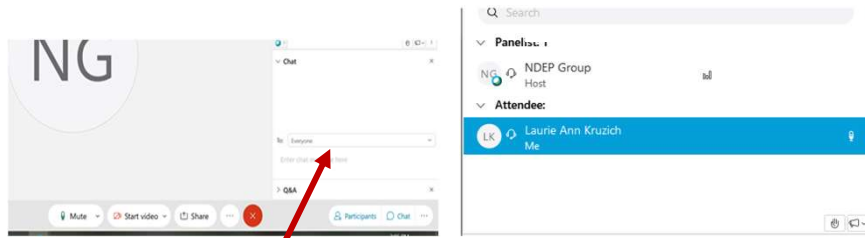


## Welcome to the ACEND DEI Webinar! We Will Begin Shortly

Lines have been muted



- If you have questions or comments, Use the chat feature and post a chat to EVERYONE

1

**Accreditation Council  
for Education in  
Nutrition and Dietetics**  
the accrediting agency for the  
Academy of Nutrition  
and Dietetics



## ACEND DEI Webinar How Allyship Can Create Belonging: Cultural Competence & Cultural Humility

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-  1.0 CPEUs for this Webinar
-  Attendees access the survey link to complete a short evaluation
-  Handout of slides and CPEU certificate provided via email

3



**ACEND Diversity, Equity and Inclusion  
Trainings Addressing the 2022 Accreditation  
Standards**

4



5



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Dr. Francoise Knox-Kazimierczuk PhD, RD

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationship to disclose

**Presenter Discloser**

7

## Land and Life Acknowledgements

University of Cincinnati is located on the unceded and stolen territories of the Hopewell, Adena, Myaamia (Miami), Shawandasse Tula (Shawanwaki/Shawnee), and Wazhazhe Ma<sup>n</sup>zha<sup>n</sup> (Osage) peoples, who have continuously lived upon this land since time immemorial.

I recognize the historic discrimination and violence inflicted upon Indigenous peoples in Ohio and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture.

I also acknowledge the legacy of slavery in this region and the enslaved African people whose labor was exploited for generations to help establish the economy of this region and the United States, specifically the production and harvest of surplus crops and land cultivation.

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## Objectives

- Explain the difference between cultural competence and cultural humility.
- Discuss how cultural identity informs patient-provider interactions as well as health behaviors.
- Discuss the process of developing as a culturally aware dietetics professional and the use of cognitive frame shifting.

### **CDR Performance Indicators:**

- **1.7.1, 2.1.1, 3.2.4, 9.4.6**

### **ACEND Knowledge and Competencies**

- **KRDN 2.6, KRDN 2.7, CRDN 2.11, CRDN 2.12**
- **FEM Learning Experiences 3.2e**

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## Who we are as a group

- Introductions
  - Name & University/Organization
  - Why did you join today's webinar?

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## Group Aspirations

**Listen Deeply** - to be truly dialogic, listen to each other deeply, reflect on what is being said instead of preparing a rebuttal. Be aware of not repeating points that have already been made. When you hear something different from your experience or perspective, accept the speaker's experience as real for them.

**Move up, Move Back** - If you are someone who frequently speaks early and often, challenge yourself to wait for others to speak before you. If you tend not to talk much, challenge yourself to jump in.

**Shared Responsibility** - we have a shared responsibility to each other and help to create the most fruitful conditions for this work. Check yourself and call in others if you stray from group agreements. Offer support and help where and when you can. Check in with each other.

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## Group Aspirations

**Accountability** - We are answerable to each other for the actions, harms, and transformations that this work requires. Invite and practice transparency in thought and decision making processes, honesty in intention and action, acceptance and apology for the impact of harms, and commitment to stay in this work over time.

**Expect a Lack of Closure** - You may leave workshops with more questions than answers, and that's okay. We won't dismantle oppression and racism in a day. We encourage you to expect and accept a lack of closure, and to listen for the questions, ideas, thoughts, and connections you can build upon in the future.

**Permission to Name the White Elephant in the Room** - in oppressive systems, Whiteness and the oppressive structures that benefit and privilege Whiteness are often obscured, hidden or deflected. Naming Whiteness helps to make visible how oppressive structures and Whiteness operate, and therefore constrain its ability to wield power.

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## Group Aspirations

**Allow for Silence** - Silence opens up space for voices and perspectives that may not always be heard. Silences can indicate deep thinking and processing of information. Sitting with silence can be uncomfortable, but also fruitful. Do not assume that silences mean agreement; sometimes silences can indicate a lack of safety, so check in with each other to ensure that safety is reestablished.

**We Don't Have to Agree** - when we disagree, challenge the statement or behavior instead of the person. Avoid using blame, shame and guilt on others or ourselves. Make space for different views to be heard.

**Be Willing to be Uncomfortable** - don't mistake discomfort for a lack of safety. It's possible to be safe and uncomfortable at the same time. Lean into the discomfort to see what you can learn.

**Pay Attention to Your Body** - our bodies will often tell us how we're doing before our brains do. We encourage grounding into our bodies so that we can be fully present; pay attention to when your body is telling you it needs something and respond appropriately - take a break, do some breathing exercises, turn off your camera temporarily, etc. If you are experiencing discomfort but not a lack of safety, notice what your body is saying - this can help you identify opportunities to lean into the discomfort and learn.

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## Group Aspirations

**Make "I" Statements** - speak for yourself, rather than for or about others. Avoid generalizing statements that assume your experience applies to others, such as "Everyone knows that..." or "We've all experienced..." or "We feel that..."

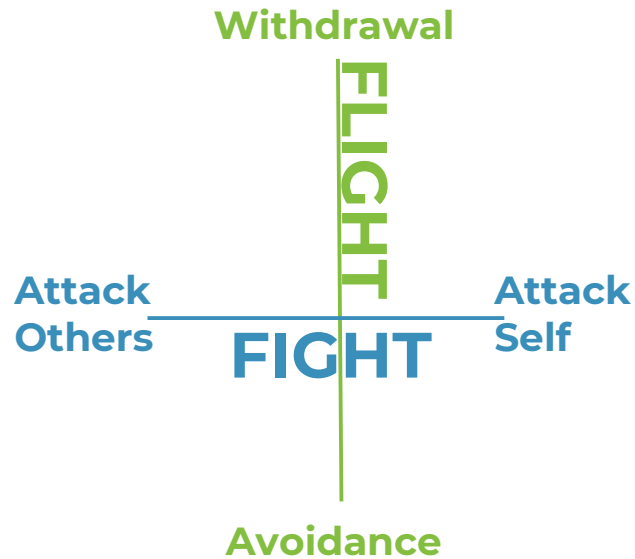
**Approach others with Respect, Mindfulness, Openness, Curiosity and Patience** - assume best intentions, get curious, seek first to understand, and have grace and patience with others as we navigate this space together.

**Permission to Speak in Rough Draft** - give yourself and others permission to verbalize thoughts and questions that are not fully formed, seek clarification and understanding.

**Keep It Here** - Exercise good judgment and respect if personal stories are shared. Carry away what you learned without sharing who said what.

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## Compass of Reactions



SOURCE: [Connecting, Inspiring & Collaborating with Changemakers: YES! Facilitation Manual](#), YesWorld.

15

## Discomfort by Choice & for Growth

What is your typical reaction to discomfort?

What are some techniques to bring you back to the group if you begin to settle into your typical reaction?

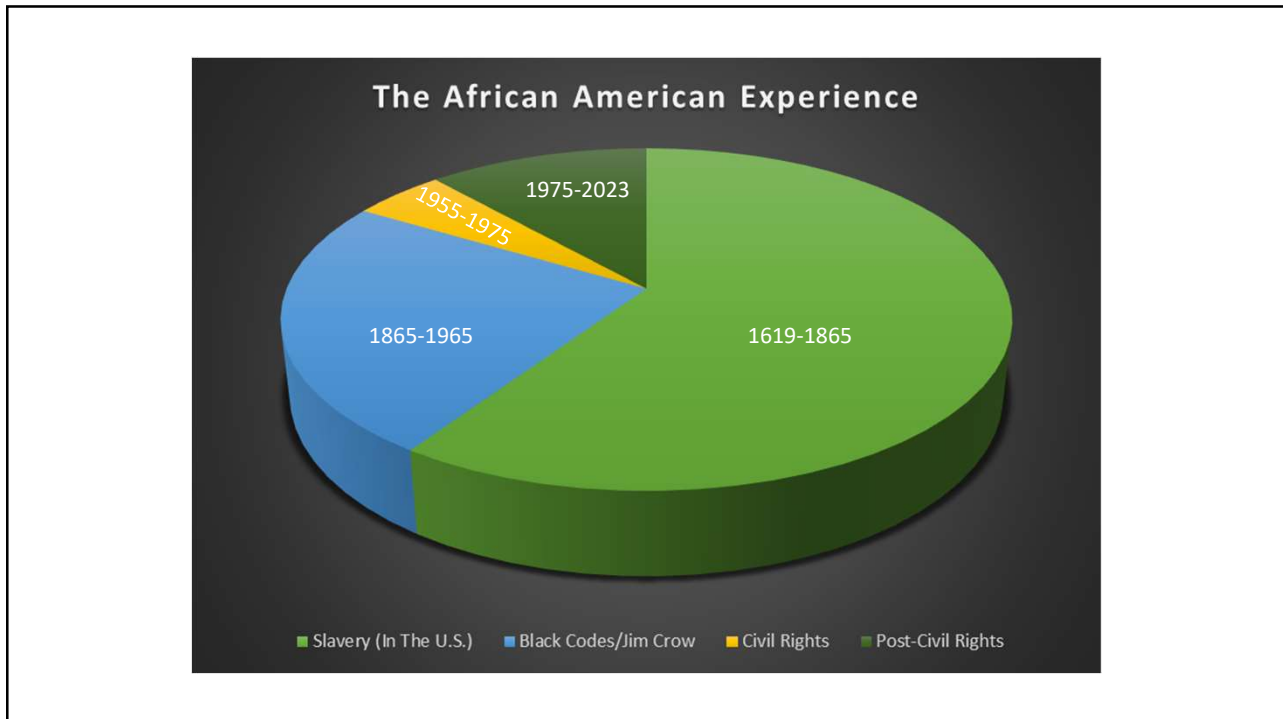


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## Change is Gonna Come



- The U.S. has only had laws which supported equality for Black people only in my lifetime.
  - Entrenchment of mental models and systems/structures informed by the thoughts and beliefs of the past.
- Just because laws change, it does not mean intent and action automatically shifts.
  - Stereotypes and bias informs our actions.

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## “The Father of Gynecology”

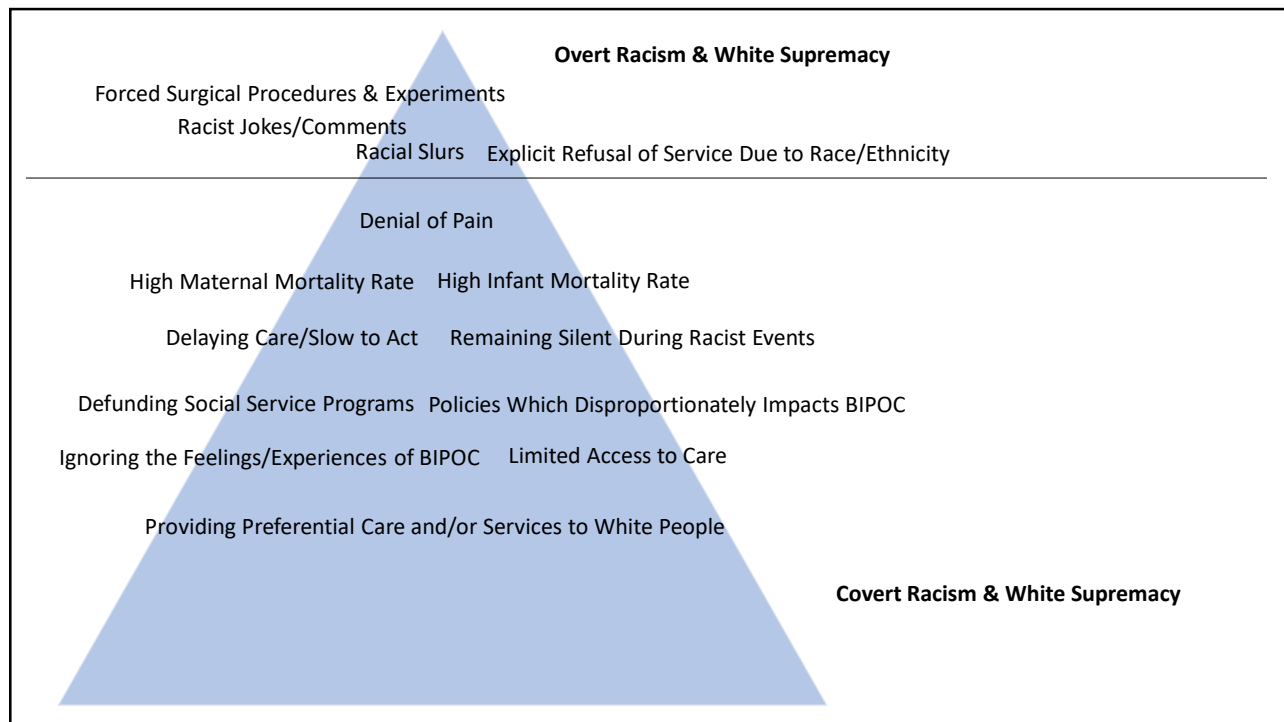


Pearson Museum, Southern Illinois University School of Medicine



<https://www.thelily.com/an-esteemed-black-doctor-died-after-childbirth-4-years-later-her-mother-and-daughter-are-still-living-with-the-grief/>

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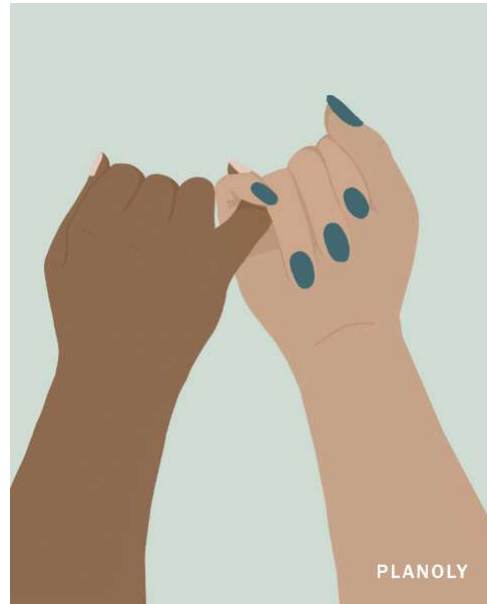
## Covert Racism in Education

- Just as there are acceptable forms of racism in healthcare, education continues to reify racism.
- Racial Ideologies are carved into societal institutions. (example: Eurocentric curriculum, Behavioral/disciplinary problems, School-to-Prison Pipeline, School funding, etc.)
- Additionally, these ideologies become etched in our minds. (example: Black inferiority, violence/aggression, Black laziness, low aptitude, etc.)

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## What is Allyship?

- Someone who takes on the struggle of oppression as their own.
- To be an ally does not mean that you necessarily fully understand what the experience of oppression feels like.
- Allyship is a life-long learning process to understand power and privilege, disrupting imbalances when one becomes aware of them.



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## Isolation & Loneliness

- Brian was excited for his first week of classes on a major college campus. And was equally excited to be in what he thought was a dynamic and important field.
- Brian who is Philippino, went to his first dietetics class and was shocked at the lack of diversity. In a large freshman class of almost 50 declared dietetic majors he was the only Asian student and was 1 out of 3 cis-gendered males.
- Because Brian has always been outgoing, he decided to try to fit in and engage his new classmates to no avail. Brian was often left without group patterns in class and felt isolated in the major as all the other students seemed to just click and would hang out frequently outside of class.

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## Unpacking the Story

---

How might this be a covert act of racism showing up in this situation?

---

What specific underlying assumptions that are informing the interactions of the other students?

---

What would allyship look like in this scenario and how would you great belonging for your peer?

25

### Singled Out

- Jasmine is a transfer student who completed her first two years at a community college and works part-time now as a dietetic technician. She has returned to school after four years of full-time work and is looking forward to delving into MNT.
- Jasmine due to her work experience has a great deal of knowledge and has numerous questions related to her clinical experiences in the hospital and what she is now learning.
- Jasmine, who is Black, asked her MNT I professor a question in class and overheard another student sigh loudly and saw them roll their eyes. Several other students giggle and the professor paused and brought everyone's attention back to the question.
- The next class session another white classmate asked the same question as Jasmine and did not receive the same response but instead it generated a great deal of discussion.

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## Unpacking the Story

---

How might this be a covert act of racism showing up in this situation?

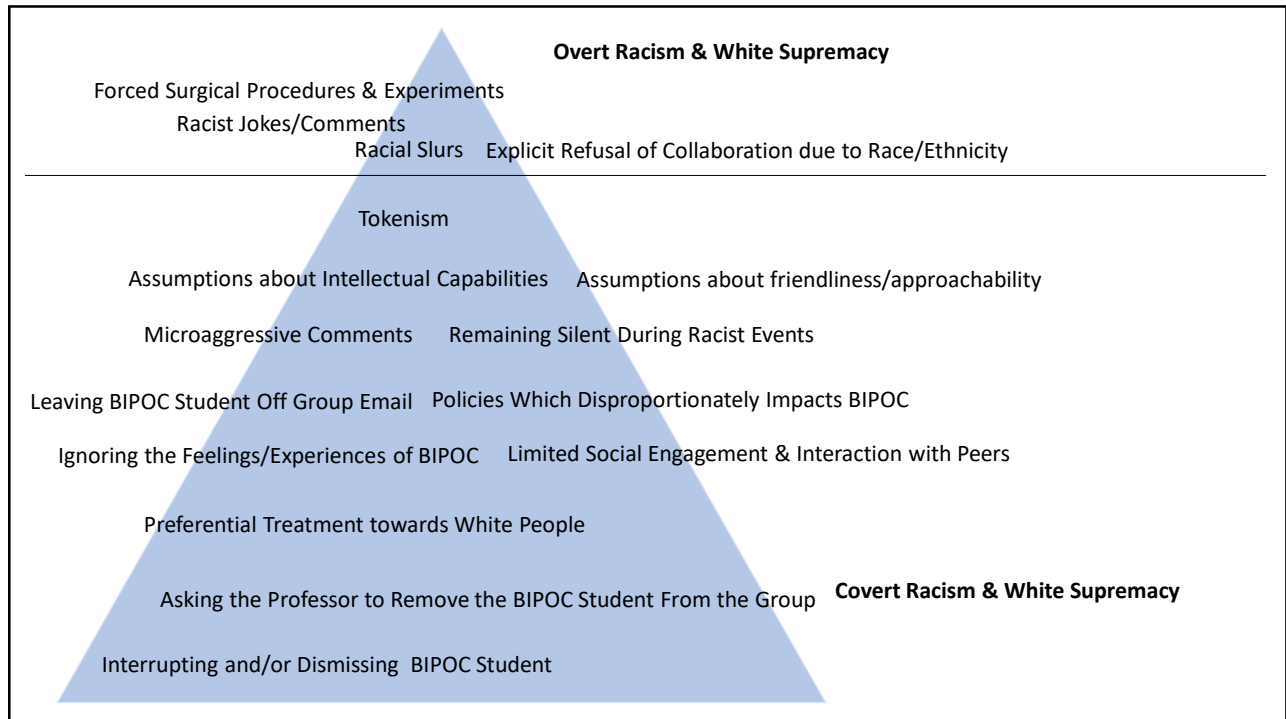
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What specific underlying assumptions that are informing the interactions of the other students?

---

What would allyship look like in this scenario and how would you great belonging for your peer?

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“Without inner change  
there can be no outer  
change. Without  
collective change, no  
change matters.”  
— angel kyodo williams

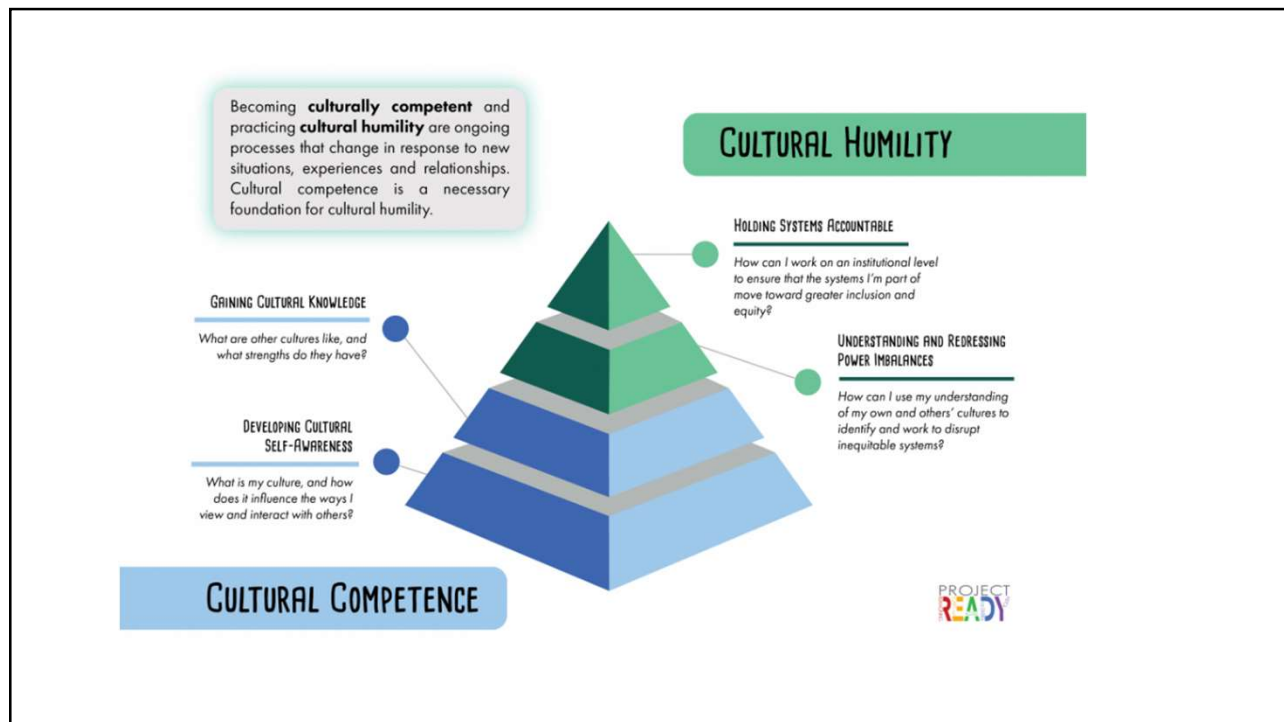
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## Being An Ally

- Being an Ally requires cultural competence and humility.
- At the core of allyship is a desire to learn and to become more aware of your positionality.
- Using positionality and privilege to support and advocate for individuals who are marginalized.
- Aiding in shifting the climate to foster belonging.

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- Just as cultural competence is a starting base/foundation, allyship is a starting place for action and change.
- An accomplice, doesn't just work at the individual level, they work on institutions and policies.
- Accomplice work is about commitment and action to undoing long-standing wrongs.

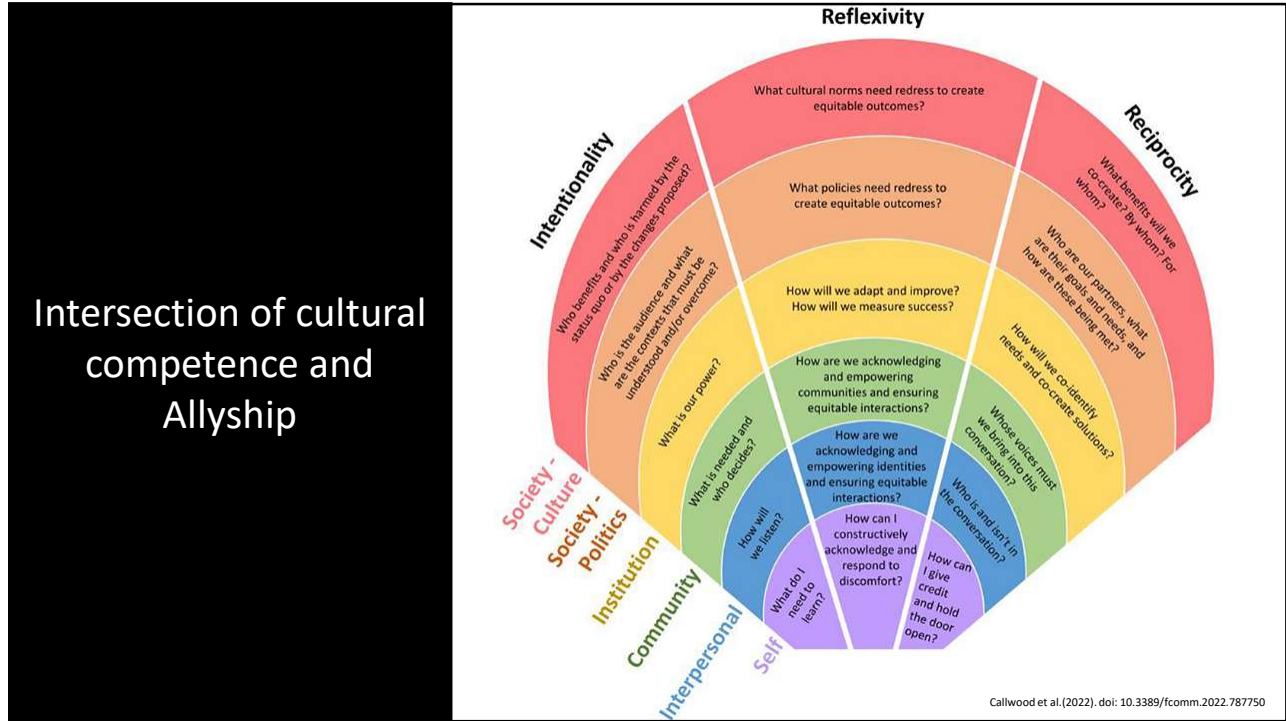
**From Ally to Accomplice**

**FREEDOM RIDERS**

<https://www.jconline.com/story/news/local/2018/01/25/freedom-riders-tells-civil-rights-story/1058892001/>

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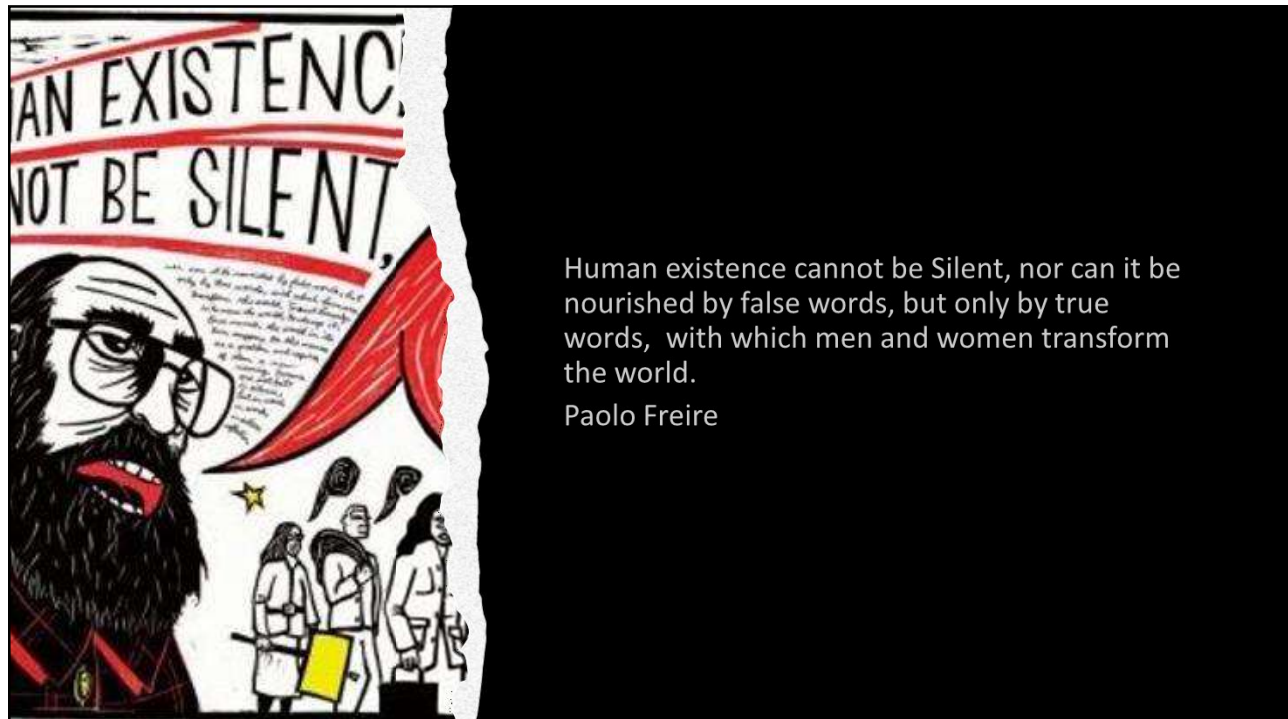
	Intentionality	Reflexivity	Reciprocity
Self	<ul style="list-style-type: none"> <li>• Identity Map</li> <li>• Power/Privilege Awareness</li> <li>• IAT or IDI</li> <li>• Learning about other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective Journal</li> <li>• Pause</li> </ul>	<ul style="list-style-type: none"> <li>• Advocating for marginalized groups</li> <li>• Aiding/defending individuals targeted for being different</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>• Centering</li> <li>• Perspective Taking</li> <li>• Direct/Indirect Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Empathetic Reflexivity</li> <li>• R.A.I.N.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeking to include                             <ul style="list-style-type: none"> <li>• Invite others to participate in groups/committees</li> </ul> </li> </ul>
Community	<ul style="list-style-type: none"> <li>• Making Space</li> <li>• Amplifying Voices</li> <li>• Policy &amp; Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Class/community dialogue about inequity</li> <li>• Class/community common read</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of affinity groups/multicultural groups</li> <li>• Creation of a process to report bias</li> <li>• Training/education</li> </ul>

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## Resources on Allyship

- [https://www.youtube.com/watch?v=dg86g-QIM0&ab\\_channel=chescaleigh](https://www.youtube.com/watch?v=dg86g-QIM0&ab_channel=chescaleigh)
- <https://www.learningforjustice.org/magazine/ally-or-accomplice-the-language-of-activism>
- <https://www.diversityincbestpractices.com/the-keys-to-allyship-understanding-what-an-ally-is-and-the-role-they-play-in-an-inclusive-workplace/>

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## Conclusion

Quick pattern recognition is a natural process, which can impose bias in decision making.

However, it can be addressed through centering and awareness.

This is an intentional process of slowing which takes work but can make all the difference.

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## Webinar Evaluation

Accreditation Council  
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and Dietetics  


- <https://www.surveymonkey.com/r/DEIFEB2023>
- Link provided in follow-up email or scan QR code



- CPE certificate and handouts will be emailed after the presentation.

39

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and Dietetics  


# THANK YOU

## QUESTIONS?

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***“There is no such thing as a single issue struggle because we do not live single issue lives”***  
***-- Audre Lorde***

**When I became aware of my Gender and the messages I received about the roles associated with mine.**

My Age:  
Messages I received  
My Behaviors as a result:  
An event or experience that  
Challenged my thinking and actions

**When I became aware of people with disabilities and the messages I received about them and their value.**

My Age:  
Messages I received  
My Behaviors as a result:  
An event or experience that  
Challenged my thinking and actions

**When I became aware of my families socio-economic status (class) and the messages I received about that of others.**

My Age:  
Messages I received  
My Behaviors as a result  
An event or experience that  
Challenged my thinking and actions

**When I became aware of my families religious beliefs and the messages I received about those different than my own.**

My Age:  
Messages I received  
My Behaviors as a result  
An event or experience that  
Challenged my thinking and actions

----- YOUR NAME -----

**When I became aware of my own race and the messages I received about people from different ethnicities and cultures.**

*My Age:*  
*Messages I received:*  
*My Behaviors as a result*  
*An event or experience that*  
*Challenged my thinking and actions*

**When I became aware of my own sexual orientation and the messages I received about people whose orientation was different than my own.**

My Age: \*\* Messages I received \*\* My Behaviors as a result  
An event or experience that  
Challenged my thinking and actions

# **My Identity Awareness Map**

# IDENTITY /POWER MAPPING

Social Category	I identify as...	I am perceived as...	My relative privilege/power*	Why I believe this is so... (relative to privilege/power)
RACE				
GENDER				
SEXUAL ORIENTATION				
ABILITY				
SOCIAL CLASS				
RELIGION/FAITH				

**RELATIVE PRIVILEGE/POWER\*:**

- **Privileged-** I fully benefit from the unearned rights, advantages, and entitlements simply for belonging to the agent group
- **Somewhat Privileged** – I mostly benefit from the unearned rights, advantages and entitlements simply for belonging to the agent group, but...
- **Neutral** – I am unable to see how I benefit or how I am disadvantaged based on my identification
- **Somewhat Oppressed-** I am sometimes disadvantaged by or in favor of those in the agent group, however.....
- **Oppressed-** I am frequently/always disadvantaged by and or in favor of those in the agent group