

Catharine Walsh, MD, MEd, PhD, FRCPC

I am deeply honoured to be considered for the role of NASPGHAN Canadian Councilor. NASPGHAN has been the professional home that has shaped my career, from my earliest experiences as a trainee to my current work as a clinician, educator, and researcher. I joined NASPGHAN in 2006 as a fellow, and since that time I have come to value not only its central role in shaping our specialty, but also its distinctive culture of mentorship, collegiality, and shared purpose.

Over the past two decades, I have demonstrated a sustained commitment to NASPGHAN through leadership, scholarship, and program development spanning education, quality, and guideline work. I began as a fellow member of the Endoscopy and Procedures Committee and have since served as its Chair (2021–2024) and Vice Chair (2019–2021), where I led initiatives to advance endoscopic training, quality, and safety within our specialty. This role also provided direct experience with NASPGHAN governance, including participation in Executive and committee processes, and a clear understanding of how member-driven ideas evolve into Society programs, guidelines, and publications. Beyond committee leadership, I have contributed to NASPGHAN's broader mission through my roles on the Guidelines Task Force (2024–2025), where I helped refine the Society's approach to developing transparent, rigorous, and user-friendly clinical practice guidelines; the Celiac Special Interest Group (2014–present), where I have fostered research collaborations and contributed to key scientific programming; and the Education Special Interest Group (2014–present), where I have supported the growth of education scholarship and faculty development. I have also contributed to advancing Society education through the development of hands-on train-the-trainer and colonoscopy skills workshops at the Annual Meeting, and co-led the international NASPGHAN-ESPGHAN PEnQuIN initiative, which established the first endoscopy quality and safety indicators tailored to pediatric practice. Collectively, these experiences reflect my deep engagement with NASPGHAN's core activities and my longstanding dedication to advancing its mission through collaboration, innovation, and service.

NASPGHAN has played a foundational role in my career, providing mentorship, community, and opportunities that have shaped my development as a clinician, educator, and researcher. I would welcome the opportunity to give back through service as Canadian Councilor by advocating for broad engagement across our diverse membership and encouraging trainees and early-career colleagues to become active participants in the Society. NASPGHAN is our society, built through the vision and commitment of its members and the support of dedicated staff, and fostering inclusive, meaningful member involvement will be a central priority. I will strive to continue the work of prior Canadian Councilors in strengthening links between NASPGHAN and the Canadian Association of Gastroenterology, for the benefit of both organizations, while serving as a strong advocate for Canadian members within the Society. I will work to ensure that Canadian members remain visible and actively engaged in NASPGHAN initiatives, while bringing a complementary health system perspective that can inform Society priorities. I am committed to advancing high-quality, high-value clinical care, education, and research, including supporting priorities in endoscopy and celiac disease, and strengthening mentorship and opportunities for emerging educators and researchers. I will build on existing collaborations and partnerships, including with APGNN, ESPGHAN and FISPGHAN, as well as peer organizations such as AAP, ASGE, AGA, and AASLD, while also seeking new opportunities to enhance NASPGHAN's visibility and influence in shaping clinical practice and health policy. I will advocate for sustained investment in research and education scholarship, and for initiatives that translate evidence into practice through high-impact guidelines and education. Ultimately, I will strive to ensure that NASPGHAN remains an inclusive, member-driven, and forward-looking Society that is open to new ideas, leverages its collective expertise, and continues to improve outcomes for children with digestive diseases through excellence in research, education, and care.

BIOGRAPHICAL SKETCH

NAME: Walsh, Catharine M.

eRA COMMONS USER NAME (credential, e.g., agency login): CATHWALSH

POSITION TITLE: Scientist, Educational Researcher and Staff Gastroenterologist, The Hospital for Sick Children; Cross-appointed Scientist, The Wilson Centre; Director, Medical Student Research Scholars Program, Temerty Faculty of Medicine; Associate Professor, Department of Paediatrics, Temerty Faculty of Medicine; Associate Professor, Institute of Health Policy, Management and Evaluation and the Institute of Medical Sciences, University of Toronto.

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Start Date MM/YYYY	Completion Date MM/YYYY	FIELD OF STUDY
Queen's University, Kingston, Canada	BSc	09/1996	10/1999	Life Sciences
University of Toronto, Canada	MD	09/1999	06/2003	Medicine
Hospital for Sick Children, Toronto, Canada		07/2003	06/2006	Resident, Pediatrics
Hospital for Sick Children, Toronto, Canada		07/2006	09/2009	Fellowship, Pediatric Gastroenterology
Ontario Institute for Studies in Education, University of Toronto, Canada	MEd	09/2007	03/2009	Education
Hospital for Sick Children, Toronto, Canada		07/2009	09/2014	Research Fellowship
The Wilson Centre for Research in Education, University of Toronto, Toronto, Canada		07/2007	09/2014	Research Fellowship
Institute of Medical Sciences, University of Toronto, Canada	PhD	01/2009	11/2014	Health Professions Education

A. Personal Statement

I am a highly productive clinician-scientist and Professor of Pediatrics with an established program of research in health professions education and clinical skills assessment. I have authored over 150 publications (including over 85 as first or senior author) in high-impact journals and have received more than 50 peer-reviewed grants and salary awards (23 as principal investigator), including a Career Development Award from the Canadian Child Health Clinician Scientist Training Program and an Ontario Early Research Award. My work has also been recognized with over 20 research abstract awards at scientific conferences.

After completing a MEd and PhD in Health Professions Education, I joined the University of Toronto and the Hospital for Sick Children faculty in 2014. My research program focuses on: (1) understanding how healthcare providers develop and maintain clinical skills; (2) advancing methods to assess competence in performing these skills; and (3) improving education delivery and healthcare quality through innovations such as e-learning and simulation. I bring expertise in experimental design and measurement methodology and have a strong track record of multidisciplinary collaboration.

I have a sustained research focus on training, assessment, and quality in endoscopy, as evidenced by an extensive publication record in this area. I am first author on several gastrointestinal society-endorsed guidelines related to endoscopy training and quality. My work has been recognized through invitations to present at international meetings. I currently serve on multiple national and international committees, including as a Councilor on the American Society for Gastrointestinal Endoscopy (ASGE) Governing Board. I have previously served as Chair of the NASPGHAN Endoscopy and Procedures Committee, the ASGE Training Committee, and the Royal College of Physicians and Surgeons of Canada Specialty Committee in Gastroenterology. My contributions to research and education have been recognized through several awards, including the NASPGHAN Teri Li Award (2015), ASGE Distinguished Educator Award (2024), Canadian Association of Gastroenterology (CAG) Education Excellence Award (2018), CAG Young Scholar in Quality Innovation Award (2022), SickKids Department of Paediatrics Emerging Researcher Award (2023), and the

Association of Faculties of Medicine of Canada Young Educators Award (2021).

Citations:

1. Sabrie NAS, Khan R, Plahouras J, Johnston BC, Scaffidi MA, Grover SC, **Walsh CM**. Virtual reality simulation training for health professions trainees in gastrointestinal endoscopy. *Cochrane Database of Systematic Reviews*. 2025 Sept; 8(9):CD008237. doi: 10.1002/14651858.CD008237.pub4.
2. Scaffidi M, Grover SC, Carnahan H, Khan R, Amadio JM, Yu JJ, Dargavel C, Khanna N, Ling SC, Yong E, Nguyen GC, **Walsh CM**. Impact of experience on self-assessment accuracy of clinical colonoscopy competence. *Gastrointestinal Endoscopy*. 2018;87(3):827-836.
3. Khan R, Zheng E, Wani S, Scaffidi M, Jeyalingam T, Gimpaya N, Anderson JT, Grover SC, McCreath G, **Walsh CM**. Colonoscopy competence assessment tools: A systematic review of validity evidence. *Endoscopy*. 2021;53(12):1235-1245.
4. **Walsh CM**, Lightdale JR, Mack DR, et al. Overview of the Pediatric Endoscopy Quality Improvement Network (PEnQuIN) quality standards and indicators for pediatric endoscopy: A joint NASPGHAN/ESPGHAN guideline. *Journal of Pediatric Gastroenterology and Nutrition*. 2022;74(S1 Suppl 1):S3-S15.

B. Positions, Scientific Appointments and Honors

Positions and Scientific Appointments

2025 - Present	Cross-appointed Professor, Institute of Medical Sciences, University of Toronto
2025 - Present	Professor, Department of Paediatrics, Faculty of Medicine, University of Toronto
2025 - Present	Cross-appointed Professor, Institute of Health Policy, Management and Evaluation, Dalla Lana School of Public Health, University of Toronto
2021 - Present	Director, Medical Student Research Scholars Program, Temerty Faculty of Medicine, University of Toronto
2021 - Present	Director, Graduate Diploma in Health Research, Institute of Medical Sciences, University of Toronto
2021 - Present	Director, Comprehensive Research Experience for Medical Students, Temerty Faculty of Medicine, University of Toronto
2021 - Present	Full Member, School of Graduate Studies, University of Toronto
2018 - Present	Scientist, Child Health Evaluative Sciences, Research Institute, Hospital for Sick Children, Toronto
2016 - Present	Scientist, The Wilson Centre, Faculty of Medicine, University of Toronto
2014 - Present	Educational Researcher, Learning Institute, Hospital for Sick Children
2014 - Present	Staff Gastroenterologist, Division of Gastroenterology, Hospital for Sick Children

Other experience and Professional Memberships (selected)

2025 - Present	Chair, Learning Institute Affiliate Review Committee, SickKids Learning and Research Institute, The Hospital for Sick Children
2025 - Present	Co-Chair, Training and Education Track Committee, Digestive Diseases Week Conference Sponsoring Societies
2024 - Present	Councilor, Governing Board, American Society for Gastrointestinal Endoscopy
2024 - Present	Chair, Pediatric DDW Subcommittee, American Society for Gastrointestinal Endoscopy
2023 - Present	Chair, Specialty Standards Review Committee, Royal College of Physicians and Surgeons of Canada
2022 - Present	Chair, Curriculum Committee, Empowering Next-generation Researchers In perinatal and Child Health (ENRICH)
2022 - Present	Chair, Competence Committee, Division of Gastroenterology, Hepatology and Nutrition, Hospital for Sick Children, Department of Paediatrics, University of Toronto
2017 - Present	Chair, Wilson Centre Research Rounds, Faculty of Medicine, University of Toronto
2014 - Present	Member, Celiac Special Interest Group, North American Society for Pediatric Gastroenterology, Hepatology and Nutrition (NASPGHAN)
2014 - Present	Research Lead, Simulation Steering Committee, Hospital for Sick Children

Honors (selected)

2025	The Canadian Association of Gastroenterology Fellow (CAGF), Recipient, Canadian Association of Gastroenterology
2024	Distinguished Educator Award, American Society for Gastrointestinal Endoscopy

2023	Emerging Researcher Award, Department of Paediatrics, University of Toronto
2022	Long Term Contribution to Continuing Medical Education Award, Department of Paediatrics, University of Toronto
2021	Young Scholar in Quality Innovation Award, Canadian Association of Gastroenterology
2021	Young Educators Award (in recognition of education-related vision and scholarship), The Association of Faculties of Medicine of Canada, Ontario, Canada
2020	Colin Woolf Award for Excellence in Program Development and Coordination, Faculty of Medicine, University of Toronto, Ontario, Canada
2019	Endoscopy Prize, North American Society for Pediatric Gastroenterology, Hepatology and Nutrition Annual Meeting, Illinois, USA
2018	Division of Gastroenterology Intramural Award in Quality of Care, Patient Safety or Education, Division of Gastroenterology, University of Toronto, Ontario, Canada
2018	Education Excellence Award, Canadian Association of Gastroenterology, Ontario, Canada
2016 - 2020	Career Development Award, Canadian Child Health Clinician Scientist Program
2016	Endoscopy Prize, World Congress of Pediatric Gastroenterology, Hepatology and Nutrition, Quebec, Canada
2015	Teri Li Award (in recognition of extensive educational efforts for a junior faculty), North American Society for Pediatric for Gastroenterology, Hepatology and Nutrition

C. Contributions to Science

1. Clinical skills assessment in the competency-based era

My measurement-based research largely focuses on advancing our understanding of how competence in performing clinical skills is conceptualized and examines methods for determining this competence. During my doctoral studies, I developed and validated competency assessment tools for adult and pediatric colonoscopy. This research, which has been recognized by numerous research awards, has influenced the way endoscopy skills are currently assessed across Canada. This research, which has been recognized by numerous research awards, has influenced the way endoscopy skills are currently assessed across Canada. I am now applying the methodology to develop assessments for other skills, including unsedated transnasal endoscopy¹ and endoscopic retrograde cholangiopancreatography.² In line with this work, I have led studies comparing the utility of video-based and in-person assessments, studies examining self-assessment accuracy and strategies to improve self-assessment,³ as well as research exploring how endoscopists conceptualize entrustment.⁴

1. Mahoney LB, Lightdale JR, ... **Walsh CM**. Assessing competence in unsedated transnasal endoscopy: Development of the TransNasal Endoscopy Skills Assessment Tool (TNE-SAT). *Journal of Pediatric Gastroenterology and Nutrition*. 2026;82(3):858-866.
2. Elmunzer BJ, Walsh CM, Guiton G, et al. Development and initial validation of an instrument for video-based assessment of technical skill in ERCP. *Gastrointestinal Endoscopy* 2021;93(4):914-923.
3. Scaffidi MA, **Walsh CM**, Khan R, et al. Influence of video-based feedback on self-assessment accuracy of endoscopic skills: A randomized controlled trial. *Endoscopy International Open* 2019;7(5):E678-E684.
4. Jeyalingam T, Brydges R, Ginsburg S, McCreath GA, **Walsh CM**. How clinical supervisors conceptualize procedural entrustment: An interview-based study of entrustment decision-making in endoscopic training. *Academic Medicine* 2022;97(4):586-592.

2. Optimizing clinical skills acquisition

Effective clinical skills are a cornerstone of safe, high-quality, patient-centered healthcare. Clinical skills are actions performed by health care providers that impact clinical outcome in a measurable way, including technical skills like procedures, and non-technical skills, such as communication. My research has contributed significantly to our understanding of how to optimize the instructional design of clinical skills education to enhance learning outcomes. My research in this area has made several important contributions, including insight into the influence variations in feedback timing can have on learning¹ and use of gamification² and “just-in-time” simulation-based learning strategies³ and has informed curriculum design internationally.⁴

1. **Walsh CM**, Ling SC, Wang CS, Carnahan H. Concurrent versus terminal feedback: It may be better to wait. *Academic Medicine* 2009;84(Suppl. 10):S54-S57.
2. Chang TP, Raymond T, Dewan M, ... **Walsh CM**. The effect of an international competitive

3. leaderboard on self-motivated simulation-based QCPR practice among healthcare professionals. *Resuscitation* 2019;138:273-281.
4. **Walsh CM**, Ng S, Kaye M, Cheng A, Nagamuthu C. Mastery based just-in-time training to improve clinical and non-technical skills: A randomized controlled trial. *Simulation in Healthcare* 2016;11(6):465 (Abstract 25660).
5. **Walsh CM**, Qayed E, Aihara H, et al. Core curriculum for ergonomics in endoscopy. *Gastrointestinal Endoscopy* 2021;93(6):1222-1227.

3. Technology-enabled learning strategies

My program of research has expanded our understanding of how technology-enabled learning strategies, such as simulation and e-learning, can be used effectively to accelerate skills acquisition. Specifically, I have led several studies to elucidate instructional design features that improve transfer of skills from the simulated to the clinical setting. A study I led provides evidence that a simulation-based curriculum that progressively increases task complexity to align with participant competence is superior to standard training utilizing random exposure to simulation cases.¹ Building on this, my lab examined simulation as a means to train non-technical endoscopic skills² and ergonomics. I also led a recent white paper on the future of endoscopy simulation-based training³ and a Cochrane review on virtual reality endoscopy simulation-based training.⁴

1. Grover SC, Scaffidi MA, Khan R, Garg A, Al-Mazroui A, Alomani T, Yu JJ, Plener IS, Al-Awamy M, Yong EL, Cino M, Ravindran NC, Zasowski M, Grantcharov TP, **Walsh CM**. Progressive learning in endoscopy simulation training improves clinical performance: A blinded randomized trial. *Gastrointestinal Endoscopy* 2017;86(5):881-889.
2. **Walsh CM**, Scaffidi MA, Khan R, et al. A non-technical skills curriculum incorporating simulation-based training improves performance in colonoscopy among novice endoscopists: A randomized controlled trial. *Digestive Endoscopy* 2020;32(6):940-948.
3. **Walsh CM**, Cohen J, Woods KL, et al. ASGE EndoVators Summit: Simulators and the future of endoscopic training. *Gastrointestinal Endoscopy* 2019;90(1):13-26
4. Khan R, Plahouras J, Johnston BC, Scaffidi MA, Grover SC, **Walsh CM**. Virtual reality simulation training for health professions trainees in gastrointestinal endoscopy. *Cochrane Database of Systematic Reviews* 2018: Aug. 17; (8) Art. No.: CD008237.

4. Quality in endoscopy

I co-led the first ever international consensus guidelines that outline quality standards and indicators for pediatric endoscopy and are endorsed by both the ESPGHAN and NASPGHAN. This set of GRADE methodology-based guidelines focus on establishing quality metrics and mandatory reporting elements¹ for pediatric endoscopy, with the ultimate goal of improving practice outcomes. I spearheaded a NASPGHAN position paper on pediatric endoscopy and COVID-19² and led several studies to examine the effect of the COVID-19 on pediatric gastroenterology practice.³ I have also contributed to several systematic reviews to assess the effect of interventions, such as endoscopist feedback⁴, on improvements in colonoscopy quality indicators.

1. **Walsh CM**, Lightdale JR. Pediatric Endoscopy Quality Improvement Network (PEnQuIN) quality standards and indicators for pediatric endoscopy: An ASGE endorsed guideline. *Gastrointestinal Endoscopy* 2022;96(4):593-602
2. **Walsh CM**, Fishman DS, Lerner DG. NASPGHAN Endoscopy and Procedures Committee. Pediatric endoscopy in the era of Coronavirus Disease 2019: A North American Society for Pediatric Gastroenterology, Hepatology, and Nutrition position paper. *Journal of Pediatric Gastroenterology and Nutrition* 2020;70(6):741-750.
3. Tam SS, Picoraro JA, Gupta SK, Oliva S, Furlano RI, **Walsh CM**. Changes to pediatric gastroenterology practice during the COVID-19 pandemic and lessons learned: An international survey of division and group heads. *Gastroenterology* 2021;161(3):1052-1055.
4. Bishay K, Causada-Calo N, Scaffidi MA, **Walsh CM**, et al. Associations between endoscopist feedback and improvements in colonoscopy quality indicators: A systematic review and meta-analysis. *Gastrointestinal Endoscopy* 2020;92(5):1030-1040.

Complete List of Published Work in MyBibliography:

<https://www.ncbi.nlm.nih.gov/sites/myncbi/1hQwxGPT4PpQb/bibliography/53320857/public/?sort=date&direction=descending>