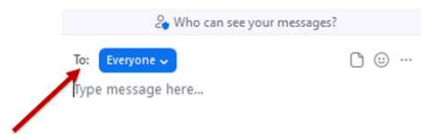


## Welcome!

- Lines have been muted.
- If you have questions or comments, use the chat feature and post to EVERYONE.
- To enable closed captioning, select **Show Captions** icon **CC** from the meeting controls toolbar.



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## Using Chats During ACEND Town Hall



ACEND encourages attendees to use the chat feature to ask questions and express their opinions respectfully



At any point, ACEND reserves the right to remove an attendee from the Town Hall for inappropriate or harassing comments

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2



This webinar is being recorded



The slides and recording will be  
shared on the ACEND DEI  
webpage

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3

## ACEND Fall 2024 Updates

- **November 22nd:** Annual Report Due
- **December 9th:** Annual Fee Due
- Refer to the September 2024 ACEND Update for more information about these items.

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**Accreditation Council  
for Education in  
Nutrition and Dietetics**

**eat  
right.**  
the accrediting agency for the  
Academy of Nutrition  
and Dietetics

**Empowering Dietetics Educators and Preceptors:  
Navigating Microaggressions & Advocacy in Academic  
and Practice Settings**

1.5 CPEs (meets Ethics requirement)  
CPE Level III

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**Empowering Dietetics Educators and  
Preceptors: Navigating  
Microaggressions & Advocacy in  
Academic and Practice Settings**

**Tamara S. Melton, MS, RDN  
Co-Founder and Executive Director  
Diversify Dietetics, Inc**

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# DISCLOSURES

**Tamara S. Melton, MS, RDN LD**

- Diversify Dietetics, Inc- Co-Founder and Executive Director
- TSM Nutrition Consultants, LLC- Owner



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# SESSION OBJECTIVES

- Identify effective strategies for educators and preceptors to respond to microaggressions or discriminatory behavior witnessed in academic or practice settings, whether initiated by students, faculty, or preceptors
- Evaluate appropriate actions faculty and preceptors should take when witnessing microaggressions, including escalation procedures, when necessary
- Develop skills to foster an inclusive and supportive environment for diverse dietetics students by addressing and mitigating the impact of microaggressions in both educational and practice settings.

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## WHAT IS A MICROAGGRESSION?

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## MICROAGGRESSIONS DEFINED

**“Brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative slights, invalidations, and insults to an individual or group because of their marginalized status in society”**

**(Sue, 2014)**

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# PEOPLE WHO ARE MORE LIKEY TO EXPERIENCE MICROAGGRESSIONS

**\*THEY IDENTIFY AS A PERSON WHO IS NOT OF THE DOMINANT...**

- Race
- Ethnicity/culture/nationality
- Gender
- Sexual orientation
- Religion
- Mental disability or illness
- Physical disability
- Socio-economic class status
- Age Generation
- Hierarchal rank
- Any combination

Berk R.A, 2017a

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## MICROAGGRESSIONS AFFECT STUDENTS' ABILITY TO LEARN AND PERFORM ACADEMICALLY

- Research has shown that experiencing microaggressions has a negative and cumulative effect on your academic performance
- Microaggressions can have a more severe effect than macroaggressions (a.k.a. overt racism, sexism etc.)
- Can also lead to anxiety, depression and in some cases, suicide

Salvatore, 2007

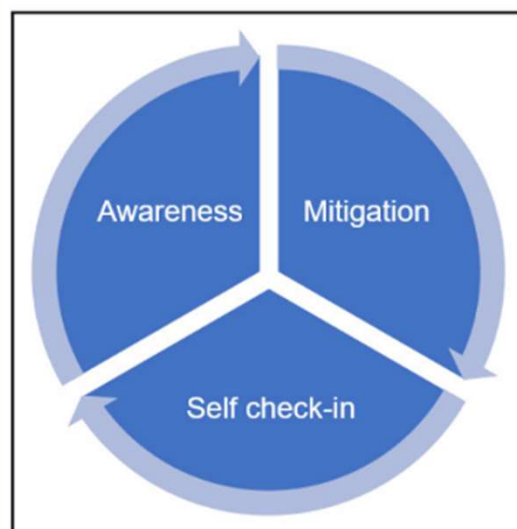
12

**“It is our secret, hidden, unconscious biases that can trigger microaggressions. These biases are the disease, and the microaggressions are the symptoms.”**

**(Berk, 2017)**

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**Figure 3. Process to mitigate implicit bias in clinical practice**



Dalton, 2018

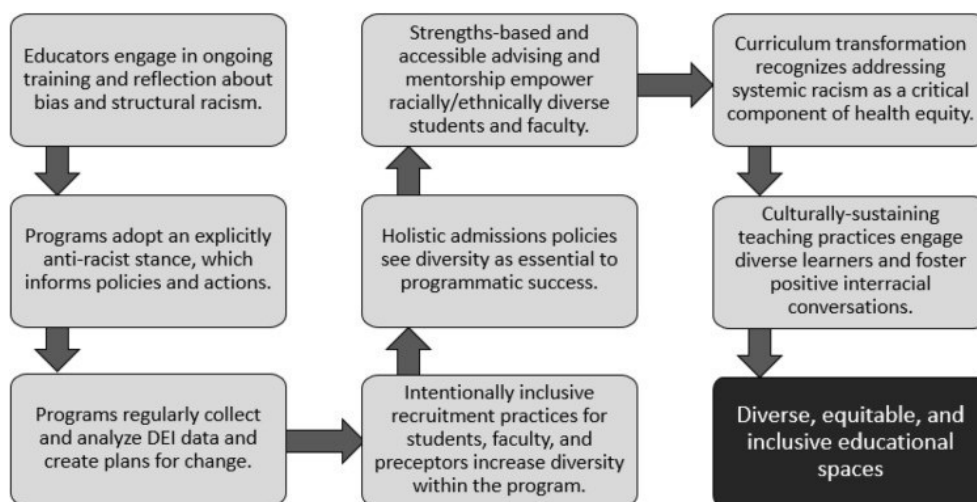
14



# CREATING AN INCLUSIVE ENVIRONMENT

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## TRANSFORMATIONAL FRAMEWORK TO PROMOTE DIVERSITY, EQUITY, AND INCLUSION WITHIN DIETETICS EDUCATION



Thornton, 2022

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## ONGOING TRAININGS...

- Level the knowledge playing field
- Professional development for faculty, staff, preceptors and students/interns
- Facilitators should be specifically trained to conduct these sessions
- Consult with your institution's experts on inclusion, equity and faculty development

Berk, 2017c

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## THE GOAL OF TRAININGS

- Participants should appreciate the differences among underrepresented groups and the importance of the variability in identities of individuals within these groups
- Serious psychological and physical consequences of microaggressions to victims should be understood
- Educators/preceptors understand how microaggressions can affect students' abilities to learn
- NOTE: Goal isn't CONVERSION/AGREEMENT

Berk, 2017c

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**What is your program's stance?  
Standard 8.1.d- Equitable Treatment Policies**

**Is this included in your preceptor orientation?  
Is it explained adequately with examples?**

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## **ADVISEMENT & CURRICULUM**

- Asset-based versus deficit-based advisement
- Culturally sustaining pedagogy
- Mentorship of students
- Curriculum transformation to support health equity

Thornton, 2022

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# COMMUNITY AGREEMENTS

- Create a respectful, inclusive and supportive learning environment
- Co-create document with students that creates transparency about expectations and boundaries
- Create early in the semester or program
- Many examples of community agreements available online and possibly with your institution

*Guide to Teaching and Learning, 2024  
Creating Community Agreements with Your Students, 2022*

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## COMMUNITY AGREEMENTS



### **In our time together we ask that you agree to:**

- Embrace a growth mindset
- Take space, make space
- Speak from your own experience:  
Use "I" statements
- Challenge yourself to be respectful of all each other's feelings, perspectives, abilities, and identities (and your own)
- Learning leaves and the names/stories stay here.
- Others?



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## A WORD ON PRECEPTORS

- Extension of your program
- Their feedback to interns has a great impact on how they see themselves and their ability to practice
- Do not assume their level of skill or training in recognizing and mitigating biases
- Important they are aware of and understand your program's equitable treatment policy
- Respectfully address microaggressions that you witness or are reported to you

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## EXAMPLES OF MICROAGGRESSIONS

- Continuing to mispronounce the names of students (or asking for or creating an “easier nickname”)
- Setting low expectations for students from particular groups
- Singling students out in class because of their backgrounds
- Denying the experiences of students by questioning the credibility and validity of their stories
- Assignment class projects that ignore differences in socioeconomic class status of students
- Asking people with hidden disabilities to identify themselves in class
- Ignoring student-to-student microaggressions
- Assuming the gender of any student
- Making assumptions about students and their backgrounds.

Portman, 2020

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## SUPPORTING YOUR STUDENTS

- Create a supportive and inclusive learning environment
- Ensure a safe and equitable process for students to report incidences of microaggressions
- Follow-up on these reports and “close the loop” with the student
- Provide robust trainings for faculty, preceptors, staff and students on microaggressions
- Micro-resistance- “incremental daily efforts to challenge... privileges” (white privilege, privileges based on gender, sexuality, class, etc.)
- Find mentors as needed/wanted for students

Ganote, 2016

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# MICROAFFIRMATIONS

- Small acts fostering inclusion, listening, comfort, and support for people who may feel unwelcome or invisible in an environment.
- Within the context of higher education, micro-affirmations can communicate to students that they are welcome, visible, and capable of performing well in the college environment

## Examples of Microaffirmations

- Be specific with praise- go beyond generic “good job”
- Validate students’ experiences
- Practice active listening- use eye contact, open body posture, summarize statements to show you’re listening
- Be enthusiastic with all students

Rowe, 2008 & Powell, 2013

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# OTFD: OPEN THE FRONT DOOR TO COMMUNICATION...

- Observe: Concrete, factual, and observable (not evaluative)
  - State in clear, unambiguous language what you see happening
- Think: Thoughts based on observation (yours and/or theirs)
  - Express what you think or what you imagine others might be thinking
- Feel: Emotions “I feel (emotion)”
  - Express your feelings about the situation
- Desire: Specific request or inquiries about desired outcome
  - State what you would like to have happened

Berk,  
2017b

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## OTFD EXAMPLE

“Let’s pause for a moment here. I noticed (**OBSERVE**) some raised eyebrows and other nonverbals that make me think people might be reacting strongly to something that was said. I think (**THINK**) we need to explore this because I feel uncomfortable (**FEELING**) moving forward with the discussion.

Following our ground rules, I am hoping someone can share (**DESIRE**) what they are thinking or feeling right now so we can have a productive conversation about this.”

Berk, 2017b

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LET’S CONSIDER SOME REAL  
LIFE  
EXAMPLES

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# RESPONDING TO MICROAGGRESSIONS

- Restate or paraphrase.
  - “I think what I hear you saying is \_\_\_\_\_ (paraphrase their comments). Is that correct?”
- Ask for clarification or more information.
  - “I’m not sure I understand. What did you mean by that?”
- Separate the intent from the impact.
  - “I know you didn’t realize this, but when you \_\_\_\_\_ (comment/behavior), it was hurtful offensive because \_\_\_\_\_. Instead you could \_\_\_\_\_ (different language or behavior.)”
- Remind them of the policies.
  - “That behavior is against our equitable treatment policy.”

Goodman, 2011

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## EXAMPLE #1

“One time, a preceptor suggested we get our intern English tutoring, because their wording in notes was slightly off at times. This student spoke English as a second language and had a [bachelor of science] degree from our institution with high grades. The mistakes they were making did not at all reflect lack of nutrition knowledge or understanding, nor did they compromise the integrity of their work. We're talking occasional grammatical errors. I've never forgotten this because I thought it was such an inappropriate recommendation.” - Anonymous

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## EXAMPLE #1 RESPONSE

- Consider your preceptor's background
- Gain clarification on what they meant by their statement
  - (“So and so’s communication skills has met our expectations in the past, and we want to make sure we continue to be supportive. Can you explain specific examples where you saw deficits in their communication skills?”)
- Provide training on evaluation of interns (not expecting perfection, entry-level practice, opportunities for further skill development)

Remember: Your preceptors may have little to no training on how to work with adult learners, and especially working with adult learners from a variety of backgrounds.

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## EXAMPLE #2

“Had 2 students of color completing clinical rotations. While in the dietitian office, the preceptors were chatting and said comments like, “I can never understand that doctor with his accent!”, and “that loud black patient”. An intern with bipolar disorder overheard her preceptors calling a bipolar patient “crazy.” I addressed with the preceptors afterwards, but how can the intern address this in real time, especially given it is their preceptor. Thanks.” -Anonymous

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## EXAMPLE #2 RESPONSE

- Provide micro-affirmations for your interns
  - “Your being bilingual is so valuable for our patients- you can tell they really feel comfortable talking to you.
  - Remember to give specific feedback, practice active listening and validate their experiences
- Provide interns with tools on how they can address those situations (if they choose to -see previous webinar)
- <https://www.eatrightpro.org/acend/about-acend/diversity-equity-and-inclusion>

### 2022 Accreditation Standards DEI Webinar Series (2024)

ACEND encourages programs to use the following webinar series for program faculty and preceptors to meet the 2022 Accreditation Standards for Standard 5, Required Elements 5.2 and 5.3.

Empowering Dietetics Students Navigating Microaggressions & Advocacy in Academic Settings

- [Presentation Recording](#)
- [Presentation Slides](#)
- [References List](#)
- [Post-test for CPEU Recording Certificate](#) (1.5 CPEUs; Expiration date: 3/7/2027)

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## EXAMPLE #2 RESPONSE

- Address with the preceptors
  - If the preceptor is your colleague- “Saying you can never understand someone with an accent could be offensive to some folks where English isn’t their first language- or if they have family or loved ones who have an accent. Also, *we all* have an accent to someone.”
  - If you’re the program director: In preceptor feedback/evaluation, you can include what was reported by your interns and explain what they said impacted your interns
- Consider adding this as examples of microaggressions in your preceptor training

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## EXAMPLE #3

“When I (a Native person) was on a DEI committee on our campus, I invited a well known Native American MD and traditional healer to speak at an event for my entire college. When I introduced the speaker to the dietetics program director in the hall after, the faculty said to this speaker, “Oh, I'd love to have more Native American students in my program but they just can't cut it in the sciences”. It was several years ago and those words still haunt me today.” Anonymous

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## EXAMPLE #3 RESPONSE

- Intent from Impact statement:
  - “I know you didn't realize this, but when you said Native American students couldn't cut it, it was hurtful and offensive because that implied that Native American students aren't as smart as other students. Also, the speaker was Native American so that could have been personally offensive to him/her. Perhaps next time you can ask him for suggestions on how to better support our Native American students.”

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## IF YOU NEED TO ESCALATE...

- With faculty: Use the grievance process within the dietetics program/college/university
- Consult your institution's experts if there are policies in your State related to DEI trainings
- If applicable (and after institution process) within ACEND
  - 2022 standards address biases that can lead to microaggressions and discrimination (Standards 5.2.D and 5.3.C)



<https://www.eatrightpro.org/ACEND>

- Seriously consider if the preceptor's behavior supports your policies
- Take appropriate measures

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## THANK YOU!!

## Questions??

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## Webinar Evaluation

- Please complete the presentation evaluation:

<https://forms.office.com/r/uVyQGxgTwj>

- CPE certificate and handouts will be emailed to attendees within 1-2 days.



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