

Participant Centered Education



Paraprofessional Training Day 2

Learning Objectives

After completing this module you will be able to:

1. Describe the five basic principles of *participant-centered education* and explain why it is a preferred approach when working with WIC participants
2. Identify the characteristics of *listening with presence* and demonstrate how to listen with presence
3. Explain and apply the *50/50 Rule* of participant-centered education

Learning Objectives

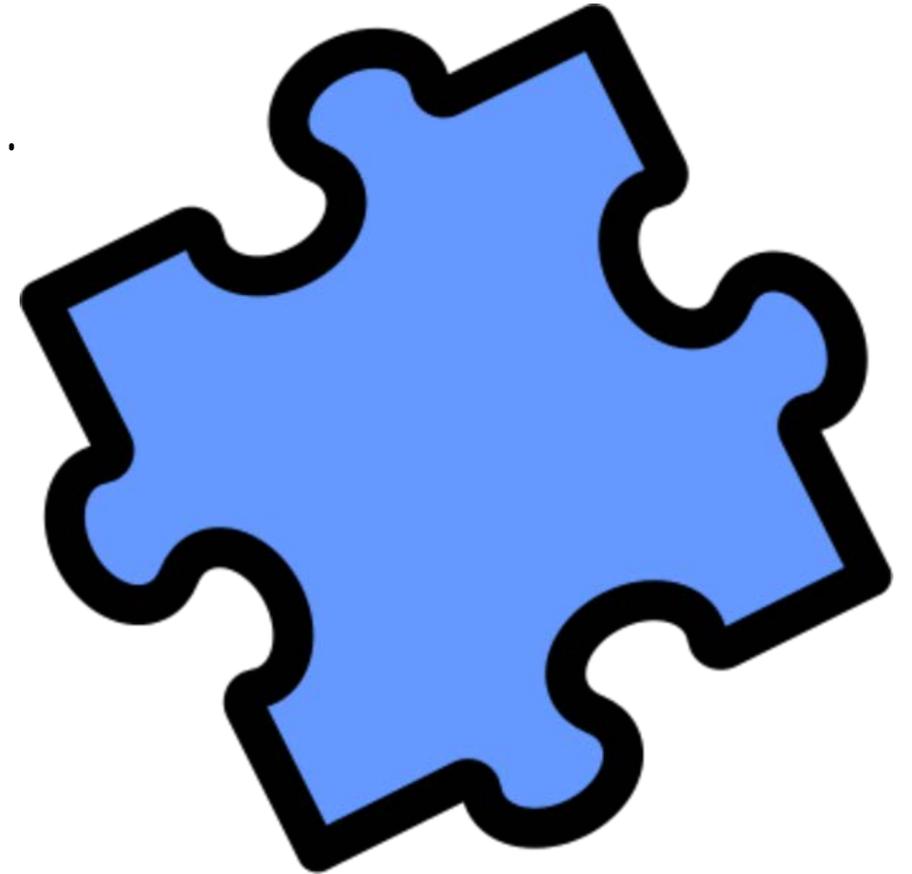
4. Identify and explain the *stages of change*
5. Discuss the *recommended actions* WIC counselors should take when counseling participants during each *stage of change*
6. Explain the three *basic learning styles* (seeing, hearing, doing)
7. Explain and demonstrate *OARS counseling skills*

What is Participant Centered Education?



Is PCE different than Value Enhanced Nutrition Assessment (VENA) ?

- No. It's a piece of the VENA puzzle.



PCE can help engage participants during secondary nutrition education.

A secondary nutrition education contact in WIC consists of:

1. Face – to – face conversations by techs or CPAs
 - Individual
 - Group
2. Electronic modules via WICSmart
3. Printed materials with a brief explanation (ChopChop, WIC Calender recipes, 10 tips series from USDA)

Listening with Presence

- Be present
- Use your eyes, ears and heart
- Use encouraging words
- Be silent



The 50/50 Rule



- In a good participant – centered session, the participant ends up talking as much or more than the counselor.

Avoid Push back



Activity 1: Listening with Presence

1. Ask your partner to talk about something for 3 minutes.
2. Listen, be present, do not interrupt or speak for the 3 minutes.
3. Switch roles, you talk for 3 minutes and your partner will listen.
4. Use the following form to document your experience.

Having problems talking at lengths about an experience? Think about...

Who, what, when, where and how

Activity 1: Listening with Presence

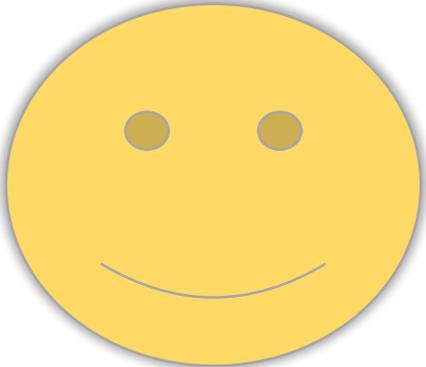
Instructions: Observe a counseling session or conversation. Answer the following questions.

1. As a listener, describe your experience.
(i.e. difficult, easy, mind wandering, anticipating speaker's next sentence?)

2. As a speaker, describe your experience.
(i.e. felt pressure to keep talking, nervous, shy, anticipating boredom?)

3. After this experience, what would you do differently when listening to a participant?
(i.e. focus, be present, and limit anticipation for speaker, or you are already a good listener?)

Stages of change



Stages of change: **Pre- contemplation**

- Participant is either **unaware of problem behavior or discouraged** when it comes to changing it.
- She needs to **feel understood** and have the opportunity to share her current and past experiences and future desires.
- The WIC counselor needs to **listen and resist giving advice.**



Stages of change: **Contemplation**

- Participant starts to **communicate about a problem or behavior** and may start to talk about wanting to solve the problem or change the behavior.
- She might **gather information but not act on it.**
- WIC counselor works with participant to **consider pros, cons, concerns, and desires.**
- WIC counselor focuses on **strengthening participant's self-efficacy and ability to see a possible course of action.**



Stages of change: **Preparation**

- Participant is **ready to change** in the near future.
- She may have tried and failed to change in the past; she has **learned valuable lessons** from her past attempts to change.
- She needs to **develop a plan** that will work for her.
- WIC counselor helps the participant **think creatively** about options for change.
- WIC counselor **asks permission to provide suggestions** to help the participant.



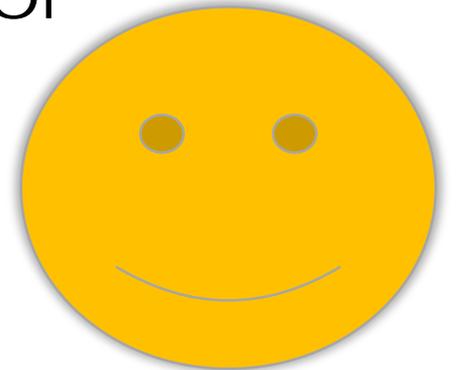
Stages of change: **Action**

- Participants **are actively engaged in change.**
- They stop smoking, walk at least 20 minutes most days, or wean their toddler from a bottle.
- This requires a **great commitment of time and energy.**
- WIC **counselor supports** the participant by being **affirming and empathetic** and helping the participant adopt strategies for success.



Stages of change: **Maintenance**

- Participant now **focuses on maintaining goals attained** during action stage, so that these small steps become part of a larger improved nutrition and health lifestyle.
- WIC counselor continues to **support participant by identifying ways to overcome challenges** and realize that **relapse is not failure** but an opportunity to learn and renew the attempted behavior change.



Activity 2

Activity 2: Stages of Change

Learning Objectives	After completing this activity the Trainee will be able to identify: <ul style="list-style-type: none">• A change you made,• What motivated the change, and• What steps you took to make the change.
Background	There are 5 Stages of Change: <ul style="list-style-type: none">• Pre-contemplation• Contemplation• Preparation• Action• Maintenance
Instructions	Think about a challenging or difficult change you made. For example: flossing your teeth, exercising, or quitting smoking. Respond to the questions below with your experience in mind.
	1. What change did you make?
	2. How did it feel when people gave you advice or told you to make the change before you were ready?
	3. What motivated you to change?
	4. What steps did you take to help you in the process?
	5. Reflecting on your own experience; how might this influence the way you educate WIC participants?

Learning styles:

1. Hearing (Auditory)
2. Seeing (Visual)
3. Doing (Touch Moving)



Important Listening Skills - OARS

- Open- Ended Questions
- Affirmation
- Reflection
- Summarization



Open Ended Questions

- Open-ended questions: **require more than a simple response of “yes” or “no”.**
- Give participants the **opportunity to explain** their feelings, attitudes or perspectives.
- **Resist “quizzing”** the participant. Instead of “What are good iron sources?” identify the sources then ask “Which sources do you like best?”
- Begin questions with **“how” or “what”**

Am I an open- or close-ended question?

1. How do you feel about breastfeeding?
2. Do you still live on 3901 Lennane?
3. What might be some of the benefits for you if you do increase your physical activity?
4. Do you or anyone else in your household smoke?
5. What is a typical meal like for you and your family?
6. How old is your daughter?
7. Has your child been to the dentist?
8. What are some healthy snacks your family might eat?



Activity: Asking Questions

- Using the information we just learned and write your questions for Mary Smith following the directions at the end of each scenario.

Task IV: Participant-Centered Education – Individual

Module A: Individual Education Skills

Activity 3: Asking Questions

1. *Mary Smith is new to WIC. She seems shy and you want to get to know her better. What **open-ended question** could you ask?*

2. *Mary tells you she is pregnant and has been having a hard time with her pregnancy. You want to get the details on the difficulty she is having. What **open-ended question** could you ask?*

3. *Mary tells you she has had nausea for several weeks. You want to know if she is still having nausea now. What **closed-ended question** could you ask?*

Affirmation

- **A positive statement about a person or experience.**

Example:

A mom shares, "My first experience with breastfeeding was difficult because I did not feel my milk supply was enough for my baby."

Affirmation:

"I am sorry breastfeeding felt difficult with your first child. I can tell you really were concerned about your baby's health."

Reflection

- Stating what you think you heard the individual say, but using slightly different words.

Example:

"I have tried everything and I just cannot seem to lose weight."

Reflection:

"You have been trying to lose weight but it has not worked."

"You would really like to lose weight and you have been frustrated about finding something which works for you."

Summarizing

- To provide a brief statement of the main points of your conversation.
- Summary shows you have been listening.



Scenario:

Participant Says:

My life is pretty hectic. I get up at 5 am, eat some toast, drink some coffee and leave for work. I do not have time for lunch, but I always eat dinner. Dinner is usually food like beans and rice. I eat vegetables a couple times a week. I'm Pregnant and worked the stress is going to hurt my baby. What do you think?

Respond by using:

- An open ended question
- Affirming
- Reflecting
- Summarizing

Activity:

Pair Up:

Technique	Suggested Response
Open Ended Questions	
Affirming	
Reflecting	
Summarizing	

Wrap Up:

Participant Centered Education:

1. Listen with presence
2. Speak less, listen more (50/50 rule)
3. Avoid push back
4. Recognize the Stages of Change
5. Use your "OARS"

Resources

- This presentation utilized the following resources:
- California WIC Training Manual 5/31/2016. Module A: Individual Nutrition Education

<https://archive.cdph.ca.gov/programs/wicworks/Documents/Training%20Manual/WIC-Training-TrainingManual-Task-04-Mod-A.pdf>

