

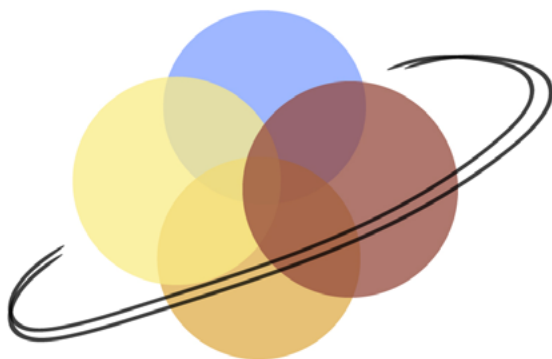


Annual Report 2026

Roots & Foundations



Grounded in purpose. Growing with intention.



Advanced Gerontological Education Inc. is dedicated to cultivating a workplace environment that thrives on diversity, fosters inclusivity, upholds principles of equity, and embraces belonging. This commitment is deeply embedded in our curriculum and throughout our organization, ensuring that all individuals feel valued and supported.





Our Roots





Message from the Chair



David Ferguson

It is my pleasure, on behalf of the Board of Directors, to comment on the past year for Advanced Gerontological Education Inc. (AGE). It was a year of meaningful progress, change and opportunity.

The past year has been one of continued development and growth. As a Board, we have remained focused on our responsibility to provide strong governance, ensure long-term sustainability, and support the organization in delivering on its mission to educate the people and communities supporting citizens experiencing the impact of Alzheimer's and dementia in their lives.

Good governance remains at the heart of our responsibilities as a Board. During the year, we continued to strengthen our governance practices and conducted a Board strategic planning and education event in the spring.

The Board has worked closely with AGE's leadership to provide appropriate oversight while allowing and supporting the management team to lead the day-to-day operations. This partnership has been particularly important as AGE has experienced significant change and growth.

One area of Board support was with respect to an organization-wide compensation review. This review was completed successfully, with endorsement to adjust positions across the organization. Additionally, the Board approved a change in position title for Don to Chief Executive Officer (CEO). The Board's position was that the CEO title more accurately reflected the scope and profile of the role, along with the authority of the position.

AGE also experienced encouraging growth in sales and revenue. This growth reflects the dedication of our employees, the confidence of our customers and partners, and the strength of the GPA product we provide.

Growth is important not simply because of the financial benefits it brings, but because it creates opportunities to expand our impact. This past year, we have encouraged and supported Don in beginning to explore international opportunities for AGE.

Additionally, increased revenue and successful business development allow us to reinvest in AGE, our employees and, most importantly, the people we support.

As a social enterprise, AGE has continued to demonstrate that business success and social impact can work together. The Board has had several conversations about functioning as a legal

not-for-profit corporation, while at the same time incorporating private sector risk management tactics and safeguards. The Board is encouraged by the progress made in this area and sees significant potential for continued development. We will continue to support opportunities that are financially sustainable, aligned with our mission and capable of creating meaningful social impact.

I would like to acknowledge and express the Board's appreciation to all of the GPA Certified Coach Educators across Canada who bring GPA to individuals and communities across the nation.

I would also like to acknowledge and express the Board's appreciation to Don Seymour, who as CEO of AGE, has continued to lead, challenge and support the AGE team. It has been a tremendous year for AGE!

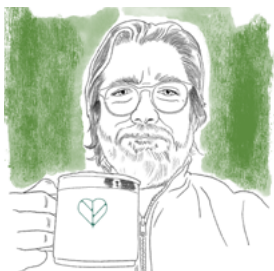
Finally, I would like to express my personal appreciation to the Board for their endorsement of me as Chair, and their support to me throughout the past year. I am very honoured to find myself in this role with such an exceptional organization!

Sincerely,

Dave Ferguson

Chair of the Board

Message from the CEO



Don Seymour

“People with dementia may have something important to teach the rest of humankind. If we make the venture one of genuine and open engagement, we will learn a great deal about ourselves.”

–Professor Tom Kitwood

AGE’s work remains rooted in the belief that people living with dementia have much to teach us when we approach care with humility, openness, and genuine engagement. The above quote from Professor Tom Kitwood continues to capture the heart of our mission: *dementia care is not only a clinical responsibility, but a deeply human one.*

Over the past year, AGE continued to strengthen its role as a national leader in dementia education. The use of GPA continues to grow across the country. Just over a year ago, I had the opportunity to

visit Newfoundland, where GPA was being implemented across the province. Meeting some of the people being trained to become GPA Certified Coaches was inspiring; their commitment to person-centred care was evident. Our elders in Newfoundland are in good hands.

Demand for dementia education continues to increase. Our priority, as always, has been to expand AGE’s reach while protecting the quality, credibility, and relational foundation that have defined AGE for more than 25 years.

AGE’s accomplishments are made possible by an incredible community of staff, Board members, educators, researchers, partners, GPA Certified Coaches, and GPA Certified Coach Educators. Their efforts ensure that AGE’s programs remain grounded in real-world care experience and responsive to the needs of those supporting people living with dementia.

The past year also saw the introduction of a new learning management system. This was a massive undertaking and one that was long overdue. We are very grateful to the AGE community for their participation, patience, and feedback throughout the transition. We are also grateful to Pallium Canada for their partnership and collaboration in creating this new system.

Looking forward, AGE is focused on ensuring the sustainability of GPA. Every day, thousands of Canadians benefit from GPA training, and the impact on the people they

support is immeasurable. The coming year will require continued attention to program excellence, digital learning infrastructure—including the impact of AI—partnership development, and organizational sustainability. We will also remain focused on ensuring that AGE’s work contributes meaningfully to broader system efforts to improve dementia care across Canada.

Our path ahead is one of purposeful growth. By staying true to our roots while adapting to emerging needs, AGE can continue to help care partners transform knowledge into compassionate action.

On behalf of AGE, I would like to thank Board Chair Dave Ferguson and the entire Board of Directors for their support over the past year. The AGE staff team is second to none, and each member is wholly invested in AGE’s mission. It is an honour to lead this team. It is also an honour to be part of a wider community of educators, partners, GPA Coaches, GPA Certified Coach Educators, and learners. Your dedication makes this work possible. Together, we are advancing dementia care by learning together and keeping the person at the centre of every interaction.





Enriching the soil: reflecting on a year of progress, cultural strengthening, and renewed community engagement



Enriching the Soil



Enriching the Soil

Director, Operations & Special Projects



Maria Gomes

“Continuous improvement is better than delayed perfection.”

– Mark Twain

Over the past year, AGE has experienced meaningful transformation while demonstrating strong organizational resilience. The team advanced critical projects, strengthened clarity around its mission, and deepened its understanding of GPA's broader impact in the community.

This period reinforced several key lessons: the importance of collaboration, intentional reflection, calculated risk-taking, creativity and the courage to move beyond legacy approaches to build more effective ways forward.

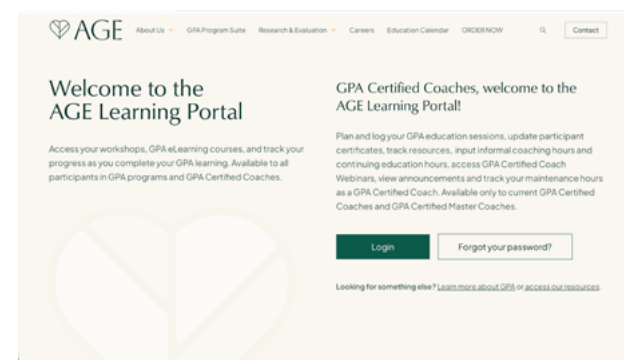
“Enriching the Soil” is a meaningful lens for understanding this period of transformation. AGE has been strengthening conditions

that allow people, systems, and ideas to take root, and flourish. By investing in capacity building, clearer systems, and more intentional ways of working, the organization is cultivating the foundation needed for sustainable growth, shared accountability, and long-term community impact. Listening to our customer voice will serve as a key indicator of success, helping AGE understand whether its efforts are creating meaningful, responsive, and measurable value for the people and communities it serves.

Website and Brand Identity

The launch of AGE's new website marked significant progress in how AGE engages its community and supports customers as they navigate digital platforms. Designed with intention, the website improves accessibility,

strengthens navigation, and broadens social engagement with AGE's audience.



Screenshot of the new AGE Learning Portal.

AGE Learning Portal

The launch of our new AGE Learning Portal has served not only as a catalyst, but as an impetus for broader change at AGE. Taking the portal live was intentionally planned as a soft launch, with learning prioritized over perfection. This approach created space to identify challenges, surface new insights, and adjust practices as the organization moved forward. It has opened new opportunities to engage directly with community partners across Canada which represents a critical opportunity for AGE to learn, adapt, and grow by strengthening collaboration within the GPA community and further embracing a social enterprise approach.



Screenshot from the new landing page, with examples of updated branding.



Enriching the Soil

Operations



Natasha Hammond
Education Program
Coordinator

As we reflect on this chapter of AGE, we must note that we would not be able to work towards our mission without our community of GPA Certified Coaches facilitating GPA, championing AGE and continuing to grow with us through all our impactful seasons. They truly plant the seeds of GPA, spreading our ethos across organizations nationwide.

This past year has been one of tremendous change in our processes and systems, and we would like to thank our GPA Certified Coaches for growing with us, as we learn to navigate the new AGE Learning Portal together.



Olivia Mouriopoulos
Education Program
Specialist-Engagement

Over the past year, AGE has had a multitude of opportunities to engage not only with the GPA community but also the greater dementia care community across Canada. Through national conferences, community events, and partner conversations, we've strengthened our communication and ways in which we connect with partners.

With the implementation of the new AGE Learning Portal, we now have a greater understanding of how our various partners operate and have learned new ways for AGE to support GPA facilitation.

Last fall, we created the Alzheimer Society GPA Certified Coach Community of Practice, to allow coaches from across Ontario an opportunity to have their opinions heard and share feedback about their coaching experiences and the GPA Program Suite.

AGE is proud to continue supporting large-scale organizations, such as NL Health and Bayshore HealthCare, in the training of GPA Certified Coaches across their respective sectors. With 52 new coaches trained across Newfoundland and Labrador, thousands of NL Health employees will be even better

supported in their day-to-day care of persons living with dementia. Bayshore HealthCare also ensured that GPA would become a pillar of practice change across their operations with not only training 28 new coaches, but also offering initial GPA training to 545 staff members in partnership with the Regional Geriatric Program Central via the Geriatric Certificate Program.

The overarching theme of growth and learning that AGE has experienced this past year has been around communication, but not only the aspect of speaking, but also listening carefully and responding intentionally.

National Numbers

New GPA Certified Coaches	700
GPA Participants Trained	~70,000



Extending Our
Reach





Extending Our Reach

VP, Education & Excellence



Lisa Wauchope

Our reach is growing because our roots are strong.

AGE's impact is no longer defined only by where we deliver education. It is increasingly defined by who we work alongside, whose knowledge shapes our programs, and how effectively education moves into person centred, humanistic practice. This year, we extended our reach through national collaboration, research, community engagement and stronger systems for quality.

From Education to Influence

Across Canada, AGE continued to build relationships that connect education with the realities of dementia care. Our work in Newfoundland and Labrador brought GPA education into a province-wide quality and risk context. Nearly two weeks of travel and facilitation supported GPA Certified Coach workshops as part of the Government of Newfoundland's three-year Dementia Care Action Plan. Provincial leaders subsequently identified GPA education among achievements connected with reductions in incident reports, improved staff morale and more appropriate use of antipsychotics.

At Seven Oaks General Hospital, our Education & Excellence team co-facilitated GPA Basics as part of a research partnership with Seven Oaks and the University of Manitoba. The engagement of staff and leaders reinforced the value of bringing education, research and implementation together.

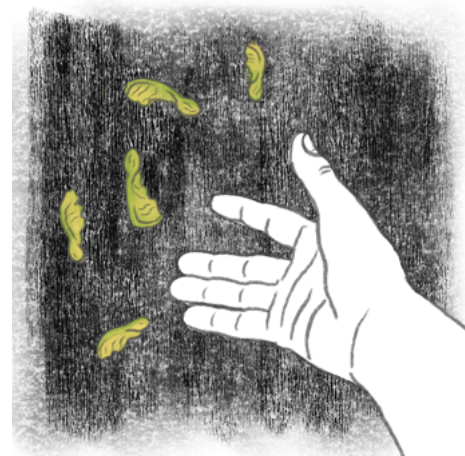
A National Voice Shaping the Future

The launch of the GPA National Advisory Committee (NAC) represents another important extension of AGE's reach. With representation from every province and territory, as well as lived experience and Indigenous perspectives, the NAC creates

a national table for thoughtful dialogue and strategic advice.

Its work is already strengthening national alignment. The Committee has provided oversight and formal input into GPA 5th Edition subcommittees, GPA Certified Coach criteria, and the criteria and assessment rubric for GPA Certified Coach Educators. Engagement has also extended to Northwest Territories government officials.

The evolution of terminology from GPA Certified Master Coach to GPA Certified Coach Educator reflects this broader vision. Approved by 71% of the NAC following consultation, the new title recognizes educators who do more than facilitate learning—they develop coaches, mentor others, model excellence and help translate GPA knowledge into sustainable practice.





Extending Our Reach

VP, Education & Excellence



Extending the Circle of Partnership

AGE's influence also extends beyond our own programs. Through the Person-Centred Language Working Group, the Behavioural Supports Ontario Community of Practice and collaborations with organizations across long-term care and education, AGE contributes to broader efforts to strengthen respectful, inclusive and empowering care. Our participation in Advantage Ontario, the Canadian Gerontological Nursing Association Conference in Manitoba and the Community Living Ontario Conference further connected AGE with the people and organizations shaping care across sectors.

Building What Comes Next

The GPA 5th Edition is an important expression of this next stage. A national needs assessment and gap analysis have

been completed, core competencies updated and multidisciplinary subcommittees established. The next phase moves into content development, supported by strategic partnerships for technical development and translation. The same philosophy is shaping GPA for Families and our emerging Indigenous work. For GPA for Families, care partners will help co-design a practical, meaningful program grounded in lived experience and evidence.

In the Northwest Territories, Yukon and Manitoba, early conversations are focused on building genuine, community-informed partnerships with Indigenous communities rather than simply extending an existing model of GPA.

Growing the Infrastructure Behind the Reach

As AGE's reach grows, so does our investment in the infrastructure that protects quality. The evolution from the Education and Program Development Department to the Education & Excellence Department brings education quality, curriculum, accreditation and continuous improvement into a more integrated strategic framework.

New quality assurance tools, assessment rubrics, professional development pathways and digital based learning frameworks will provide coaches with more consistent opportunities for development. The addition of a Quality Assurance & Accreditation

Specialist further strengthens our ability to connect accreditation, evaluation, policy and continuous improvement.



The Next Chapter

Extending our reach is not about becoming bigger for the sake of growth. It is about making the work matter in more places, with more partners and in ways that are meaningful to the people we collaborate, learn and innovate.

Our foundations give us the confidence to reach outward, and our partnerships, research and community relationships ensure that as we grow, we remain grounded in what matters most: better education, stronger practice and more person-centred care for people living with dementia.



Extending Our Reach

Director, Research & Quality



Dr. Victoria McLelland

Over the past year, AGE continued to strengthen its research and evaluation activities, building the evidence base for Gentle Persuasive Approaches (GPA), evaluating programs across healthcare and educational settings, and developing new evidence-informed initiatives in collaboration with academic and healthcare partners.

A major initiative was the launch of a collaborative study of GPA Basics at Seven Oaks General Hospital in Winnipeg, in partnership with the University of Manitoba and Seven Oaks General Hospital. While previous GPA evaluations have demonstrated improvements in healthcare providers' knowledge and self-efficacy, this is the first study designed to examine whether GPA education is associated with measurable changes in patient and organizational outcomes, including rates and types of responsive behaviours, medication use, Code Whites and security calls, and

staff and patient injuries.

The study was conducted within a specialized family medicine unit where most patients are living with cognitive impairment and responsive behaviours. Four weeks of structured pre-GPA behavioural observations using the Behavioural Supports Ontario Dementia Observation System (BSO-DOS) were completed prior to GPA education beginning March 30, 2026, followed by a corresponding four-week post-GPA observation period. Staff also completed pre- and post-GPA knowledge and self-efficacy measures and participated in focus groups exploring their experiences and approaches to care. Data analyses are now underway, integrating behavioural observations, staff surveys, qualitative findings, and organizational indicators to examine changes at the patient, staff, and unit levels.

AGE has also continued to build and disseminate evidence regarding GPA Bathing. Findings from a small-scale implementation across three Ontario long-term care homes were presented at the Canadian Gerontological Nursing Association Biennial Conference in Winnipeg in May 2025. Additional evaluations involving 40 staff in Nova Scotia Health long-term care homes and 40 staff at Toronto Rehab's Specialized Dementia Unit demonstrated significant improvements in staff

participants' bathing-specific self-efficacy. AGE also published an evaluation of GPA Bathing involving 384 fourth-year nursing students at Toronto Metropolitan University in the *Journal of Nursing Education and Practice* in September 2025. The evaluation demonstrated significant improvements in dementia-specific bathing self-efficacy and qualitative evidence of increased understanding and application of person-centred bathing approaches.

Findings from AGE's collaborative evaluation of GPA Basics at Runnymede Healthcare Centre were published in *Nursing Open* in 2026. The evaluation demonstrated significant improvements in participants' dementia care self-efficacy and knowledge, alongside qualitative evidence of applying GPA strategies at the point of care, further strengthening the peer-reviewed evidence supporting GPA.

Another major area of research and development was AGE's Safe Mobilization in Dementia Care project. AGE assembled a pan-Canadian, interdisciplinary Curriculum Development Committee representing diverse professions, sectors, and provinces. The committee identified educational gaps and practice challenges in supporting the mobilization of people living with dementia, particularly in the context of responsive behaviours, and collaboratively developed learning objectives spanning foundational



Extending Our Reach

Director, Research & Quality

knowledge through application and critical decision-making. These objectives were organized into subthemes that guided the literature search, evidence extraction, and synthesis, allowing research evidence and committee expertise to iteratively inform curriculum development. The ultimate aim is to develop evidence-informed educational resources that equip participants with practical knowledge and strategies to safely and respectfully support the mobilization of people living with dementia, particularly when responsive behaviours create additional challenges to movement and care.

Finally, in 2025, AGE undertook a comprehensive consultation process to inform development of the 5th Edition of GPA Basics, gathering feedback directly from both GPA Certified Coaches and program participants. Surveys invited respondents to identify strengths of the existing curriculum, areas requiring revision or clarification, emerging educational needs, and priorities for future content and delivery. Quantitative and qualitative responses were analyzed to identify recurring themes and ensure that revisions to the 5th Edition would be informed by the experiences of those facilitating and completing GPA across diverse practice settings. As part of her Master of Applied Gerontology practicum placement with AGE, Brock University student Victoria Hawton analyzed

qualitative responses from GPA Certified Coaches, identifying themes related to revision priorities and educational needs. She presented these findings at Brock University's third annual Master of Applied Gerontology Student Poster Presentation on July 30, 2025, sharing the work with more than 100 students, faculty, staff, and community partners. The survey findings have provided an important source of partner evidence to guide development of the 5th Edition and help ensure that the revised GPA curriculum remains relevant to contemporary dementia care practice.

Together, these activities demonstrate AGE's continued growth in research and evaluation during 2025–2026. Projects advanced from curriculum and protocol development through data collection, analysis, peer-reviewed publication, and knowledge translation, while partnerships with universities and healthcare organizations continued to strengthen the evidence base supporting AGE's educational programs.

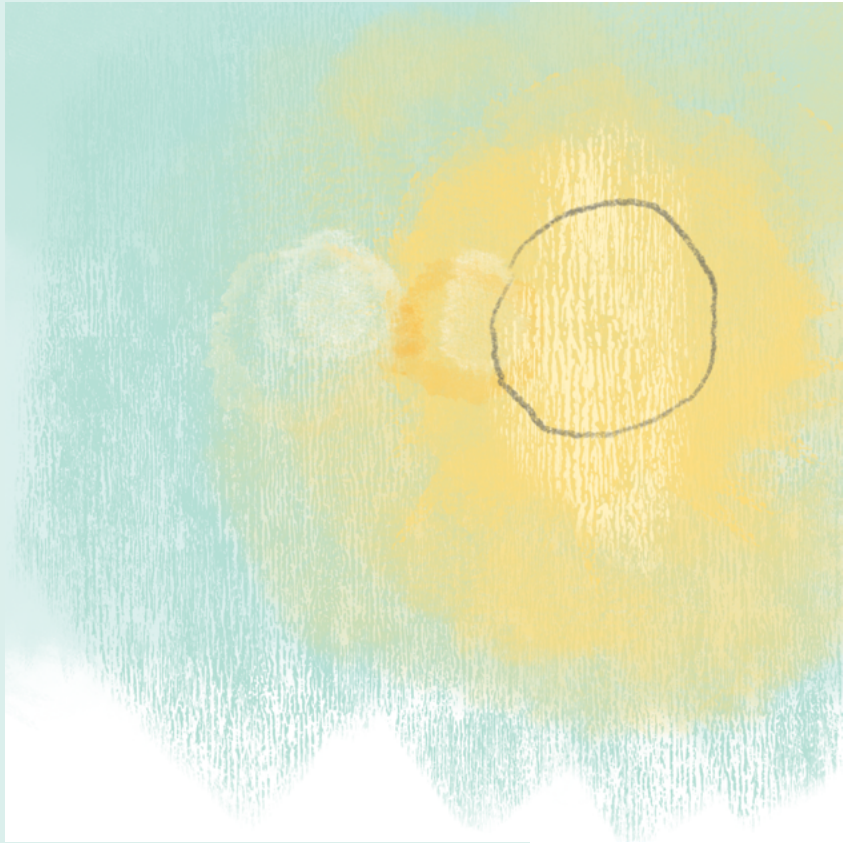
Presentations and Publications

Alidina, K., McLelland, V., & Schindel Martin, L. (2026). Gentle Persuasive Approaches Dementia Education Improves Staff Self-Efficacy and Knowledge in a Post-Acute Care Hospital: A Quality Improvement Project. *Nursing Open*, 13(3), e70473. DOI: [10.1002/nop2.70473](https://doi.org/10.1002/nop2.70473)

Wang, A. H., McLelland, V. C., & Schindel Martin, L. (2025). Increasing nursing students' self-efficacy in dementia care via GPA Bathing, an online bathing education program: A quasi-experimental pre-post design. *Journal of Nursing Education and Practice*, 15(10), 17–28. DOI: [10.63564/jnep.v15n10p17](https://doi.org/10.63564/jnep.v15n10p17)

McLelland, V., Schindel Martin, L., Wang, A., Wauchope, L., Gomes, M., & Mouriopoulos, O. (2025). GPA Bathing: An online dementia education program enhancing bathing care in three Ontario long-term care homes. Oral presentation at the 23rd Biennial Conference of the Canadian Gerontological Nursing Association (CGNA), May 29–31, 2025, Winnipeg, Manitoba.

Hawton, V., & McLelland, V. (2025). Informing Dementia Education through Stakeholder Voices: An Analysis of GPA Survey Feedback. Poster presentation at the Brock MAG Student Poster Presentation, July 30, 2025, Brock University, St. Catharines, Ontario.



Sunny Days





Raves & Reviews



“

Being a GPA Certified Coach has been one of the most rewarding parts of my work in long-term care. GPA gives teams practical tools, but more importantly, it challenges participants to look beyond a person's behaviour and ask what they may be communicating, allowing us to respond with greater empathy, dignity, and compassion. As a coach, there is nothing more rewarding than watching that understanding 'click' for staff and knowing it will directly impact the quality of care and experiences of the residents in our home.

–Rae Ajayi
(GPA Certified Coach, Primacare Living Solutions)

”



“

I am a [GPA Certified Coach] and absolutely love this course. It's helped me personally with my dad and in my nursing. I believe in this course and fully recognize the way it's helped me understand how to move forward in helping so many lives. A course that's certainly made me rethink and truly put my best step forward. Thank you for helping me see my patients with a new approach and understanding. It truly makes a person's day!!!

–Michelle Howarth
(GPA Certified Coach, Association of
New Brunswick Licensed
Practical Nurses)

”



A Year in Photos



AdvantAge Ontario 2025 Convention



Canadian Gerontological Nursing Association (CGNA) 2025 Conference



Community Living Ontario (CLO) 2025 Conference



Canadian Gerontological Nursing Association (CGNA) 2025 Conference



Pallium in-person LMS development workshop



Celebrating Alzheimer's Awareness Month at the Alzheimer Society of York Region



Site visit to Seven Oaks
Spring 2025



GPA Certified Coach Workshop with NL Health
Services



GPA Certified Coach Educator, Tara Resnick &
Alzheimer's Advocate, Phyllis Fehr



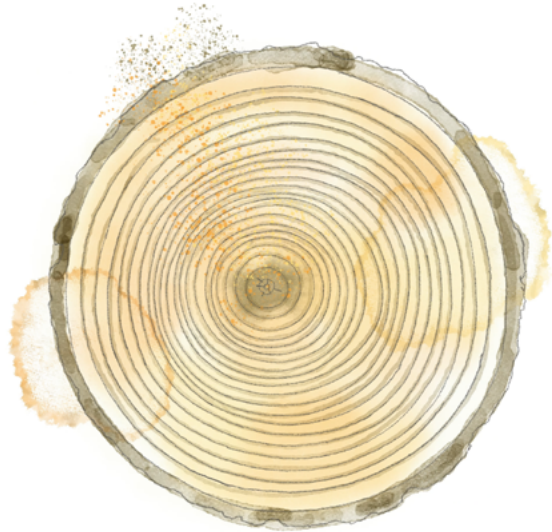
GPA Certified Coach Workshop in Barrie, ON



GPA Certified Coach Workshop with Extendicare Manitoba



Looking Ahead



The Rings That Strengthen Us

There is something powerful about the rings of a tree. Each one tells a story. Some rings reflect seasons of abundant rain, sunshine and times of growth. So too, the narrow rings tell an equally important story, formed during drought, cold winters and harsh winds. The tree does not stop growing, instead it draws its resources inward, strengthening its core, to be resilient against the elements.

This past year was, in ways, a narrow-ring year for AGE, our GPA® Certified Coaches and community at large, a season of change and challenge.

We navigated change, including the

introduction of a new LMS and the challenges that came with it. At the same time, continuing to protect and steward the intellectual property, evidence and philosophy that make GPA what it is. As GPA continues to gain recognition and reach, protecting its integrity becomes increasingly important. On occasion, our intellectual property has been used or represented in ways that do not reflect the intent, evidence or philosophy of GPA. We have responded not by losing sight of who we are, but by being clearer about what we stand for.

Throughout these challenges, our partners and coaches have been at the centre of our thinking. We listened to their experiences and recognized where systems created barriers to learning and access. This helped us look at how to best respond and adapt to the year's challenges, to create a stronger, more accessible path forward.

The philosophy of GPA has always been our foundation. It grounds our decisions, guides our innovation and reminds us that, at the heart of everything we do, is the person living with dementia, their care partners and the people who support them. Change is constant; competition, technology, and the landscape around us, but our purpose stays consistent.

We cannot control the weather, but we can shape the environment in which a tree grows. Our commitment is to continue cultivating an environment where GPA education is accessible, meaningful and grounded in the

evidence and philosophy that has made it so impactful.

We will continue to strengthen our systems, listen to our learners and coaches, protect the integrity of GPA, and open new pathways for people to learn, grow and bring person-centred dementia care to their communities. In all, this season has reminded us that growth is not always measured by how quickly we expand but rather by a deeply strengthened foundation.

-Don Seymour, Lisa Wauchope





Board Members



David Ferguson
Chair of the Board



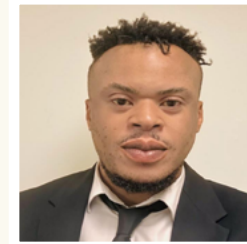
Laurie Fox
Past Chair of the Board



Avenish Sundar
Director/Treasurer



Heather MacNeil
Secretary



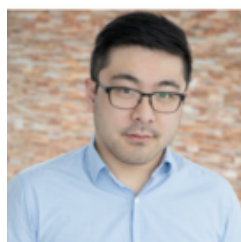
Azaria Kanda
Director



Dr. Lori Schindel
Martin
Director, Research Chair



Jaden Krause
*Director, Governance &
Human Resources Chair*



Jonathan Chan
Director



James Genga
Director



Jocelyne Paul
Director



Milan Milojevic
Director



The AGE Team



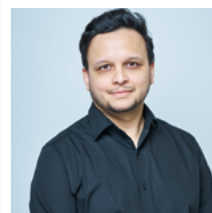
Don Seymour
Chief Executive Officer



Kendall Steinhoff
Administrative Assistant



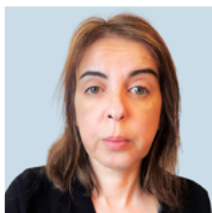
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Maria Gomes
Director, Operations & Special
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Chak Lee
Director of Finance



Victoria Hawton
Research Coordinator



Lisa Wauchope
Vice-President of Education &
Excellence



Grace Rodil
Manager, Finance & Business
Practices



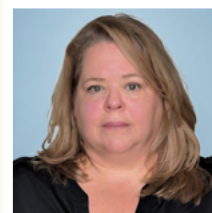
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Natasha Hammond
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Dale Stratton
Education & Excellence
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Jackie Monforton
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Board Support



Ezra Rodil
IT Support



Michelle Martin
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Accreditation Specialist



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Finance Clerk



Alexis Nguyen
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Forest of Friends

A Selection of Our Partners





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