

## CIHR-IGH 2025 Summer Institute in Sex and Gender+ Science

The event will take place at the KITE Research Institute at Toronto Rehabilitation Institute (TRI) University Health Network (UHN) and at the Rehabilitation Sciences Institute (RSI), Temerty Faculty of Medicine at the University of Toronto.

|                                                                                                      |                                                                                                                                            |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>May 26, Monday</b><br><b>May 27, Tuesday</b><br><b>May 28, Wednesday</b><br><b>May 30, Friday</b> | KITE Research Institute at Toronto Rehabilitation Institute (TRI)<br>550 University Avenue ( <a href="#">map</a> )<br>2nd floor auditorium |
| <b>May 29, Thursday</b>                                                                              | Rehabilitation Sciences Institute (RSI)<br>500 University Avenue ( <a href="#">map</a> )<br>1st floor, Room 140                            |

## Readings and Resources

[This document](#) contains a list of readings and resources shared by the speakers at the Summer Institute. This live document will continue to be updated throughout the Summer Institute.

 Readings and Resources

## May 26: Welcome and Overarching Themes (Day 1)

8:00 AM - 8:30 AM

**Registration and Breakfast**

8:30 AM - 8:40 AM

**Welcome to KITE-Toronto Rehabilitation Institute**

8:40 AM - 8:50 AM

**Program Overview**

8:50 AM - 9:10 AM

**Remarks from the Canadian Institutes of Health Research [online]**

9:10 AM - 9:20 AM

**Remarks from the Rehabilitation Sciences Institute**

9:30 AM - 10:30 AM

**Integrating Sex and Gender in your CIHR Application**

**Learning Objectives:**

- 1) Understand CIHR sex and gender definitions;
- 2) Trainees will be able to write a strong sex and gender statement for CIHR applications.

----- Coffee break -----

10:45 AM - 11:45 AM

**Sex and Gender Integration in Health Research and Medical Education [online]**

**Learning Objectives:**

- 1) Critically assess the structural and epistemological biases in medical knowledge production and clinical practice;
- 2) Define and distinguish between sex and gender as analytical variables in health research;

- 3) Apply sex- and gender-based considerations to clinical teaching and curriculum development.

11:45 AM - 12:45 PM

### Researcher Engagement in Policy Advocacy and Effective Communication with Policymakers



#### Learning Objectives:

- 1) Consider strategies and frameworks that support knowledge mobilization for policy impact;
- 2) Describe systems approaches to advancing healthcare delivery and policy reforms for underserved communities;
- 3) Engage with recent, real-world case examples about policy change and advancing social justice in healthcare.

----- Lunch break -----

1:45 PM - 2:45 PM

### TWO-SPIRIT HEALTH & WELLNESS: Being in Better Relations Though and By Research



#### Learning Objectives:

- 1) Define what and who is Two-Spirit from lens of the Two-Spirit Dry Lab;
- 2) Describe some health research practices that bring about conditions to support the honoring Two-Spirit and peoples and/or communities;
- 3) Examine how the research process may create the opportunity for the researched and researchers to be in good/better relations.

2:45 PM - 3:45 PM

### From Research to Headlines: a Step-by-Step Guide to Creating a Press Release [\[online\]](#)



#### Learning Objectives:

- 1) Trainees will be able to write a press release;
- 2) Trainees will be able to identify effective strategies for knowledge mobilization to spread research information to the general public.

----- Coffee break -----

4:00 PM - 5:00 PM

## Gender, Sex, and Occupational Health: Making Workplace Equality Compatible With Health



### Learning Objectives:

- 1) Understand the importance of gender and sex in occupational health research;
- 2) Understand the complexity of collecting and analysing data on gender/sex and other inequalities in occupational health and the importance of involving workplace partners;
- 3) Understand the importance of considering the potential opposition between gender equality and women's health in interventions in occupational health (and consider the applicability of this opposition to other sources of inequality).

## May 27: Biomedical Research (Day 2)

9:00 AM - 9:30 AM

**Morning Forum: Conversations and Connections**

9:30 AM - 10:30 AM

**Sex, Gender and Health: Mapping the Landscape of Research and Policy**



**Learning Objectives:**

- 1) Understand different approaches to doing sex and gender science;
- 2) Understand the relationships between research and policies that impact sex, gender and equity;
- 3) Appreciate the complexities and entanglements of the concepts of sex and gender, and their impacts on health.

----- Coffee break -----

10:45 AM - 11:45 AM

**Group Activity - Tour of the KITE Research Institute**

11:45 AM - 12:45 PM

**Leaning into the Complexity of Sex and Gender in Biomedical Research**



**Learning Objectives:**

- 1) Recognize the limitations of using a male-female binary comparison approach for addressing sex and gender in health research;
- 2) Appreciate the complexity, dynamicism, and entanglement of sex and gender and the implications for experimental laboratory-based research;
- 3) Develop a critical lens for the conceptualization, operationalization, and interpretation of sex and gender in biomedical research.

----- Lunch break -----

1:45 PM - 2:45 PM

**Wired Differently: How Neuroendocrine Studies Illuminate Reproductive Health Research [online]**



**Learning Objectives:**

- 1) Understand how the brain is critical to women's reproductive cycles and fertility in both sexes;
- 2) Discuss why biomedical studies overlook sex as a biological variable and remain incomplete mostly regarding the neurobiological mechanisms in female behavior;
- 3) Reflect on the challenges of translating basic sex and gender biomedical methodologies and insights into clinical applications.

2:45 PM - 3:45 PM

### **Bridging the Gap: Integrating Sex and Gender in Pharmacotherapy Research**



#### **Learning Objectives:**

- 1) Identify how sex-related factors influence the pharmacokinetics and pharmacodynamics of medications;
- 2) Explain how incorporating sex and gender considerations can enhance the safety and efficacy of therapeutic agents;
- 3) Discuss ongoing collaborations addressing sex and gender disparities in therapeutics research.

----- Coffee break -----

4:00 PM - 5:00 PM

### **Incorporating Sex and Gender in Multidisciplinary Aging Research: The Canadian Consortium on Neurodegeneration and Aging's Women, Sex, Gender, and Dementia Cross-Cutting Program**



#### **Learning Objectives:**

- 1) Learn about a pan-Canadian aging and dementia network emphasizing sex and gender for all its research teams;
- 2) Learn approaches for engaging multidisciplinary teams in sex and gender research.

## May 28: Clinical Research (Day 3)

9:00 AM - 9:30 AM

**Morning Forum: Knowledge Dissemination Beyond Scientific Journals**  
[Link](#) to activity

9:30 AM - 10:30 AM

**Sex and Gender Considerations in Rehabilitation Research and Guidelines**



### Learning Objectives:

- 1) Discuss some of the strengths and limitations of the rehabilitation literature with regards to sex and gender issues with a focus on brain injury, spinal cord injury and stroke;
- 2) Describe the steps in guideline development and how developers have tried to incorporate sex and gender considerations into guidelines;
- 3) Name a few strategies researchers and guideline developers can incorporate into their processes to assist with the translation of findings from research into practice.

----- Coffee break -----

10:45 AM - 11:45 AM

**Large Scale Implementation of Shared Decision Making Into Clinical Research and Practice**

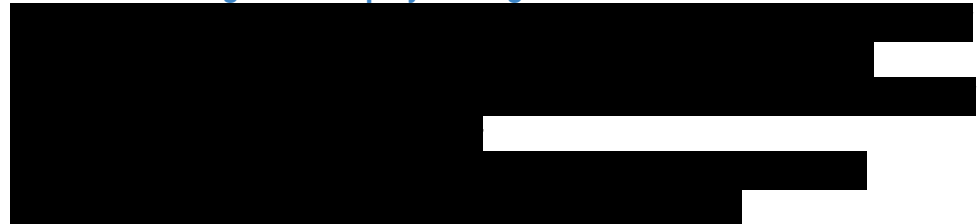


### Learning Objectives:

- 1) Discuss barriers and facilitators to implementing shared decision-making in clinical practice;
- 2) Learn actionable steps to integrate shared decision-making in clinical research and practice;
- 3) Recognize the value of collaborative efforts surrounding sex, gender, and intersecting social processes to improve human health and well-being for all.

11:45 AM - 12:45 PM

**Panel: Advancing Health Equity Through Innovation in Clinical Research**



----- Lunch break -----

1:45 PM - 2:45 PM

### Promoting Sex and Gender+ Research on Social Media

#### Learning Objectives:

- 1) How to leverage social media to increase the reach of your work and promote understanding of sex and gender+ topic;
- 2) Implement strategies to engage the public and increase traction of your social media posts.

2:45 PM - 3:45 PM

### Capturing Sex and Gender in Health Outcomes

#### Learning Objectives:

- 1) Identify measurement tools used in research to capture sex and gender attributes in human participants;
- 2) Evaluate the relevance of these instruments for clinical and functional health outcomes;
- 3) Understand key considerations for selecting appropriate instruments based on research objectives.

----- Coffee break -----

4:00 PM - 5:00 PM

### Inclusion, Diversity, Equity, and Accessibility in Research Methodologies

#### Learning Objectives:

- 1) Articulate a shared definition of health equity and its key concepts;
- 2) Gain deeper understanding of how health research creates, reinforces and deepens health inequities;
- 3) Practice applying a health equity analysis to real-world research;
- 4) Take concrete steps to fill equity gaps in their contributions to research to integrate equity into all research work.



## May 29: Health Services Research (Day 4)

9:00 AM - 9:30 AM

**Morning Forum: Knowledge Dissemination Beyond Scientific Journals with**

9:30 AM - 10:30 AM

**The Intersection of Anti-Indigenous Racism, Sexism and Oppression in the Healthcare System [online]**

### **Learning Objectives:**

- 1) Better understand how Indigeneity intersects with sex and gender to create discrimination and hinder access to healthcare services for Indigenous populations in Canada;
- 2) Better understand cultural safety as an approach to address systemic barriers to healthcare access for Indigenous populations;
- 3) Identify safe and respectful research practices with Indigenous patients and communities.

----- Coffee break -----

10:45 AM - 11:45 AM

**Integrating Gender in Participatory Workplace Health Research**

### **Learning Objectives:**

- 1) Identify key challenges in occupational health research using an ecosystemic approach that integrates gender.
- 2) Apply an ecosystemic lens to address gender-related issues in occupational health research, demonstrating the ability to propose inclusive solutions.

11:45 AM - 12:45 PM

**Panel: Considering Intersecting Identities and Addressing Structural Barriers to Care**



----- Lunch break -----

1:45 PM - 2:45 PM

### Empowering Health Equity: Person-Centred Care For Enhanced Outcomes and Satisfaction



#### Learning Objectives:

- 1) Recognize the importance of person centered-care in the science of health equity;
- 2) Identify key elements of shared decision making in person-centered care;
- 3) Apply a reporting guideline for effective and transparent dissemination of health research.

2:45 PM - 3:45 PM

### Case Study: From a Large Administrative Database Comparing The Effect of Gender Versus Sex



#### Learning Objectives:

- 1) Understand how a “gender” score can be derived from population-based health administrative data where gender variables are not included;
- 2) Understand how variables relating to “sex” and “gender” can be used in statistical modelling;
- 3) Provide examples of how to compare the effect of sex versus gender for different outcomes of interest.

----- Coffee break -----

4:00 PM - 5:00 PM

### Fostering 2SLGBTQIA Inclusive Research



#### Learning Objectives:

- 1) Gain a deeper understanding of 2SLGBTQIA communities by exploring what it means to create inclusive spaces;
- 2) Legal context and considerations for research, sex and gender-based, through the lens of the Ontario Human Rights Code;
- 3) Best practices and tools for everyday allyship.



## May 30: Social, Cultural, Environmental & Population Health Research (Day 5)

9:00 AM - 10:00 AM

### Intersectional Sex and Gender Science: Methods and Resources



#### Learning Objectives:

- 1) Learn an intersectional approach to sex and gender based analyses (SGBA+).
- 2) Become aware of resources for SGBA+.
- 3) Identify examples of intersectional sex and gender research that is both quantitative and qualitative.

10:00 AM - 10:30 AM

### Morning Forum: Conversations and Reflections

----- Coffee break -----

10:45 AM - 12:45 PM

### The Ceremony of Image Making: Piecing Together Meaningful Research/Clinical Relationships



#### Learning Objectives:

- 1) Attendees will understand how colonialism impacts the health outcomes of Indigenous people and populations.
- 2) Attendees will learn how healing is enhanced by reclamation of culture.
- 3) Attendees will learn how image-based storytelling honors, personal and collective needs for wellbeing.

----- Lunch break -----

1:45 PM - 2:45 PM

### Indigenous Health Data and Research at ICES [online]



#### Learning Objectives:

- 1) To understand who ICES is and what data is available;

- 2) Provide an overview of Indigenous data governance and sovereignty;
- 3) Learn about the Indigenous Partnerships, Data and Analytics department at ICES and our work with Indigenous partners.

2:45 PM - 3:45 PM

### Equitable Partnerships in Health Research [online]



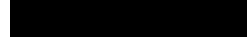
#### Learning Objectives:

- 1) Identify and prioritize potential partners for health research projects;
- 2) Develop effective involvement strategies to foster genuine participation;
- 3) Recognize and address challenges in collaborative health research.

----- Coffee break -----

4:00 PM - 5:00 PM

### Program Evaluation and Closing



Program evaluation will be open until **June 8th, 2025**.

Evaluation form if you would like to have your responses included in research (anonymously): <https://www.surveymonkey.com/r/XJ7RQX9>

Evaluation form if you would like to provide feedback but not have your responses included in research:  
<https://www.surveymonkey.com/r/XJGVTJ8>