

SCHULICH FACULTY DEVELOPMENT

EDID WORKSHOP SERIES

AN INTERSECTIONAL APPROACH TO INCLUSION IN MEDICAL EDUCATION AND PRACTICE

Workshop facilitated by: Dani Dilkes (she/her) and
Nassisse Solomon (she/her)



SCAN HERE

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DATE: NOV 19, 2026

TIME: 1:30 PM – 3:00 PM

LOCATION: ZOOM

DESCRIPTION:

This interactive workshop invites participants to explore how social structures and systems of inequity shape participation, recognition, and agency in educational and health care settings.

We will examine anti-oppressive practices and their application to education and health care, with a focus on intersectionality. Participants will reflect on how their own experiences, assumptions, and social locations influence their approach to inclusion, and consider how different frameworks understand and address exclusion. We will also explore the opportunities and challenges of intersectional approaches that recognize the interconnected nature of systems of oppression.

The session provides opportunities for reflection and discussion in both educational and clinical contexts. Participants will consider practical strategies for strengthening anti-oppressive practice in ways that are responsive to context and acknowledge the diverse and complex experiences of exclusion.

ABOUT THE SPEAKERS:

Dani Dilkes is an interdisciplinary scholar and educational developer at Western University's Centre for Teaching and Learning. Her work focuses on knowledge and design justice, critical pedagogy, and feminist science and technology studies. With extensive experience in medical and health professions education, she has led initiatives in curriculum innovation, health education, and co-design. Her research explores how sociotechnical systems shape educational experiences and seeks to make higher education more accessible, relational, and just. She will begin a postdoctoral fellowship at Western in 2027, examining how contemporary social imaginaries shape education's future.

Nassisse Solomon is an Educational Developer at Western University's Centre for Teaching and Learning. Drawing on interdisciplinary methods and community-engaged learning, her work promotes critical reflection, social responsibility, and equity. With experience in curriculum design and experiential learning in global health education, she is particularly interested in culturally responsive, anti-racist, and asset-based pedagogies. Her scholarship explores the intersections of history, migration, identity, and social justice.



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