

### Day 1

“Exploring The Spectrum of  
Cultural Awareness & Sensitivity  
in SNAP-Ed Practice”

### Day 2

“SNAP-Ed University Wrap-Up:  
Identifying Key Insights and  
Applying Key Concepts”

## Session Guide

In partnership with

**MICHIGAN  
FITNESS  
FOUNDATION**

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## Cultural Competence In Nutrition Education Defined

Culturally competent nutrition education includes a group of strategies meant to address cultural diversity and equips providers to be more aware of, and responsive to, a program participant's cultural perspectives and backgrounds.





# Day 1: The Spectrum of Cultural Awareness & Sensitivity

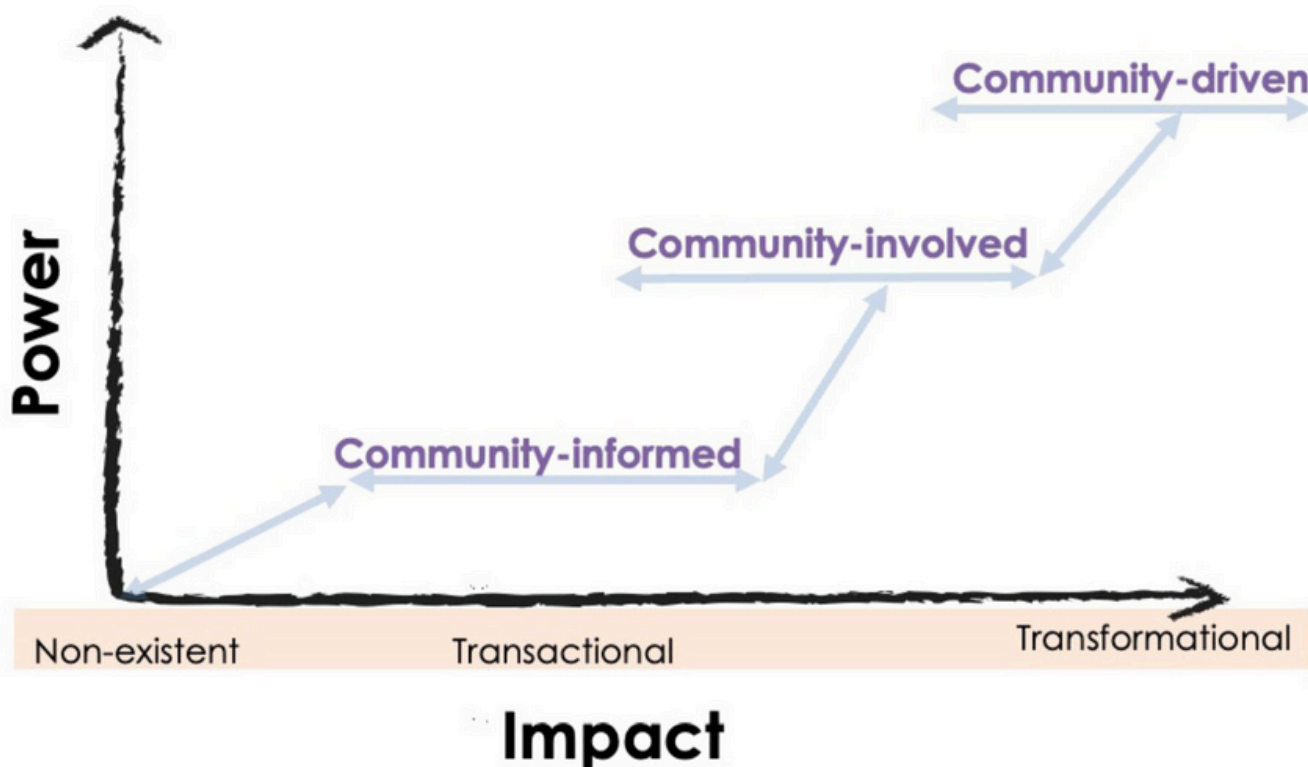
Where is your level of practice? (Circle one)



CULTURALLY RELEVANT?	CULTURALLY HUMBLE?	CULTURALLY RESPONSIVE?
<ul style="list-style-type: none"><li>• Is also known as culturally appropriate</li><li>• Acknowledges that some certain foods and meals hold cultural significance to a particular group of people.</li><li>• Focuses on the identification of culturally relevant foods and meals, BUT it excludes a deeper analysis around the significance of these foods and their connection to the development of community and individual identity</li></ul>	<ul style="list-style-type: none"><li>• Goes beyond acknowledgment and focuses on engaging in exploratory and deconstructive practices to become more aware of ethnocentric beliefs, biases, and assumptions</li><li>• Understands that cultural practices around the preparation and consumption of certain foods (including where, how, and with whom it is eaten) aid in developing community and individual identity, BUT they are often set aside to promote individualized notions of 'health' and 'nutrition.'</li></ul>	<ul style="list-style-type: none"><li>• Combines cultural knowledge with self-awareness and moves towards action, fostering strong and trusting relationships with the community</li><li>• Participatory methods and lived experience are fundamental parts of program development, implementation, and evaluation</li><li>• Integrates an ongoing feedback loop between the nutrition provider and the community</li><li>• Understands that 'nutrition' and 'health' are multidimensional and differ cross-culturally.</li></ul>

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There is a range of power and impact in Community Engagement (CE)



Source: [Transformational Community Engagement to Advance Health Equity](#), (2023) Robert Wood Johnson Foundation.

## Transactional CE

- Community members are engaged through a single interaction.
- Examples: A single point in time survey, focus group, or interview
- Reinforces the community perception that organizations only engage to “check the box.”
- Results in fatigue among community partners and advocates.
- Feedback loops are poorly designed and rarely referenced.
- Requires fewer resources.
- Results in superficial changes to a policy or program or no change at all and fails to meet community needs

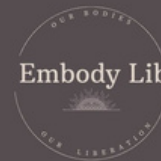


## Transformative CE

- Focus is on forming sustainable relationships
- Operates with transparency from beginning to end,
- Community members get a front-row seat to learn how their input was or was not incorporated and why.
- Feedback loops are designed intentionally, and referenced regularly
- Requires time, organizational commitment, resources, and readiness.
- Issues and challenges are explained using Asset-Based Framing



# Day 1: Reflecting on Our Nutrition Education Practice

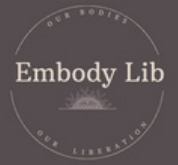


Considering the Spectrum of Cultural Awareness & Sensitivity, how do cultural competence/relevance, humility, and responsiveness influence how you approach nutrition education? Share specific examples or challenges you've encountered in your practice.

Reflecting on your expertise and comfort level, as well as the importance of transformative community engagement, how can you better incorporate these concepts into your nutrition education practice? What are at least 3 steps you can take to build or strengthen relationships with the communities you serve?



## Day 2: SNAP-Ed Wrap Up



### Recap Reflection: Key Takeaways

Write down at least one key takeaway for each session you participated in.

Session:

The Spectrum of Cultural Awareness & Sensitivity

Session:

What's New in Resources?

Session:

Grant Operations for FY25

Session:

SNAP-Ed Guidance in Action

Session:

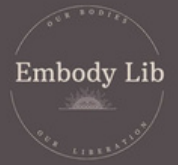
Considerations for Program Adaptations

Session:

What's new for FY25 Evaluation



## Day 2: SNAP-Ed Wrap Up



### Recap Reflection: Key Takeaways

Write down at least one key takeaway for each session you participated in.

Session:

Reporting and Evaluation

Session:

Shifting from Paper to Online Evaluation

Session:

Peer Sharing

Session:

Meet Your Evaluator

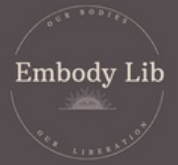
Session:

Considerations for Program Adaptations

Other Key Takeways



# Using Storytelling to capture 'Aha!' Moments



Step 1: Think of a situation you are grappling with in your SNAP-Ed work that has challenged you in the past, is currently challenging you, or is something you think you will be challenged with in the near future.

Step 2: Share a personal story that illustrates this challenge in 3 minutes or less. Finish the story with:

*“Now, after knowing what I learned at SNAP-Ed University, I would have addressed (insert the challenge) differently by (insert action here) OR I will do x,y,z to address (insert challenge) in the future”*

What situation came to mind? Is it something that happened in the past, currently happening, or one you will face in the near future?

What was/is specifically challenging about this situation?

What did you learn at SNAP-Ed University that will help you overcome this challenge?





# Action Planning



List One thing you are going to integrate into your PERSONAL practice

How are you going to integrate SUSTAINABILITY in this new practice? How are you going to hold yourself ACCOUNTABLE?

List one thing you are going to bring back to your team. How do you plan to share it?

Jot down any ideas around making sure this practice can be sustained over time. What can be done to ensure accountability for your team's success?

# Read/Watch/Listen

Recommended resources for continued learning

## READ

- Defining Cultural Competence and History of Cultural Competence
  - [NCCC: Curricula Enhancement Module Series. \(n.d.\).](#)
- Campinha-Bacote model
  - [The Process of Cultural Competence in the Delivery of Healthcare Services. \(2022, December 6\). Transcultural C.A.R.E Associates.](#)
- Purnell Model
  - [Sci-Hub | Update: The Purnell Theory and Model for Culturally Competent Health Care. Journal of Transcultural Nursing, 104365961881758 |](#)
- [Health Equity Solutions \(2023\) Transformational Community Engagement to Advance Health Equity. Robert Wood Johnson Foundation.](#)
- [Designing Culturally Responsive Health and Nutrition Programs \(2023\) The Asian & Pacific Islander American Health Forum.](#)

## WATCH

[Cultural Humility YouTube Video](#)

YouTube Video: [Participatory Practice: Community-based Action for Transformative Change](#)

YouTube Video: [Transformative Community Engagement](#)

# Notes