# Participant-Centered Services and Beyond: Tools and Training

Webinar – Tuesday, June 12, 2012



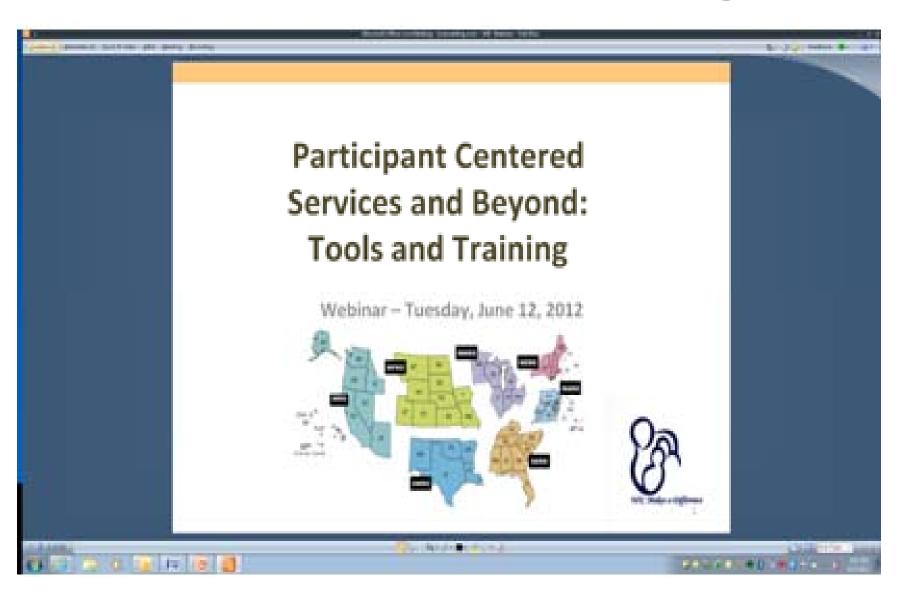


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# Welcome!

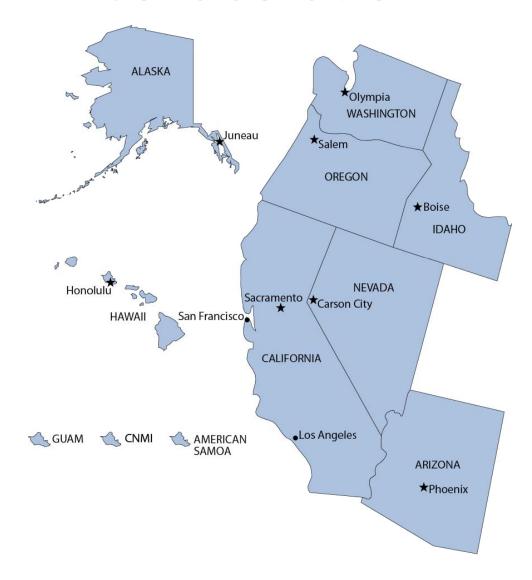
# Participant-Centered Services and Beyond: Tools and Training





# Western Region Collaboration





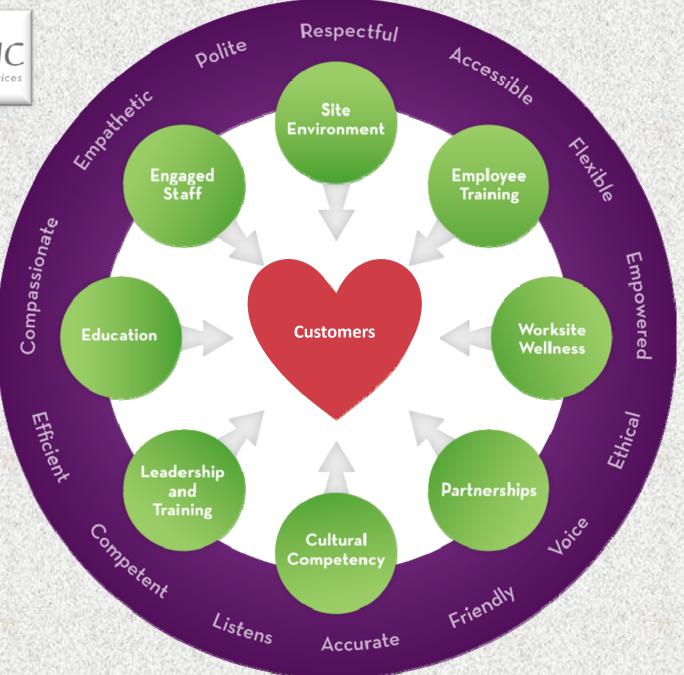
# **Sponsoring Organizations**



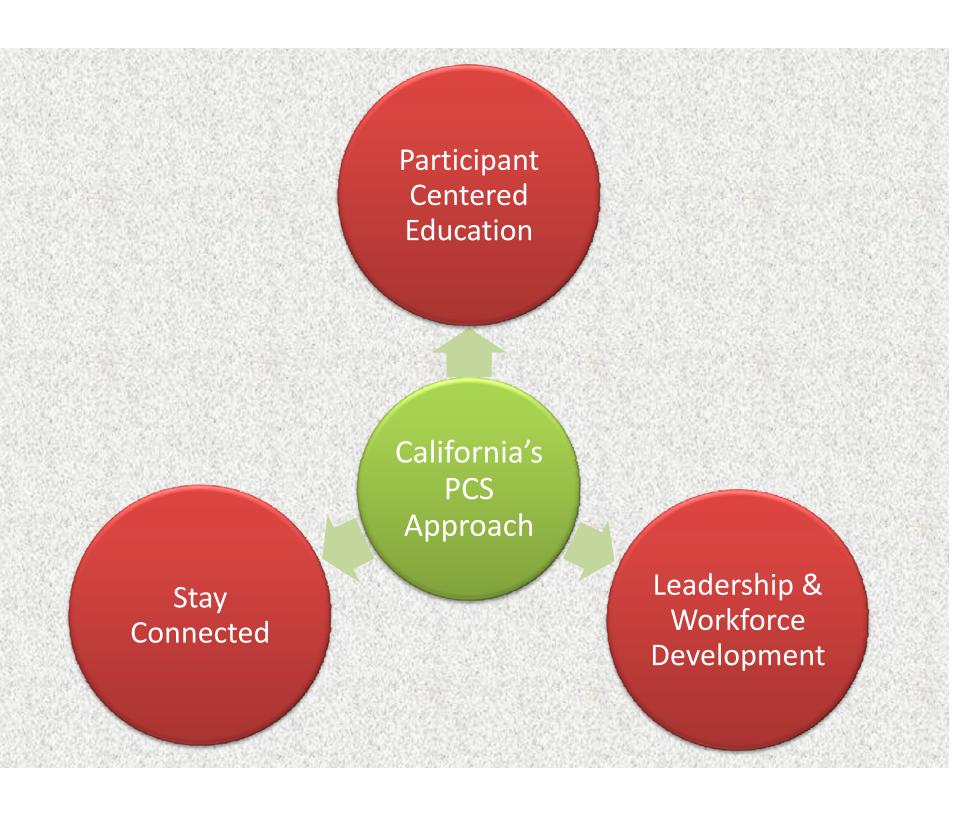


- ➤ Arizona
- **≻** California
- ➤ Chickasaw Nation
- **≻**Maryland
- ➤ Oregon
- Pennsylvania
- ➤ Washington
- FNS Western Region









Training,
Tools &
Resources

Quality
Assurance
Plan

Minimum Standards

Participant Centered Education Program Monitoring













**Customer Service** 











# BEST

- \* Beyond
- Expectations
- \* Service
- \* Techniques

# Strategic Networking

Cannot do it alone

Schedule time

2-way relationship

Reach out

1 to 5 minute messages

# **Cultural Diversity**



Regional Breastfeeding Liaison

Health Care Liaison

Local Vendor Liaison

> Stay Connected

Education & Training Committees

# www.wicworks.ca.gov

# WICTrainingInfo@cdph.ca.gov Reema El-Murr Delfina Shelomenseff



# **PUBLIC HEALTH**

**ALWAYS WORKING FOR A SAFER AND** 

**HEALTHIER WASHINGTON** 

**Washington State WIC** 

**Participant Centered Services:** 

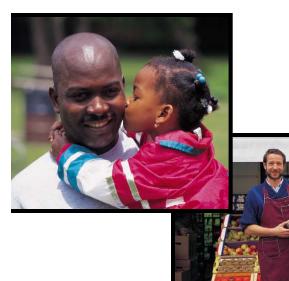
**WIC Connects one-to-one** 







# Connecting one-to-one



Washington State
WIC Connects one-to-one
encompasses all WIC
encounters:

- With clients
- With clinic staff
- With retailers
- With state staff

"I have worked for WIC in Washington State for several years, and have continually been impressed by the respectful, empowering, and supportive relationship between the State office and the agencies.

What a difference when we take all our wonderful client-centered customer service skills and use them with each other!"



### Some Parallels

#### **State Staff**

#### **Training**

- One-day PCS training
- In-depth MI training

#### **Champions**

- OARS skills
- Tuesday's with WICConnects
- Activities

#### **Local Staff**

#### **Training**

- Strategic planning
- Training in 2010, 2011, 2012

#### **Connectors**

- Connector training
- Energizers
- Activities





### State Staff Implementation

#### Training for all state staff

- One-day PCS training
  - Introduced PCS
  - Conducted a Needs Assessment
- In-depth Motivational Interviewing skills training
  - Learn same skills that local staff would be learning
  - Build our skills for training and mentoring local staff





# The State WIC Connects Champions: champion the cause of WIC Connects

#### How we started:

- We identified the role of the Champion:
  - To create and sustain energy and support for PCS
  - To be a catalyst for change by exploring opportunities to incorporate PCS work into WIC work
  - To facilitate opportunities for PCS skill building and growth using OARS skills
  - Lead discussions and activities at meetings
  - Plan and communicate PCS activities
- We asked for volunteers from each section in the state office including support and IT staff.



# Training at meetings

#### Training at all-staff meetings

- OARS skills one at each meeting
- Practiced skill building

#### **Fall Reflections**

Reflective Listening

- A statement
- Does not need to be correct
- Makes them feel understood and keeps them

Think to yourself: What do I think they mean? What is she really trying to say?



#### Autumn Reflections

#### BENEFITS DE HAVING GOOD REFLECTIVE LISTENING SKILLS

- Corrects misunderstandings, false assumptions, and misinterpretations
- Reassures the speaker that you are listening
- Gives you a much deeper insight into the needs of a person
- Helps you quickly establish rapport, especially when feeling are reflected
- Builds mutual respect Shows that you have good listening skills
- Improves your communication skills

- A statement back to the person about what you think they said. What you think a person means may not be what they mean. Think to yourself: What do ! think they mean? What is she really trying to say? It does not need to Reflective listening begins with a way of thinking. It includes an interest in what
- A way to makes people feel understood. You show that you truly understand how the
- One of the best ways to show someone you have listened to and understood what they
- said, is to reflect or paraphrase the content back to them.
- In its purest form saying back to the person what you think the meaning of their statement or question is or what you hear somebody else is saying. The very act of reflecting back what the other person is saying will immediately
  - cause you to stop before you act on your automatic interpretations. By practicing, you can train your reflective listening muscle.

- The use of reflective listening as a communication skill involves not only reflecting words, Reflective listening also includes feelings
- This applies most often when someone talks to you in an emotional way. Such as when By reflecting feelings, like "You seem really upset by that" you are acknowledging their they are upset, happy, sad, angry, etc...
  - mings, and telling them you understand those feelings.

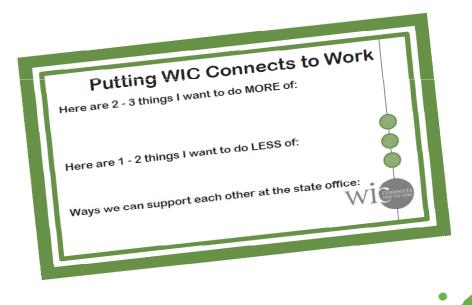


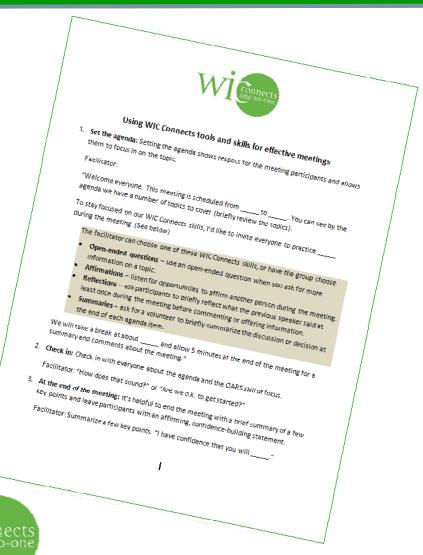


# Tools - for groups and individuals

#### Developed tools for staff

- "Using WIC Connects tools and skills for effective meetings"
- Desk cards as a reminder







### Short Energizers

# Tuesday's with WiC Connects

and activities

 A quick email message related to WIC Connects

 Tuesday's emails included a variety of media sources



#### Your 3 Words:

Have you heard of "Your 3 Words"? It's a segment on Good Morning America where people share 3 words about something that is current or important to them. They write the words down and take video or pictures of themselves with their words and send them in to Good Morning America.

WIC Connects one-to-one is current and important in World VIC so we'd words VIC so we'd

er it 3 words

nects



# Washington WIC materials on WIC Works Sharing Gallery

#### **Materials for State Staff:**

- OARS skills trainings for all-staff meetings
- Skills for meeting management
- Champions activities & ideas, including:
- Timeline, tools, & Tuesday's with WIC Connects

#### **Materials for Local Staff:**

- 2010 and 2011 WIC Connects training
- Connector training materials
- Energizers & activities
- Tools, fact sheets, and more...

http://www.nal.usda.gov/wicworks/Sharing\_Center/gallery/staff2.html#connects.



# Washington State Contacts for WIC Connects

#### **Washington State WIC website:**

http://www.doh.wa.gov/PublicHealthAndHealthcareProviders/PublicHealthSystemResourcesandServices/LocalHealthResourcesandTools/WIC/Training/WICConnects.aspx

# Jacqueline Beard – Training Development and Enrichment Manager

Jacqueline.Beard@doh.wa.gov

Heidi Feston – Nutrition Education and Training Consultant Heidi.Feston@doh.wa.gov

Todd Mountin — Local Program Consultant and Monitor Todd.Mountin@doh.wa.gov



# Participant Centered Education/Services in AZ: Together We Can





Jaclyn Chamberlain, MPH, RD

#### PCE in AZ

- Lessons Learned
- Approach to:
  - Assessment
  - Training







#### **Pilot 2009**

- 3 clinics (2 agencies)
- Activities:
  - Environment
  - Policy Review/Discussion
  - ME Input
  - Modeling/Mentoring
    - State and Local



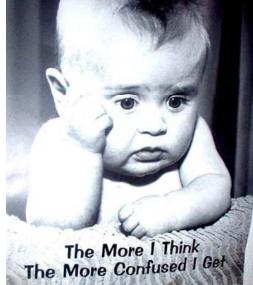




# **Mentoring + Skill Development**

 In addition to mentoring, one clinic added monthly (sometimes more frequently) inservice skill practice

- Developed skill-practice sheets
- Role-play/practice activities







# Impact of Modeling

- Clinic with the most modeling/mentoring = most change
- Clinic with most skill practice (small inservices) = most change







### **PCS Support 2010-2011**

- State Support
  - Quarterly visits from Nutrition Consultants
  - Monthly Champion Calls
    - Different Topics/PCS
    - Sharing from local agencies



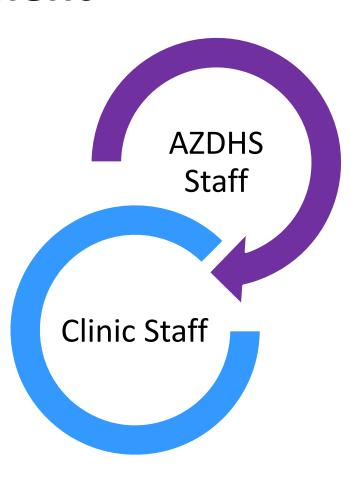


- State Provided Training
  - Online Course
  - Yearly In-personChampion Training
  - \*Just released:
    - Champion and Mentoring Course
      - Observing and Feedback
- Local Agencies
  - In-services
  - Mentoring/support



# Project: Upgrading AZ's Nutrition Assessment

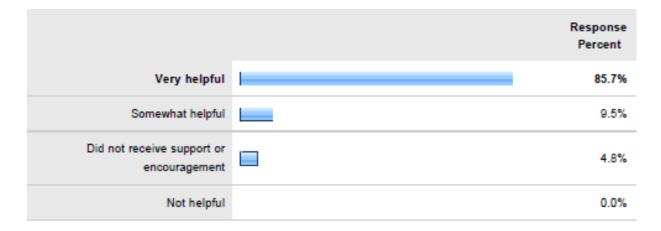
- Pilot July Oct 2011
  - 3 Clinic Sites
  - 25 Staff
    - Including leaders
  - Weekly phone contacts
  - Weekly emails
  - Monthly web conference
  - 2 / 3 in-person visits





#### **State Mentoring**

How helpful were the State Champion
 Contacts (phone calls, emails, conference calls and visits)?





#### **Statewide Support**

- Train Mentors at Local Level
  - Provided "workbook" with activities + website
  - Designate # of contacts
- ADHS Supports Mentors:
  - Weekly Contacts
    - Email or Phone
  - Web Conference
  - Quarterly In-person Visits





### A New Approach





#### Mentoring/Champion Resources

- www.azwic.gov
- Jaclyn Chamberlain
  - Training Manager
  - Jaclyn.Chamberlain@azdhs.gov
- Carrie Pfab
  - WIC Nutrition Services Manager
  - Carrie.Pfab@azdhs.gov









## Oregon WIC Listens

### Participant Centered Services

Resources and tools for training staff

#### Supporting new skills

 Consistent messages and reinforcement help staff to internalize new behaviors.





#### Resource Cards

- Half sheet cards describing basic elements of key skills, strategies and methods
  - Used during training
  - Act as post training reminders
  - Incorporated into CE and related staff development



#### Resource Cards

#### **Open-Ended Questions**

- Encourages a deeper conversation, allows the certifier to gather more information, and helps the participant to think/talk about change
- \* Require more than a yes/no answer, specific fact, or number
- Questions are asked in a way that is o
- Come from a place of curiosity, rather
- Start with "What ... " "Tell Me ... " "Hon

Group Education

Individual Counseling

#### **Open-Ended Questions**

- Questions are asked in a way that is open, inviting and accepting
- Can be used to determine the needs, knowledge level, and interests of the group
- Are asked without the expectation of a set, correct answer
- Ask about what someone thinks, what their experience is, or what they would do
- Invite participants to draw on their own life experiences and creativity
- Invite dialogue and engage participants by requiring reflection and critical thinking

Facilitation Skills

#### Level 1 PCE Skill Standards

- Document clearly outlines expected behaviors, level of performance, and training resources
  - Reviewed and agreed upon by local WIC coordinators
  - Standards incorporated into state's management evaluations
  - Can be used for new staff training or on-going performance management





#### Level 1 Standards

#### Summary of Key Participant Centered Education Components

#### Training resources and Level 1 standards

Participant centered education (PCE) focuses on people's capacities, strengths and developmental needs – not solely on their problems, risks, or negative behaviors.

Level 1 Standards indicate the baseline PCE components expected in all certifications.

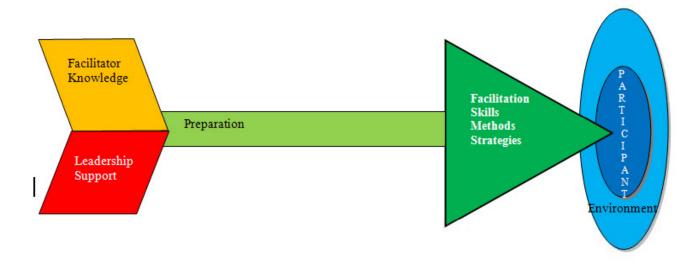
PCE Components	Training resources	Level 1 standard
Building Rapport	N. Contraction	
Spirit of participant centered services  Collaborative  Accepting  Respectful  Individualized  Non-judgmental  Genuine	PCE e-Learning Module 2 – The Spirit of Participant Centered Education	Treat the participant with respect
Introduction  Greet the participant  Introduce yourself  Identify your role	PCE e-Learning Module 3 — Opening the Conversation	Welcome the participant, introduce yourself and your role
Setting the agenda  How much time you have  What will happen during appointment  Ask permission to proceed  Ask an open ended question	PCE e-Learning Module 3 — Opening the Conversation	Provide explanation of appointment
Affirmations  • Find opportunities to sincerely compliment  • Make supportive, reinforcing statements  • Focus on the positive, successes, and efforts	PCE e-Learning Module 4 – O.A.R.S.  "Saying something nice- Affirmations", Continuing Education lesson	Give affirmations

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# Applying Participant Centered Concepts to Group NE

- Developed an evidence based model for providing nutrition education to groups
  - Learner centered vs. Teacher centered
  - Focus on facilitating learning in adults





#### Listening and Learning Together

- Training curriculum for 4 one-day training sessions
  - Staff experimented with new skills in the time period between each training session





#### Session Guide and Template

- Developed a template that includes all the necessary elements of a welldesigned group NE session
- "How to Create a Participant Centered Group Session Guide"
  - Step-by-step instructions for designing sessions



#### Contact us

- Oregon Website Oregon WIC Listens/ Participant Centered Services
  - http://public.health.oregon.gov/HealthyPeopl eFamilies/wic/Pages/orwl.aspx
- Kim McGee, Oregon Training Coordinator
  - Kimberly.o.mcgee@state.or.us
- Susan Greathouse, Oregon Nutrition Coordinator
  - Susan.p.greathouse@state.or.us
- Sara Sloan, Oregon NE Coordinator
  - Sara.e.sloan@state.or.us



## MARYLAND WIC: BETTER NUTRITION FOR A BRIGHTER FUTURE

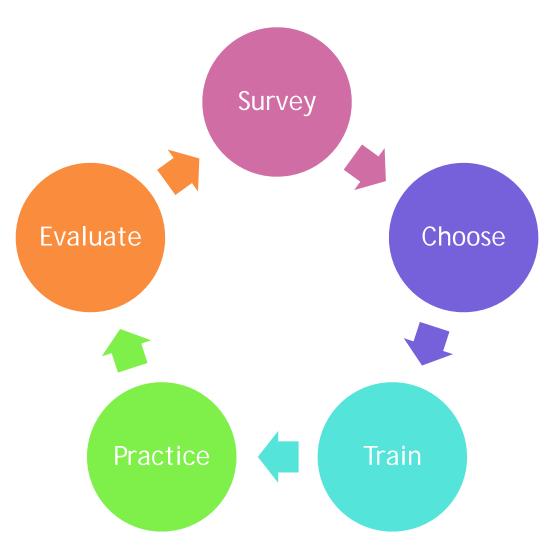




Problem: Annual VENA Workshop excitement fades under daily WIC clinic pressures.

Solution: quarterly local agency staff training and practice improve VENA skills

#### THE TRAINING CYCLE:



Open Ended Questions Readiness to Change

Affirmations

Cultural Diversity

Critical Thinking

Addressing Obesity

Distracted Participants

Picky Eaters

Non-Verbal Diversity

Difficult
Topics: Loss
of a Child

Critical Thinking:

Freeze!

WIC Speak Religious Diversity

Affirming Staff

Talking About Child's Weight

Family Physical Play

Cultural Aspects of Family Meals

Difficult Topics: Do You Feel Safe?

Difficult Topics:
Postpartum
Depression

#### **SURPRISES!**

- Participants better engage with staff.
- Participants are more likely to set goals.
- Staff appreciate their local trainer.
- A Participant Focused assessment takes less time.
- Staff are willing to express their training needs.
- Staff feel successful.
- It really worked!

#### LESSONS LEARNED

- Staff skills develop over time with regular practice in a safe environment.
- Skills and training needs progress through the Nutrition Assessment.
- Change happens when training is stafffocused using Participant Focused techniques!
- Accountability assures participation.

#### WHAT WE WISH WE'D DONE FIRST:

Counseling
Update
For
Experienced
Staff





## FOR MORE INFORMATION

Colleen Pierre, MS, RD, LDN
Nutrition Specialist
Maryland WIC Program

cpierre@dhmh.state.md.us

410-767-5663

All training materials to be posted on WIC Works

# Guided Goal Setting in Pennsylvania WIC

PA Dept of Health – Division of WIC



## **Our Special Project Grant**

Development and Evaluation of Guided Goal Setting (GGS) as a Behavior Change Approach and Monitoring Protocol in Pennsylvania WIC



### **Goals of this Project**

- To enhance the quality of WIC services provided to PA WIC participants
- To further VENA initiatives via an evaluated and measurable, participantcentered nutrition education counseling approach that:
  - Maintains continuity from visit to visit
  - Empowers participants
  - Benefits the participant



# Guided Goal Setting (GGS): Defined

An approach used by the nutritionist in conjunction with the participant that involves critical thinking based on assessment to develop strategies for goal setting to achieve desired participant outcomes





## The GGS Module



- Ten, 15 to 20-minute hands-on units
- Activity rich
- Case study oriented
- Learner workbook
- Evaluations: pre, one minute, post, workshop evaluation, and 6 week follow-up with "skill set use"
- Pilot tested using facilitated group training

#### GGS Module: Units 1-5

- 1. Definition and Relevance
- 2. Counseling Strategy for Behavior Change
- 3. Assessment and the Contribution of the WIC Staff
- 4. Personalizing the Process
- 5. Linking Risk Codes to Participant Goals



#### GGS Module: Units 6-10

- (10)
- 6. The Team Approach and Goal Priority
- 7. Structure of Measurable Goals
- 8. Documentation
- 9. Follow-Up and Goal Achievement
- 10. Action Plan



# GGS Evaluation: "Most Important Things Learned"

<u>a Site</u>	<u>β Site</u>
How to set goal with more emphasis on client perspective	Participant satisfaction is a goal we want to maintain; be more supportive to our participants
Different approaches to clients	OK to brainstorm
Examples of dialogue with participants	Effective communication for effective goal setting
The importance of goal setting and the way you present yourself	How to organize information
Allowing the participant to set goal	To include the WIC participant when making goals
Making the goals more specific, the who, action, number, etc.	How to make proper goals and documentation How to effectively and realistically develop customer based goals
I really enjoyed the concept maps	Mapping

#### **Staff Reaction**

- Better working relationship with the clients
- More open communication between staff and clients
- More aware of the <u>client's</u> perception of their family's nutritional needs

#### **Client Reaction**

- "Your nutritionist was very well informed and offers great ideas and information."
- "Staff was very friendly and explained everything in detail and offered excellent help."
- "Staff made us feel comfortable with her advice and help."
- "The Staff spoke to me, not at me."

#### **Hurdles to Cross**



- Don't jump to conclusions!
- Set small, achievable goals
- Time
- Documentation



#### **Contact Information**



Shirley H. Sword, MS, RD, LDN
Chief, Nutrition Services Section
<a href="mailto:ssword@pa.gov">ssword@pa.gov</a>
(717)783-1289



# Tapping Into The POWER of INFLUENCE

Debi Tipton and Connie Merriman - Chickasaw Nation WIC Program

# CLIENTS TRANSFORMED... not just Informed



#### RESEARCH COMPONENTS

- · Focus Groups (SIX)
- · Online Staff Survey
- · OSU Formal Study



## Could the Principles of Influence

- help change these three behaviors?
  - 1) Breastfeeding Initiation
  - 2) Early Introduction of Solid Foods
  - 3) Weaning from the bottle by one year

we influence change

## The Principles of Influence

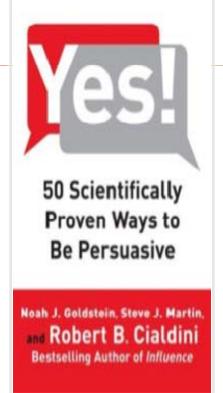


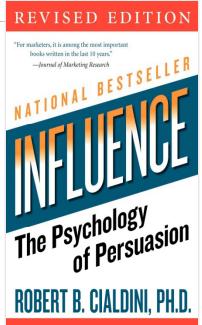
## Influence is:

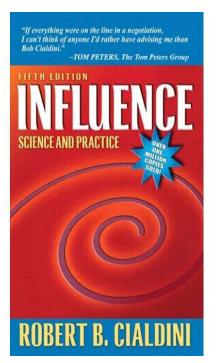
The process of guiding someone to a new idea, attitude or action



## Based on over 50 years of Scientific Research













## Examples of INFLUENCE

#### Influence Principle:

## Liking

People prefer to say "YES"
 to those they know and like

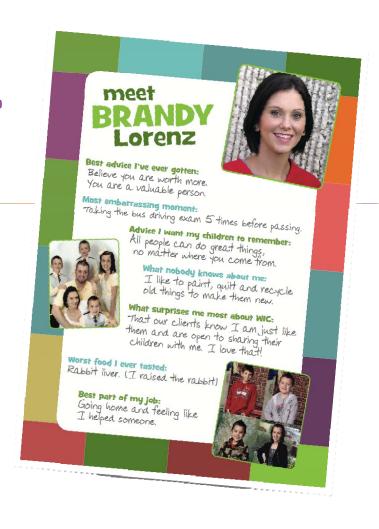
· People say "YES" to those who are like them





# People tend to LIKE and TRUST other people like themselves







No Masks Allowed!

Be... Real

Be... Authentic

Be... Fully Present



we influence change

#### **Influence Principle:**

## Reciprocity

People feel obligated to give back to others who have given to them



#### Offer these gifts first...

- Full Attention
- Solutions (Not Problems)
- Laughter
- Encouragement
- · Genuine Interest
- · Listening
- Understanding

- · Respect
- Affection
- Empathy
- · Cheerfulness
- Pride
- Recognition

### Gifts we gave...

1. Office Arrangement:
allows educator to be
fully present with
knee-to-knee conversations

2. Connection:
establishes a comfortable
climate for sharing

#### 3. Listening:

fully present and listening with heart and ears



#### **Influence Principle:**

### Consensus

People decide what is appropriate for them to do in a situation by examining what others are doing

we influence change

### Consensus



When in doubt...
follow the crowd



### Consensus

How could we harness the power of in our WIC clinics?



### Waiting Room Testimonials



Becoming a morn is always overwhelming. But becoming a teen mom is even more challenging. I wondered it I could more chancing. really breastfeed and go back to school. Would I really be able to feed my baby so he would do well?

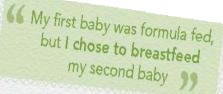
The first time I breastfed my son it was such a different experience. By the third of fourth time it felt natural even easy. I hated to hear my son cry and I was happy that he did not have to be waset while I made bottles.

Breastfeeding and going back to school was easier than I thought. I would go to n car or the teacher's lowinge for privacy when I pumped. The best part was when I returned home at the end of the school day and I could hold my baby. It was justified home at the end of the school have and I could hold my baby. It was justified in the school have a forever teeling.

Breastfeeding made me feel good about myself. My son is very close to me now that closeness started with breastfeeding.

I urge other moms returning to school to try breastfeeding, Jamie Lmy WC breastfeeding educator) and my sister were both available to help if I had an questions or needed encouragement.

Kelly Marshall





I have two girls faith and Gracee I tried to breastfeed Paith but gave up after three weeks I did gaine up after three weeks I and not have the support I needed to keep breastfeeding. I felt so guilty because she spit up often The firmula didn't agree with her and we had many problems

I was lucky with my second daughter, Gracee I had the support i needed to breastfeed and I was able to provide her with my perfect mik for a

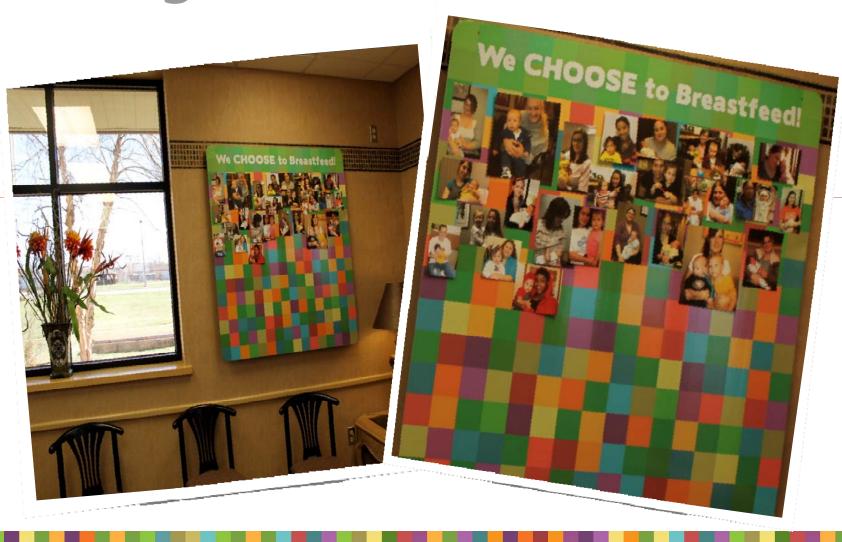
I felt such satisfaction knowing that I could provide everything she needed. But even more impartant was how if made me feel I felt happy when I important was now it made me new i terr ruppy when theastfed I felt fulfilled. It lifted my usual after pregnancy

There is a huge difference between formula and breastfeeding There is a huge airreverse between tormula and creastfeeling. There is a different bonding that happens when you hold your baby to your breast. No one else can offer your baby what you can and that is very rewarding.

Stephanie Dresser



#### Waiting Room Consensus Boards



#### Breastfeeding Quiz



Please check the answers that best describe how you feel.

#### When I think about breastfeeding, I feel:

- 1. Breastfeeding does not fit my lifestyle
- 2. My partner won't like it. Breasts are sexual, not for feeding.
- ☐ 3. My mother didn't breastfeed and I turned out OK, so why should I?
- 4. I can't wait to bond with my miracle in this way.

#### When I talk to others about breastfeeding, I say:

- 1. I can't breastfeed because I am a single or teen mother
- 2. I don't want saggy breasts
- 3.1 want freedom after nine months of pregnancy
- 4. I want to give my baby a "head start" in life

- 1. It will allow me to move on with my life.
- 2. It may not be as good for my baby, but it's better for my relationships
- 3. It is important for me because I worry I won't have enough milk
- 4. It's fine for some people, but I want my child to have the best

#### When I talk to others about formula, I say:

- 1. I want what is easy, as I move often
- 2. I'm happy I can "party" again
- 3. I formula fed my other children, so formula will be good enough for this chil
- 4.1 want to be the best mom I can be, the mam I always dreamed of being

\* See other side to discover what your answers say about you and your feeding decision.

#### Results...

#### If you checked mostly Ones...

breatfeeding.

You can have it all: The strength and courage that allowed you to survive over this in your pregnancy — has transformed you into a new person.

You can achieve all your dreams including bonding with this miracle child.

#### If you checked mostly Twos...

#### year. You can have it all: A great body, good times, tock-solid relationships AND wonderful bonding with your baby.

#### If you checked mostly Threes...

for your baby?

You chan have it all: Breatfeeding gives you more freedom and

You chan have it all: Breatfeeding gives you more freedom and

independence than formula. No bottles to wash and pack, no formula to

independence that formula to be provided to the provided of the provided to the provided to the provided of the provided to the provided soogentoerce than formula. Nee ocities to wash and plack, no formula to mix and heat to just the right temperature. Nature is wonderful - the body mix and meat to just me right temperature. Mature is wonderful: - the cody that perfectly outfured your haby for nine months will allow your breasts to that perfectly nurtured your baby for nine mentus was above your breasts to take over that role after birth. Grab your baby and take off knowing you have everything you need including feeling like the best mom on e

#### If you checked mostly Fours...

creatment, You want to experience complete love and acceptance.

You can have it all. Bonding and the pride of knowing your gift will give

your child a "head start" in life.

#### Influence Principle:

## Consistency

Once people make a choice or take a stand, they will encounter personal and interpersonal pressure to act consistently with what they have previously said or done.

we influence change

### Consistency Amplifiers:

- Voluntary
- · Active
- Public
- Write it Down



#### **Consistency Amplifiers:**



- Voluntary
- Active
- · Public
- Write itDown



#### **Consistency Amplifiers:**





#### Waiting Room Consensus Boards



#### Influence Principle:

## Authority

People rely on those with superior knowledge or wisdom for guidance on how to act





**Authority Aids for WIC** 

- Titles
- Introductions
- Certificates& Credentialson the wall
- · Clothing



## Staff Titles Paraprofessional

vs.
Doctor



#### **Staff Titles**

Educators

 Director of First Impressions

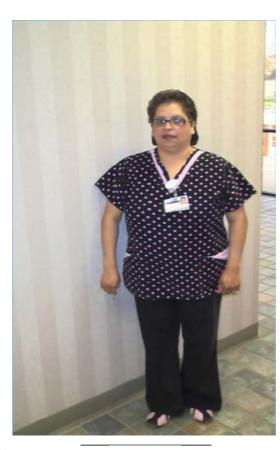
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### Clothing

## Which clothing is perceived to be most credible by clients?







### Clothing

And the winner is...

Scrubs are the most credible clothing for our WIC educators



## Credibility

## Mention a weakness in your case



Influence Principle:

## Scarcity

Opportunities appear more valuable when they are less available





## Scarcity

### Frame the Loss



### Research Results



20% increase

## Breastfeeding Initiation Rates



16% increase

## "lenjoy my Wichies" Wichies



"I feel comfortable at the WIC clinic because both me and my children are welcomed and liked for who we are."

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"The WIC educator provides up-to-date information about feeding children."





#### **JOB SATISFACTION SOARED**



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81%

## Training Videos provided real insight for staff.



GO TO - wicinfluence.com to watch all training videos and see testimonials



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## Participant Centered Services and Beyond: Questions?



