Ethics and Professionalism: Unconscious Bias
Workshop Overview

Learn about strategies on how to recognize and manage unconscious bias in dietetic practice

Apply strategies to scenarios for safe, competent and ethical practice
Shared Expectations
Background
Equity, Diversity, Inclusion and Belonging (EDI-B) Task Force

Key Objectives of the EDI-B TF are to:
1) Foster awareness-raising and ongoing learning related to EDI-B for CDO and stakeholders.
2) Build capacity within CDO to recognize and address issues related to EDI-B.
3) Ensure sustainability of EDI-B-related initiatives within CDO.
4) Develop and monitor metrics related to EDI-B within CDO.
Special Guest Presentation

Dr. Javeed Sukhera

https://javeedsukhera.com/
Video

Dr. Javeed Sukhera

https://javeedsukhera.com/
Recognizing and managing bias in the context of Dietetic practice

Today's Agenda

- Why are we here?
- What's your bias?
- Breaking bias

Why are WE here?
"When racist ideas resound, denials that those ideas are racist typically follow. When racist policies resound, denials that those policies are racist also follow. Denial is the heartbeat of racism, beating across ideologies, races, and nations. It is beating within us."

—Dr. I. X. Kendi

Implicit Bias...influences our behaviour

Implicit, Explicit, and Structural ways

Bias is always manifested in Implicit, Explicit, and Structural ways
Self
Internalized
Social
Personally mediated
Organizational
structures, policies, practices, norms
Societal
Systemic

What’s Your Bias?
How Does Bias Occur?

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<tr>
<th>Negative</th>
<th>Constructive Use of negative bias</th>
<th>Destructive Use of negative bias</th>
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<td>Positive</td>
<td>Constructive use of positive bias</td>
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How does bias influence behaviour?

How does bias influence trust?

Us vs. them

For Registered Participants - Not for Public Distribution

Image credit: Marion Fayolle, New York Times
Breaking Bias (without breaking ourselves)

How do health professionals process and integrate feedback about their implicit biases?

The Actual Versus Idealized Self: Exploring Responses to Feedback About Implicit Bias in Health Professionals

Sukhera et al., 2018

IDEALIZED SELF

PROFESSIONAL IDENTITY
“I can not have bias at work”

“professionals can not have bias”

PERSONAL IDENTITY
“of course I have bias outside work”

ACTUAL SELF

“we all have bias”
"They are responsible for their racist ideas, I am not. I am responsible for my racist ideas, they are not. To be antiracist is to let me be me, be myself, be my imperfect self."

-- Dr. I. X. Kendi
Addressing Bias

INDIVIDUAL
Awareness → Motivation → Action

ORGANIZATIONAL

“Changing minds is not a movement. Critiquing racism is not activism. Changing minds is not activism. An activist produces power and policy change, not mental change. If a person has no record of power or policy change, then that person is not an activist.” – Dr. I. X. Kendi

Shared Humanity Framework

Shared Trust

Shared Humanity ⇔ Shared Power

www.sharedhumanity.ca
CLICK ON “HEALTH PROFESSIONAL” for more
Reflections

Image by Wolfgang Claussen from http://www.pixabay.com/
Scenario 1

Woman, Interrupted

You are a dietitian hosting a monthly staff meeting at work. You are facilitating a session when a male colleague speaks over and constantly interrupts women colleagues. At one point, when your colleague, Sheena, is presenting information, she is questioned relentlessly and has her time cut short by your male colleague, Donald. Sheena is visibly upset. Donald tells her she should review the research article by Khan et al. Sheena is the author (Khan).

What are the issues?

Where might there be biases?

How might you handle this?
Scenario 2

Community Practice and Gift Giving

You are a dietitian working in a community setting. One of your colleagues is working with an Indigenous Elder. Your colleague indicates that gift-giving should be avoided as per the College’s Boundary Crossing Guidelines. Other colleagues agree, and there is a robust discussion. However, you are aware that giving a gift or providing an honorarium to an Indigenous Elder is common practice, and a sign of respect for the Elder in reciprocity for sharing their traditional knowledge.

What are the issues?

Where might there be bias?

How might you handle this?
Scenario 3

**Hiring a dietitian**
You are a dietitian working in a consulting role in long-term care where most residents are Japanese speaking. Family members have frequently requested help from a dietitian who can speak the language. A staff approaches you and asks, “when are we hiring a Japanese dietitian?”.

**What are the issues?**

**Where might there be bias?**

**How might you handle this?**
Scenario 4

Working with a Student

You are a dietitian working with two dietetic practicum students. Together with the students, you are counselling a client. The client requests not to be seen by one of the students. The client does not give a reason but whispers to you in the hallway, “How can she know about nutrition at her size?” One student lives in a larger body.

What are the issues?

Where might there be biases?

How might you handle this?
Scenario 5

Working on an Advisory Committee

You are a dietitian member of an advisory committee. A member of the committee confides in you that they have been taking various substances for several years and have been incarcerated in the past for drug trafficking. You wonder if you perceive them negatively because of the information you have received.

What are the issues?

Where might there be biases?

How might you handle this?
Courage, Compassion and Connection

Summary & Evaluation
Please do not hesitate to contact the College:

Practice Advisory Service

practice.advisor@collegeofdietitians.org

416-598-1725; 1-800-668-4990 Ext. 397
We are Listening

Questions?

Image by Gerd Altmann from http://www.pixabay.com/
We encourage all dietitians and dietetic students to continue listening, learning and being reflexive. Here are some resources that can help in our lifelong journey of learning and unlearning.

**Scenario 1: Woman, Interrupted**

**Resources:**


**Scenario 2: Community Practice and Gift Giving**

**Resources:**


National Centre for Truth and Reconciliation. (2021). Reports. [https://nctr.ca/records/reports/](https://nctr.ca/records/reports/)

San'yas Indigenous Cultural Safety Training (no date). [https://www.sanyas.ca/](https://www.sanyas.ca/)

Ontario Indigenous Cultural Safety Training - [https://www.sanyas.ca/training/ontario](https://www.sanyas.ca/training/ontario)
Scenario 3: Hiring a Dietitian

Resources:


Think Cultural Health. (no date). [https://thinkculturalhealth.hhs.gov/clas](https://thinkculturalhealth.hhs.gov/clas)


Scenario 4: Working with a Student

Resources:


Scenario 4: Working with a Student (continued)


Scenario 5: Working on an Advisory Committee

Resources:


The University of British Columbia, Western University & University of Northern British Columbia (2021). Equipping for Equity Modules. (no date). https://equiphealthcare.ca/equipping-for-equity-online-modules/