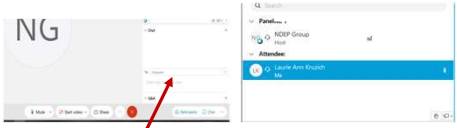


Welcome to the ACEND DEI Webinar!
We Will Begin Shortly

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

ACEND DEI Webinar
Racism in Dietetics Practice

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

Accreditation Council
for Education in
Nutrition and Dietetics


**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

- Unconscious Bias
Recording on ACEND DEI website
- Debiasing Training
Recording on ACEND DEI website
- Cultural Competence and Cultural Humility
Recording on ACEND DEI website
- Racism in Dietetics Practice
May 23, 2023

5




Permission granted by the University of Cincinnati PhotoCatalog

**Centering the Voices and Experiences of Marginalized Through Anti-Oppression &
 Contemplative Pedagogy**

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

6



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

No relationship to disclose

Presenter Discloser

Dr. Francoise Knox-Kazimierczuk PhD, RD

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'zhaⁿ (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

At the end of this session participants...

1. Identify and explain the different types of racism.
2. Discuss how racism appears in dietetics and the implications for students and practice.
3. Explain the role of anti-oppression pedagogy in education students.

Suggested Performance Indicators: 1.7.1, 2.1.1, 3.2.4, 9.4.6

9

Ground Rules for Courageous Conversations

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

10

Comfort, Stretch & Panic Zones



SOURCE: *Connecting, Inspiring & Collaborating with Changemakers: YES! Facilitation Manual*, YesWorld.

11

Introduction

- Data shows racial & ethnic minority populations are underrepresented in all areas of direct patient care and this disproportionate number of racial/ethnic minorities, particularly African Americans and Hispanics will only increase in the subsequent years.
- Underrepresented minority (URM) students disproportionately experience problems of progression towards graduation, as compared to their white counterparts (Dillon, 2011).

12

Barriers to Success

- Tangible and intangible barriers exist for URM students.
 - Tangible items such as finance support (e.g. aid with buying textbooks and the cost of transportation), diverse advisors and mentors, and assistance with accessing needed resources.
 - Intangible items such as discrimination, microaggressions, bias, sense of belonging, and agency.

13

Barriers to Success

- The tangible barriers can be easy to address due to the visibility and due to the relatively simple interventions required to rectified. Most require a discrete action.
- Intangible barriers are complex, multi-layered and can require numerous interventions, which might not fully address the issue.

14

Bias and Academic Success

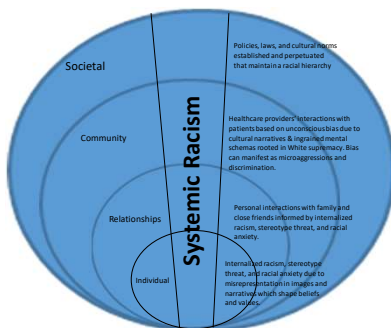
- Minoritized college students were shown to experience increased anxiety, anger, depressed affect, and hypervigilance after a racist event, symptoms similar to post-traumatic stress disorder (Meyers, 2010).
- Exposure to racial incidents and their subsequent symptoms have implications for academic success,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

15

Types of Racism

- **Systemic racism** includes the policies and practices entrenched in established institutions, which result in the exclusion or promotion of designated groups. It differs from overt discrimination in that no individual intent is necessary.
- It manifests itself in two ways:
 - **Institutional Racism:** Racial discrimination that derives from individuals carrying out the dictates of others who are prejudiced or of a prejudiced society
 - **Structural Racism:** Inequalities rooted in the system-wide operation of a society that excludes substantial numbers of members of particular groups from significant participation in major social institutions (Henry & Tator, 2006, p. 352).
- **Cultural racism** is a process whereby people who are strongly identified with certain racial/ethnic groups, 'language groups, religion, group habits, norms and customs, including typical style of dress, behavior, cuisine, music and literature, are treated in a prejudicial and discriminatory way based on these characteristics.

16



Know-Kacimierczuk et al., 2021

17

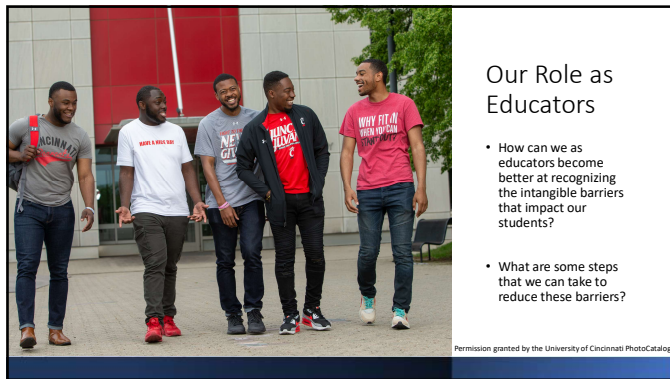
Racism in Dietetics

HOW DOES
RACISM SHOW UP
IN THE
PROFESSION?

HOW DOES IT
SHOW UP IN
DIETETIC
PROGRAMS?

HOW DO WE AS
INDIVIDUALS AND
INSTITUTIONS
PERPETUATE IT?

18

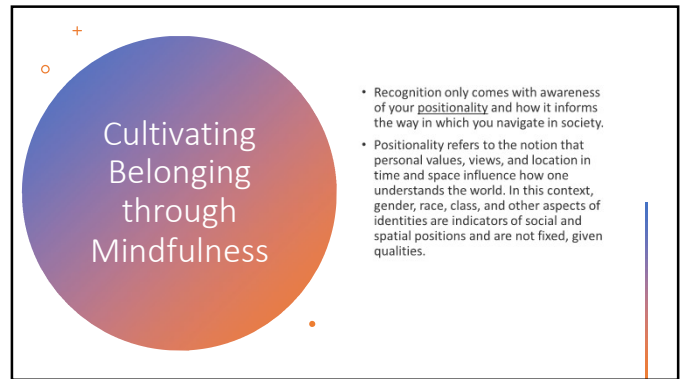


Our Role as Educators

- How can we as educators become better at recognizing the intangible barriers that impact our students?
- What are some steps that we can take to reduce these barriers?

Permission granted by the University of Cincinnati PhotoCatalog

19



Cultivating Belonging through Mindfulness

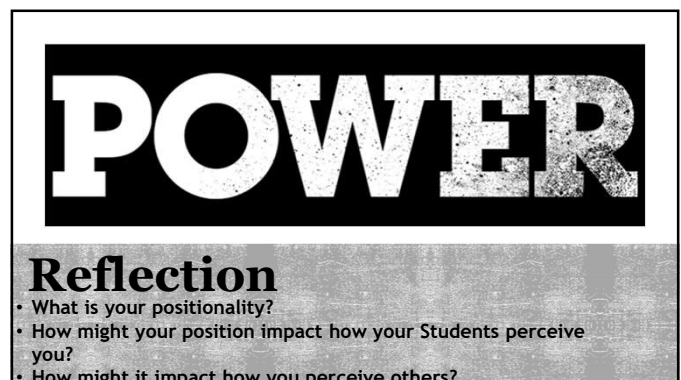
- Recognition only comes with awareness of your positionality and how it informs the way in which you navigate in society.
- Positionality refers to the notion that personal values, views, and location in time and space influence how one understands the world. In this context, gender, race, class, and other aspects of identities are indicators of social and spatial positions and are not fixed, given qualities.

20

The Social Construct of Identities

Social Category	I identify as...	I am perceived as...	My relative privilege/power*	Why I believe this is so....
Race				
Gender				
Sexual Orientation				
Ability				
Social Class				

21



Reflection

- What is your positionality?
- How might your position impact how your Students perceive you?
- How might it impact how you perceive others?

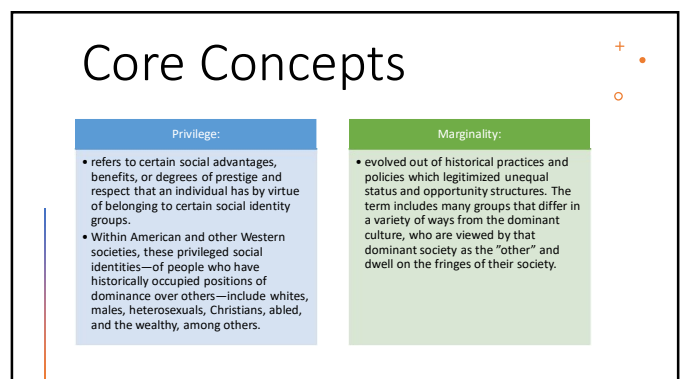
22



What are some steps that we can take to reduce these barriers?

Powered by [Poll Everywhere](https://www.poll.com/)
Start the presentation to see live content. For screen share software, share the entire screen. Get help at poll.com/app

23



Core Concepts

Privilege:

- refers to certain social advantages, benefits, or degrees of prestige and respect that an individual has by virtue of belonging to certain social identity groups.
- Within American and other Western societies, these privileged social identities—of people who have historically occupied positions of dominance over others—include whites, males, heterosexuals, Christians, abled, and the wealthy, among others.

Marginality:

- evolved out of historical practices and policies which legitimized unequal status and opportunity structures. The term includes many groups that differ in a variety of ways from the dominant culture, who are viewed by that dominant society as the "other" and dwell on the fringes of their society.

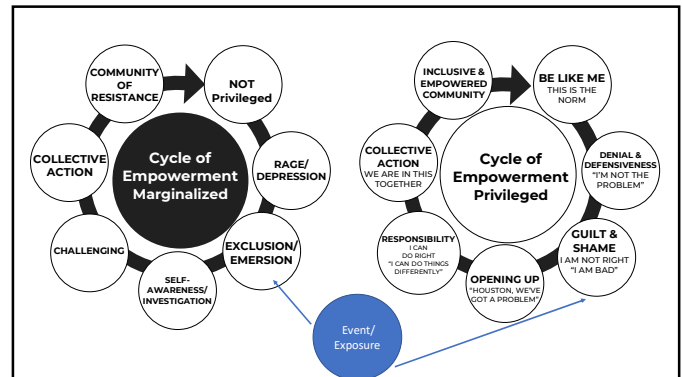
24

Core Concepts

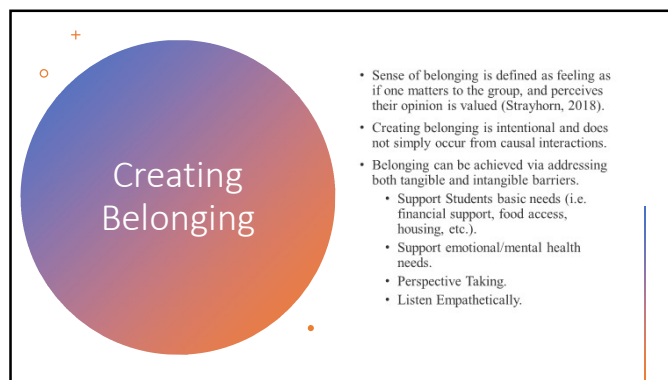
Implicit bias:

- Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.

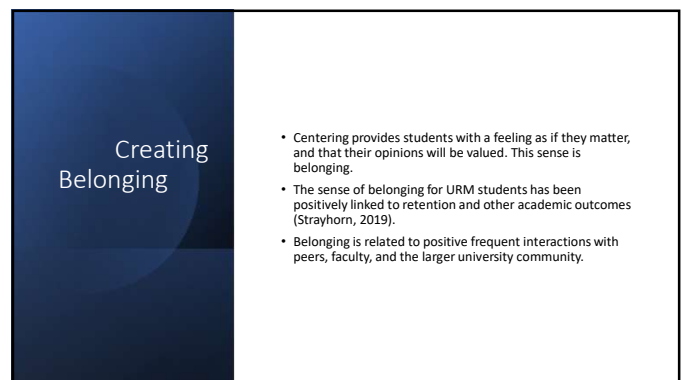
25



26



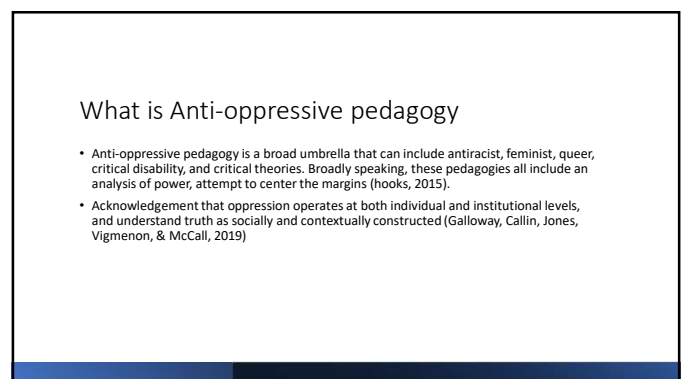
27



28



29



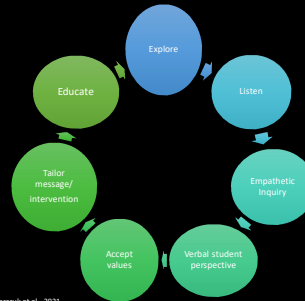
30

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.

31

Centering Framework



Knox-Kazmierczuk et al., 2021

32

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 on your learnings and experiences

33

Addressing Bias

- **Direct intergroup contact:** Direct interaction between members of different racial and ethnic groups can alleviate intergroup anxiety, reduce bias, and promote more positive intergroup attitudes and expectations for future contact.
- **Indirect forms of intergroup contact:** When people observe positive interactions between members of their own group and another group (vicarious contact) or become aware that members of their group have friends in another group (extended contact), they report lower bias and anxiety, and more positive intergroup attitudes.

34

Debiasing

- Cultivating Cultural Competence
 - Engage and learn.
 - Empathy
- Practicing Cultural Humility
 - A lifelong learning process.
 - Compassion (affective empathy/action)
- Both are ongoing processes.

35

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 patient (this is all about them)
 - Begin with an open-ended question
 - Focus on content, emotion, and body language
 - Be nonjudgmental
 - Paraphrase

36

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
 - Be aware of yours and the patient's positionality and thus the power dynamics
 - Watch your nonverbals
 - Establish a connection
 - Affirm your student (Think ABCs –Assets-Based Care)

37

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**

38

Verbalize 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 student/intern (Summarize)
- Confirm meaning

39



- 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?

40

Accept Student Values

- Step 5:
- Meet students where they are at
- Focus on what is central and salient
- Link value to desired outcome(s)

41

Tailor message/intervention

- Step 6:
- Co-create content based on inquiry
- Integrate evidence and clinical expertise
- Triangulate to validate message/intervention

42

Educating our Students

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

43

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.

44


Permission granted by the University of Cincinnati PhotoCatalog



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?



45

Webinar Evaluation

- <https://www.surveymonkey.com/r/DEImay2023>
- Link provided in follow-up email or scan QR code




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

46

Accreditation Council for Education in Nutrition and Dietetics

THANK YOU

QUESTIONS?



47