

March 9-11
2026



Teaching for Transformation Conference

Program



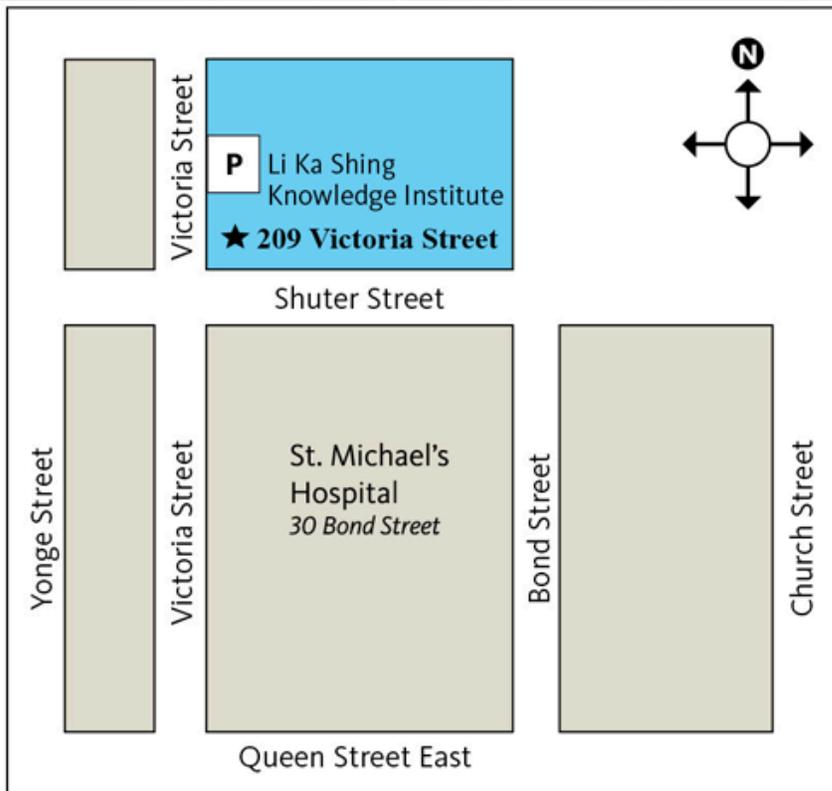
Teaching for Transformation: Conference

Teaching for Transformation: Conference (TforT:C) is a three-day immersion in the education paradigms and practices needed for today's health care work. This conference creates a sense of community, stimulates new ways of thinking and being, and offers practical ways forward informed by evidence, collective hope, and experiential wisdom.

At the 2026 Conference, we will focus on the theme of **Trust**. We know that health and social care professionals and leaders are committed to (re)building trust with/in healthcare and communities. Transformative education approaches can support this effort.

teachingfortransformation.com/conference/

In Person Attendees Info Page



Address:

Li Ka Shing Knowledge Institute
209 Victoria St,
Toronto, ON M5B 1X3
2nd floor, Room 240/241*

**All in-person programming takes place in 240/241 with the exception of select talks on Day 2, noted in the schedule*

Nearest TTC Station:

Queen Station

Wifi Information:

SMH_Guest

no password required

Accessibility:

The building has wheelchair accessible main entrances and bathrooms. Please ask a TforT staff member about access to quiet rooms or other needs.

Sightseeing:

Visiting for the first time? [Click here for some attractions.](#)

Cafes nearby include: Saint Germain Bakery, Tonic Bar, Mast Coffee, and Tangssant Viennoiserie. There is also a Starbucks on-site, with Tim Hortons and Second Cup closeby. Additionally, the Eaton Centre is less than a 5 minute walk from the site.

Schedule

Day 1

| | | | |
|-------------------|----------------------------------|---|---|
| 9:30am - 10:00am | Registration and Check-In | | |
| 10:00am - 10:30am | Welcome | | Speakers: Stella Ng and Lindsay Baker, Beverly Bulmer |
| 10:30am - 12:00pm | Session #1 | Trust and Trustworthiness: Research Insights, Practical Implications, and the Questions That Remain | Speakers: Maya Goldenberg and Sabrina Deutsch Salamon |
| 12:00pm - 1:00pm | Lunch | | |
| 12:50pm - 1:00pm | Mindful Moment | | Speakers: Jasjit Sangha |
| 1:00pm - 2:30pm | Session #2 | Share the load! How professionals can address the health workforce crisis by teaching and learning to redistribute care | Speakers: Aaron Orkin and Munira Abdulwasi |
| 2:30pm - 2:45pm | Break | | |
| 2:45pm - 4:00pm | Session #3 | Education Design for Systems Transformation | Speaker: Aman Sium and Nicole Woods |

Day 2

| | | | |
|-------------------|-----------------------|--|---|
| 9:00am - 10:30am | Session #1 | Short Talk Submissions | Speakers: Roya Haghiri-Vijeh, Niki Soilis, Csilla Kalocsai, Melanie MacKinnon, Shelley O'Brien |
| 10:30am - 10:45am | Break | | |
| 10:45am - 12:00pm | Session #2 | Short Talk Submissions (Room 240/241) Short Talk Submissions (Room 136) | Speakers: Holly Harris, Swati Das, Hannah Connolly, Lydea Gn, David Bookalam Speakers: Lester Bussey, Oshan Fernando, Benjamin Kwan, Kateryna Metersky, Alissa Tedesco |
| 12:00pm - 12:50pm | Lunch | | |
| 12:50pm - 1:00pm | Mindful Moment | | Speaker: Jasjit Sangha |
| 1:00pm - 2:30pm | Session #3 | Workshop Submissions (Online Only) Workshop Submissions (Room 240/241) Workshop Submissions (Room 136) | Speaker: Lester Bussey Speaker: Lisa McQueen and Sucheta Heble Speaker: Kateryna Metersky |
| 2:30pm - 2:45pm | Break | | |
| 2:45pm - 4:00pm | Session #4 | Short Talk Submissions (Room 240/241) Short Talk Submissions (Room 136) | Speakers: Holly Harris, Jackie Bellaire, Farah Bendahmane, Qian Wu, Kateryna Metersky Speakers: Vanessa Nicholas-Schmidt, Lavinia Kajura, Hannah Connolly, Suchismita Sarkar, Bisola Olaseni |

Day 3

| | | | |
|-------------------|---|--|---|
| 9:00am - 10:30am | Session #1 | Transformative Evaluation as an Enabler of Trust | Speakers: Kathryn Parker and Yasser Ismail |
| 10:30am - 10:45am | Break | | |
| 10:45am - 12:00pm | Session #2 | Trust in the Context of Truth and Reconciliation | Speakers: Ed Connors/Tecumseh and Stephanie Nixon |
| 12:00pm - 12:50pm | Lunch | | |
| 12:50pm - 1:00pm | Mindful Moment | | Speaker: Jasjit Sangha |
| 1:00pm - 2:30pm | Session #3 | Low Trust, High Stakes: Why Civil Discourse Matters More Than Ever | Speaker: Randy Boyagoda |
| 3:00pm | In-Person Social at The Queen and Beaver (35 Elm Street, Toronto, Ontario) | | |

Invited Talks – Monday March 9, 2026

Trust and Trustworthiness

10:30am – 12:00pm

Maya Goldenberg & Sabrina Deutsch Salamon

Trust is a heavily researched concept across many disciplines because of the important role it plays as a decisional heuristic for navigating social complexity, allowing for cooperation to happen and relationships to develop. Trust research has earned an urgency in recent years, as measures of both interpersonal and institutional trust are pointing downward to suggest what may be a crisis of trust. This panel features trust researchers from different disciplinary backgrounds (philosophy and psychology) presenting contemporary scholarship on interpersonal trust in the workplace (Dr. Salamon) and public trust in science (Dr. Goldenberg).

Share the load! How professionals can address the health workforce crisis by teaching and learning to redistribute care

1:00pm – 2:30pm

Aaron Orkin & Munira Abdulwasi

Canada is facing a massive health workforce crisis. We might be able to solve the problem by engaging and positioning lay and community health workers to deliver important health interventions. We know this approach can work, and that vibrant community health worker programs a key ingredient of effective health systems, but most Canadian health professionals have little training or experience in building lay health worker programs or working alongside lay providers. This session will explore solutions to that problem, and teach participants how to bring lay workers into their practice and community.

Invited Talks – Monday March 9, 2026

Education Design for Systems Transformation

2:45pm – 4:00pm

Aman Sium & Nikki Woods

Many educators are deeply committed to social justice advocacy, yet find it challenging to translate those commitments into sustained, system-level change within institutional settings. What role can education play when the goal is not only awareness, but transformation?

In this dialogue, Aman Sium and Nicole Woods reflect on the creation of Project Chrysalis, an action-oriented learning initiative designed to support systems change within hospital research environments. Drawing on different intellectual traditions, including community-engaged leadership and cognitive science, the speakers explore how trust emerged as the essential condition for education to move from critique to action.

Through conversation, they examine:

Why advocacy for social justice often stalls without intentional education design
Why trust must be earned and structured, not assumed, in institutional change work
How evidence-informed learning can support people at every level of a system to act differently. Not just think differently

Grounded in research on cognitive integration and systems transformation, and informed by real-world implementation, this session positions education as a practical, relational mechanism for social justice-oriented change. Participants will leave with concrete insights into how to design learning that enables action, sustains trust, and creates the conditions for durable transformation without sacrificing rigour.

Short Talks – Tuesday, March 10, 2026 – 9:00am – 10:30am

**Global Network learning as a transformative pedagogical tool in
nursing education: Preliminary findings**

Speaker: Roya Haghiri-Vijeh

**Fostering critical reflection through virtual reality simulation:
Advancing transformative learning in health professions
education**

Speaker: Niki Soilis

**The Politics of Trust: History, Memory and Anti-racism Education
in Canadian Academic Hospitals**

Speaker: Csilla Kalocsai

**Navigating Complexity: A Conceptual Framework for Assessing
Critical Reflection in Physiotherapy Learners**

Speaker: Melanie MacKinnon

Practicing Trust: Middle-Dwelling as Transformative Pedagogy

Speaker: Shelley O'Brien

Short Talks – Tuesday, March 10, 2026 – 10:45am – 12:00pm

Room 1 - 240/241:

Realizing the Transformative Potential of Lived Experience Engagement in Psychiatric Education: Developing Recommendations to Strengthen An Academic Commitment and Action

Speaker: Holly Harris

Learning through the interview process

Speaker: Swati Das

From Symbolic Violence to Social Justice: Transforming Medical Student Professional Identity through Clinical Ethnography

Speaker: Hannah Connolly

How can collaborative competence be nurtured through intentional team structures for a distributed multi-disciplinary team?

Speaker: Lydea Gn

Applying Reflexivity in the Design and Implementation of an Equity-Based Data Governance Framework

Speaker: David Bookalam

Room 2 - 136:

WINDS: A Program Theory for Transforming the Hidden Curriculum Through Connection

Speaker: Lester Bussey

Negotiating Trust Through Engaged Mentorship: Lessons from an Affirmative Educational Pathway

Speaker: Oshan Fernando

Transforming Assessment: Leveraging Large Language Models for high throughput evaluation of narrative feedback in Diagnostic Radiology Education

Speaker: Benjamin Kwan

Redesigning Nursing Skills Evaluation to Enhance Learning and Clinical Practice

Speaker: Kateryna Metersky

Working Towards Transformation: Exploring the impact of a rotation in equity-oriented palliative care on physicians' perspectives and practices

Speakers: Alissa Tedesco

Workshops – Tuesday March 10, 2026

Resonance & Repair: “A Dream Deferred”

1:00pm – 2:30pm | Online | **Lester Bussey**

“There is no trust where fear lives—but we can change where fear is allowed to live.”

In 2022, an obstetrics and gynecology residency program lost its accreditation following a cascading systems failure. Was the collapse the result of systemic deficiency or cultural toxicity? Could it be that these forces were so deeply entangled that the question itself reveals our blind spots about organizational change?

This transformative, narrative-driven workshop invites participants to engage with that very question. Not as outside observers, but as change agents capable of reshaping their own learning environments. The session is built on the WINDS Theory of Change—Psychological Safety, Trust/Reciprocity, and Relational Coordination as interdependent mechanisms of organizational transformation.

The workshop opens with “The Tale of Verto”, a short parable about a caterpillar learning to build a shelter of trust against the bitter wind of Timor. This story frames the emotional landscape of hidden curricula and sets the tone for collective reflection. Participants are welcomed into an invitational learning space where examining difficult truths becomes both possible and safe.

“Storytime” is followed by a structured debate between two advocates. One argues the program failure was primarily structural, while the other asserts that cultural toxicity made repair impossible. This exercise exposes how systemic and relational factors intertwine, to shape organizational outcomes and individual identity formation.

Participants then analyze artifacts from “A Dream Deferred – Gone with the Wind” using the WINDS lens. Working in small groups, participants surface patterns of fear, breakdowns, and coordination failures. It is our hope you will connect these to real-world challenges in their own institutions.

The session ends with a collaborative design lab, where participants develop scaffolding for actionable strategies. These strategies are grounded in the Relational Model of Organizational Change, WINDS emphasizes resonance before repair, shared goals, mutual self-interest, and gratitude as the foundation for systemic transformation.

Workshops – Tuesday March 10, 2026

The Heat of the Moment: How Leaning Into Discomfort Builds Better Clinicians

1:00pm – 2:30pm | In-Person – Room 240/241 | **Lisa McQueen**

Healthcare is changing at an unprecedented rate. Our patients are diverse and complex. The work we do is often fraught with unexpected and challenging experiences. As clinical supervisors in this type of setting, we are charged with supporting our learners to manage difficult clinical encounters. We do our best, despite ever-growing caseloads and administrative duties. However, what we may be failing to teach our students is the following:

- a. Uncomfortable clinical situations are common, despite level of experience
- b. Sitting in discomfort, over time, can lead to significant moral distress and burnout
- c. Having the tools to manage uncomfortable situations more effectively can improve our ability to be present with our patients, thus making us better clinicians (and more resilient humans!)
- d. Embracing discomfort rather than turning away from it can provide profound learning opportunities

We feel it is critical to devote focused training time during clinical placements to prepare our learners to adapt to situations that have yet to be imagined and navigate the multifaceted layers of clinical encounters, many of which can be uncomfortable. Work undertaken from the area of adaptive expertise proposes that health professional education should not focus on producing experts but instead, preparing future experts (Myopolous et al., 2018). This should include learning to sit with discomfort (our own, theirs, the patients). Rather than viewing discomfort as something to avoid, can we pause and imagine the possibility that it may offer valuable lessons?

To support this often missed education opportunity, we developed a framework to facilitate debriefs and support deeper student learning. We have called this framework, “QUEST”, an acronym for “Quick Uncomfortable Experience Safe Talk”. We also created an online chat forum where students and clinicians could share their experiences and learn with and from each other. We hoped that sharing within this group setting would normalize some of the strong emotions that may accompany the experience of challenging clinical situations and encourage reflective practice for all involved.

This session seeks to explore the murky waters of teaching and learning during uncomfortable situations. We will review current literature on the subject and share practical tools for navigating “big feelings” that may accompany these encounters. We will convince you why becoming an “adaptive expert” is so important in today’s rapidly changing work environments and share ideas to use during clinical placements to help learners build their adaptive muscles. Finally, we will describe our QUEST project, including our debrief framework, the online chat forum and student insights.

Workshops – Tuesday March 10, 2026

Using Poetry to Transform Interprofessional Education (IPE)

1:00pm – 2:30pm | In-Person – Room 136 | **Kateryna Metersky**

Instructors delivering education to healthcare provider learners are consistently facing challenges with how to prepare such learners for collaborative, person-centered practice in complex healthcare environments. Traditional interprofessional education (IPE) prioritizes technical teamwork skills and neglects the emotional, reflective, and humanistic sides of care. This workshop introduces attendees to an aesthetic pedagogical approach utilized by a patient-partner, to help learners reflect on patient experiences, deepen empathy, and bridge the gap between theory and practice.

Over a two-year period, six virtual IPE sessions were run and involved 320 learners from 14 health professions, including nursing, medicine, pharmacy, occupational therapy, physical therapy, spiritual care, and social work. Participants explored a patient-partner-authored poem, presented by the patient-partner. Participants then engaged in small-group discussions and created their own artistic reflections on their learning about partnering with patients in care, such as drawings, visual art, poetry, and storytelling. Analysis revealed that over 90% of learners reported a stronger understanding of interprofessional collaboration and patients' roles within healthcare teams. Thematic analysis of qualitative responses highlighted learners' increased empathy, appreciation for holistic care, active engagement, and awareness of the systemic challenges affecting both patients and healthcare providers. Many learners reflected that the poetry performance allowed them to emotionally connect with a patient's perspective and consider how their own actions impact the experiences and care trajectory of the patient.

Workshop participants will gain practical strategies to implement aesthetic and patient-partner-led learning in nursing and healthcare provider education. Attendees will learn approaches to designing sessions, facilitating reflective discussions, and integrating collaborative aesthetic activities, with guidance for virtual or hybrid formats. A brief interactive exercise will allow participants to experience firsthand how aesthetic learning fosters empathy, critical thinking, and engagement.

By combining artistic expression with structured reflection and discussion, this workshop demonstrates how learners can translate knowledge into meaningful practice. Participants will leave with actionable ideas for creating innovative, humanistic learning experiences that strengthen interprofessional collaboration, foster empathy, and enhance person-centered care, preparing future healthcare professionals to engage effectively with patients and colleagues in complex clinical settings.

Short Talks – Tuesday, March 10, 2026 – 2:45pm – 4:00pm

Room 1 - 240/241:

Extending the Principles of Transformative Education to Evaluation: The Co-production of National Recovery College Metrics

Speaker: Holly Harris

Collaborative teaching for transformation in post-graduate family medicine: Teaching with teams for teams

Speaker: Jackie Bellaire

From Specialization to Integration: Work-based Learning for Health System Transformation

Speaker: Farah Bendahmane

Equity, Diversity, Inclusion, and Anti-Oppression Focused Faculty Development: Tensions in Programming in Health Professions Education

Speaker: Qian Wu

Enhancing Licensing Exam Success: Innovative Redevelopment of Nursing Theory OERs

Speaker: Kateryna Metersky

Room 2 - 136:

Driving Transformative Education: A Mission and Values Aligned Learning Initiative

Speaker: Vanessa Nicholas-Schmidt

Five ways to get a grip on reflexive, equitable curriculum redesign in academic health sciences

Speaker: Lavinia Kajura

That's Interesting: Epistemic Injustice as Symbolic Violence in Medical Education

Speaker: Hannah Connolly

Reflections on the integration of artificial intelligence in medical education: What does epistemic trust have to do with it?

Speaker: Suchismita Sarkar

Integrating Anti-Racism in Health Sciences Education: An Evaluation of GLPH 281, a Racism and Health Course at Queen's University

Speaker: Bisola Olaseni

Invited Talks – Wednesday, March 11, 2026

Transformative Evaluation as Enabler of Trust

9:00am – 10:30am

Kathryn Parker & Yasser Ismail

It is proposed that one cannot engage in transformative work without looking both inward and outwards. This session will create a space where participants can locate who they are as evaluators in the context of where and how they practice – what ways of thinking about and practicing evaluation most resonate with them and/or are deemed valid in the contexts in which they evaluate; what are the underlying assumptions of those paradigms and praxis. We propose that evaluation is a transformative force – enabling us to create interventions that challenge the status quo. It begs the question; what is Transformative Evaluation (TE)? How is it different than current evaluation efforts in health professions education? To unpack these questions, participants will have an opportunity to explore the value of reframing their recent evaluation efforts through a more transformative lens and will be invited to dialogue about the value of TE to the building and restoration of trust.

Invited Talks – Wednesday, March 11, 2026

Trust in the Context of Truth and Reconciliation

10:45am – 12:00pm

Ed Connors/Tecumseh & Stephanie Nixon

In dialogue with each other and with the audience, Tecumseh/Ed and Stephanie will explore how we might bring together worldviews to create peaceful relationships built on trust. They will discuss their framing of anti-oppression and peacemaking as elements of future building (www.FutureBuilding.global). They will draw on lessons about trust from teachings, including the Two Row Wampum, Willie Ermine's "ethical space", and the coin model of privilege.

Low Trust, High Stakes: Why Civil Discourse Matters More Than Ever

1:00pm – 2:30pm

Randy Boyagoda

In this talk, writer and professor Randy Boyagoda, the University of Toronto's Advisor on Civil Discourse, reflects on the state and stakes of civil discourse these days, on and off campus, and across personal professional, and public settings. In particular, he will explore the importance of trust in and across our personal, professional, and public commitments, and its importance to ensuring robust and vibrant cultures of productive disagreement. These efforts, which we might collectively describe as a commitment to thinking out loud together, support the advance of knowledge, serve the common good and help in the pursuit of truth.

Speakers

Aaron Orkin



Aaron Orkin MD MSc MPH PhD is an emergency and public health physician-scientist and Associate Professor at the University of Toronto. He is an Associate Clinical Professor and Head of the Department of Hospital and Institutional Care at the Toronto Metropolitan University School of Medicine. He is co-chair of the Canadian Red Cross National Medical Advisory Committee. As Ontario's first fellowship-trained clinical public health specialist, Orkin's practice and research focuses on strategies to integrate clinical practice and population health, especially through programs that redistribute health care delivery by engaging the lay public directly in health service delivery. He has worked with local, regional, and national organizations to deliver and evaluate care redistribution programs reaching millions of Canadians. He leads several initiatives that put peer and non-professional workers at the centre of delivering services for public health, emergency care, and disaster response, especially with communities facing barriers to equitable care.

Aman Sium



Aman Sium is the Lead, Strategic Initiatives at the Institute for Education Research, University Health Network (UHN). For more than a decade, he has held senior leadership roles across the health system, driving improvements in system planning and performance, quality and safety, and the integration of essential non-clinical supports into models of care. Aman's work focuses on bringing community voices into health system design through participatory and justice-centered approaches. He has led various health equity and community-based co-design initiatives in pediatric settings. His leadership is rooted in a commitment to building a more responsive, equitable, and people-centered health system.

Ed Connors/Tecumseh



Dr. Ed Connors, also known as Tecumseh, is of Mohawk ancestry from Kahnawake Mohawk Territory and is also of Irish ancestry. He is a retired psychologist who has worked with First Nations communities across Canada since 1982 in both urban and rural centres. His work has included Clinical Director for an Infant Mental Health Centre in Regina, Saskatchewan, and Director for the Sacred Circle, a Suicide Prevention Program developed to serve First Nations communities in Northwestern Ontario. Tecumseh's more recent work has involved development of Indigenous Life Promotion projects, including Feather Carriers Leadership for Life Promotion. He incorporates traditional knowledge about healing as well as his experience as a psychologist. His current work also includes consultation and community training to assist First Nations in developing Restorative Justice practices.

Speakers

Kathryn Parker



Kathryn received her PhD in program evaluation from the University of Toronto in 2006. She has presented her work at various national and international conferences and has applied her program evaluation skills when working with numerous academic/clinical groups to facilitate and direct program evaluation efforts. She is an Associate Professor with the Department of Pediatrics at the University of Toronto and was also the recipient of the 2013 AMS Phoenix Fellowship. She served as the Senior Director of Academic Affairs at Holland Bloorview Kids Rehabilitation Hospital for 12 years and currently sits on the Board of the Canadian Interprofessional Health Collaborative and the Baycrest Academy. She has recently joined the Centre for Advancing Collaborative Healthcare and Education (CACHE) as an Associate Director with a focus on supporting transformative change in healthcare education. She also serves as faculty in both the Centre's Collaborative Change Leadership program and the Ehpic© program.

Lindsay Baker



Lindsay is Associate Director, Curriculum Integration and Partnership at the Centre for Faculty Development. She has over a decade of experience in health professions education research in the context of faculty development. Lindsay brings this researcher-practitioner lens to her role as program director (Stepping Stones, Best Practices in Education Rounds, Online Supplements for Education) and program developer (Summer Education Institute) and plays an integral role bridging education and research across all of CFD's programs. Through her work at CFD, Lindsay has established a reputation as an innovative qualitative methodologist and an award-winning educator. Her research uses constructivist and critical approaches to examine the boundaries and relations between disciplines, professions, and knowledge communities. Lindsay also integrates constructivist, transformative, and critical pedagogical approaches to education in her faculty development practice.

Speakers



Maya Goldenberg

Maya J. Goldenberg is Professor of Philosophy at the University of Guelph, with cross-appointment in the Bachelor of Arts and Science program, and a member of Graduate Faculty at the Institute for History and Philosophy of Science at the University of Toronto. Her research centers on the philosophy of science and medicine, with particular focus on evidence-based medicine, vaccine hesitancy, bioethics, and feminist philosophy of science. She is the author of *Vaccine Hesitancy: Public Trust, Expertise, and the War on Science* (University of Pittsburgh Press, 2021), which won the 2022 Philosophy of Science Association Women's Caucus Prize in Feminist Philosophy of Science Award. In this work, Goldenberg reframes vaccine hesitancy as a crisis of public trust in scientific institutions rather than a problem of public misunderstanding of science. Her scholarship explores how medical knowledge is constructed, interpreted, and applied by clinicians, policymakers, and patients, with particular attention to women's health and the connections between science and values.



Munira Abdulwasi

Munira Abdulwasi is a Scientific Associate at The Institute for Education Research (TIER) at the University Health Network. She is an educator, health promotion specialist, and community health researcher. Munira currently works as an Associate Professor in the Community Health and Social Medicine (CHASM) Care Worker program at the Michener Institute of Education. Her passion lies in working with community in building a more inclusive healthcare system for all.



Nicole Woods

Nicole (Nikki) Woods, PhD is the Richard and Elizabeth Currie Chair for Research in Health Professions Education. She is also Director of The Institute for Education Research (TIER) at University Health Network and Senior Scientist at The Wilson Centre, University of Toronto. Dr. Woods leads an internationally recognized research program that uses methods and principles from cognitive psychology to advance medical education theory and practice. Her research has significant implications for education across the developmental continuum and various health disciplines. A Fellow of the Karolinska Institute Prize for Medical Education Research since 2019, Dr. Woods is currently a Professor in the Department of Family and Community Medicine at the University of Toronto. In 2021, Dr. Woods was recognized as one of Canada's Top 100 Most Powerful Women by WXN.

Speakers

Randy Boyagoda



Randy Boyagoda is a novelist and Professor of English at the University of Toronto, where he also serves as the university's advisor on civil discourse, the first such position in Canada. He was named one of Toronto's fifty most influential people by Toronto Life magazine because of his work in civil discourse. He is the author of seven books, including four novels that have been nominated for the Giller Prize, the IMPAC Dublin Literary Prize, and named New York Times Book Review Editor's Choice selections and Globe and Mail Best Books of the year. A frequent contributor to CBC Radio, including as a national columnist on civil discourse, and former President of PEN Canada, he writes opinions, essays and reviews for publications including the Atlantic, the New York Times, the Financial Times of London, the Globe and Mail, and The Walrus. He also podcasts for the Toronto Public Library and lives in the east end of Toronto with his wife and their four daughters.

Sabrina Salamon



Dr. Sabrina Deutsch Salamon is an Associate Professor at York University, where she studies the dynamics of trust in organizations. Drawing on an interdisciplinary background in organizational behaviour and economics, her research explores how trust is developed, maintained, and experienced at work. Her work has been published in leading international journals, including the Journal of Applied Psychology, the Journal of Organizational Behavior, and the Journal of Business Ethics. Her research on trust has been supported by Canada's Social Sciences and Humanities Research Council and Mitacs, and it has been featured in international media and on CBC National Radio. She has shared her insights on trust in organizations with audiences ranging from the United States Army to health institutions, boards of education, and corporations, helping them better understand how trust is built and how it shapes organizational life.

Stella Ng



Stella is passionate about the transformative potential of health professions education, particularly critical pedagogies to enhance the collaborative, compassionate, and ethical aspects of health care practice. This passion was sparked by challenges experienced as a pediatric audiologist in the public-school system, which motivated her to study how people respond to value-conflicted, uncertain zones of interprofessional and collaborative practice. Her tri-council-, ministry-, and foundation-funded research thus explores theories of reflective practice and optimizes educational approaches that foster critical reflection, which she mobilizes into her education and leadership work.

Speakers



Stephanie Nixon

Dr. Stephanie Nixon is a straight, white, middle class, able-bodied, cisgender, settler woman of English and Irish ancestry who strives to understand the pervasive effects of privilege, and what to do with and about it. Stephanie leads the consulting firm, Stephanie Nixon and Associates Inc. She is also a Full Professor, Vice Dean (Health Sciences) and Director (School of Rehabilitation Therapy) at Queen's University in Kingston, Ontario. She completed her PhD in Public Health at the University of Toronto, and a post-doc at the University of KwaZulu-Natal in South Africa, before joining the University of Toronto for 15 years as a professor. Stephanie developed the Coin of Privilege as a way to translate core ideas about anti-oppression and intersectionality to people in positions of unearned advantage like herself.



Yasser Ismail

Dr. Yasser Ismail is a health care leader, credentialed evaluator and scholar-practitioner whose work integrates transformative program evaluation, human-centered design research, and health professions education to mobilize knowledge for equity-centered decision-making. As Chief Strategy & Knowledge Officer at Casey House, he is guiding a multi-year organizational transformation to make hospital-based care access inclusive for equity-denied communities—scaling a client-centered design hub, embedding equity-centered measurement and evaluation across clinical programs, and aligning care pathways with the needs and wisdom of communities who face systemic stigma and discrimination. Yasser's leadership practice pushes beyond traditional client-centered models toward community-centered approaches pushing organizations towards a more expansive sense of accountability to the communities they are meant to serve by elevating both lived experience and practitioner innovation as evidence; reconciling quantitative and qualitative ways of knowing, and situating scientific rigor within transformative ethics. As an Affiliate Fellow at TMU's Canada Excellence Research Chair on Health Equity & Community Well-Being, Yasser co-leads longitudinal mixed-methods research on HIV prevention and care centering structurally marginalized communities.

Organizing Committee



**Alexandria
Suliman**



**Amanda
Binns**



Beck McNeil



Farah Friesen



Karen Chen



**Kathryn
Parker**



**Lindsay
Baker**



**Lindsay
Herzog**



Stella Ng



Yasser Ismail

With special thanks to our on-site support: Carrie Mildner, Katerina Hatzinakos, Maggie Qian, Mariangela Palumbo, Marissa Shaw, Rashan Edwards, Ruweyda Osman, and Sarina Iannelli.

Sponsors and Supporters



Casey House

Casey House is a specialty hospital in Toronto providing ground-breaking care to people living with and at risk of HIV. We offer a growing mix of inpatient, outpatient and community-based services that meet clients where they are in their individual journeys of health and wellness. We are Canada's first and only hospital for people living with and at risk of HIV, and have a holistic and interdisciplinary approach to health and well-being. Building on a legacy of advocacy and social justice, we actively dismantle barriers to care and safe living. We provide a community and sense of belonging that connects people to care. The humanity of each client is at the heart of everything we do.



Family & Community Medicine
UNIVERSITY OF TORONTO

Office of
Education Scholarship

The Office of Education Scholarship at the Department of Family & Community Medicine

The Office of Education Scholarship is a source of knowledge, guidance and mentorship in scholarly activities related to teaching and education in family medicine. Our faculty work with individuals, leaders, programs and teaching sites. We can help you take a question through the scholarly process to a stage where the results of your work can be shared with a peer group. We can support and help build your own capacity to engage in your everyday work in a scholarly manner.

Sponsors and Supporters



University Health Network

UHN is Canada's No. 1 hospital and the world's No. 1 publicly funded hospital. With 10 sites and more than 20,000 members of TeamUHN, UHN consists of Toronto General Hospital, Toronto Western Hospital, Princess Margaret Cancer Centre, Toronto Rehabilitation Institute, The Michener Institute of Education at UHN and West Park Healthcare Centre. As Canada's top research hospital, the scope of research and complexity of cases at UHN have made it a national and international source for discovery, education and patient care.



University Health Network Education

University Health Network has grown to be one of the largest research and teaching hospital networks in Canada - pioneers in improving the lives of patients. Our long history of health professions education at Toronto General, Toronto Western, Princess Margaret and Toronto Rehab hospitals has consistently advanced the science of education.

Sponsors and Supporters



Unity Health Toronto

UHN is Canada's No. 1 hospital and the world's No. 1 publicly funded hospital. With 10 sites and more than 20,000 members of TeamUHN, UHN consists of Toronto General Hospital, Toronto Western Hospital, Princess Margaret Cancer Centre, Toronto Rehabilitation Institute, The Michener Institute of Education at UHN and West Park Healthcare Centre. As Canada's top research hospital, the scope of research and complexity of cases at UHN have made it a national and international source for discovery, education and patient care.