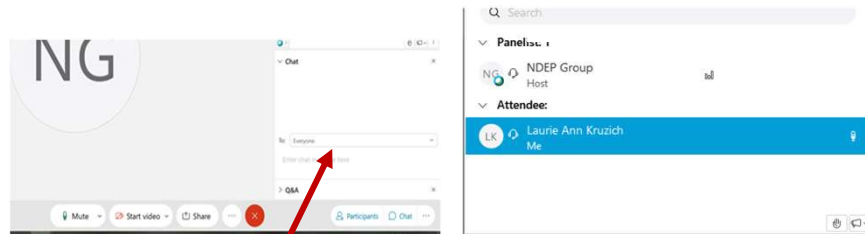


Welcome to the ACEND DEI Webinar!

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: Debiasing Training

2



-  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



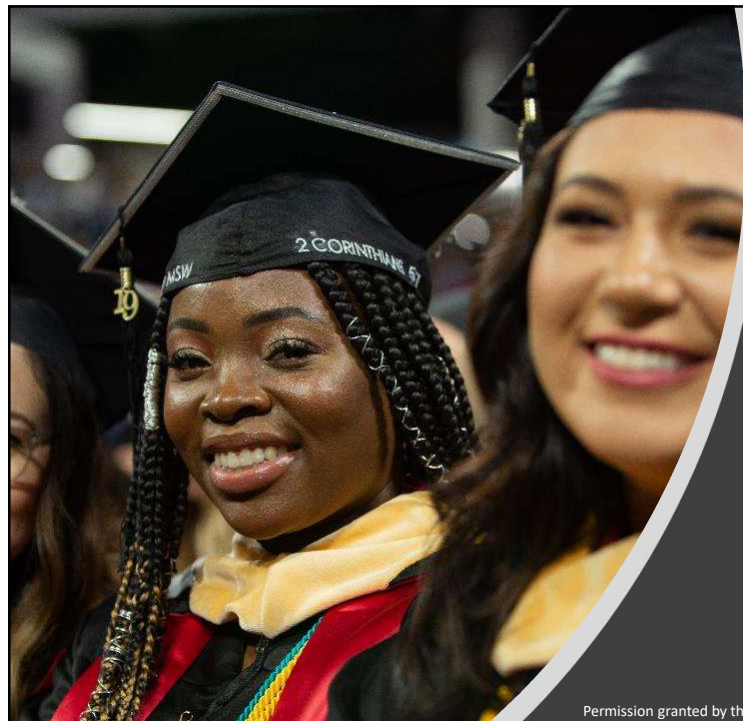
**ACEND Diversity, Equity and Inclusion
Trainings Addressing the 2022 Accreditation
Standards**

4

DEI Training Webinars for Program Faculty, Students and Preceptors to Meet 2022 Standards
Presented by Dr. Francoise Knox Kazimierczuk, U Cincinnati, OH



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Debiasing Training for Preceptors

Francoise Knox-Kazimierczuk
 PhD, RDN, LD
 University of Cincinnati

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Dr. Francoise Knox-Kazimierczuk PhD, RD

Presenter Discloser

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

No relationship to disclose

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'nzha'n (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.

8

Objectives

Performance Indicators:
1.7.1, 2.1.1, 3.2.4, 9.4.6

At the end of this session participants will be able to...

- Explain the process of critical decision-making and the potential for bias when using pattern recognition.
- Identify common types of bias that can occur with student interactions.
- Apply debiasing strategies to improve student interactions and learning.

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Ground Rules for Courageous Conversations

1. Be Present
2. Speak Your Truth (respectfully)
3. Speak from I
4. Permission to speak in "first draft"
5. Listen from with Your Whole Body
6. Experience Discomfort and Challenge by Choice
7. Mindset of openness
8. Expect & Accept Non-Closure
9. Maintain Confidentiality
10. Remember the Goal is Shared Understanding Not Necessarily Agreement

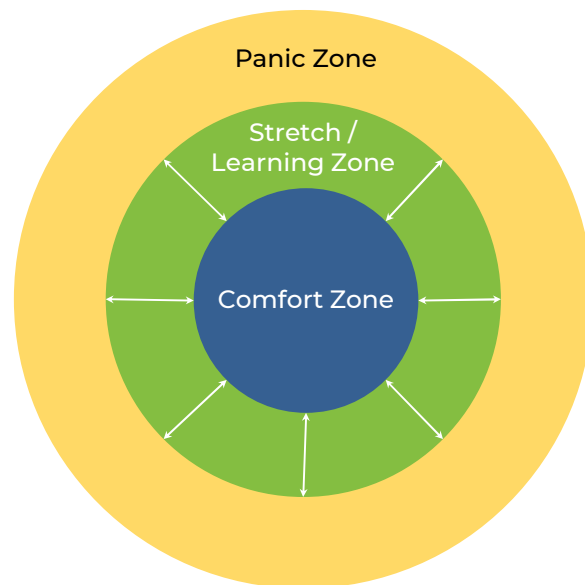
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It is our duty to fight for our freedom.
It is our duty to win.
We must love each other and support each other.
We have nothing to lose but our chains.

Assata Shakur

11

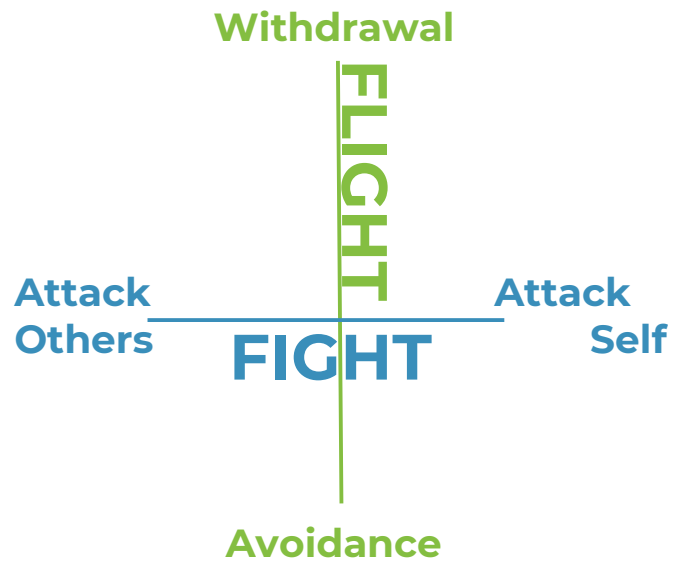
Comfort, Stretch & Panic Zones



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

12

Compass of Reactions



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

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Introduction

- Studies assessing the clinical experiences of URM students showed they had trouble establishing peer networking groups and good peer relationships.
- Additionally, URM students reported a diminished level of emotional and social support over the course of their clinical experience.
- A literature review of medical schools reported greater experiences of and perceptions of racial discrimination by URM students (Orom et al., 2013).

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Bias and Academic Success

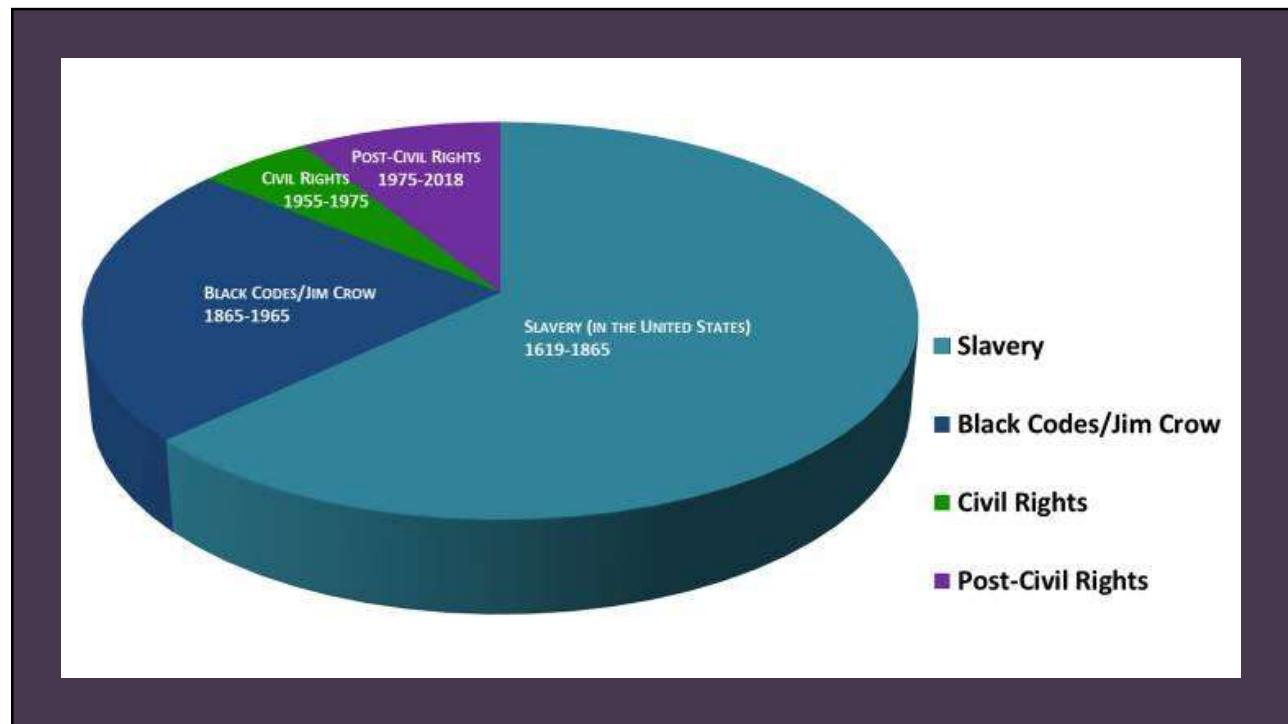
- Minoritized college students were shown to experience increased anxiety, anger, depressed affect, and hypervigilance after a racist event, symptoms similar to post-traumatic stress disorder (Meyers, 2010).
- Exposure to racial incidents and their subsequent symptoms have implications for academic success, retention, and graduation (Portnoi and Kwong, 2015).
- URM students report instances of microaggression, bias, and overt racism on college campuses, citing negative impacts on their academic experience and progress.
- Additionally, lack of belonging and adverse experiences impacts student matriculation and recruitment.

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Racial Concordance is not the Answer

“Matching URM students with health professionals of a similar racial and ethnic background may have a positive impact on their continued interest in and matriculation to health science programs; several studies have demonstrated the positive impact of having role models with similar backgrounds as the learners on the quality of the mentoring relationships, and on their academic achievement.” (Kendrick et al., 2020)

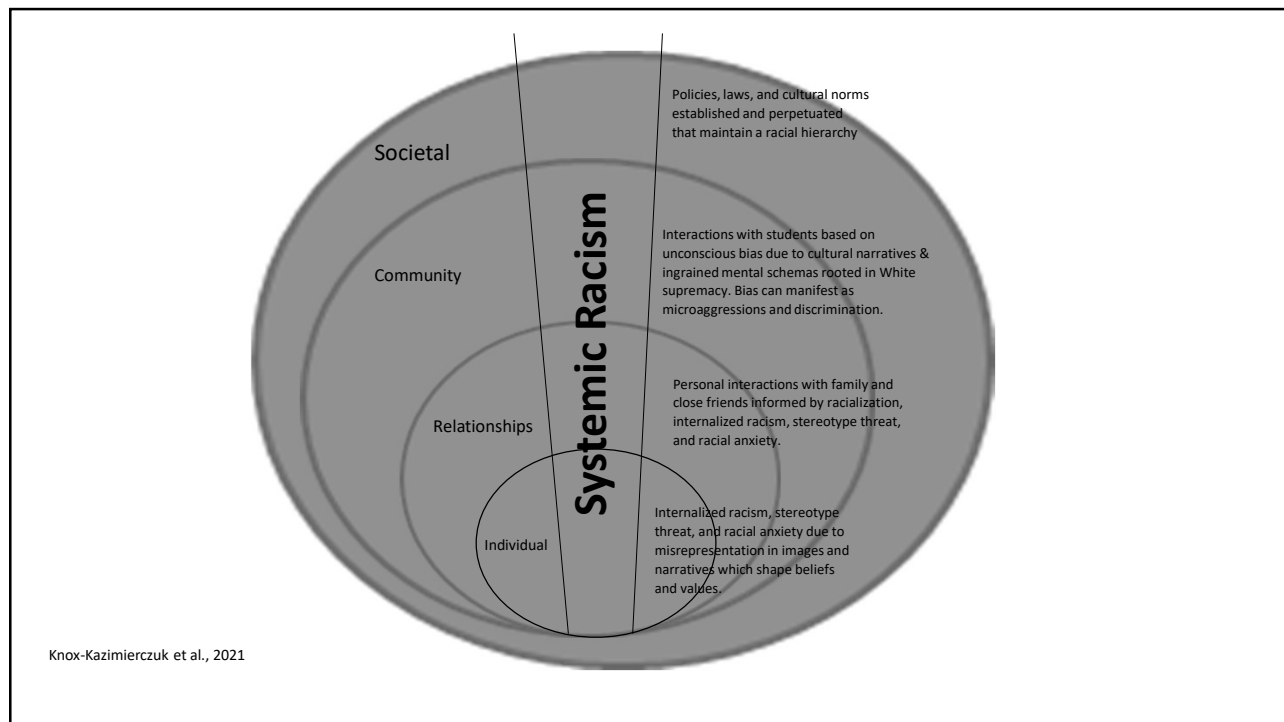
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Overt White Supremacy (Socially Unacceptable)					
			Lynching		
			Hate Crimes		
			Blackface The N-word		
			Swastikas Neo-Nazis Burning Crosses		
			Racist Jokes Racial Slurs KKK		
			Covert White Supremacy (Socially Acceptable)		
Calling the Police on Black People			White Silence		
White Parents Self-Segregating Neighborhoods & Schools			Eurocentric Curriculum		
White Savior Complex			Spiritual Bypassing		
Education Funding from Property Taxes			Discriminatory Lending		
Mass Incarceration			Respectability Politics		
Tone Policing			Racist Mascots		
Not Believing Experiences of BIPOC			Paternalism		
"Make America Great Again"			Blaming the Victim		
Hiring Discrimination			"You don't sound Black"		
"Don't Blame Me, I Never Owned Slaves"			Bootstrap Theory		
School-to-Prison Pipeline			Police Murdering BIPOC		
Virtuous Victim Narrative			Higher Infant & Maternal Mortality Rate for BIPOC		
"But What About Me?"			"All Lives Matter"		
BIPOC as Halloween Costumes			Racial Profiling		
Denial of White Privilege			Prioritizing White Voices as Experts		
Treating Kids of Color as Adults			Inequitable Healthcare		
Assuming Good Intentions Are Enough			Not Challenging Racist Jokes		
Cultural Appropriation			Eurocentric Beauty Standards		
Anti-Immigration Policies			Considering AAVE "Uneducated"		
Denial of Racism			Tokenism		
English-Only Initiatives			Self-Appointed White Ally		
Exceptionalism			Fearing People of Color		
Police Brutality			Fetishizing BIPOC		
Meritocracy Myth			"You're So Articulate"		
Celebration of Columbus Day			Claiming Reverse-Racism		
Paternalism			Weaponized Whiteness		
Expecting BIPOC to Teach White People			Believing We Are "Post-Racial"		
"But We're All One Big Human Family" / "There's Only One Human Race"			Housing Discrimination		

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Our Role as Preceptors/Educators

- Recognized intangible barriers to success (.i.e. microaggressions; microinsults, microinvalidations, & microassaults)
- Reduce these barriers through intentional action. Center and amplify.

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Theme	Microaggression	Message
<i>Alien in own land</i> When Asian Americans and Latino Americans are assumed to be foreign-born	"Where are you from?" "Where were you born?" "You speak good English." A person asking an Asian American to teach them words in their native language.	You are not American You are a foreigner
<i>Ascription of Intelligence</i> Assigning intelligence to a person of color on the basis of their race.	"You are a credit to your race." "You are so articulate." Asking an Asian person to help with a Math or Science problem.	People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent. All Asians are intelligent and good in Math / Sciences.
<i>Color Blindness</i> Statements that indicate that a White person does not want to acknowledge race	"When I look at you, I don't see color." "America is a melting pot." "There is only one race, the human race."	Denying a person of color's racial / ethnic experiences. Assimilate / acculturate to the dominant culture. Denying the individual as a racial / cultural being.

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What is Anti-oppressive pedagogy

- Anti-oppressive pedagogy is a broad umbrella that can include antiracist, feminist, queer, critical disability, and critical theories. Broadly speaking, these pedagogies all include an analysis of power, attempt to center the margins (hooks, 2015).
- Acknowledgement that oppression operates at both individual and institutional levels, and understand truth as socially and contextually constructed (Galloway, Callin, Jones, Vigmenon, & McCall, 2019)

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Contemplative Pedagogy

- Contemplative pedagogy focuses on embodied self-awareness. The process of contemplation encourages a shift to inward reflection and exploration of connections and relationships to others.
- Mindfulness and anti-oppression pedagogies not only complement one another, but are inextricably linked
- Mindfulness anti-oppression integrates these two frameworks, to aid in contextualizing higher education within the larger social structure and emphasizes the embodiment of social justice.

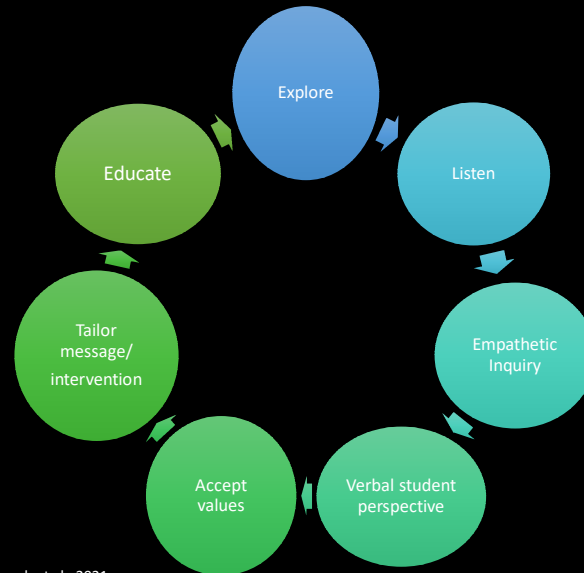
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Creating Belonging

- Centering provides students with a feeling as if they matter, and that their opinions will be valued. This sense is belonging.
- The sense of belonging for URM students has been positively linked to retention and other academic outcomes (Strayhorn, 2019).
- Belonging is related to positive frequent interactions with peers, faculty, and the larger university community.

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Centering Framework (in development by Dr. K and colleagues)



Knox-Kazimierzuk et al., 2021

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Practicing the Process

• **Case Study: Hair, Head wraps, and Scarfs**

- Lena is a second-generation immigrant from Nigeria preparing for her clinical rotation at a Children's hospital. She has done very well in her didactic course work and is excited for the experience.
- A couple days prior to the start of her rotation, her clinical director pulls her aside to comment on her hair which she has colored blue. She is advised to either color her hair back to a normal color or keep it covered.
- Lena complied via wearing a head wrap, which drew attention and comments.

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Explore

- Step 1:
- The first step is a process of self-awareness, discovery, and reflection. To progress in this framework, you must have good understanding of your positionality and your bias (blind spots).
 - Complete the identity awareness map
 - Complete the identity power map
 - Other tools: IAT, IDI, ICS, etc.
- Learn about your culture identities
- Learn about other culture identities different than your own.
- Interact (directly/indirectly) with other cultural groups.
- Reflect own your learnings and experiences

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Listen

- Step 2:
- Listening requires a Zen like patience, openness, and empathy. This is a critical step in the process as ineffectiveness can be the cause of a great deal of tension and unresolved conflict.
 - Pause & Ground
 - Be Present for the student (this is all about them)
 - Begin with an open-ended question
 - Focus on content, emotion, and body language
 - Be nonjudgmental
 - Paraphrase

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Empathetic Inquiry

- Step 3:
- After listening to your patient, it is time to reflect and probe for more information to assist the patient in managing their diagnosis. Your screening questions can be embedded in your inquiry.
 - Ask open-ended questions
 - Speak plainly (Stop with the Medical Jargon)
 - Be aware of yours and the patient's positionality and thus the power dynamics
 - Watch your nonverbals
 - Establish a connection
 - Affirm your patient (Think ABCs –Assets-Based Care)

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Empathetic Listen & Reflexivity

- Reflective process by which you contemplate your thoughts, feelings, and environment considering how they inform your actions. This process is then used to contemplate how someone else feels based on their circumstances and then shifting towards empathy for that individual.
- **Practicing Reflexivity and Empathy**

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Intro to Metta Meditation

- May I be safe.
- May I be happy.
- May I be filled with ease.
- May you be...
- May all beings be....

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Verbalize The Student's Perspective

- Step 4:
- Really try to put yourself in each person's shoes.
- Consider their daily experiences, their history, and what they might be feeling.
- Convey the perspective (beliefs/values) and meaning to patient (Summarize)
- Confirm meaning

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Perspective Taking

- How does viewing a situation from the eyes of someone provide more context/understanding?
- Now imagine yourself working with your patients/clients. Does taking on a different perspective impact your interaction? If so how?

33

Accept Student Values

- Step 5:
- Meet students where they are at
- Focus on what is central and salient
- Link value to desired outcome(s)
- Lena's ability to express herself was a value which was central to her. Allowing the student to maintain her hair color without forcing her to cover it is acceptance.

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R.A.I.N.

- Recognize what's going on
- Accept the experience to be there, just as it is
- Investigate with kindness and natural curiosity
- Non-Identify with what arises

35

Tailor message/intervention

-
- Step 6:
 - Co-create content based on inquiry
 - Integrate evidence and clinical expertise
 - Triangulate to validate message/intervention
 - Policies that impact students should be explored prior sending and accepting students.
 - If placement sites have specific dress code policies that prohibit colored hair. Address directly with student and explore options together.

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Educating our Students

-
- Step 7:
 - Implement education/Intervention
 - Monitor/Evaluate
 - Go back through the cycle

37

Applying what you have learned

Engagement with diverse groups is both a way to apply your knowledge and develop your skills as a culturally competent educator/provider.


Engaging with any difference should always come from an assets-based perspective.

Listen first, with your whole-body empathetically.

Try to articulate what you perceive the patients wants and needs are in during your interaction. Reflecting and summarizing back on key.

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Check Out

What are thoughts, emotions, and/or physical sensations did you notice tonight?

How will you use the framework to engage in skillful conversation with your students?

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and Dietetics

• <https://www.surveymonkey.com/r/DEIsep2022>

• Link provided in follow-up email or scan QR code



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

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THANK YOU

QUESTIONS?

Examples of Racial Microaggressions

Theme	Microaggression	Message
<i>Alien in own land</i> When Asian Americans and Latino Americans are assumed to be foreign-born	“Where are you from?” “Where were you born?” “You speak good English.” A person asking an Asian American to teach them words in their native language.	You are not American You are a foreigner
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<i>Color Blindness</i> Statements that indicate that a White person does not want to acknowledge race	“When I look at you, I don’t see color.” “America is a melting pot.” “There is only one race, the human race.”	Denying a person of color’s racial / ethnic experiences. Assimilate / acculturate to the dominant culture. Denying the individual as a racial / cultural being.
<i>Criminality – assumption of criminal status</i> A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.	A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes. A store owner following a customer of color around the store. A White person waits to ride the next elevator when a person of color is on it.	You are a criminal. You are going to steal / You are poor / You do not belong / You are dangerous.
<i>Denial of individual racism</i> A statement made when Whites deny their racial biases	“I’m not a racist. I have several Black friends.” “As a woman, I know what you go through as a racial minority.”	I am immune to races because I have friends of color. Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you.
<i>Myth of meritocracy</i> Statements which assert that race does not play a role in life successes	“I believe the most qualified person should get the job.” “Everyone can succeed in this society, if they work hard enough.”	People of color are given extra unfair benefits because of their race. People of color are lazy and / or incompetent and need to work harder.
<i>Pathologizing cultural values / communication styles</i> The notion that the values and communication styles of the dominant / White culture are ideal	Asking a Black person: “Why do you have to be so loud / animated? Just calm down.” To an Asian or Latino person: Why are you so quiet? We want to know what you think. Be more verbal.” Speak up more.” Dismissing an individual who brings up race / culture in work / school setting.	Assimilate to dominant culture. Leave your cultural baggage outside.

Theme	Microaggression	Message
<i>Second-class citizen</i> Occurs when a White person is given preferential treatment as a consumer over a person of color	Person of color mistaken for a service worker Having a taxi cab pass a person of color and pick up a White passenger Being ignored at a store counter as attention is given to the White customer behind you “You people ...”	People of color are servants to Whites. They couldn't possibly occupy high-status positions. You are likely to cause trouble and / or travel to a dangerous neighborhood. Whites are more valued customers than people of color You don't belong. You are a lesser being.
<i>Environmental microaggressions</i> Macro-level microaggressions, which are more apparent on systemic and environmental levels	A college or university with buildings that are all names after White heterosexual upper class males Television shows and movies that feature predominantly White people, without representation of people of color Overcrowding of public schools in communities of color Overabundance of liquor stores in communities of color	You don't belong / You won't succeed here. There is only so far you can go. You are an outsider / You don't exist. People of color don't / shouldn't value education. People of color are deviant.
<i>How to offend without really trying</i>	“Indian giver.” “That's so gay.” “She welshed on the bet.” “I jewed him down.” “That's so White of you.” “You people ...” “We got gypped.” Imitating accents or dialects Others?	

Adapted from:

Wing, Capodilupo, Torino, Bucceri, Holder, Nadal, Esquilin (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 62, 4, 271-286