

Culture, Foodways & Counseling

SECOND EDITION



Instructor's Resource Manual



Academy of Nutrition and Dietetics

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Culture, Foodways & Counseling: A Guide to Culturally Sensitive Nutrition Care in the United States, Second Edition—
Instructor's Resource Manual

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About the Author

Kamaria Mason, MS, MPH, RD, LDN, is a registered dietitian, educator, and advocate for inclusive, practice-based public health nutrition education. At the University of North Carolina at Chapel Hill Gillings School of Global Public Health, she teaches and develops courses that prepare students to lead with cultural humility and communication expertise in clinical and community settings. Her teaching portfolio includes NUTR 630: Navigating Culture, Technology, and Communication in Nutrition; NUTR 712: Nutrition Communication, Counseling, and Culture; NUTR 713: Nutrition Communication, Culture, and Equity; and NUTR 701: Nutrition Practicum Preparation. She also mentors students through the Master's Non-Thesis Capstone (NUTR 992), supporting their transition from academic training to professional practice.

Drawing on a career that spans outpatient clinical care, local government, and community-based nutrition programs, Kamaria brings lived experience and professional insight into the classroom. She uses experiential learning strategies—including mock counseling simulations based on real-world cases—to help students connect theory to practice and develop confidence in their professional skills.

With a passion for mentoring and shaping the next generation of socially conscious nutrition professionals, Kamaria blends academic rigor with practical insight to inspire students to lead with empathy, knowledge, and purpose.

Kamaria believes that cultural humility and inclusion require continuous development. “It’s not about achieving mastery,” she shares, “but about showing up with curiosity, self-awareness, and a commitment to understanding the perspectives of others.” Through this Instructor’s Resource Kit, she invites educators to move beyond simply delivering information to engaging in ways that foster trust, respect, and empowerment.

By committing to cultural humility and inclusion in our own practice, we become agents of change—not only for our students but also for the individuals and communities we serve.

Let us move forward together,
Kamaria Mason, MS, MPH, RD, LDN



Introduction

Teaching cultural humility and inclusion in nutrition practice is more than a lesson—it is an ongoing journey of learning, reflection, and growth that is paramount to the advancement of our profession. Cultural humility and inclusion are now recognized as a core part of training to be a registered dietitian nutritionist. In the past, the focus may have been on cultural competence, a skill to be achieved, but it is now clear that cultural humility involves an ongoing process of self-reflection and engagement.

This Instructor Resource Kit is designed to help educators using the book *Culture, Foodways & Counseling: A Guide to Culturally Sensitive Nutrition Care in the United States* in upper-level undergraduate courses and graduate-level courses that aim to empower students learning about cultural foodways to develop their skills around providing inclusive, culturally responsive nutrition care. This involves bidirectional communication—recognizing that education of both students and patients is not just about what we teach but also about what we learn from those we serve. Taking the time to understand a person’s lived experiences, daily realities, and challenges expands our ability to support meaningful and sustainable change.

How to Use This Guide and Ancillary Resources

Instructor Resource Manual

This manual provides educators with an overview of the 11 sections in the book, offering essential tools to enhance student learning. Each section in this Instructor Resource Manual includes:

- key objectives for enhancing student learning,
- key concepts covered within each section,
- teaching strategies and practical tips,
- discussion prompts to facilitate engagement,
- critical thinking questions to encourage deeper exploration, and
- resources available in corresponding electronic folders.

Teaching Resources

A variety of resources are provided to support educators. Additional materials in electronic folders include downloadable files for the following:

- **Learning activities** that reinforce key concepts
- **Assignments with grading rubrics** to assess student understanding
- **PowerPoint slides** designed to enhance lectures (see detailed description below)
- **Supplemental resources** that provide further context and insight

The materials in this guide serve as a flexible starting point. All documents are fully editable, allowing educators to tailor them to their specific teaching styles and student or course needs. Some resources are detailed, complete with structured grading rubrics, while others offer broad outlines that can be expanded upon. Critical thinking questions and prompts can be used in class or small group discussion or as part of a test or quiz. Instructors are encouraged to:

- adapt activities to align with course objectives;
- select and modify materials to best fit their classroom setting and course; and
- use the ideas provided as inspiration for their own unique teaching methods and student needs.

This guide is designed to spark creativity and adaptability, ensuring that the teaching of cultural sensitivity and inclusive practice in nutrition care is dynamic, engaging, and relevant to diverse learning environments.

PowerPoint Slides

PowerPoint slides are provided to align with each section of the book. This includes a blank set with branded backgrounds and book citation along the bottom. Slide sets serve as a starting point and can be modified by instructors to tailor the content to their specific course needs. For each section opener and chapter, slides provided may include:

- title slides with image,
- highlights from the section opener,
- self-assessment activities,
- reflective journaling prompts,
- discussion prompts, or
- critical thinking questions.

Competencies and Performance Indicators

The Instructor's Resource Manual may be used by dietetics program faculty and course instructors to develop competency-based course plans for nutrition and dietetics courses. Individuals preparing for a career in other food- and health-related disciplines may also use this resource to prepare for roles in these areas. This Instructor Resource Kit includes a variety of learning activities that may be used to conduct both formative evaluations (i.e., those that promote and evaluate student learning) and summative evaluations (i.e., those that evaluate student learning following completion of a chapter/section). These evaluations may be used to assess student achievement on required dietetics education competencies developed by the accrediting agency for dietetics programs, the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

ACEND competencies (2022) most closely related to food, culture, and counseling for graduate and undergraduate degree programs are suggested here. These include Future Education Model competencies and performance indicators as well as Core Knowledge and Competencies of the Registered Dietitian Nutritionist. Learning activities that may be used to evaluate student achievement of knowledge and competence are provided.

Learning Activity	Future Education Model Competency (Performance Indicators)	2022 Core Knowledge (KRDN)	2022 Core Competency (CRDN)
Obtaining Nutrition Data from a 24-hour Recall (Partner Role-Play Activity)	1.7 (1.7.5) 2.3 (2.3.2, 2.3.11) 5.1 (5.1.1, 5.1.4)	1.3 2.1, 2.6 5.1	1.5 2.11, 2.12 3.1 5.1
Recipe Modification Worksheet	1.7 (1.7.4) 2.4 (2.4.8)	2.1, 2.6 3.2, 3.3 5.1	2.3, 2.11, 2.12 3.7, 3.10, 3.11, 3.11, 3.14, 5.1
Case Study Worksheet	1.15 (1.15.5) 1.7 (1.7.4) 2.4 (2.4.14, 2.4.15, 2.4.17) 5.4 (5.4.5)	1.1, 1.3 2.6 3.1, 3.3	1.5 2.11, 2.12 3.1, 3.7, 3.10, 3.12
Celebrating Cultural Foods Social Media Kit	1.7 (1.7.1, 1.7.6) 2.4 (2.4.10, 2.4.11) 7.2 (7.2.4)	2.6 3.2	2.2, 2.12 3.8, 3.11, 3.12
Food and Culture Presentation With Cooking Demo	1.7 (1.7.3, 1.7.4, 1.7.5) 2.3 (2.3.10) 2.4 (2.4.17)	2.1, 2.6, 2.7	2.2, 2.3, 2.11, 2.12 3.8, 3.11, 3.12, 3.14

Implementing Culture, Foodways, and Counseling in a Dedicated Course

A dedicated course on cultural food practices allows students to examine how cultural, historical, structural, geographical, and religious influences shape dietary behaviors and food access. By helping students examine these factors, instructors can equip students with the skills to provide culturally sensitive and inclusive nutrition care. Ideally suited for upper-level undergraduate or graduate students, this course allows for deeper engagement with case studies, practical applications, and discussion-based learning. The following outlines a sample schedule of topics and assignments for a semester long course.

Week	Topics and suggested sections/ chapters	Potential assignments
1	Introduction to Culture in Nutrition Practice: Section 1, Chapters 1–2	Self-Assessment Activities Reflective Journaling Prompts
2	Get to Know the Cultures of American Indians and Alaska Natives: Section 2, Chapters 3–4	Learning Activities <ul style="list-style-type: none"> Obtaining Nutrition Data From a 24-Hour Recall (Partner Role-Play Activity) Recipe Modification Worksheet Case Study Worksheet Assignments <ul style="list-style-type: none"> Celebrating Cultural Foods Social Media Kit Food and Culture Presentation With Cooking Demo
3	Get to Know the Cultures of the Oceania Region: Section 3, Chapter 5	
4	Get to Know the Cultures of Africa South of the Sahara and the African Diaspora: Section 4, Chapters 6–9	
5	Get to Know the Cultures of Africa South of the Sahara and the African Diaspora: Section 4, Chapters 6–9	
6	Get to Know the Cultures of Latin America: Section 5, Chapters 10–12	
7	Get to Know the Cultures of Latin America: Section 5, Chapters 10–12	
8	Get to Know the Cultures of the Caribbean: Section 6, Chapters 13–14	
9	Get to Know the Cultures of South Asia: Section 7, Chapters 15–16	
10	Get to Know the Cultures of East Asia: Section 8, Chapters 17–19	
11	Get to Know the Cultures of Southeast Asia: Section 9, Chapters 20–23	
12	Get to Know the Cultures of Southeast Asia: Section 9, Chapters 20–23	
13	Get to Know the Cultures of the Middle East and North Africa: Section 10, Chapter 24	
14	Get to Know the Religions of the World: Section 11, Chapters 25–29	Self-Assessment Activities Reflective Journaling Prompts
15	Get to Know the Religions of the World: Section 11, Chapters 25–29	