



Idaho WIC Training

PCE

Trainer



WIC is an equal opportunity provider.

What Will They Learn?

Participant Centered Education and Services (PCE, PCS) is a framework for the way we do business at WIC and for providing WIC services placing the participant at the center of each interaction. WIC supports participants at all levels of WIC service delivery. In Idaho, PCE/PCS includes the collaboration of the State Agency and Local Agencies to work together in meeting the needs of Idaho WIC Participants.

Instruction Level

Prerequisite for taking the WIC PCE Course: WIC Overview

Items Needed for This Course

The Idaho WIC website wic.dhw.idaho.gov houses all the online materials for staff under the Staff page.

- Please access the [Idaho WIC website](http://wic.dhw.idaho.gov) staff training section to locate the pre-filled circle charts.
- Definitions and acronyms (*located under the policy manual area*)
 - The links to the handouts are linked within the this guidebook. To access them please use “Ctrl + Click” on the links.
 - Access to the WIC computer system training environment
 - Certification appointments for the learner to observe

Note: Arizona WIC developed this course. Any issues with the Video will need to be communicated to the Idaho WIC State Office so we can provide a better video.

Recommended Time

- Approximate time it takes to complete the WIC PCE online course: 2-3 hours
- Approximate time it takes to complete the face to face activities and discussion: 20 to 30 hours

NOTE: The following questions within each module are meant to facilitate discussion with the learner, sample responses may not always be provided.

Module 1: Motivating Change



Activity 1

- Have the learner complete Module 1 handouts listed below.
- Complete Handouts:
 - [Module 1: How Ready are You?](#)
 - [Module 1: Stages of Change Overview and Counseling Strategies](#)
- What questions do you have about the information in the module?
- What thoughts would you like to share about this module? What did you find helpful?
- Based on what was presented in the module and what you know through your own experience, what do you feel motivates people to change?
- What kinds of things would you look for to determine the stage of change a WIC participant is in?

Possible responses:

- **Participant seems uninformed**
 - **Participant may come across as defensive**
 - **Participant is resistant**
 - **Participant has trouble thinking of possible solutions**
 - **Participant is ambivalent**
 - **Participant has identified a behavior may be problematic**
 - **Participant has taken little steps toward change**
 - **Participant has been engaged in the behavior for at least 6 months**
 - **Participant is committed to maintaining the new behavior**
- What does change talk sound like?
- #### **Possible responses:**
- **Desire (I want to, I wish to)**
 - **Ability (I can, I could, I am able to)**
 - **Reasons**
 - **Need (I need to, I must, I can't keep)**
 - **Commitment strength (yes, I will do that, yes, that's what I intend to do, I'm ready)**

- How are counseling strategies for participants in the preparation stage different from strategies for someone who is in the pre-contemplation stage?
- Once finished with the handouts and questions above, meet with your learner to review the module and handouts and allow them to ask any questions.
- Help your learner find a certification appointment they can observe and completed the Observation Activity [Module 1: What Motivates People to Change?](#).

Module 2: The Spirit of PCE



Activity 2

- Have the learner complete Module 2 handout listed below.
- Complete Handout:
 - [Module 2: The Heart of Participant Centered Education](#)
- What questions do you have about the information in module 2?
- What thoughts would you like to share about this module? What did you find helpful?
- How do the C.A.R.I.N.G. (Collaborative, Accepting, Respectful, Individualized, Non-Judgmental, and Genuine) ideas from the video change the spirit or style of an assessment to be more like a dance than a wrestling match with the WIC participant? (refer to the module 2 handout: “Heart of Participant Centered Education”)
- Based on what you saw in the module, what would you like to try in the future?
- What parts of the “spirit” do you feel yourself already doing and what parts would you like to begin to try?
- What changes can you make to incorporate other aspects of C.A.R.I.N.G. into your “Spirit & Style?”
- Once finished with the handouts and questions above, meet with your trainer to review the module and handouts and ask any questions.

- Help your learner find a certification appointment they can observe and complete the Observation Activity [Module 2: The Spirit of Participant Centered Education](#).

Module 3: Opening the Conversation



Activity 3

- Have the learner complete Module 3 handout listed below.
- Complete Handout:
 - [Module 3: Clinic Self-Assessment](#)
- What questions do you have about the information in module 3?
- What thoughts would you like to share about this module? What did you find helpful?
- Give an example of how you could open a conversation.
- How might you help a stressed or anxious participant feel welcome, understood, important, or comfortable?

Possible responses:

- **Begin the conversation with a positive tone**
- **Empathize with the participant if they express any frustration or stress**
- **Smile at the participant**
- **Compliment the participant's children**
- What does it mean to set an agenda?

Possible responses:

- **Greet the participant**
- **Introduce yourself and your role**
- **Review how much time you have**
- **Explain what you hope to accomplish**
- **Acknowledge personal questions**
- **Ask permission to proceed**

- What is an example in the WIC setting where you might ask permission in a conversation?

Possible responses:

- **Ask permission to proceed with the appointment**
 - **Ask permission to discuss certain topics, ask permission to give recommendations**
- Based on what you saw in the module, what would you like to try in the future?
- Help your learner find a certification appointment they can observe and complete the Observation Activity: [Module 3: Opening the Conversation](#).

Module 4: O.A.R.S



Activity 4

- Have the learner complete Module 4 handout listed below.
- Complete Handout:
 - [Module 4: Keep the Spirit Alive](#)
- What questions do you have about the information in module 4?
- What thoughts would you like to share about this module? What did you find helpful?
- Think about the active listening skills for a moment, such as: presence, all your senses, acceptance and non-judgment, curiosity, delight, no interruptions, and silence. Which of these represent your strengths when listening to WIC participants?
- Choose one of the active listening skills you would like to develop more fully.
- How do conversations change when you use active listening?
- What are benefits of asking open-ended questions?

Possible responses:

- **Help gather more information**
- **Certain types of questions can encourage participants to think and talk about change**
- **Encourage a deeper conversation**

- **Require more than a yes/no answer, specific fact, or number**

- What are examples of open-ended questions?

Possible responses:

- **Questions that start with “what”**
- **Questions that start with “tell me”**
- **Questions that start with “how”**

- What are examples of genuine affirming statements that highlight participants’ strengths?

Possible responses:

- **“You’re doing great!”**
- **“I appreciate your honesty.”**
- **“I appreciate your time and hard work.”**
- **“You have lots of great ideas!”**
- **“Thank you for your time today.”**

- What are some reasons to incorporate reflections into a conversation with a participant?

Possible responses:

- **Let the speaker know the counselor has been listening**
- **Helps the counselor check their understanding of what’s being said**
- **Can help the counselor fill in the blanks**
- **Allows participants to hear what they’ve said which can be empowering for the participant**

- What are examples of a simple reflection?

- **Includes responses which include repeating and rephrasing (ie: stating what you hear the participant saying)**

- What are examples of a deeper reflection?

- **Includes responses which include paraphrasing and reflecting feeling**

- Why is summarizing important?

Possible responses:

- **Reinforces what the participant said**
- **Shows you’ve been listening to the participant**
- **Allows participants to hear their own change talk**
- **Ties together what has been said**
- **Can be used to re-direct**
- **Helps provide a transition from assessment to counseling**
- **Brings the certification to a close**

- Help your learner find a certification appointment they can observe and complete the Observation Activity [Module 4: O.A.R.S.](#)
- Rate your comfort level using each of the O.A.R.S. skills in conversations on a scale from 1 to 10 (1 = not comfortable and 10 = very comfortable).
 - Open-ended Questions _____
 - Affirming _____
 - Reflecting _____
 - Summarizing _____
- Which of the O.A.R.S. skills do you think you need to practice more?

Module 5: Roadblocks to Listening



Activity 5

- Have the learner complete Module 5 handouts listed below.
- Complete Handouts:
 - [Module 5: How Do You Relate to Various People in WIC?](#)
 - [Module 5: Roadblocks to Listening](#)
- What questions do you have about the information in module 5?
- What thoughts would you like to share about this module? What did you find helpful?
- Why do you think listening is difficult for many people?

Possible responses:

- **People are thinking about other things while the other person is talking**
- **Competing priorities**
- **Distracting noises**
- **Judgments get in the way**
- **Kids are distracting**
- **Phone ringing**

- Did you notice anything or did anything surprise you as you filled out the “How do you relate to various people?” sheet? Please explain.
- What three roadblocks to listening have you noticed yourself doing?
- Explain how you can make sure to avoid these when you are listening in your conversations with participants.
- How might judgments influence counselor’s interactions with WIC participants?

Possible responses:

- **May affect the level of help he/she is willing to give the WIC participant**
 - **The counselor may unknowingly demonstrate closed body language to the WIC participant**
 - **The participant may sense a condescending attitude or feel criticized**
 - **The counselor may offer solutions which do not reflect the participants values**
 - **The counselor may neglect to explore opportunities for behavior change according to the participants preferences**
- What are examples of strategies for dealing with judgments?
 - Help your learner find a certification appointment they can observe and complete the Observation Activity [Module 5: Roadblocks to Listening](#).

Module 6: Moving from Assessments to Counseling



Activity 6

- Have the learner complete Module 6 handout listed below.
- Have the learner review the following Handout:
 - [Module 6: Blank Circle Chart](#)
- What questions do you have about the information in module 6?
- What thoughts would you like to share about this module? What did you find helpful?
- How do you feel about using the circle charts in your assessment? What questions do you have about it?

- What do you think is the advantage of finishing the assessment before providing education?

Possible responses:

- **The counselor sees the big picture more easily**
 - **The counselor knows what is most important to discuss**
 - **It helps to minimize topics**
 - **Participants are less overwhelmed by the information and leave with what's most helpful to them**
 - **It saves time**
- Let's talk about things you can say to ensure completion of a full assessment before providing education.

Possible responses:

- **"Let me write that down so we can visit about that later."**
 - **"We'll come back to that."**
 - **"We'll talk about that more in a second."**
 - **"Good point, if it is okay with you, we'll talk about those in a moment."**
- How do you go about summarizing the information gathered in order to transition from assessment to counseling?

Possible responses:

- **Prioritize the participant's concerns**
- **Use the circle charts to present a list of topic ideas**
- **Ask the participant to help narrow the focus**

Help your learner find a certification appointment they can observe and complete the Observation Activity [Module 6: Moving from Assessment to Counseling](#).

Module 7: Providing Advice: Offering Nutrition Discussion



Activity 7

Note: Help the learner locate the Pre-filled Circle Charts on the Idaho WIC website.

- Have the learner complete Module 7 handouts listed below.

- Complete Handouts:
 - [Module 7: Explore-Offer-Explore](#)
 - [Module 7: Handouts the Participant Centered Way](#)
 - [Module 7: Moving from Assessment to Providing Nutrition Education \(NE\)](#)
- Review the [Pre-Filled](#) Spanish and English Circle Charts, postpartum, breastfeeding, pregnancy, infant, and child.
- What questions do you have about the information in module 7?
- What thoughts would you like to share about this module? What did you find helpful?
- What is the purpose of asking permission?

Possible responses:

- **It shows respect**
 - **It maintains your partnership with the participant**
 - **People are more likely to listen to you when they've given permission**
 - **The counselor lets go of responsibility for participant behavior**
- What are some examples of asking permission?
- Possible responses:**
- **"May I share this with you?"**
 - **"May I share some information with you?"**
 - **"You can take or leave what I'm about to say..."**
 - **"This may or may not work for you, but some mom's find that..."**
- What parts of Adult Learning struck you as particularly important? What works well for you in your learning process?
 - How would you describe the Explore-Offer-Explore model?

Possible responses:

- **Explore what the participant already knows, has heard or tried, or would like to know.**
 - **Ask permission to offer information.**
 - **Explore what the participant thinks or already knows about the information you've offered.**
- What about the Explore-Offer-Explore model are you curious about?
 - Which of the advice statements did you like and would like to try?
 - Which anticipatory guidance strategies would you like to try?

- Help your learner find a certification appointment they can observe and complete the Observation Activity [Module 7: Providing Advice – Offering Nutrition Education](#).

Module 8: Rolling with Resistance



Activity 8

- What questions do you have about the information in module 8?
- What thoughts would you like to share about this module? What did you find helpful?
- What types of counselor behaviors may generate resistance?

Possible responses:

- Using a judgmental or confrontational approach
 - Incorrectly assesses the participant's readiness to change
 - Doesn't pay attention to the participant's feelings and thoughts
 - Tells a participant he or she needs to change
 - Tells a participant what to do, acts like 'the expert'; appears cold or distant; lacks empathy; counselor interrupts the participant
- What are examples of signs of resistance WIC participants may show?

Possible responses:

- No longer making eye contact
 - Closed body language (ie: arms crossed)
 - Arguing (ie: challenging, discounting, disagreeing)
 - Interrupting
 - Withdrawing
 - Ignoring
- How do you respond to challenging situations when a participant is being resistant?

Possible responses:

- Change strategies or shift focus,
- Breathe—count to ten before you speak

- **Step back and listen**
- **Look at things from the participants perspective**
- **Let them know they've been heard (simple or deeper reflection)**
- **Nurture your compassion**
- **Show empathy**
- What strategies do you like to use? Are there other strategies you would like to add?
- Help your learner find a certification appointment they can observe and complete the Observation Activity [Module 8: Rolling with Resistance](#).

Module 9: Next Steps



Activity 9

- Have the learner complete Module 9 handouts listed below.
- Complete Handouts:
 - [Module 9: Establishing Next Steps: Two Baby Steps to a Healthy Future](#)
 - [Module 9: Health Outcome Based Eligibility Statement](#)
 - [Module 9: Participant Centered Services – How are You Doing?](#)
 - [Module 9: Putting All the Pieces Together](#)

NOTE: the handout (*Health Outcome Based Eligibility Statement*) refers to certifying children for a six month period – this has changed and Idaho WIC now certifies children for a one year period ending the last day of the month of the child's fifth birthday

- What questions do you have about the information in module 9?
- What thoughts would you like to share about this module? What did you find helpful?
- What are some reasons incorporating “Next Steps” into a participant’s visit is important?

Possible responses:

- **Individuals who set goals for themselves are more likely to achieve behavior change than those who do not set goals**
- **The participant is more likely to take ownership of their own goals when they come up with goals themselves**
- **A participant who says, “I want to do this...” is more likely to succeed**
- Let’s talk about the two steps process involved in developing next steps for a participant.
 - **Step 1: Ask the participant or guardian about their next steps**
 - **Step 2: The counselor takes next steps with the participant, which includes summarizing, thanking the participant, express confidence, offer praise**
- How confident do you feel about incorporating “Next Steps” and the S.T.E.P. process (Summarize, Thank the participant, Express confidence, Praise) into your visits?
- How do you plan to incorporate the USDA Health Outcome Statements in your WIC appointments?
- Help your learner find a certification appointment they can observe and complete the Observation [Activity Module 9: Establishing Next Steps](#).