

Identifying and Addressing Unconscious Bias

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## 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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## Presenter Disclosure

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

No relationship to disclose

Dr. Francoise Knox-Kazimierczuk PhD, RD



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## Objectives

Discuss	Discuss how mental schemas and ladders impacts how one sees the world and can perpetuate racial hierarchical power structures.
Explain	Explain the role of power/privilege and marginality in shaping narratives and informing social interactions.
Identify	Identify techniques to address bias.

Suggested Performance Indicators: 1.7.1, 2.1.1, 3.2.4, 9.4.6

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## Ground Rules for Courageous Conversations

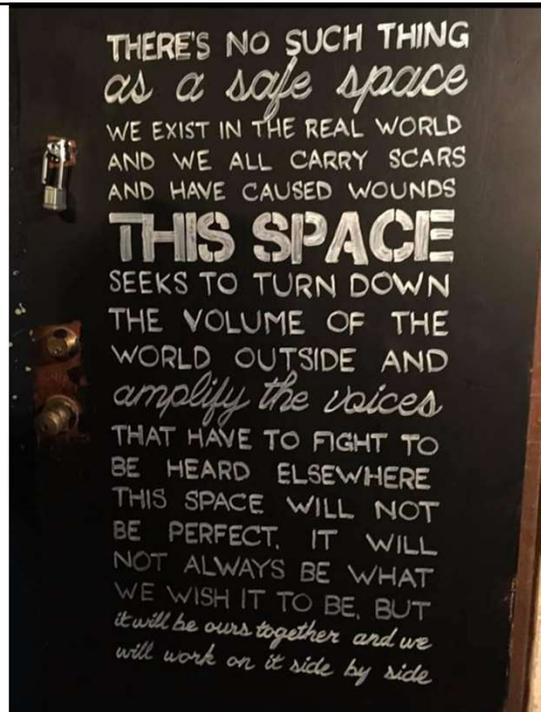


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### UNTITLED POEM BY BETH STRANO

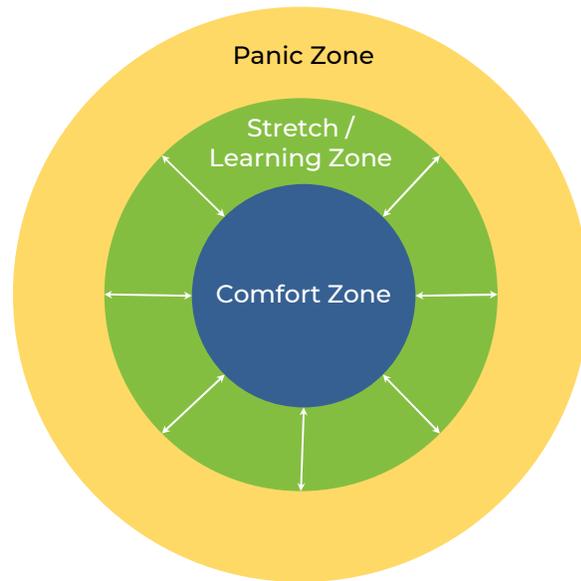
There is no such thing as a "safe space" —  
 We exist in the real world.  
 We all carry scars and have caused wounds.  
 This space  
 seeks to turn down the volume of the world outside,  
 and amplify voices that have to fight to be heard elsewhere.  
 This space will not be perfect.  
 It will not always be what we wish it to be  
 But  
 It will be our space together,  
 and we will work on it side by side. **1**

Source: "Resource Library," facinghistory.org



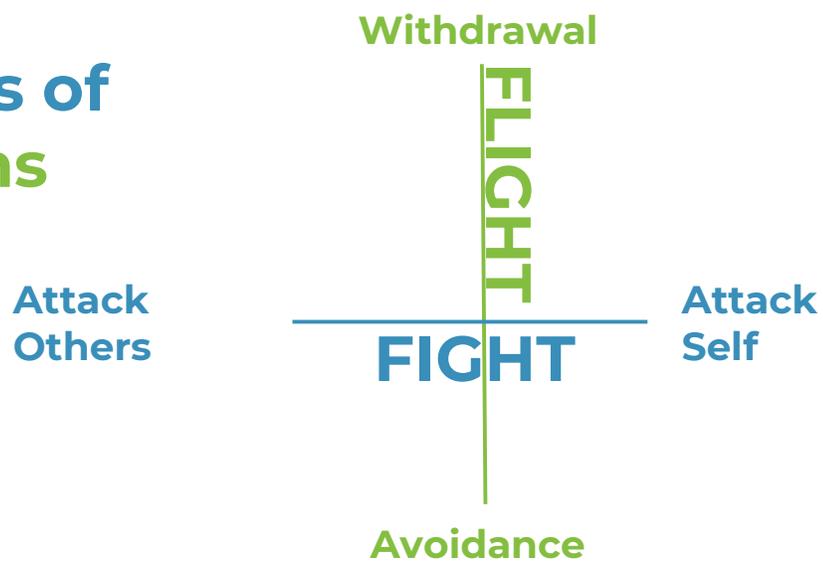
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## Comfort, Stretch & Panic Zones



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## Compass of Reactions



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

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# 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?

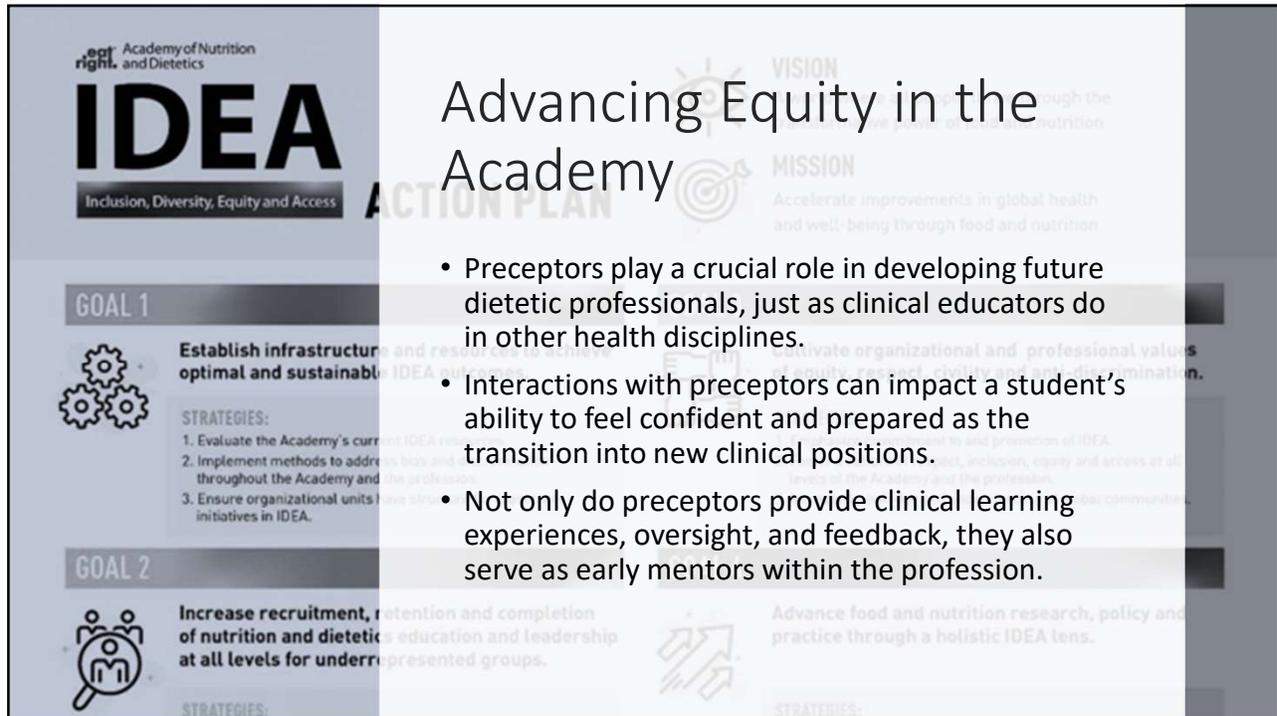
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## Pause

- What do you notice?
  - Thoughts
  - Emotions
  - Physical Sensations

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**eat right.** Academy of Nutrition and Dietetics

# IDEA

Inclusion, Diversity, Equity and Access

## ACTION PLAN

**VISION**  
Accelerate improvements in global health and well-being through the nutrition profession.

**MISSION**  
Accelerate improvements in global health and well-being through food and nutrition.

**GOAL 1**

**Establish infrastructure and resources to ensure optimal and sustainable IDEA outcomes.**

**STRATEGIES:**

1. Evaluate the Academy's current IDEA resources and identify gaps.
2. Implement methods to address bias and inequity throughout the Academy and the profession.
3. Ensure organizational units have strategic initiatives in IDEA.

**GOAL 2**

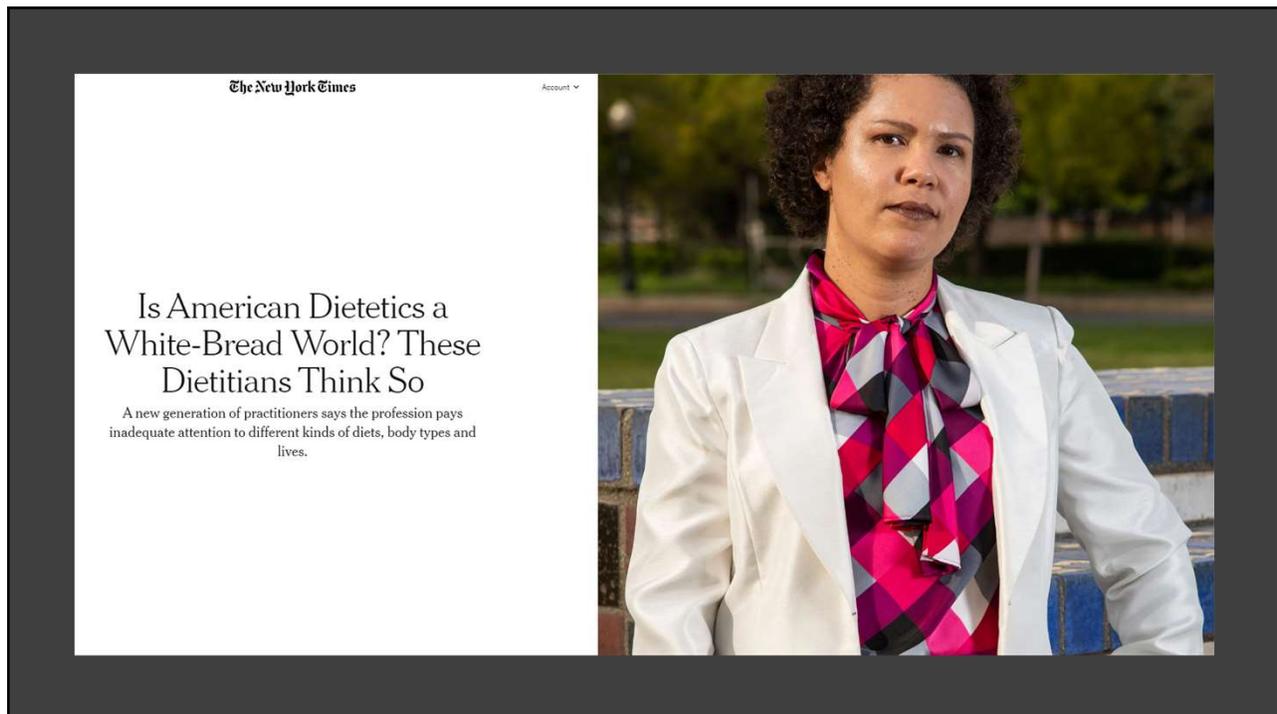
**Increase recruitment, retention and completion of nutrition and dietetics education and leadership at all levels for underrepresented groups.**

**STRATEGIES:**

1. Advance food and nutrition research, policy and practice through a holistic IDEA lens.

- Preceptors play a crucial role in developing future dietetic professionals, just as clinical educators do in other health disciplines.
- Interactions with preceptors can impact a student's ability to feel confident and prepared as the transition into new clinical positions.
- Not only do preceptors provide clinical learning experiences, oversight, and feedback, they also serve as early mentors within the profession.

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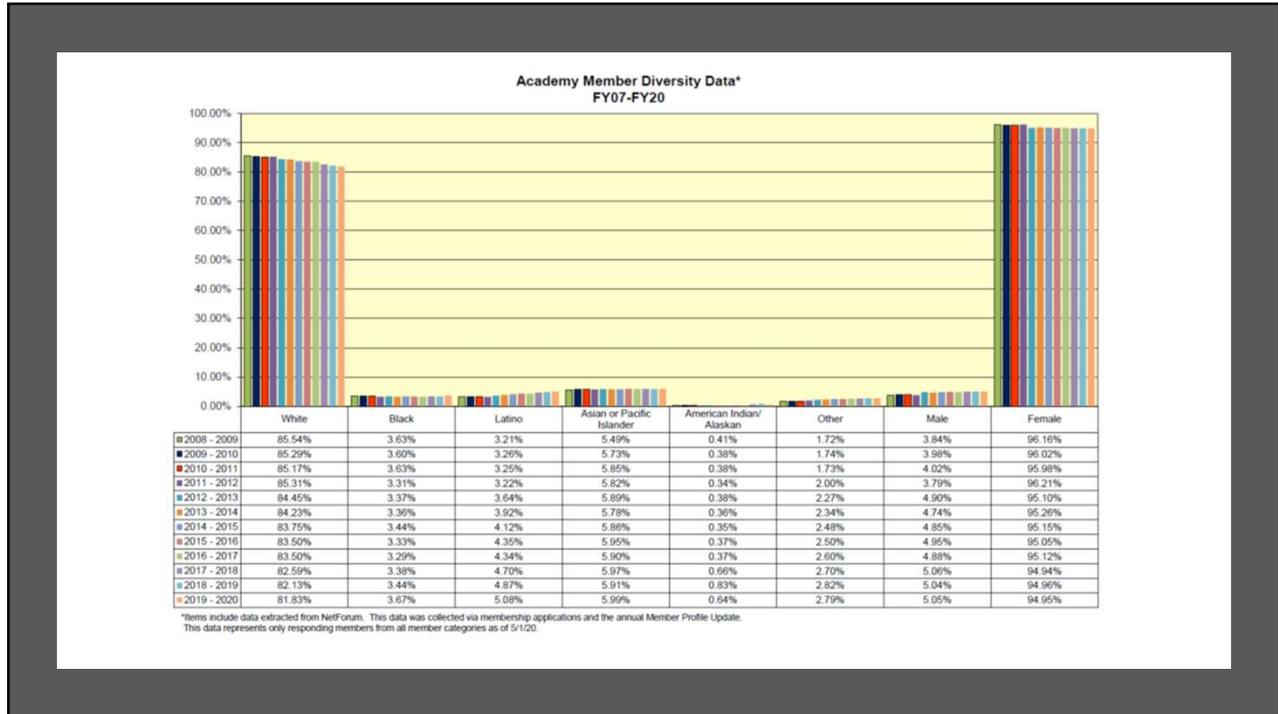
The New York Times Account

## Is American Dietetics a White-Bread World? These Dietitians Think So

A new generation of practitioners says the profession pays inadequate attention to different kinds of diets, body types and lives.

Photo: A woman with dark curly hair, wearing a white lab coat over a pink and black patterned scarf, standing outdoors.

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## A White Dominated Profession...

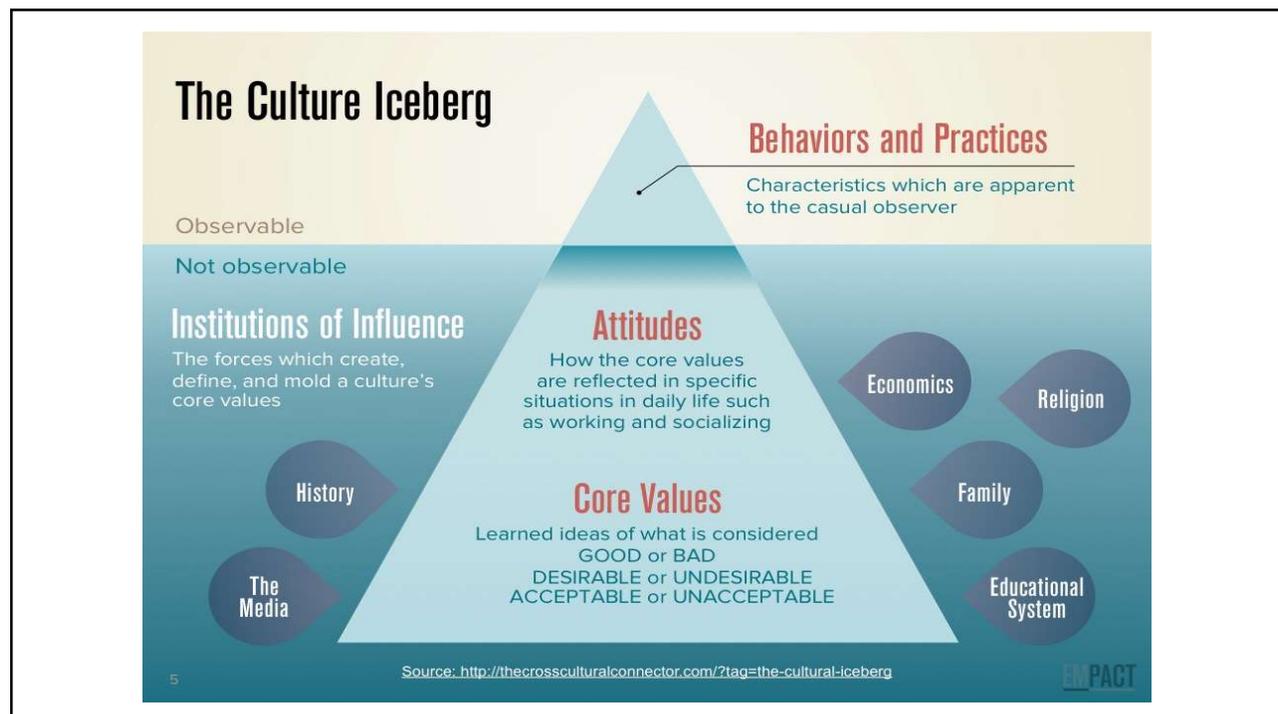
- Homogeneity can translate into limited perspective.
- Pressure for conformity, which leads to hegemony.
- Minimizing mindset and Racial anxiety.
- May have a narrow view of what constitutes healthy food.
  - Traditional BIPOC foods are often not included in meal planning or listed as unhealthy.

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## Recap of DE&I Basics



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## Core Concepts

- 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.
- 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.

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## The Unconscious Mind At Work

- I couldn't believe that I could actually understand what I was reading.
- According to research at Cambridge University, it doesn't matter what order the letters in a word are, the only important thing is that the first and last be in the right place. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole.
- Your unconscious mind is able to decode this.

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## Characteristics of Implicit Bias

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Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality such as judges.

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Implicit and explicit biases are related but distinct mental constructs. They are not mutually exclusive and may even reinforce each other.

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The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.

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We generally tend to hold implicit biases that favor our own ingroup, though research has shown that we can still hold implicit biases against our ingroup.

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Implicit biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

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## Resources to learn about bias

- UCLA Office of Equity, Diversity and Inclusion: Lessons on Implicit Bias
- [https://www.youtube.com/watch?v=OQGlgohunVw&list=PLWG\\_vsmMJ2clEeGKVyrOIKIOYrjFnVKqa&index=2&t=70s](https://www.youtube.com/watch?v=OQGlgohunVw&list=PLWG_vsmMJ2clEeGKVyrOIKIOYrjFnVKqa&index=2&t=70s)
- [https://www.youtube.com/watch?v=7FgqGAXvLB8&list=PLWG\\_vsmMJ2clEeGKVyrOIKIOYrjFnVKqa&index=3](https://www.youtube.com/watch?v=7FgqGAXvLB8&list=PLWG_vsmMJ2clEeGKVyrOIKIOYrjFnVKqa&index=3)
- [https://www.youtube.com/watch?v=8SIb97tZSpl&list=PLWG\\_vsmMJ2clEeGKVyrOIKIOYrjFnVKqa&index=4](https://www.youtube.com/watch?v=8SIb97tZSpl&list=PLWG_vsmMJ2clEeGKVyrOIKIOYrjFnVKqa&index=4)

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## Privilege & Marginality

- "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.

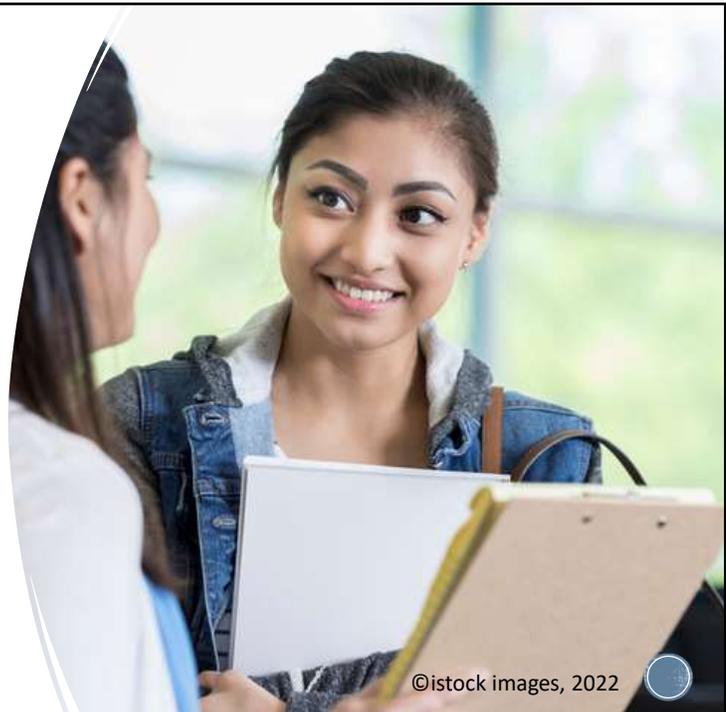
- Within American and other Western societies, these privileged social identities—of people who have historically occupied positions of dominance over others—include whites, males, heterosexuals, Christians, and the wealthy, among others.

García, Justin D. 2018. "Privilege (Social Inequality)."

- 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.

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- Cultural competence is not just a philosophy. It requires intentional praxis, which begins with self-awareness, internal grappling with social position, and outward action.



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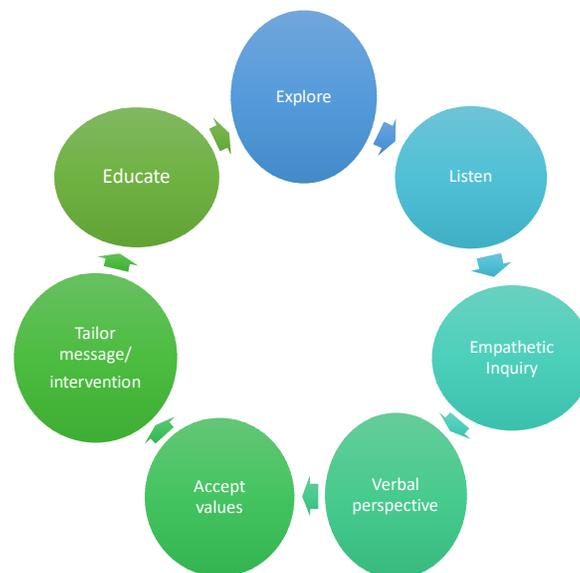
# Centering

“Centering demands that we create and design policies and practices that intentionally lift up and protect those deemed as other.”

“Shifting our focus outside of our experience to concern ourselves with the experience of our students creates space for us begin to question schemas we normally accept as true.”

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



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## Awareness

- The first step to overcoming implicit bias in systems is to have individuals believe that it exists and then act upon it. (Dasgupta & Rivera, 2006)
- One must understand their personal bias and then the group bias.
- Awareness includes how bias manifests in the system.

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## 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.

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## Debiasing

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



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## Identifying & Addressing Bias

- Samantha always wanted to be a clinical dietitian, ever since she went to a high school career fair, and now she is one step closer to realizing her dream. Despite having some challenges during her clinical rotation, Samantha received what she felt was good feedback. However, during her follow-up with the internship director, she was told that her clinical rotation evaluation was not the best and working clinically would be a struggle, if she was able to pass the RD exam. Samantha was then asked if she ever thought about foodservice management.

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## Identifying & Addressing Bias

- Jossey, previously went by Jonas, but recently began publicly identifying as female. She is now receiving gender affirming care, and for the first time in a long time feels hopeful. She had debated on whether she wanted to continue with her supervised practice due to anxiety and depression, which she felt might be exacerbated by returned to the program. She might with the program director and her fears/anxieties were alleviated. However, upon her return Jossey experienced continued misgendering from her peers and when assigned to a group for the large menu project the students in her group refused to work with.

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## Unpacking the Case Studies

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What is the Problem(s) posed in these case studies?

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What are the different perspectives of the individuals involved?

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Are there specific underlying assumptions that are informing the perspectives?

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## Unpacking the Case Studies

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What are the challenges and opportunities posed for all involved in each case study?

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What would an equitable outcome look like?

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What would your approach be to get to that imagined outcome?

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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

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for Education in  
Nutrition and Dietetics  
the accrediting agency for the  
Academy of Nutrition  
and Dietetics  


- <https://www.surveymonkey.com/r/DEIJuly2022>
- 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?

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