Call-in Information

Step 1: Dial-In
U.S. & Canada: 866.740.1260
Access Code: 7544137

Please keep your phone on mute when not speaking.

Audio Controls:
* 6 Mute Line
* 7 Unmute Line
UC CalFresh Town Hall Agenda

Feature Presentation

State Office Updates

• Upcoming Trainings
• Evaluation Updates
• Website Updates
Town Hall
August 16, 2016

Culturally-Sensitive Approaches to Nutrition Education Delivery

Presented by

L. Karina Díaz Rios, PhD, RD

UCCE Specialist in Nutrition, Family & Consumer Sciences

Funded through a joint agreement among the U.S. Department of Agriculture/Food & Nutrition Services (USDA/FNS), the California Department of Social Services (CDSS) CalFresh Branch, and the University of California Cooperative Extension (UCCE). These institutions are equal opportunity employers. For CalFresh information, call 1-877-847-3663.
OutLine

Latinos in the US
Dietary Acculturation
Cultural Appropriateness
Nutrition Education for Latinos
Cultural Competency
17% of the US population is Hispanic.
**NUTRITION DISPARITIES**

Age-adjusted Adult Weight Status Distribution in the US: 2011-2014

- Normal: 29%, 21%
- Overweight: 36%, 43%
- Obesity: 33%, 36%

BMI: Normal 18.5-24.9, Overweight ≥ 25, Obesity ≥ 30

Obesity Prevalence among Youth Aged 2-19 Years: 2011-2014

- NHW, Non-Hispanic White: 14.7%
- NHB, Non-Hispanic Black: 19.5%
- NHA, Non-Hispanic Asian: 8.6%
- Hispanic: 21.9%

Based on BMI-for-age & sex ≥ 95th percentile

CDC, National Center for Health Statistics
Funded through a joint agreement among the U.S. Department of Agriculture/Food & Nutrition Services (USDA/FNS), the California Department of Social Services (CDSS) CalFresh Branch, and the University of California Cooperative Extension (UCCE).

**20.8% of US population speak a language other than English at home**

**Languages Other than English Spoken at Home in the US: 2014**
- **Spanish**: 62%
- **Indo-European**: 18%
- **Asian**: 16%
- **Other**: 4%

**Hispanic/Latino Ability to Speak English: 2010-2014**
- **10% Not at all**
- **17% Not well**
- **18% Well**
- **55% Very well**
CLAS* Principal Standard

“Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs”

* CLAS, Culturally and Linguistically Appropriate Services
Funded through a joint agreement among the U.S. Department of Agriculture/Food & Nutrition Services (USDA/FNS), the California Department of Social Services (CDSS) CalFresh Branch, and the University of California Cooperative Extension (UCCE).

Office of Minority Health, U.S. Department of Health & Human Services

NATIONAL CLAS STANDARDS

Governance, Leadership, and Workforce (GLW)

2. Advance and sustain GLW that promotes CLAS and health equity through policy, practices, and resources

3. Recruit, promote, and support a culturally and linguistically diverse GLW responsive to the population

4. Educate and train GLW in culturally and linguistically appropriate policies and practices on an ongoing basis
5. Offer language assistance to those with limited English proficiency and other communication needs, at no cost to them.

6. Inform all individuals of the availability of language assistance services clearly and in their preferred language.

7. Ensure the competence of individuals providing language assistance. Avoid using untrained interpreters.

8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the population.
**NATIONAL CLAS STANDARDS**

Engagement, Continuous Improvement, and Accountability

<table>
<thead>
<tr>
<th>9</th>
<th>Establish culturally and linguistically appropriate goals, policies, and management accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Conduct ongoing assessments of the organization's CLAS-related activities and integrate continuous quality improvement activities</td>
</tr>
<tr>
<td>11</td>
<td>Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and inform service</td>
</tr>
<tr>
<td>12</td>
<td>Conduct regular assessments of community health assets and needs and use to plan and implement culturally and linguistically diverse services</td>
</tr>
<tr>
<td>13</td>
<td>Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness</td>
</tr>
<tr>
<td>14</td>
<td>Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts/complaints</td>
</tr>
<tr>
<td>15</td>
<td>Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public</td>
</tr>
</tbody>
</table>
ACCULTURATION

The process of adopting cultural traits or patterns from another culture as the result of continuous first-hand contact

*Culture Acquisition*
- First (e.g., infancy)
- Second (e.g., migration)
The process of adopting the eating patterns and/or food choices of the host country or culture
Funded through a joint agreement among the U.S. Department of Agriculture/Food & Nutrition Services (USDA/FNS), the California Department of Social Services (CDSS) CalFresh Branch, and the University of California Cooperative Extension (UCCE).


**DIETARY ACCULTURATION PROCESS**

**DEMOGRAPHIC & SOCIOECONOMIC**
- Sex, age
- Education, income, employment
- Household composition, marital status
- Age at immigration, years in the US
- Host language fluency
- Area of residence
- Country of origin

**CULTURAL FACTORS**
- Religiosity
- Cultural beliefs, attitudes, values
- Live in ethnic enclave

**POLITICAL-ECONOMIC PROCESSES**
- Migration: status, wave, war
- Policies: international, national

**PSYCHOLOGICAL & TASTE CHANGES**
- Diet- & disease-related knowledge, attitudes, beliefs
- Value ascribed to traditional eating patterns vs. assimilation
- Taste preferences

**ENVIRONMENTAL CHANGES**
- Traditional food available, accessible & affordable
- Advertising & media access
- Convenience

**DIETARY PATTERNS**
- Maintenance
- Adoption
- Bicultural
ACCULTURATION & DIET PATTERNS

More acculturated US Mexicans…
- Less fruits and vegetables
- More sugar and added fats

The longer living in the US, the greater the body weight

Second generation US Mexicans…
- > 3x obesity risk than Mexicans never been to the US

Vendedora de Frutas — Olga Costa
## CULTURAL APPROPRIATENESS

<table>
<thead>
<tr>
<th>SURFACE STRUCTURE</th>
<th>DEEP STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
<td>Salience</td>
</tr>
</tbody>
</table>

### Determines feasibility

**Apparent characteristics**
- E.g., traditional foods in materials and examples, deliver program in Spanish (if preferred language) and in familiar locations

### Determines effectiveness

**Underlying conceptions & values informing people’s perception of the world**
- Cultural values, moral, beliefs, and stressors
  - E.g., familismo, personalismo, fatalism, simpatía

**Demands empathy & rapport**

EXAMPLE

Culturally Sensitive Nutrition Education

¡SALUD! Comiendo en Familia

Latino parents with young children

Social Cognitive Theory

Healthy eating

Knowledge
Self-efficacy
Outcome expectancies
Barriers
Goal Setting
Culturally Sensitive NE Approach for Latino Parents with Young Children

**PEDAGOGIC APPROACH**

<table>
<thead>
<tr>
<th>TALK</th>
<th>HEART</th>
<th>HANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitated group discussions, round-table style Information Barriers</td>
<td>Emotion-based materials Storytelling <em>Touching Hearts, Touching Minds</em></td>
<td>Skill-building activities Goal-setting Self-efficacy</td>
</tr>
</tbody>
</table>

## TALK, HANDS, HEART INCORPORATION

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TARGET BEHAVIOR</th>
<th>TALK</th>
<th>HEART</th>
<th>HANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improving eating practices learned from family when a child</td>
<td>My Childhood Meals Cobwebs &amp; Cables: Shaping Habits</td>
<td>EBM: Follow the Leader (Role Modeling)</td>
<td>Magic Word (Goals)</td>
</tr>
<tr>
<td>2</td>
<td>Incorporate Superfoods in the diet</td>
<td>Florence's Story: Failure &amp; Success Today's Breakfast</td>
<td>EBM: Tasteful Gifts (Superfoods)</td>
<td>Foods in their Groups The Superfood Tomorrow's Breakfast</td>
</tr>
<tr>
<td>3</td>
<td>Create nutritious meal plates</td>
<td>The Son’s Letter: Gifts from Parents</td>
<td>My Family’s Plate &amp; Health, Today &amp; Tomorrow</td>
<td>Discovering Portion Sizes Creating Meals</td>
</tr>
<tr>
<td>4</td>
<td>Make healthier choices using food labels</td>
<td>Stone-Breaking Men, Moms Cooking: A Wellness Vision</td>
<td>&quot;Not all that shines is gold&quot;</td>
<td>Food Label Inspector Finding the Healthiest Choice</td>
</tr>
<tr>
<td>5</td>
<td>Establish a meal schedule and a healthy meal environment</td>
<td>The Fly in the Wall: Family meals</td>
<td>EBM: Set the Table (Family Meals)</td>
<td>Experiment Recipe My Breakfast Plate</td>
</tr>
</tbody>
</table>
**TALK, HANDS, HEART APPROACH**

Feasibility Evaluation – Focus Groups

<table>
<thead>
<tr>
<th>TALK</th>
<th>HEART</th>
<th>HANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I liked it because with each different opinion that they gave, from each one I could learn something.”</td>
<td>“I think that they are important because it serves as an example of motivation for us to absorb or learn and to carry it out with more awareness.”</td>
<td>“[They are] very important, because the nutritionist tells you what you should eat and everything, but the activities helped you to actually do it.”</td>
</tr>
<tr>
<td>“It helped me a lot to know that there are other people going through the same thing as [me].”</td>
<td>“…what they sought to make us understand is that the good eating comes from home and that it is there, at home, where we are going to learn good eating habits that further along we are going to transmit…that is, a chain.”</td>
<td>“Without this activity maybe we would have felt like we didn't know what to do when at home or at the supermarket.”</td>
</tr>
<tr>
<td>“I do believe this was the opportunity we were all waiting for to…learn about our ways of life, our customs, etc.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GAINING CULTURAL COMPETENCE

SELF-AWARENESS

- Historical roots and longstanding memberships
  Antecedents shaping your thoughts, feelings, behavior

- Beliefs, values, and worldviews
  Important in your past and present

- Settings and scripts important in your socialization
  Family meals, peer groups, neighborhood

- Group experiences
  How did your family function as a group?

- Personal characteristics rewarded by your culture(s)
  Expected skills of accomplished people

- The Scripting of your personhood
  Motives and emotions displayed most comfortably

- Cognitive style
  Style of thought (e.g., associative-concrete vs. abstract)

- Overview of your cultural programming
  Has your cultural identity changed through self-study?

KNOWLEDGE

CONTACT
GAINING CULTURAL COMPETENCE

SELF-AWARENESS

KNOWLEDGE
Know health & nutrition issues
Consult reliable sources of health info and statistics
Understand different worldviews
Food practices, customs, attitudes that shape behavior
Learn a second language
A word/concept that doesn't exist in your own language

CONTACT

Weigl RC. Int J Intercult Relat. 2009;33:346-360
 COMMON VALUES & BELIEFS – COMPARISON

<table>
<thead>
<tr>
<th>AMERICAN CULTURE</th>
<th>OTHER CULTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery over nature</td>
<td>Harmony with nature</td>
</tr>
<tr>
<td>Action, task-oriented</td>
<td>Being</td>
</tr>
<tr>
<td>Time dominates, punctual</td>
<td>Personal interaction dominates</td>
</tr>
<tr>
<td>Individualism / privacy</td>
<td>Group welfare</td>
</tr>
<tr>
<td>Competition / free-enterprise</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Directness / openness / honesty</td>
<td>Indirectness / ritual</td>
</tr>
<tr>
<td>Practicality / efficiency</td>
<td>Idealism</td>
</tr>
<tr>
<td>Mind, body, soul separate</td>
<td>Mind, body, soul integrated</td>
</tr>
<tr>
<td>Disease is preventable</td>
<td>Humans cannot control disease</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>Family decision-making</td>
</tr>
<tr>
<td>Provider-client partnership</td>
<td>Provider-directed health care</td>
</tr>
</tbody>
</table>

Seek opportunities for interaction
Professional and social meetings and events
Let yourself being the only one from your culture
Share your cross-cultural experiences
Debrief with a friend your cross-cultural encounters
Develop cross-cultural communication skills
Listen; friendly demeanor; simple, direct messages
Culturally sensitive nutrition education essential for effective reach of Latino audiences

Grounded approach to material development involves members of target audience at all steps and accounts for surface and deep structural dimensions of cultural appropriateness

Cultural competency can be developed through self-reflection, gaining cultural knowledge, and cross-cultural interactions
ACKNOWLEDGEMENTS

Research Teams:

University of Illinois: Karen Chapman-Novakofski, PhD, RD; Henna Muzaffar, RD, PhD; Brandon Meline, MS, RD

Research support:

Christopher Family Foundation of the Family Resiliency Center's Food and Family Program at the University of Illinois
¡Gracias!
Questions?

Lines are unmuted for questions or you can use the chat box.
State Office Updates!
SNAP-Ed Trainings

Improving the Nutrition Zone in Early Childcare and Education Settings
Webinar

- September 15th, 2016
- 10:00AM-11:30AM

To register and for more information, please visit:
https://attendee.gototraining.com/r/948275279267999489
CATCH PE (K-8th Grade) Training

- **When**: August 23-25th
- **Where**: UC Davis Student Community Center
- **Time**: 8am - 4pm
- **Bring**: Refillable water bottle, CATCH activity box, and fun ideas for PA breaks!

Questions? Contact: Michele Byrnes at mnbyrnes@ucdavis.edu
Evaluation Updates

**FFY 2016 Evaluation Data**

Online Data Entry Portal Closure Dates

- **Friday Aug 5, 2016**
  - TOT and ITCs

- **Friday Sept 2, 2016**
  - Adult and Youth TTTs
  - PSSC pre/post
  - MEDC retrospective
  - FBC – visually enhanced pre/post
Evaluation Updates

Preparing for FFY2017 Evaluation Data

🎉 Youth evaluation remember to use evaluation instruments with consent forms

- Teacher evaluation tools – TOT and TTT
- Student evaluation tools – e.g. Nutrition to Grow On, Hunger Attacks, Eat Fit pre/post
Evaluation Updates
Preparing for FFY2017 - tracking teachers received evaluation tools with consent forms

1) Extender Enrollment Forms


Did you receive the youth evaluation tool(s) with the UC CalFresh Consent Cover Page?

Yes  No  N/A

✓ For county programs that distribute TOT and TTT to teachers at the beginning of the year in teacher packets.
Evaluation Updates
Preparing for FFY2017 - tracking teachers received evaluation tools with consent forms

2) Nutrition Activity Reporting Forms (NARFs)

Did you receive the youth evaluation tool(s) with the UC CalFresh Consent Cover Page?
Yes  No  N/A

✓ For county programs that distribute TOT and TTT to teachers over the course of the year – any of the four quarters.
UC CalFresh Website Updates

Updated UC CalFresh Reporting Tools Workbook (RTW) Resources (Revised: 8/11/16)

- Extender Enrollment Forms
- Nutrition Activity Reporting Forms (NARFs)
- Quarterly RTW Deadlines for FFY 2017
## Statewide Ordering Updates

### Ordered and Delivered

<table>
<thead>
<tr>
<th>Ordered</th>
<th>Delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swivel-It Measuring Spoons</td>
<td>Spriggles - Motivational Books for Children - Health &amp; Nutrition</td>
</tr>
<tr>
<td>UC CalFresh County Contact Labels</td>
<td>Spriggles - Motivational Books for Children - Activity &amp; Exercise</td>
</tr>
<tr>
<td>UC CalFresh Produce Brushes</td>
<td>UC CalFresh/MyPlate Magnets</td>
</tr>
<tr>
<td>UC CalFresh Table Throw</td>
<td>UC CalFresh Aprons</td>
</tr>
<tr>
<td>UC CalFresh-MyPlate Stickers</td>
<td>My Healthy Plate - Placemats</td>
</tr>
<tr>
<td>&quot;Active Kids My Plate&quot; Stickers</td>
<td>PSSC Grocery Shopping Lists</td>
</tr>
<tr>
<td>&quot;Get a Kick Foodscape&quot; Stickers</td>
<td>UC CalFresh Nutrition Corner Bulletin Board Borders</td>
</tr>
<tr>
<td>Refrigerator/Freezer Thermometers</td>
<td>UC CalFresh/MyPlate Folders</td>
</tr>
<tr>
<td>Meat Thermometers</td>
<td>&quot;I Tried It!&quot; Stickers*</td>
</tr>
<tr>
<td></td>
<td>UC CalFresh Pedometers*</td>
</tr>
</tbody>
</table>
Statewide Ordering Updates

Currently in Production

- Good for Me and You curriculum
- Happy Healthy Me curriculum
- It's My Choice...Eat Right, Be Active curriculum
- My Amazing Body curriculum
- Nutrition to Grow On curriculum
- Hunger Attacks Teen Guide
- Making Every Dollar Count curriculum
- Making Every Dollar Count Calendar
- EatFit Brochures
- 2017 Healthy & Homemade Meals- Nutrition & Fitness Calendars
Statewide Ordering Updates

Files Currently Being Updated, Will Send to Production ASAP

- Eating Healthy Farm to Fork
- Go Glow Grow Curriculum
- Go Glow Grow Booklets

Questions? Contact:
Rolando Pinedo at rgpinedo@ucdavis.edu
Statewide Ordering Updates

- NERI available in State Office for counties.
- Announcement will be included in next week’s Weekly Update.
- First-come-first-served basis
NEXT TOWN HALL
September 20, 2016

Contact the State Office if you have any questions.