Anesthesiology & Pain Medicine
UNIVERSITY OF TORONTO

Temerty Medicine

FACULTY DEVELOPMENT DAY

NOVEMBER 11TH, 2026, FROM 7:30 AM – 2:30 PM ET
DEPARTMENT OF ANESTHESIOLOGY & PAIN MEDICINE
TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Chelsea Hotel, TORONTO

33 Gerrard St. W., TORONTO, ON
Mountbatten Salon, 2nd Floor
Blue Elevators

WiFi: Chelsea_Meeting
Password: Chelsea7979

PROGRAM

Registration and Breakfast

7:30 – 8:15 AM
Main Foyer

Welcome & Opening Address

8:15 – 8:45 AM
Mountbatten Salon

Welcome & Opening Address
Dr. Beverley Orser, Chair, Department of Anesthesiology & Pain Medicine

Faculty Development Updates
Dr. Natalie Clavel, Director of Faculty Development, Department of Anesthesiology & Pain Medicine

Land Acknowledgement / EDIIA Updates
Dr. Lisa Isaac, Director of EDIIA, Department of Anesthesiology & Pain Medicine

Remembrance Day Acknowledgement

Dr. Greg Silverman, Canadian Forces & Faculty Member, Department of Anesthesiology & Pain Medicine

Plenary Session with Dr. Alika Lafontaine

8:45 – 9:45 AM
Mountbatten Salon

The Outrage Cure in Action: Why the Right Fix can fail at the Wrong Time
Dr. Alika Lafontaine, Associate Clinical Professor in the Faculty of Medicine and Dentistry at the University of Alberta, Former head of the Canadian Medical Association

Networking & Refreshment Break

9:45 – 10:15 AM
Mountbatten Lane

Small Group Sessions A

10:15 – 11:15 AM

- **Breakout Session:** ***Fireside Chat – Health Equity*** with **Dr. Alika Lafontaine,** Associate Clinical Professor in the Faculty of Medicine and Dentistry at the University of Alberta, **Facilitator: Dr. Lisa Isaac** — Mountbatten Salon
- ***Fireside Chat- Clinical Supervision and Evaluation Across the Continuum: UGME vs. PGME*** with **Drs. Wesla Pfeifer & Katherine Marseu** — Mountbatten Salon
- ***Small Group Session*** **- Senior Promotion Demystified** with **Dr. Anahi Perlas** — Baker
- ***Small Group Session*** **- Early Career Milestones: CAR and Junior Promotion** with **Dr. Kyle Kirkham** — Seymour

Remembrance Day: Two Minutes of Silence

The Two Minutes of Silence is a solemn, symbolic moment at the heart of Canada's Remembrance Day Service. At the 11th hour on November 11th, Canadians pause to honor those who served and sacrificed, marking the exact time in 1918 when the First World War ended.

Small Group Sessions B

11:15 – 12:15 PM

- ***Fireside Chat*****- Community of Practice: Medical Education Evidence Based Practice & Research Cluster** with **Dr. Sabine Nabecker** — Mountbatten Salon
- ***Small Group Session*** **- Mastering the Creative Professional Activity Dossier (CPA)** with **Drs. Kazuyoshi Aoyama, Elaine Ng** — Mountbatten Salon
- ***Small Group Session*** **- The Long Emergence: Navigating the Transition to Retirement** with **Drs. Fiona Campbell, Jacob Langer** — Baker
- **Fireside Chat: Gender Disparity in Academic Medicine and Anesthesiology** with Drs. **Monica Olsen, Lisa Isaac** — Seymour

Lunch

12:15 – 1:15 PM
Mountbatten Lane

Large Group Session

1:15 – 2:30 PM

- *Stream 1 Workshop:* The DoAPM Leadership Launchpad with Drs. Ahtsham Niazi, James Helman, Carl White-Ulysse, Natalie Clavel, Nicole Kuchinsky

Mountbatten Salon

- *Stream 2 Workshop:* From Fellowship to Practice: Accelerating Your Licensure, Exam Success, and Program Feedback (Target Audience: Fellows & IMGs) with Drs. Sanket Agrawal, Filipe Santos, Melissa Liu

Seymour

Networking Break

2:30 – 3:00 PM

Mountbatten Lane

LEARNING OBJECTIVES & READINGS

Plenary Session

The Outrage Cure in Action: Why the Right Fix can fail at the Wrong Time

Optional Prereading
https://www.speakers.ca/2026/04/the-outrage-cure-dr-alika-lafontaine-on-how-anger-is-reshaping-our-homes-workplaces-and-communities/

Optional Prereading
https://pubmed.ncbi.nlm.nih.gov/32564391/
https://pubmed.ncbi.nlm.nih.gov/30246975/

Learning Objectives:

1) Describe how change in health systems creates loss, and how unanswered anger can turn into outrage and, eventually, indifference.
2) Explain emotional alignment as a leadership competency, and how it differs from emotional intelligence.
3) Practise using the S.M.O.O.T.H. framework on a case to assess what the people they lead are asking for before choosing a response.
4) Analyze how leadership dysalignment, either applying the wrong fix or applying the right fix at the wrong time, can deepen resistance to change.

Small Group Sessions (AM)

1) **Fireside Chat: Healthy Equity**

- Speaker: Dr. Alika Lafontaine
- Facilitator: Dr. Lisa Isaac

Learning Objectives:

A) Identify communication strategies that foster trust, equity, inclusion and accessibility [through the analysis of institutional outrage and resistance within medical leadership structures]
B) Operationalize health equity concepts, transitioning high-level policy to measurable improvements in healthcare access and patient outcomes
C) Construct psychologically safe academic environments that support robust intellectual diversity and rigorous debate while maintaining a foundational respect for equity, inclusion, and human dignity.
D) Deconstruct the mechanisms of tokenism in academic and clinical recruitment to actively champion diverse leaders based on their professional competencies while respecting and validating their cultural identities.

2) **Fireside Chat: Gender Disparity in Academic Medicine and Anesthesiology**

- Speakers: Drs. Monica Olsen & Lisa Isaac

Learning Objectives:

A) Critique the current quantitative and qualitative data regarding gender disparity, compensation gaps, and leadership representation bottlenecks within academic anesthesiology (Health

Advocate/Professional).

B) Identify structural, cultural, and implicit biases that disproportionately impact the career progression and institutional recognition of female-identifying faculty members (Professional).
C) Implement deliberate individual mentorship, sponsorship, and departmental policy interventions designed to foster an equitable academic pipeline (Leader/Collaborator).

3) **Fireside Chat: Clinical Supervision and Evaluation Across the Continuum: UGME & PGME**

- Speakers: Drs. Wesla Pfeifer & Katherine Marseu

Learning Objectives:

A) Compare and contrast the distinct learning needs of undergraduate (UGME) medical students versus postgraduate (PGME) residents.
B) Outline the expectations of faculty regarding the clinical supervision of learners
C) Adapt your daily clinical supervision style to match the learner's precise stage of training (Medical Expert/Leader).
D) Deliver effective feedback that fosters psychological safety and autonomous clinical decision-making (Communicator/Collaborator).

4) **Fireside Chat: Community of Practice: Medical Education Evidence Based Practice & Research Cluster**

- Speaker: Dr. Sabine Nabecker

Learning Objectives:

A) Conduct a rigorous educational needs assessment to establish a baseline justification for a proposed medical education intervention or curriculum change.
B) Design valid data collection strategies—including pre/post-testing and objective knowledge metrics—to systematically measure changes in learner performance (or impact of educational Intervention/Program)
C) Apply Kirkpatrick's Four-Level Training Evaluation Model to structure a comprehensive assessment plan that tracks learning outcomes and behaviour.
d)Align educational assessment data with institutional accreditation mandates and continuing professional development (CPD) compliance standards.
D) Synthesize educational intervention outcomes into peer-reviewed manuscripts or abstracts suitable for impactful medical education publications.
E) Translate evidence of teaching effectiveness and scholarly educational research into standardized dossiers (such as Creative Professional Activity) required for academic promotion.

5) **Small Group session: Senior Promotion Demystified**

- Speaker: Dr. Anahi Perlas

Learning Objectives:

A) Map your professional achievements against the institutional value ("Why"), criteria ("What"), and administrative timeline ("How") required for successful Senior Promotion to Associate Professor or Full Professor at the Temerty Faculty of Medicine (Professional).
B) Analyze successful exemplar senior promotion dossiers and CV layouts to identify common structural benchmarks of international reputation and scholarly impact (Scholar/Professional).
C) Assemble a comprehensive, well-indexed senior promotion package that effectively communicates clinical excellence, administrative leadership, and academic contributions (Professional/Leader).

6) **Small Group session: Early Career Milestones: CAR and Junior Promotion**

- Speaker: Dr. Kyle Kirkham

Learning Objectives:

A) Describe the rationale for Continuing Academic Review (CAR). Outline the administrative checklist, performance benchmarks, and feedback loops required to successfully navigate the Continuing Appointment Review (CAR) process (Professional).
B) Differentiate between the pathways, documentation needs, and committee review processes for Continuing Academic Review (CAR) versus Junior Promotions procedures (Professional).
C) Execute an organized, proactive approach to compiling early-career dossiers that reflect stable academic output and high-quality institutional alignment (Professional).

7) **Small Group session: Mastering the Creative Professional Activity Dossier (CPA)**
Speaker: Drs. Kazuyoshi Aoyama & Elaine Ng

Learning Objectives:

A) Define the specific definitions, scope, and evidentiary standards of Creative Professional Activity (CPA) as a recognized pathway for academic advancement in anesthesia (Scholar).
B) Deconstruct high-quality CPA promotion packages to understand how to effectively document and present health innovation, quality improvement, or policy development (Leader/Scholar).
C) Translate local clinical program developments or structural workflow designs into a compelling, metrics-backed CPA dossier for review committees (Professional).

8) **Small Group session: The Next Chapter: Navigating the Transition to Retirement**
Speaker: Drs. Fiona Campbell & Jacob Langer

Learning Objectives:

A) Evaluate the psychological, professional, and operational dimensions of planning a structured, purposeful transition away from full-time clinical anesthesia practice (Professional).
B) Formulate a sustainable succession plan that ensures operational continuity, transfers institutional leadership, and preserves legacy knowledge within the department (Leader).
C) Identify ongoing opportunities for meaningful academic involvement, mentorship, or advocacy work within the university framework post-retirement (Scholar/Professional).

Large Group Sessions (PM)

Stream 1 The DoAPM Leadership Launchpad
Presented by the DoAPM Leadership Advisory Council and powered by The Dr. Vincent and Anne Chan Professorship in Faculty Leadership
Speakers: Drs. Ahtsham Niazi, James Helman, Carl White-Ulysse, Natalie Clavel, Nicole Kuchinsky

Learning Objectives:

- **Identify the resources and opportunities** available through the DoAPM Leadership Launchpad.
- Describe the step-by-step process to apply for financial support made possible by the Dr. Vincent and Anne Chan Professorship in Faculty Leadership.
- **Compare different leadership journeys** in anesthesia: first-hand experiences, time commitments, and career lessons shared by junior and senior department leaders.
- **Utilize the departmental E-Portfolio** to track, log and share scholarly activity. Manage administrative requirements for Continuing Academic Review.
- **Build a personalized career plan** by connecting self-assessment tools, personal values, and a

clear mission statement to future professional and leadership opportunities.

Stream 2 From Fellowship to Practice: Accelerating Your Licensure, Exam Success, and Program Feedback (Target Audience: Fellows & IMGs)
Speakers: Drs. Sanket Agrawal, Filipe Santos, Melisa Liu

Learning Objectives:

By the end of this session, participants will be able to:

- **Understand the administrative steps and timelines** required to obtain and transition to independent practice in Canada: nationally through the Medical Council of Canada and provincially through the CPSO or other provincial regulatory bodies.
- **Develop a study plan** by breaking down the Royal College of Physicians and Surgeons of Canada Exam format, performance standards, marking schemes, core clinical topics, and competencies.
- **Identify departmental and external resources**, including study groups and practice oral exams, available within the DoAPM to support exam preparation.