# Navigating Professionalism, Human Rights, and Conflict, in the Gerald Niznick College of DentistrySchool of Dental Hygiene

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# **Land Acknowledgment**

Much of our work takes place on the original lands of Anishinaabeg, Ininewuk, Anishininewuk, Dakota Oyate and Denesuline, and the National Homeland of the Red River Métis. We recognize the sovereignty of the original people of these territories. The water that we drink comes from Treaty 3 and the hydroelectricity fueling the spaces we inhabit is sourced from Treaties 1, 2, 3, 4 and 5.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past and we commit to working proactively to mitigate current and ongoing harms and to enhance equity for these and other communities on our campuses.

We are constantly working to better understand the ongoing impact of colonization and systemic racism and our roles in addressing those impacts and disrupting that system.

We dedicate ourselves to move forward in partnership with Indigenous communities, recognizing our commitments and responsibilities as set out in the Truth and Reconciliation Commission's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girl's Calls to Justice.



Image: University of Manitoba https://news.umanitoba.ca/acknowledging-traditional-territories/



#### **Alternative Formats**

This presentation is available in alternate formats upon request.

 Please contact 204-474-6348 human.rights@umanitoba.ca







### Presentation Overview

- OHRCM & Where to find additional support
- RWLE and Sexual Violence policies & Interpersonal and Group conflict
- Considerations and options for addressing conflict





# Office of Human Rights & Conflict Management

- A confidential environment to get support with matters related to human rights, discrimination, harassment, and sexual violence.
- Administers the Respectful Work & Learning Environment Policy
   & the Sexual Violence Policy
- Provides workshops/information sessions on the RWLE, conflict and effective communication
- Offers informal conflict resolution services including;
  - Conflict coaching
  - Conciliation
  - Mediation
  - Facilitated dialogue



# The University's Commitment

The University of Manitoba is committed to promoting a respectful work and learning environment that is harassment and discrimination-free by encouraging all members of the University Community to:

- a) Bring forward credible evidence of a Breach of which they become aware, to an appropriate authority;
- b) Provide reasonable cooperation in an Investigation of a Breach;
- c) Be aware of their rights and responsibilities under this Policy.



# **OHRCM Campus Locations**



Fort Garry 201 Allen Building



**Bannatyne**229 Brodie Centre
Neil John Maclean Health Sciences Library

Confidential Intake & Consultation - 204-474-6348 ◆ human.rights@umanitoba.ca



# Office of Human Rights and Conflict Management

- Any member of the University Community who feels they have experienced harassment, discrimination, or sexual violence can contact the OHRCM.
- They can get information about their options, be referred to other resources, and can choose to file a formal complaint or address the matter informally.
- Anyone experiencing conflict can contact the OHRCM for coaching, supports, and informal conflict management.
- OHRCM services are confidential within the limits of the law.



# **OHRCM: Key Policies**



#### **RWLE**

Prohibits
 discrimination,
 human rights based
 harassment, and
 personal harassment



#### Sexual Violence

- Prohibits all forms of sexual violence including sexual harassment and sexual assault
- Provides supports for survivors



# Disclosures & Complaints Procedure

- Defines prohibited conduct
- Outlines process for assessing allegations and conducting investigations



# The Respectful Work & Learning Environment Policy

All members of the University community are bound by the **Manitoba Human Rights Code** and **Workplace Safety and Health Legislation.** 

#### The RWLE Policy covers:

- Human rights discrimination
- Human rights-based harassment
- Personal harassment



#### **Discrimination**

- Discrimination is differential treatment, whether intended or not, of an individual or group on the basis of actual or presumed membership in one of the groups.
- Is the failure to make a reasonable accommodation for the needs of an individual or group, which are based on a protected characteristic.

### Harassment

 A severe single incident or a series of incidents of objectionable and unwelcome conduct or comments, directed toward a specific person or group, which objectively would have the effect of creating an intimidating, humiliating, hostile or offensive work or learning environment.



# **Policy Jurisdiction**

"University Matter" means any activity, event, or undertaking in which a member of the University Community participates, which has a substantial connection to the University.

This may include social media activity.

(Disclosures and Complaints Procedure 2.3)





# Responsibility of University Community Members

- All members have a responsibility to educate themselves about the expectations for respectful conduct and reporting requirements including providing appropriate referrals and accommodations.
- Those in instructional, supervisory or managerial roles have an added responsibility and a duty to educate those for whom they are responsible.
- Individuals should consult with the Office of Human Rights and Conflict Management about fulfilling these obligations.



### **Thirteen Protected Characteristics**

#### Based on Manitoba Human Rights Code

- Ancestry
- Nationality or national origin
- Ethnic background or origin
- Gender identity
- Sexual orientation
- Marital or family status
- Source of income

- Political belief, association, activity
- Physical or mental disability
- Religion or creed
- Age
- Biological sex, including pregnancy
- Social disadvantage



# Microaggressions

- Microaggressions are daily acts, intentional or not, that convey negative messages to individuals or groups based on protected characteristics like ancestry, ethnicity, gender, and more.
- Examples include attributing intelligence, denying racial realities, and making assumptions about morality.
- These behaviors can have profound effects on students' cognitive, behavioral, and emotional well-being, impeding their ability to learn effectively.
- Microaggression reference materials:

https://www.themicropedia.org/ https://teaching.washington.edu/topics/inclusive-teaching/addressing-microaggressions-in-theclassroom/



### **Examples of Personal Harassment**

- Micro-aggressions
- Spreading malicious rumors, gossip or innuendo
- Excluding or isolating someone socially
- Undermining or deliberately impeding a person's work
- Making jokes that are "obviously offensive" by spoken word or email
- Tampering with a person's personal belongings or work equipment
- Belittling a person's opinions

- Repeated/continuous incidents of yelling, screaming or name-calling
- Repeated/continuous threats to withdraw funding, scholarships or advancement opportunities for reason unrelated to performance
- Comments addressed to a person which have the effect of undermining a person's role in the workplace, classroom or residence
- Body language gestures, eye rolling



# **Sexual Violence Policy**

- Provides privacy, agency, assistance and support to members of the University Community who have experienced sexual assault
- Coordinates supports including safety planning and accommodations
- Education and training for the University community on issues related to sexual violence
- Recognizes that the individual who experiences sexual assault is the final decision-maker about own interests, subject to limits of confidentiality
- Sets out a consistent protocol for responding to sexual assault disclosures and reports



### **Sexual Harassment**

Sexual Harassment is one serious incident, or a course of objectionable and unwelcome sexual conduct or comments directed at an individual that includes, but is not limited to:

- Unwanted sexual attention;
- Gender-based abusive or unwelcome conduct or comments;
- Sexist jokes or remarks;
- Leering, ogling, or gestures;
- Questions about a person's sexual history, sexuality, sexual orientation, or sexual identity;
- Offensive physical contact;
- A single sexual solicitation or advance or a series of solicitations or advances made by a person who is in a position to confer any benefit on or deny any benefit to the recipient, or;
- A reprisal for rejecting a sexual solicitation or advance.



#### **Sexual Assault**

**Sexual Assault** means any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim.

Sexual assault is characterized by a broad range of behaviors that involve the use of force, threats or control towards a person, which makes that person feel uncomfortable, distressed, frightened, threatened, and is carried out in circumstances in which the person has not freely provided consent, or is incapable of providing consent.







#### Consent

**Consent** means the voluntary agreement to engage in physical contact or sexual activity and to continue to engage in the contact or activity.

Consent means that all persons involved demonstrate, through words or actions, that they freely and mutually agree to participate in a contact or activity.



#### Consent - Cont.

- There is no consent where one person abuses a position of trust, power, or authority over another person;
- Past consent does not imply future consent;
- A person cannot give consent on behalf of another person;
- Silence or the absence of "no" is not consent;
- The absence of perceived resistance is not consent; and
- There is no consent when there is coercion, force, threats, or intimidation towards any person, or where there is fraud or withholding of critical information that could affect a person's decision to consent.



# Instructional and care-related touch: Creating a culture of consent

#### Best Practices

- Include a statement on the use of instructional touch in syllabus and/or UM Learn
- Ask every time
- Be prepared for the person to say no, or for their needs to change



# **Asking for Consent**

- Be specific about what you are asking to do and why
  - Ex. "Can I touch you?" vs. "Can I touch your back to adjust your posture?"
  - "Do you mind if I \_\_\_\_\_"
  - "Would be comfortable with me \_\_\_\_\_ to help \_\_\_\_ ?"
- Explain what you are doing as you are doing it
- Be aware of both verbal and nonverbal cues about how comfortable they are feeling



Territory acknowledgement



Current students

Faculty and staff

Alumni Email

News and events

VISIT

APPL



Admissions

Academics

Research

Student Supports

Community About UM

Home / Sexual violence support and education

# Sexual Violence Resource Centre

Sexual violence affects people of all ages, sexual orientations, genders, gender identities, abilities and relationship statuses. At UM, we are committed to ensuring a respectful work and learning environment and a safe and inclusive campus community where survivors of sexual violence receive the supports

Sexual violence support and education

Get support

Give support

Tell someone

Get informed





X







Content Communication ✓ Assessments ✓ Integrations ✓ Support UM SRI



Announcements >

#### Welcome Message

Posted Aug 20, 2020 9:32 AM

Welcome to the University of Manitoba's Sexual Violence Awareness online course.

Here you will find five Modules of foundational information on sexual violence. These Modules include statements outlining our community values, definitions of key terms, a brief overview of our sexual violence policies and procedures, an identification of power dynamics and conflicts of interest, "busting" common myths

Additional Resources >

UofM's Sexual Violenc Centre

The Sexual Violence R Centre remains open f phone and email durir University's COVID-1

Inquiries are welcome



# Interpersonal & group conflict

- 1. Disagreements
- 2. Misunderstandings
- 3. Personality clashes/differences

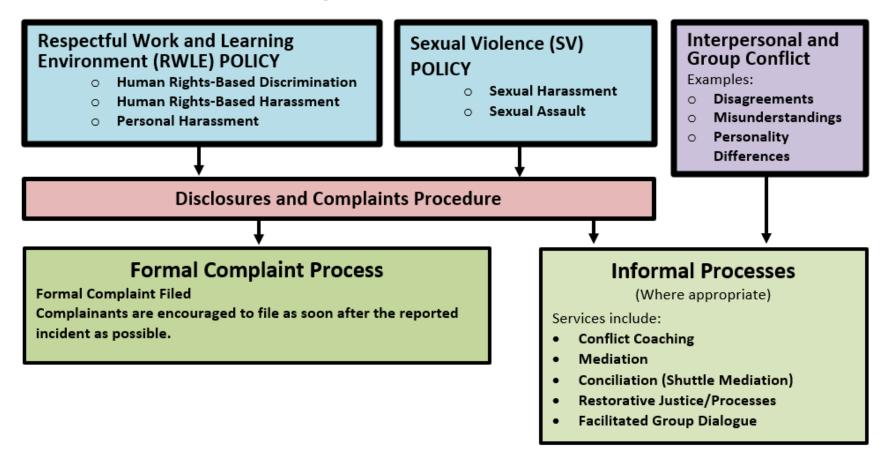
Where appropriate, these can be addressed with the support of the OHRCM

- Conflict coaching
- Mediation
- > Conciliation
- ➤ Restorative justice/processes
- ➤ Facilitated group dialogue



#### THE OFFICE OF HUMAN RIGHTS AND CONFLICT MANAGEMENT

Policy, Process and Services Flowchart





### **Options for Resolution**

- Any member of the University Community who feels they have experienced conflict, harassment, discrimination, or sexual violence can contact the OHRCM.
- They can get information about their options, be referred to other resources, and can choose to file a formal complaint or address the matter informally.
- Anyone experiencing conflict can contact the OHRCM for coaching, supports, and informal conflict management.
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#### **Confidential Intake & Consultation**

204-474-6348 • human.rights@umanitoba.ca

#### **Our Team**

- Jenn Ham, Confidential Intake Officer
- Megan Bowman, Human Rights and Conflict Management Advisor
- Meghan Menzies, Human Rights and Conflict Management Officer
- Tendai Handahu, Human Rights and Conflict Management Advisor
- Mack Hastings, Human Rights and Conflict Management Advisor
- Shelby Thomas, Indigenous Rights Specialist



# THANK YOU Questions?







# Office of Professionalism, Rady Faculty of Health Sciences

Jackie Gruber, Director of Professionalism
Anitra Squires, Confidential Intake Coordinator
Juanita Van Norman, Admin Assistant

#### Positionality Statement, Who I am...



#### Jackie Gruber (she/her) BA, MSc

Partner, daughter, sister, dog mother and current Director, of Professionalism at Rady Faculty of Health Sciences

#### My Disclosures:

I am a Feminist

I am second generation to Canada of Jewish descent

I also acknowledge my own privilege as a white, cis-gender, heterosexual woman

I identify as a person with a disability

# CULTURE OF ACCOUNTABILTY

# UNCOMFORTABLE VS UNSAFE

#### UNCOMFORTABLE

- Challenges one's sense of self
- Disrupts worldviews
- Creates tension in social relationships

#### **UNSAFE**

- Disrupts identities, families, ways of life
- Threatens human rights
- Restricts access to social institutions
- Inequitable treatment in systems (e.g. health, education, justice...)
- Chronic stress



# Mentimeter





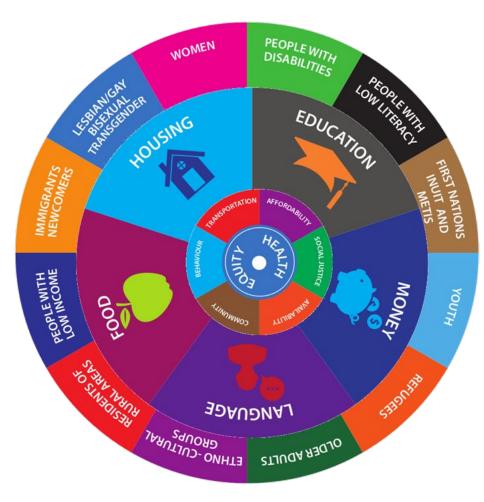
Why is professionalism in health care important?



## **Health Equity**

Health equity means addressing unfair and unjust conditions so that everyone can attain "the highest level of health possible"

- Healthy People 2020. Washington, DC: U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion.
- Marmot, M., Friel, S., Bell, R., Houweling, T. A., Taylor, S., & Commission on Social Determinants of Health. (2008). Closing the gap in a generation: health equity through action on the social determinants of health. The Lancet, 372(9650), 1661-1669.
- Pauly, B., Shahram, S. Z., van Roode, T., Strosher, H.W., & MacDonald, M. (2018).
   Reorienting Health Systems Towards Health Equity: The Systems Health Equity Lens (SHEL). Victoria, BC: The Equity Lens in Public Health (ELPH) Research Project.



Health Equity (publichealthgreybruce.on.ca)



## COLLEGE OF DENTAL HYGIENISTS OF MANITOBA

• The practice of dental hygiene involves collaboration with clients, other health professionals, and society to achieve and maintain optimal oral health, an integral part of well-being. A client is an individual, family, group, organization, or community accessing the professional services of a dental hygienist. As a registrant of a self-regulating profession, a dental hygienist must practice safely, ethically, and effectively for the promotion of the oral health and well-being of the public of Manitoba, according to the Practice Standards of the College of Dental Hygienists of Manitoba.



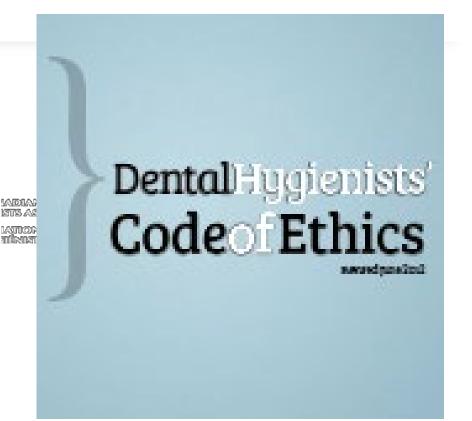
Principle 1: Beneficence

Principle 2: Autonomy

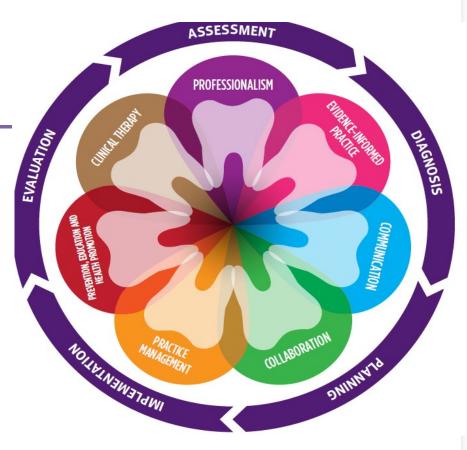
Principle 3: Integrity

Principle 4: Accountability

Principle 5: Confidentiality



### Entry-to-Practice Canadian Competencies for Dental Hygienists





Fédération des organismes de réglementation en hygiène dentaire du Canada

### The Community Code Dr. Gerald Niznick College of Dentistry

University of Manitoba

The Dr. Gerald Niznick College of Dentistry Community Code is congruent with the mission and goals of the University and the College and reflects the principles that should guide teaching, learning and work experiences in the College.

Today, as I am admitted to the oral health profession, I join the community of the Dr. Gerald Niznick College of Dentistry at the University of Manitoba. As a member of this community I pledge;

- to practice personal and academic integrity;
- to respect the dignity and individuality of all persons;
- to respect the rights and property of others;
- to take responsibility for my own
- personal, academic, and professional commitments;
  - to contribute to our community for fair, cooperative and honest inquiry and learning;
  - to respect and strive to learn from differences in people, ideas, and opinions; to refrain from and discourage behaviours which threaten the freedom and respect that others deserve.



## REFLECTION/CALL OUT

 Think back to your first day when you recited the Community Code. What did that feel like? What were your hopes for learning? How are you different from then?



### Continuum of inclusion & belonging

Absence of:
Ableism
Harassment &
Discrimination
Sexual Violence
Racism

Psychologically safe environment

Actively welcoming & engaging with others

Sense of belonging

Life long learning & humility



Rudeness
Between
Healthcare
Workers Can
Have a Proven
Effect on Health

- We all encounter incivilities at work
- We tell ourselves to brush it off or get over it
- We don't, and that can cost lives
- Research has shown this



### Rudeness Between Healthcare Workers Can Have a Proven Effect on Health

Teams randomly exposed to incivility made significantly more diagnostic errors (no recognition of bowel perforation) and treatment errors (improper ventilation)

Video tape; reduced collaboration and communication (Information sharing and help seeking) caused inferior performance

Riskin, A., Erez, A., Foulk, T. A., Kugelman, A., Gover, A., Shoris, I., Riskin, K. S., & Bamberger, P. A. (2015). The impact of rudeness on medical team performance: A randomized trial. Pediatrics, 136(3), 487-495.



### Rudeness Between Healthcare Workers Can Have a Proven Effect on Health

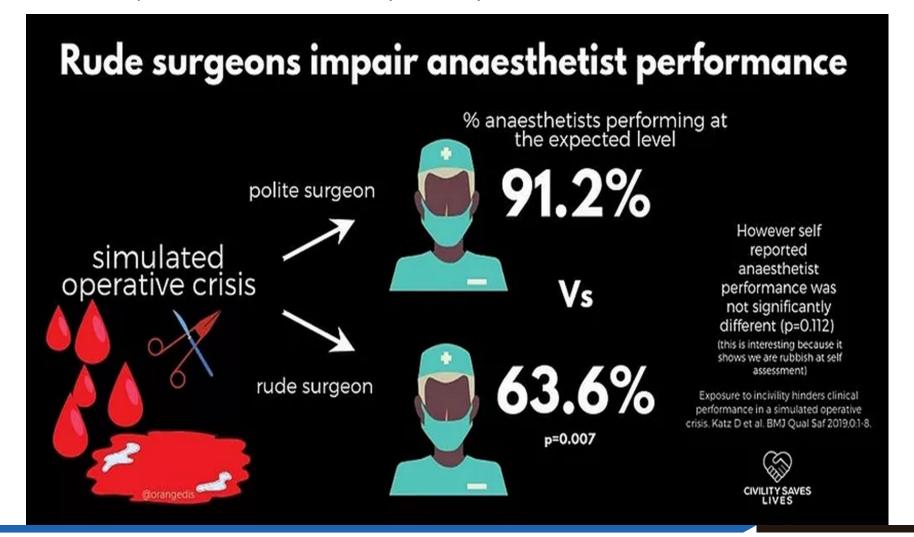
 Authors: rudeness interferes with working memory, "Which is the workbench of the cognitive system where most planning, analysis, and management goals occurs"

• Riskin, A., Erez, A., Foulk, T. A., Kugelman, A., Gover, A., Shoris, I., Riskin, K. S., & Bamberger, P. A. (2015). The impact of rudeness on medical team performance: A randomized trial. Pediatrics, 136(3), 487-495.





Katz D, Blasius K, Isaak R, et al Exposure to incivility hinders clinical performance in a simulated operative crisis. BMJ Quality & Safety 2019;28:750-757.







- 48% intentionally decreased their work effort.
- 47% intentionally decreased the time spent at work.
- 38% intentionally decreased the quality of their work.
- 80% lost work time worrying about the incident.
- 63% lost work time avoiding the offender.
- 66% said that their performance declined.
- 78% said that their commitment to the organization declined.
- 12% said that they left their job because of the uncivil treatment.

Porath, C., & Pearson, C. (2013). The price of incivility. Harvard Business Review. https://hbr.org/2013/01/the-price-of-incivility



Spectrum of Civil and Uncivil Behaviors



Douglas et al. ACC Health Policy Statement on Building Respect, Civility and Inclusion in the Cardiovascular Workplace JACC https://doi.org/10.1016/j.jacc.2022.03.006





Existing culture

Hierarchy

Interprofessional interactions

Racism, Oppression etc.



### The Office of Professionalism

- Monitor and address matters related to Professionalism and Learning Environments
- To advocate and inform processes for improvement of the Learning Environments
- To assist RFHS with matters related to professionalism and learner mistreatment
- ADD MORE





### Learner Mistreatment

#### Guideline for the Prevention of Learner Mistreatment

- Mistreatment means:
- Intentional, or unintentional, disrespectful treatment
- Creating an intimidating, humiliating, hostile or offensive work or learning environment for Learners
- Behaviour that shows disrespect for the dignity of others and can take the form of physical or psychological punishment, harassment or discrimination

#### Other Related University Policies

- Respectful Work and Learning Environment Policy
- Disruption of All Forms of Racism Policy
- Equity, Diversity & Inclusion Policy
- Sexual Violence Policy
- Social Media Policy



## **Examples of Mistreatment\***

### Verbal:

- Embarrassing or humiliating actions
- Abusing, belittling, ridiculing or yelling
- Sarcasm, insults
- Racially or ethnically offensive remarks or names
- Disparaging choice of residency, profession, career aspirations
- Threatening to fail/  $\downarrow$  grades/give poor evaluation for anything other than documented performance issues

### Physical:

- Threatening gestures
- Physical abuse
- Pushing, shoving, slapping

### Sexual:

Sexual advances, favors, comments

### Other:

- Not providing clear work expectations yet holding responsible for the expectations
- Excluding a Learner from reasonable learning opportunities or communications
- Using grades or duties as punishment



## Dealing with Issues in Dentistry and Dental Hygiene

1

approach the person and attempt to deal with and resolve the situation immediately.

If there are any unforeseen barriers, then move to the next step.

2

approach the most appropriate advocate in terms of the conflict: Student Class President, Student Advisor and seek their support.

If there are any unforeseen barriers, then move to the next step.

3

approach the most appropriate administrator in terms of the conflict: Director of Student Affairs, Director of School of Dental Hygiene, Associate Dean (Academic, Research, or Clinics).

If there are any unforeseen barriers, then move to the next step.

4

use the **Speak Up** button at RFHS.

https://umanitoba.ca/healthsciences/speak-up

anonymous service that allows the student to enter details of the incidence which will then be directed to the appropriate administrator and/or resource person in the RFHS to deal with the situation.



#### Rady Faculty of Health Sciences

Programs of study

Student experience

Research and scholarly activity

Community and partners

Home / Rady Faculty of Health Sciences

### Speak up: Report an incident

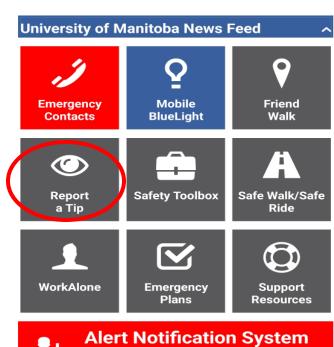
Rady Faculty of Health Sciences (RFHS) is committed to ensuring safe, respectful and supportive working and learning environments in which everyone is enabled and encouraged to excel.

There is no wrong door. You have a few different options for how you can move forward with your concern:

- Submit the form below (include your name or anonymous); concern lands at confidential intake, Office of Professionalism; concern is routed to the appropriate office that can specifically address the matter.
- If your concern is regarding racism you can fill out the form below, or connect directly with the <u>Office of Anti-Racism</u> at radyantiracism@umanitoba.ca, or view the <u>Disruption of All Forms of Racism Policy</u>.
- If your concern is regarding sexual violence you can fill out the form below, or connect directly with the <u>Sexual Violence</u>
   <u>Resource Centre</u> at <u>svrc@umanitoba.ca</u> or <u>204-474-6562</u>, or view the <u>Sexual Violence Policy</u>.

We are committed to providing an environment free of discrimination, harassment and learner mistreatment. All members of our diverse community share responsibility for maintaining a positive learning environment and for taking appropriate steps to seek advice and/or address learner mistreatment when it occurs. Feedback regarding performance can be shared openly without concern for ridicule or reprisal.







Registration



### ← Report a Tip

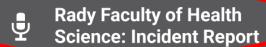
Use the buttons below to Report a Tip to Security Services. You can write a report using the in-app forms, or you can call/ SMS a tip to the crime tip line.











## What Happens When I Make a Speak Up Report?



Received by Confidential Intake Coordinator



Review with College Lead and Director of Professionalism



If contact information is provided, email confirming receipt & offer of a meeting is sent



Intake meetings are student centered



Limitations of anonymous reports are that these goals can not be achieved with reporters



Rady Faculty of Health Sciences

Programs of study Student experience Research and scholarly activity

Community and partners

Home / Rady Faculty of Health Sciences

### Keep it up

We want to acknowledge members of our school making the difference in your education, those who are or have impacted your life in a positive way, those who are improving our learner environment and the quality of our teaching.

Please share your story with us!

Your name
NOTE: Names are requested for administration purposes only, your name will not be shared.
Your first and last name
Email
Confirm email
Person who made a difference
Name
College or unit
- Select -

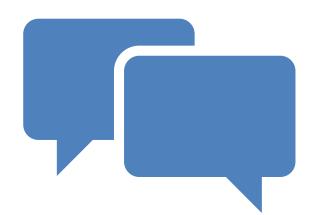
Most Professional Clinic/Practice/Lab/Class Environment Ever!

If you were to create the most professional Clinic/Practice/Lab/Class what would that look like?

Discuss at your table, assign a recorder to report back and don't forget to

**HAVE FUN!** 





## Debrief



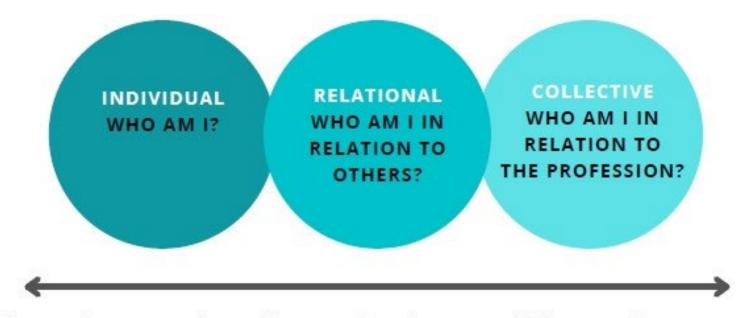
### Professionalism Defined

- Professionalism is the behavior by which we demonstrate that we are worthy of the trust bestowed upon us by the public, because we are working for the public good (Swick 2000).
- Professionalism is demonstrated by a series of behaviors and attitudes expected of University of Manitoba members within their roles, that upholds the highest standards of ethical conduct, integrity, respect and accountability. These require social and communicative competence to integrate multiple competing priorities in complex and uncertain environments. This will define how we handle ourselves in different situations, such as teaching, learning, mentoring, research, clinical care, administration and community engagement.

## Professional identity formation

Self-perception of a profession, especially one as large and diverse as ours, can be nebulous, sometimes elusive, and ever evolving. Professional identity formation and development are individual maturation processes that begin during one's training for the profession, evolve during entry into the profession, and continue to develop as the practitioner identifies with the profession.





Three domains that influence Professional Identity Formation

## **Professional Identity**

https://uthscsa.edu/medicine/education/ume/student-affairs/professional-formation#:~:text=Medical%20professional%20identity%20formation%20(PIF,et %20al.%2C%202010).



#### **OUR Professional Identity**

Is dental hygiene a profession?
Who decides whether it is or is not?
What does professional status (or lack thereof)
mean for dental hygienists today and in the
future?

What can individual dental hygienists, associations and regulatory colleges do to foster greater professionalism?

 I AM A DENTAL HYGIENIST. I EDUCATE AND EMPOWER CANADIANS TO EMBRACE THEIR ORAL HEALTH FOR BETTER OVERALL HEALTH AND WELL-BEING.

# "Leadership is action not a position"

**Donald McGannon** 

## Finding Help

The OHRCM is one support among many:

- Student Supports
- Student Services at Bannatyne Campus
- Indigenous Student Resources
- International Student Resources
- Sexual Violence Resource Centre 204-474-6562 svrc@umanitoba.ca
- Spiritual Services
- Faculty and Staff Resources & Supports
- Security Services

   204-474-9312
   555 from any University phone

### **No Wrong Door!**



Photo by Letizia Bordoni on Unsplash





## **THANK YOU**

Questions can be directed to:

204-474-6348 ◆ human.rights@umanitoba.ca



