life at the beginning of their journey, and to make special bonds with their families.

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

My research centers around perinatal genomics. We are working on a mixed methods study understanding the parent experience after receiving a genomic diagnosis for their child in the neonatal period. Medical education has been a big part of my work as well, and I am currently working on a novel curriculum for bedside providers on genomic technologies utilized in the NICU so we all can better support our patients and their families.

## **GME Trainee Spotlight (CONT.)**

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

I love to explore new restaurants all around Boston. I also grew up playing softball and my husband grew up playing baseball, so we both enjoy going to Red Sox games! I have two dogs, a chihuahua and a corgi, and they both keep us very busy J

### **What is your favorite thing about Boston?**

I love the walkability of the city and the rich history present in each neighborhood.



## Fertility Panel

The GMEC Wellness Subcommittee will be holding their second annual educational session on assisted reproductive technology (ART) for residents and clinical fellows on Monday, September 25th from 6-7:30 via [zoom](#). The goal of this session is to improve education and awareness regarding fertility outcomes and ART options for physicians, thus leading to informed decisions regarding timing of pursuing childbearing and the resources available to provide additional support. The session will consist of a moderated educational panel with local reproductive endocrinologists and hospital benefits representatives, followed by virtual break out rooms with peer physicians who have personal experience with specific topics such as fertility preservation, infertility/IVF, and LGBTQIA+ family-building to better target education to individual trainee needs and experiences.

### Preserving and Protecting Reproductive Options



An educational panel for trainees  
about assisted reproductive  
technology for fertility preservation  
and parenthood

THURSDAY SEPTEMBER 25 6-7:30PM  
\*VIRTUAL ONLY\*

Hear from:

1. REI physicians from local clinics
2. BCH Benefits and Blue Cross Blue Shield
3. Peer physicians with shared experiences

Hosted by BCH GME and OCS



Please complete this anonymous survey [here](#) to submit panelist questions and indicate which break out room topic(s) you would be most interested in joining for more tailored peer support from both fellow trainees as well as junior faculty.

## Upcoming Events

### **Curriculum for Academic & Professional Success Program**

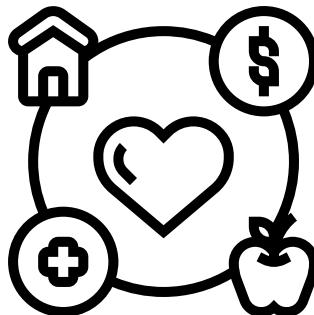
The next Fall sessions of the Curriculum for Academic & Professional Success (CAPS) seminars for all clinical fellows in this academic year will be presented on October 7th.

**2nd Year Fellows**  
**Tuesday October 7**  
**8:30am-12:00pm**

**1st Year Fellows**  
**Tuesday October 7**  
**1:00pm-4:00pm**

### **Benefits Fair**

The Graduate Medical Education (GME) Office and GME Wellness Committee are excited to host our Benefits Fair on Tuesday, October 14th from 4:00–6:00 PM in Enders Byers A & B. This is your one-stop shop to learn more about the benefits and resources available to BCH trainees. Representatives from various departments will be on hand to answer your questions, share helpful information, and make sure you're getting the most out of your benefits package. Don't miss this chance to connect, learn, and take full advantage of what's available to you! Please reach out to [Maddie.Cornell@childrens.harvard.edu](mailto:Maddie.Cornell@childrens.harvard.edu) if you have any questions!



### **Halloween Costume Contest**

The GME Office will be hosting a Halloween Costume Contest! Please encourage your trainees and faculty to submit photos of themselves, families, or pets, anything they feel comfortable sharing on Instagram!





## Anonymous Feedback for GME

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



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